



**TENURE AND PROMOTION  
IN THE DEPARTMENT OF NATIVE AMERICAN STUDIES  
AT THE UNIVERSITY OF NEW MEXICO**

**GUIDELINES**

Tenure and Promotion for the Native American Studies (NAS) faculty, like other faculty on campus, is determined by the following four criteria: *teaching, scholarly work, service, and personal characteristics*. All decisions regarding tenure are guided by policies set forth in the University of New Mexico (UNM) Faculty Handbook. In NAS, we recognize and honor contributions in teaching, scholarly work, and service equitably.

Since NAS is interdisciplinary, some of the expectations are more encompassing than those of faculty in a specific discipline. The process for tenure usually occurs over a period of six years. During the probationary period candidates for tenure and promotion will be evaluated annually with a mid-probationary review in the third year. Under special circumstances an early tenure decision may be requested.

NAS highly values work with communities and prioritizes Community-Engagement and Community-Based Scholarship. Community Engagement can occur across teaching, scholarship, and service and is rooted in reciprocity, respect, relationships, and relevance. Community engaged teaching, scholarship, and service benefits and impacts communities in transformative ways. Community-based scholarship extends from community engagement by directly involving community collaboration in research and produces scholarship that directly benefits community, organizations, or entities. NAS defines this type of work as community-based scholarship. Community engagement and Community-based scholarship are highly valued and privileged in NAS as they respond to needs and interests among Indigenous peoples. Candidates should clearly demonstrate in their dossiers where community engagement and/or community-based scholarship is represented.

Ratings consist of Excellent or Effective. Excellence in either teaching or scholarly work constitutes the chief basis for tenure and/or promotion. Faculty are also required to be rated as Effective in the remaining criteria. In NAS, the rating of Excellent can be applied to the remaining criteria as well.

## **TEACHING**

Section B.2.2.1 of the UNM Faculty Handbook defines teaching as follows:

(a) Due to the variety of subject matter and student populations at the University, teaching occurs in various settings and via a diversity of forms of instruction, such as didactic lecturing, small group seminars, problem-based learning, and clinical practicum. The term teaching as used here includes, but is not restricted to, regularly scheduled undergraduate, graduate, post-graduate, and professional instruction, and the advising, direction and supervision of individual undergraduate, graduate, postdoctoral, and professional students. Library faculty, in the discharge of their professional duties, shall be regarded as engaged in teaching. Teaching also includes the direction or supervision of students in reading, research, internships, residencies, or fellowships. Faculty supervision or guidance of students in recognized academic pursuits that confer no University credit should also be considered as teaching.

(b) Effective teaching is one of the primary qualifications for promotion and tenure. The educational experience provides a student with an increased knowledge base, an opportunity to develop thinking and reasoning skills, and an appreciation for learning. An effective teacher is best characterized as an individual who successfully promotes these goals. Although individual teachers bring to bear different sets of talents in pursuit of these goals, an effective teacher, at a minimum, should:

- Demonstrate effective communication skills
- Show evidence of strong preparation
- Present material that reflects the current state of knowledge in the field

Teaching is an essential component of the NAS Tenure and Promotion process, given the mission of NAS to provide interdisciplinary and relevant education for undergraduate and graduate students.

NAS follows the requirements set by the College of Arts and Sciences for candidates in the area of teaching. The College requires candidates to develop a teaching portfolio to include with their dossier. This teaching portfolio should be 5-10 pages, with tables, evaluations, syllabi, etc. added as appendices to the portfolio. This should be a reflective document, not just a list of courses taught. The items below reflect both the College and NAS requirements for faculty undergoing a milestone review. See the details for the teaching portfolio requirements on the College's website:

<https://artsci.unm.edu/for-faculty/faculty/promotion-tenure.html>

### **Considerations for Excellence in Teaching in NAS:**

In addition to the above qualities for effective teaching, considerations for a rating of excellent can include, but are not limited to, the following:

- Candidate clearly articulates a philosophy of teaching and learning that is illustrated by example materials and peer reviews.
- Candidate provides evidence that students have opportunities to reflect on own learning as it unfolds.
- Candidate clearly demonstrates community-engagement where applicable and the nature of the relationship to communities in their teaching
- Candidate demonstrates careful consideration of comments from peer reviews and students.
- Candidate demonstrates a clear commitment to quality advisement of students, including serving on or chairing graduate examinations, theses, and dissertations, both within and outside of the department.
- Mean and median student evaluation scores are consistently high or have a trajectory of growth that has led to higher student evaluations in all categories.
- Data from students is analyzed and informed by candidate's philosophy of teaching, as well as the context and substance of the course.
- General agreement among faculty reviewers and students is that the candidate's teaching is excellent, outstanding, memorable, etc.
- Candidate demonstrates innovation in instructional approaches, content, curricula, course development, delivery, and/or assessment.

### **SCHOLARLY WORK**

The UNM Faculty Handbook defines Scholarly Work in the following way:

The term "Scholarly Work," as used in the Policy, comprises scholarship, research, or creative work. Scholarship embodies the critical and accurate synthesis and dissemination of knowledge. The term "research" is understood to mean systematic, original investigation directed toward the generation, development, and validation of new knowledge or the solution of contemporary problems. "Creative work" is understood to mean original or imaginative accomplishment in literature, the arts, or the professions.

The criteria for judging the original or imaginative nature of research or creative work must reflect the generally accepted standards prevailing in the applicable discipline or professional area. To qualify as scholarship or creative work, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in question.

Publications, exhibits, performances, or media productions may be "supplemented by evidence of integration of the faculty member's scholarly work and teaching." (B1.2.2)

To achieve the rank of Associate Professor, the Candidate "shall have demonstrated a basic general understanding of a substantial part of their discipline and have an established reputation within and outside the University in their fields of scholarly work." (B2.2.2)

To achieve the rank of Professor, the Candidate are individuals “who have attained high standards in teaching and who have made significant contributions to their disciplines may be considered for this faculty rank. They shall also have developed expertise and interest in the general problems of university education and their social implications and have shown the ability to make constructive judgments and decisions. It is expected that the professor will continue to develop and mature with regard to teaching, scholarly work, and the other qualities that contributed to earlier appointments.” (B2.2.3)

Scholarship, as a foundation for teaching and to expand the knowledge base of NAS, is an essential part of a candidate’s tenure and promotion dossier.

Candidates for tenure and promotion in NAS may reflect the most recent trends in research and practice being undertaken by Native scholars. These trends in Native scholarship have given rise to an emphasis on alternative modes of representation. This is to say that candidate’s work can reflect the “**application of scholarship**” which leads to scholarly activities, products and service to the broader Native community. These forms of “*application of scholarship*” are inclusive of traditional, alternative, and creative forms of scholarship, such as:

- Participation in seminars, symposia and other forums for the purpose of developing research agendas;
- Creation of specific research agendas to meet social, political, or legal goals of a particular Native community;
- Creation of curricula materials or publications and training programs that are drawn from the research of the candidate and that is designed to disseminate a Native perspective to other professional groups or to provide training within Native communities;
  - (This item is included in the scholarly work section because it specifically draws upon the candidate’s research work to inform the curricula materials or training program.)
- Participation in programs integrating various bodies of knowledge and a range of cultural values within academic knowledge and teaching praxis;
- Creation of visual, print, audio or digital curricular materials.

**Dossier Content:**

1. The candidate is expected to provide a comprehensive but concise statement of scholarship. The statement should include a description of the contribution they believe their research has made to the evolving discipline of Native Studies. Scholarship will be evaluated on quality and relative impact of research to the field of Native Studies.
2. It is important to stress quality rather than mere quantity. There are various ways

to fulfill this criterion with traditional and non-traditional forms of publication. A dossier may include both forms. It is the view of NAS that the inclusion of non-traditional forms of scholarship in no way diminishes the importance of traditional scholarship but rather enhances and extends it. Both forms are valued.

3. Appropriate material may include:
  - a. Scholarly Book(s) (related to Native American Studies or candidate's discipline);
  - b. Articles in peer reviewed journals related to an area of Native American studies and with a high reputation in Native professional contexts or the candidate's specific discipline;
  - c. Book chapters that are published from academic sources and/or have undergone peer review;
  - d. Creative work(s) (novels, short stories, poetry, visual or sculptural artwork, film, video, musical or theatre productions, etc.);
  - e. Grants (awarded or applied for related to candidate's work in Native Studies);
  - f. Presentations (professional conferences or other similar settings in Native contexts or in the candidate's discipline);
  - g. Community-based and organization-based projects (government reports, presentations, contracts, resolutions, briefings, papers, newspaper articles);
  - h. Reviews of grant proposals or manuscripts

**Criteria for Excellence of scholarly work in NAS can include but are not limited to—**

- **Coherence:** Candidate's body of work has a well-explained coherence. It is clear 1) how current work builds on, or differs from, previous work and contributes to future research, and 2) how it "embodies the critical and accurate synthesis and dissemination of knowledge." (B1.2.2)
- **Dissemination:** Candidate's work has been "disseminated and subject to critical peer evaluation in a manner appropriate to the field in question." (B1.2.2) Candidate clearly identifies peer reviewed publications and presentations on the Curriculum Vita, and the accompanying Scholarly Work Statement explains the candidate's research paradigm, why the level of review is appropriate for the completed work, collaborations, and other important aspects of the context for the work. Senior faculty and outside reviewers, who are members of the candidate's discipline or professional area, consider the work excellent, given "generally accepted standards prevailing in the applicable discipline or professional area" (B1.2.2). Dissemination and recognition within and across Indigenous Nations is considered as part of a nationally and internationally disseminated body of work. Community-based scholarship is clearly indicated on the Curriculum Vita and described in the Scholarly Work Statement.
- **Quantity:** NAS values wide dissemination and stringent peer review, and considers it an academic responsibility to publish in high quality peer reviewed national and

international journals as part of the scholarly work. No exact number of publications and presentations is required to achieve excellence.

- **Impact:** Candidate's work has meaningful impact on communities, scholarship, and/or practitioners, and may include acting as a primary investigator or participating on externally funded grants. Candidate clearly explains the rationale for presented scholarly work, including the importance of the venue or forum for publication. Tenured faculty and outside reviewers consider the work as excellent, thoughtful, innovative, well theorized, meaningful, important, etc.
- **Integration:** Candidate's scholarly work is integrated with teaching (B1.2.2) and service. Candidate explains the relationship between scholarship and other aspects of their position. Tenured faculty recognize the integration.
- **Collaboration:** NAS recognizes and values collaborative scholarship because of its reciprocal nature. Collaborative scholarship includes co-authoring and co-creating scholarly work with scholars, professionals, students, community members, and organizations.

## **SERVICE**

Service contributions to NAS, the College of Arts and Sciences, the University of New Mexico, the State of New Mexico, and National and/or International Indigenous communities are the priority of this category. Service can include a range of activity such as direct work with non-profit organizations that contribute to Native communities, community projects, community and university service, program development and or research or grant writing that directly benefits constituent communities. This type of service is recognized as community-engaged. It also includes service to the profession, such as serving as a reviewer, conference coordinator, editor, and professional organizational leadership roles.

The UNM Faculty Handbook defines Service in two broad categories: professional and public.

(1) Professional service consists of those activities performed within the academic community that are directly related to the faculty member's discipline or profession. Within the University, it includes both the extraordinary and the routine service necessary for the regular operation of departments and colleges and the University as a whole, including, for example, facilitating the day-to-day operations of academic life, mentoring students and colleagues, and, in the Health Sciences Center, providing patient care. Universities, and their component colleges and departments, rely to a great extent for their operation and advancement on the active participation of faculty members in their administration and governance. Although service is not weighted as heavily as teaching and research or creative works, "service" is an essential element of faculty performance and duties. Faculty members, particularly senior faculty members, have a responsibility to

contribute to the government of the University through timely participation on committees and other advisory groups at the department, college, and University levels. Beyond the University, professional service includes service to professional organizations and other groups that engage in or support educational and research activities.

(2) Public service consists of activities that arise from a faculty member's role in the University. These activities normally involve the sharing and application of faculty expertise to issues and needs of the civic community in which the University is located. Service to the University, to the faculty member's profession and to the local, national, and international communities beyond the University is reviewed in this category. Evidence of performance in this area includes committee work at the University, college and department levels, and participation in professional organizations of the discipline and in the community in the faculty member's professional capacity.

**Considerations for Excellence in Service in NAS can include but are not limited to:**

- Taking on leadership roles or developing initiatives, particularly with Indigenous communities, organizations, or people;
- Demonstrated impact with communities and/or organizations;
- Service work leads to significant change in policy or programs (i.e., new funding to the organization, creation of new positions, increased participation from organization's constituents...);
- Recognition from the community, organization or people for one's service work.

**PERSONAL CHARACTERISTICS**

Professionalism, collegiality, cooperation, commitment and leadership relative to the work of a candidate in NAS are the key evaluative criteria used in this segment of the evaluation for tenure and promotion. These characteristics are very important in the smooth operation of a department and therefore have a direct bearing on the overall evaluation for tenure and promotion. Candidates are encouraged to include a statement in their dossier that addresses this area.

The UNM Faculty Handbook defines these criteria as:

This category relates to the personal traits that influence an individual's effectiveness as a teacher, a scholar, researcher, or creative artist, and a leader in a professional area. Of primary concern are intellectual breadth, emotional stability or maturity, and a sufficient vitality and forcefulness to constitute effectiveness. There must also be demonstrated collegiality and interactional skills so that an individual can work harmoniously with others while maintaining independence of thought and action. Attention shall also be given to an individual's moral stature and ethical behavior, for they are fundamental to a faculty member's impact on the University. Information used in the objective appraisal of personal traits may be acquired from peer evaluations (e.g., letters of recommendation for new

appointees, or written evaluations prepared by colleagues for promotions or for other departmental reviews) and must be handled with great prudence. By necessity, the category of Personal Characteristics requires flexibility in its appraisal.

**Considerations for Excellence in Personal Characteristics in NAS can include but are not limited to:**

- Clear evidence demonstrated by the candidate of professionalism, collegiality, cooperation, commitment and leadership relative to the work of candidate

Candidates are encouraged to discuss these criteria and the development of their dossier for tenure and promotion with the NAS Chair, the Dean of the College of Arts and Sciences, or colleagues who have recently completed the process

**Procedure**

All NAS Faculty at a rank above the candidate can vote on the candidate's dossier. These definitions will be included in all materials distributed to those preparing for tenure and promotion to Associate Professor and promotion to Full Professor. The criteria will be included in materials used by departments, outside reviewers, the Arts & Sciences Promotion and Tenure Committee, and the Dean to guide their written evaluation of any tenure track faculty seeking promotion and/or tenure. The criteria will not be used as a rubric or checklist; instead, all reviewers should use the definitions contained in this document to guide their writing of a holistic evaluation.

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