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DEPARTMENT OF GEOGRAPHY AND ENVIRONMENTAL STUDIES

This document describes the working protocol for the Department of Geography and Environmental Studies at the University of New Mexico. It provides both directives and guidelines for shared faculty governance in the Department, and it is updated periodically to reflect the evolution of faculty concerns and values. Policies adopted by the University of New Mexico always take precedence over this document whenever differences occur.

DEPARTMENTAL MISSION

We are an energetic and revitalized department that is passionate about our teaching and research in human geography and the environment, and in Geographic Information Science. We provide innovative curricular programs that are relevant to current, real-world problems, and that are strongly coupled with our individual research expertise. This synergy is nurtured by our commitments to intellectual diversity, collegiality and scholarly excellence in coherent focus areas within the disciplines of geography and environmental studies.

The Department has the following goals:

1. To be an integral part of the workings and be an active contributor to the mission of the University of New Mexico.
2. To improve its recognition and reputation amongst departments of Geography and Environmental Studies in the region and nationally.
3. To maintain a high level of research and teaching.
4. To provide academic leadership at UNM, particularly in the areas of Geographic Information Science and environmental understanding.
5. To provide a comprehensive offering of degree programs including professional certificates, undergraduate majors and minors, and graduate degrees.

Achieving this mission requires effective teaching, excellent research, active participation in university governance, and leadership in professional associations.

DEPARTMENTAL GOVERNANCE

I. MEMBERSHIP
A. Membership in the Department of Geography and Environmental Studies includes the following academic ranks: Distinguished Professor, Professor, Associate Professor, Research Associate Professor, Assistant Professor, Research Assistant Professor and Lecturer.
B. Faculty in the above categories, including those who have joint appointments with other units, shall be considered voting members of the department only if 50 percent or more of their budgeted salary is administered through the Department of Geography & Environmental Studies.
C. Faculty members on leave from the department shall retain voting privileges in decisions on the retention or appointment of Chair and on amendments to this governance document.

II. MEETINGS
A. Meetings of the department faculty shall be held on a regular basis during the academic year, provided that department affairs require faculty discussion, consent, or decision-making. In the absence of stated agenda items, planned meetings may be cancelled.
B. In addition to the regular meeting schedule, meetings may be called at other times by the Chair or by any two members of the faculty.
C. The Department Chair will act as moderator of each faculty meeting, and the Associate Chair will serve as moderator in cases where the Chair is absent.
D. Minutes will be recorded at each meeting alongside the agenda, to create a general record of attendance, actions taken, and vote tallies where applicable. In general, minutes will be recorded by the Department Administrator, except when personnel issues or other matters of a sensitive matter are discussed. Minutes will be reviewed and approved at the beginning of the subsequent meeting.
E. Committee reports and recommendations will either be (a) submitted to the chair for inclusion on an upcoming faculty meeting agenda or (b) sent directly to the whole faculty by email and thereby proposed for the consent agenda at an upcoming meeting scheduled at least one week after the notice is provided. Any faculty member can request that items proposed for the consent agenda be moved to the regular agenda for discussion, as long as this request is made at least 24 hours before the scheduled faculty meeting.
F. Meetings generally use a modified version of Robert’s Rules of Order in that decision-making proceeds via motion, second, discussion, and call for consensus.
G. Consensus decision-making is a strongly shared value and is the fundamental basis of the faculty’s shared responsibility for departmental governance. When consensus cannot be reached on a motion, the agenda item will be tabled until the next scheduled meeting if at all possible. If no consensus can be reached in the subsequent meeting, or in cases where the item is time-sensitive and cannot be tabled, the meeting moderator will proceed to majority voting via Robert’s Rules of Order.
H. Votes will normally be taken by a show of hands, but any faculty member can request an anonymous written vote.
I. Each year, the faculty will invite graduate students to nominate a representative to attend all faculty meetings. This representative will not vote but will otherwise be invited to participate fully, except when personnel issues or other matters of a sensitive matter are discussed.

III. ADMINISTRATION
The administration of the Department of Geography and Environmental Studies is carried out by a combination of elected/appointed administrators and faculty committees. This section describes the expectations for all administrative positions, including Chair, Associate Chair, Undergraduate Program Director, Graduate Program Director, and the Coordinators for: Computing & Facilities, Physical Geography,
Learning Outcomes Assessment, Website, Speaker Series, and Outreach. It is preferred that these positions are held by different faculty members, but it is possible that some positions may overlap. The expectations for each position are described below.

A. DEPARTMENT CHAIR
The Chair of the Department of Geography and Environmental Studies will generally be a senior member of the department faculty. In case no senior faculty members are available to serve, the Dean of Arts and Sciences will be consulted for an alternative solution.

1. Selection
   1.1. The Chair is selected with the consent of the faculty and the Dean of Arts and Sciences.
   1.2. The voting members of the department’s faculty will submit to the College Dean the name of their preferred candidate. If more than one candidate is acceptable to the faculty and is willing to serve, a list will be submitted to the Dean. These may be listed in order of preference. The Dean will accept or reject a single candidate. If there is more than one, the Dean will choose from among the candidates or refer the list back to the faculty.
   1.3. The candidate or list of candidates will be voted on during an open faculty meeting by secret ballot. The results will be forwarded to the Dean.
   1.4. The normal term of office for a Chair will be four years.
   1.5. A Chair is eligible to succeed him or herself if he or she so desires, the faculty members so indicate and the Dean concurs.
   1.6. The Chair shall be reviewed by the faculty and Dean annually.

2. Duties:
   2.1. To serve as the chief administrative officer of the department. The Chair shall administer the operation of the department by implementing the policies established by the university, the college, and department faculty members.
   2.2. To be the official representative of the faculty to the University and to the wider community.
   2.3. To be the liaison between higher levels of university administration and the departmental faculty, responsible for ensuring both (1) adequate communication of administrative priorities and actions to the departmental faculty, and (2) proper reporting of departmental activities and decisions to the administration.
   2.4. To advocate for departmental resources at the College and University levels.
   2.5. To engage in strategic planning that supports the department’s academic mission.
   2.6. To report regularly to the department, summarizing the business of his/her office and the business of department members. The Chair shall make available on a regular basis any information which he/she and/or the faculty deems appropriate to the efficient operation of the department.
   2.7. To recruit and nominate faculty for administrative and committee service.
   2.8. To propose course offerings and faculty teaching assignments, in consultation with the Curriculum Committee.
   2.9. To prepare budget requests and propose distribution of allocations, in consultation with the Budget Committee.
2.10. To manage personnel issues, in consultation with the Associate Chair and Personnel Committee.
2.11. To manage student complaints or issues, in consultation with the Undergraduate Program Director or Graduate Program Director, as appropriate.
2.12. To provide pre- and post-tenure evaluations of faculty members each spring, in consultation with the Personnel Committee.
2.13. To oversee annually the merit review and salary adjustment process, in consultation with the Personnel Committee.
2.14. To prepare faculty hiring and retention plans, in consultation with the faculty as a whole.
2.15. To manage the confidential personnel files of all faculty and staff members, in accordance with University policies.
2.16. To recruit, hire, and supervise staff as necessary to manage the Department’s administrative and academic operations.
2.17. To provide a written evaluation of the Department Administrator and other staff for which the Chair is the direct supervisor each year according to University regulations.

3. Notes
3.1. In general, it is expected that the chair will work collaboratively and in consultation with the department’s faculty committees and with its other elected administrators to enact governance policies. The department chair, however, bears final responsibility for ratifying all documents, decisions, and policies.
3.2. The Chair is normally given a reduced teaching load each semester to offset the expected workload associated with effective administration of these functions.

B. ASSOCIATE CHAIR
The Associate Chair plays a significant role in the administration of the department. In addition to the specific duties outlined below, the Associate Chair is also expected to serve informally as a liaison between the Department Chair and the faculty.

1. Selection
1.1. The Chair will recommend an Associate Chair to the faculty members who will then vote on the appointment in a written ballot.
1.2. The term of office for the Associate Chair will be two years.
1.3. An Associate Chair is eligible to succeed him or herself if he or she so desires, and the faculty members so indicate.

2. Duties
2.1. To represent the department when the Chair is absent.
2.2. To assist in the management of departmental operations when the chair is not available.
2.3. To provide input to the chair on strategic initiatives.
2.4. To serve as chair of the Personnel Committee, with direct responsibility for documenting the work and decisions of that committee.
2.5. To provide input to the Chair on the annual pre- and post-tenure evaluations of all faculty, in consultation with the Personnel Committee.
2.6. To implement annually the merit review process, in consultation with the Personnel Committee.
2.7. To supervise the faculty mentoring program, in consultation with the Personnel Committee.
2.8. To convene the Personnel Committee when necessary to advise the Chair on the appropriate resolution of personnel issues involving faculty or staff.

3. Notes
3.1. The Associate Chair is normally given a reduced teaching load in the spring semester to offset the expected workload associated with the effective administration of the Personnel Committee’s annual review procedures.

C. UNDERGRADUATE PROGRAM DIRECTOR
1. Selection: The Undergraduate Program Director shall be appointed by the Chair of the department with the consent of the faculty and will serve for two years. The term is renewable.
2. Duties:
   2.1. To recruit undergraduate students as majors and minors in the Department’s degree programs.
   2.2. To conduct orientation and advising sessions for new students.
   2.3. To oversee communications between the department and undergraduate student body.
   2.4. To foster an active undergraduate student group.
   2.5. To review student petitions for program of study exceptions.
   2.6. To manage student complaints and issues in consultation with the Chair.
   2.7. To review the results of student learning assessment for the undergraduate programs.
   2.8. To make recommendations on strategic initiatives related to undergraduate programming.
   2.9. To oversee the departmental program for Undergraduate Honors.
   2.10. To serve as a member of the Curriculum Committee.

D. GRADUATE PROGRAM DIRECTOR
1. Selection: The Graduate Program Director shall be appointed by the Chair of the department with the consent of the faculty and will serve for two years. The term is renewable.
2. Duties:
   2.1. To recruit graduate students.
   2.2. To oversee the graduate admissions process and facilitate review of graduate applicants by the committee of the whole.
   2.3. To conduct orientation sessions for new students.
   2.4. To allocate and oversee the use of graduate office space.
   2.5. To oversee communications between the department and the graduate student body.
   2.6. To review student petitions for program of study exceptions.
   2.7. To manage student complaints and other issues in consultation with the Chair.
   2.8. To review the results of student learning assessment for the graduate programs.
2.9. To make recommendations on strategic initiatives related to graduate programming.
2.10. To supervise Teaching Assistant assignments.
2.11. To serve as a member of the Curriculum Committee.

E. COMPUTING & FACILITIES COORDINATOR
1. Selection: The Computing & Facilities Coordinator shall be appointed by the Chair of the department with the consent of the faculty and will serve for two years. The term is renewable.
2. Duties:
   2.1. To conduct regular assessments of teaching and research lab facilities, including hardware, software and physical infrastructure.
   2.2. To work with appropriate staff members and research faculty to plan and coordinate facilities maintenance.
   2.3. To prepare annually a budget proposal for purchase, maintenance and replacement of the department’s computing equipment, infrastructure and facilities.
   2.4. To solicit and review faculty proposals for spending on instructional infrastructure and advise the budget committee regarding appropriate course fee expenditures.
   2.5. To communicate to the student body all decisions regarding the allocation of course fees.
   2.6. To serve as an ex-officio member of the budget committee.

F. PHYSICAL GEOGRAPHY COORDINATOR
1. Selection: The Physical Geography Coordinator shall be appointed by the Chair of the department with the consent of the faculty and will serve for two years. The term is renewable.
2. Duties
   2.1. To ensure basic coordination between the Physical Geography lab sections and lectures.
   2.2. To review and update lab materials and equipment on a regular basis.
   2.3. To supervise Teaching Assistants assigned to the Physical Geography labs.
   2.4. To ensure that student learning outcomes are assessed appropriately in all physical geography labs.
   2.5. To communicate with the curriculum committee regarding the scheduling needs of lab sections for physical geography.
   2.6. To prepare annually a budget proposal for purchase, maintenance and replacement of the department’s physical geography lab equipment.

G. LEARNING OUTCOMES ASSESSMENT COORDINATOR
1. Selection: The Learning Outcomes Assessment Coordinator shall be appointed by the Chair of the department with the consent of the faculty and will serve for two years. The term is renewable.
2. Duties
   2.1. To collect and report data on student learning to the Curriculum Committee
2.2. To assemble and submit all required assessment reports to the College and university
2.3. To regularly review and revise assessment procedures, in consultation with the instructors of Gen.Ed. core courses and the directors of degree programs.

H. WEBSITE COORDINATOR
1. Selection: The Website Coordinator shall be appointed by the Chair of the department with the consent of the faculty and will serve for two years. The term is renewable.

2. Duties
   2.1. To maintain and update the departmental website, in consultation with appropriate staff.
   2.2. To produce an annual strategic plan regarding the potential evolution of web-based functions and communications to support departmental priorities.
   2.3. To work with the speaker series coordinator and outreach coordinator to promote departmental visibility & foster scholarly exchange.

I. SPEAKER SERIES COORDINATOR
1. Selection: The Speaker Series Coordinator shall be appointed by the Chair of the department with the consent of the faculty and will serve for two years. The term is renewable.

2. Duties:
   2.1. To recruit, host, and publicize speakers in the department’s colloquium series.
   2.2. To provide input to the Budget Committee regarding the costs of speaker events and potential sources of external funding.
   2.3. To work with the website coordinator and outreach coordinator to promote departmental visibility & foster scholarly exchange.

J. OUTREACH COORDINATOR
1. Selection: The Outreach Coordinator shall be appointed by the Chair of the department with the consent of the faculty and will serve for two years. The term is renewable.

2. Duties:
   2.1. To work with the department chair on strategic initiatives related to the Department’s relationship with other units and administrators on campus.
   2.2. To coordinate outreach programs in Albuquerque and New Mexico to generate a greater awareness of geography as a field of university study.
   2.3. To work with the department chair to develop relationships with alumni from both the graduate and undergraduate programs.
   2.4. To work with the speaker series coordinator and website coordinator to promote departmental visibility & foster scholarly exchange.
IV. COMMITTEES
In addition to the appointments outlined above, the Department uses a simple committee structure to perform many duties related to academic and administrative affairs.

A. COMMITTEE OF THE WHOLE
The Department of Geography and Environmental Studies will for some issues act as a committee of the whole.
- The committee of the whole will review and provide recommendations on strategic initiatives reported by the chair and standing committees.
- The committee of the whole will select applicants for acceptance to the graduate program and will make recommendations to the graduate program director concerning the priorities for graduate student funding.
- The committee of the whole will also review and provide recommendations on all hiring plans and will provide detailed feedback to ad hoc hiring search committees for all faculty positions.

Most of the department’s work, however, will be conducted in smaller committees, in which a subset of appointed faculty members make recommendations to the Chair or to the committee of the whole.

B. STANDING COMMITTEES
Standing committees will be convened each year at the beginning of the fall semester. Each committee will report throughout the year to the faculty as a whole on their activities through a notice-and-consent model, in which committee recommendations are communicated to the entire faculty in advance of faculty meetings and simultaneously proposed for a consent agenda at an upcoming meeting scheduled at least one week after the notice is provided. Any faculty member can request that items proposed for the consent agenda be moved to the regular agenda for discussion, as long as this request is made at least 24 hours before the scheduled faculty meeting. In general, the Department Chair will refrain from acting on matters being decided or recommended by departmental committees until after the first faculty meeting during which discussion of the relevant committee decision or recommendation could have been raised, except where earlier action by the Chair is required to protect departmental interests. In that case, the Chair will make every effort to implement an expedited notice-and-consent procedure that enables faculty feedback on committee decisions and recommendations within a shorter timeframe.

The Department Chair may annually develop a charge for each committee, which the committee members will review, modify and adopt as they see fit in accordance with this document. Each committee will elect its own chair, unless otherwise specified below, and will determine annually its intended procedures for meeting format, meeting frequency, and decision-making. Committee members shall be appointed by the chair with the consent of the faculty, except as noted specifically below. In general, a term of committee service will last two years, but shorter and longer durations are also possible with the consent of the faculty. The Chair will propose each fall a set of committee appointments for faculty consent.
1. Curriculum Committee
   1.1. Selection: The Curriculum Committee will include the Graduate Program Director, the Undergraduate Program Director, and a minimum of one (1) additional appointed faculty member.
   1.2. Duties:
       1.2.1. To review annually the curricula for all existing degrees, minors, and certificates and to recommend curricular changes to the committee of the whole for review and approval.
       1.2.2. To engage in strategic planning for curricular development of new programs, in consultation with the faculty as a whole and to oversee the formal proposal process for any new programs that have the support of the faculty.
       1.2.3. To review and provide recommendations to the chair on planned course schedules and faculty teaching assignments.
       1.2.4. To solicit and review annually faculty proposals for new courses and course formats, providing direct feedback to the chair as to whether new or revised courses should be approved.
       1.2.5. To review all student petitions for exceptions to the program of study and to make decisions on whether each should be approved.

2. Budget Committee
   2.1. Selection: The Budget Committee will include three (3) appointed faculty and the Computing & Facilities Coordinator as an ex-officio member.
   2.2. Responsibilities:
       2.2.1. To solicit budget requests from all Directors and Coordinators on an annual basis.
       2.2.2. To develop a list of budget priorities each year, and to submit this list to the chair as a guide for the development of the department’s budget request.
       2.2.3. To make recommendations to the chair on strategic planning for budgetary needs as well as on the development of new funding sources.
       2.2.4. To review and provide feedback to the Chair on annual resource allocation plans.
       2.2.5. To solicit and review faculty feedback on budget plans and initiatives as part of the regular budget cycle.

3. Personnel Committee
   3.1. Selection: The Personnel Committee will include the Associate Chair and two (2) additional appointed faculty. The Associate Chair will serve as chair of the committee.
   3.2. Duties
       3.2.1. To implement the Department’s mentoring program.
       3.2.2. To review personnel management issues and provide advisory feedback to the chair on appropriate resolution strategies.
       3.2.3. To conduct annual reviews of faculty performance, in accordance with University policy, and to provide judgments to the chair as to whether
departmental standards for scholarship and workload have been met or exceeded by each individual faculty member.

3.2.4. To implement the annual merit review process and provide feedback to the chair about the relative performance of faculty members as a basis for salary adjustment.

3.2.5. To regularly review and propose necessary revisions to the department’s procedures for annual review of performance, workload, and salary.

C. AD HOC COMMITTEES:
Ad hoc committees will be convened periodically, according to the guidelines below. Members shall be appointed by the chair with the consent of the faculty.

1. PROMOTION AND TENURE COMMITTEE
   1.1. **Formation**: The Promotion and Tenure Committee will be convened in the fall semester of each year in which a departmental faculty member is slated for one of the following milestone reviews: midprobationary review, tenure & promotion review, promotion review, or post-tenure review.

   1.2. **Composition**:
      1.2.1. The Promotion and Tenure Committee shall consist of all tenured faculty members in the department.
      1.2.2. The Chair of the department will not be a member of this committee.
      1.2.3. The committee members will elect their own committee chair.
      1.2.4. In lieu of at least three eligible voting members, the Chair of the department with concurrence of the faculty and the candidate will appoint interim Promotion and Tenure Committee members.
      1.2.5. The Chair of the department will submit the candidate’s file to the Promotion and Tenure Committee at least three weeks before the written evaluation has to be submitted by the Chair of the department to the College of Arts and Sciences.

   1.3. **Duties**:
      1.3.1. Evaluate materials, review supportive documents, and make recommendations for the department on candidates for the third year review of non-tenured faculty members.
      1.3.2. Evaluate materials, review supportive documents, and make recommendations for the department on candidates for promotion and tenure.

2. HIRING SEARCH COMMITTEE
   2.1. **Formation**: A hiring search committee is convened whenever the Dean of A&S authorizes a new faculty search.

   2.2. **Composition**:
      2.2.1. The Chair will, with the consent of the faculty, appoint a search Committee consisting of at least three faculty members from within the department, one graduate student, and one additional member from outside the department. Diversity in membership is a key factor in committee selection. Additional members will be added if necessary to achieve diversity.
2.2.2. The Chair appoints one of the three faculty members from within the department as Chair of the Search Committee.

2.3. Duties
2.3.1. The Search Committee meets to write the job description and circulates this to the whole department for additional input. In addition the job description will be submitted to OEO for approval.
2.3.2. The Search Committee will advertise the job description widely, including in the AAG Newsletter.
2.3.3. The Search Committee will be responsible for the selection of candidates for interview and organizing the interviewee’s schedules. Candidates will make at least one public presentation and all faculty members will be given an opportunity to meet with the candidates.
2.3.4. The Search Committee will seek input from all department faculty members on the acceptability of each candidate.
2.3.5. The Search Committee will meet after all selected candidates have been interviewed and make a formal recommendation to the faculty members regarding acceptability of candidates.

V. PROCEDURES AND CRITERIA FOR TENURE AND PROMOTION

A. BASIC PHILOSOPHY
1. In developing appropriate procedures for promotion and tenure decisions, we have considered the goals we desire to attain in building our department as well as college and university policies.
2. We desire a department with a high national visibility within the geography community that makes substantial scholarly contributions to basic and applied research.
3. We desire a department with a reputation for excellent and stimulating teaching at both the graduate and undergraduate levels. In this manner, we can attract the best students and serve them well.
4. Our department will strive to offer a physical and social environment for staff, faculty, and students that stimulates professional growth and academic excellence, and one that promotes diversity in culture, thought and practice.
5. Our department will strive to serve those professional, university, and community needs which geographers are uniquely trained to meet.

B. PROCEDURES
1. In addition to reading this document, faculty members should familiarize themselves with the university and college guidelines for promotion and tenure.
2. The requisite degree for tenure earning faculty in this department, and by national standards, is the Ph.D. in geography or a closely related discipline from an appropriately accredited program or school.
3. Evaluative judgments regarding tenure, promotion and retention are made at two levels within the department: the Promotion and Tenure Committee and the
Chair of the department. The Promotion and Tenure Committee is constituted as outlined above in the section on committees. The Promotion and Tenure Committee reviews relevant data and makes a recommendation, including a minority recommendation if necessary to the Chair.

4. The Chair independently makes a recommendation to the Dean.

5. The candidate's promotion/tenure packet, the committee's recommendation and the Chair's recommendation are forwarded through the Chair of the department to the College of Arts and Sciences.

6. Before forwarding these materials, the Chair will inform the candidate of the outcomes of this process.

C. EVALUATION PHILOSOPHY

1. It is recognized throughout the discipline of Geography that simple numeric indices of faculty performance do not exist and should therefore not be created.

2. Faculty activity is multivariate and demands careful and detailed scrutiny of all relevant aspects weighted as appropriate to the case. Provided below are comments on the procedures by which such evaluative judgments are made and statements of standards which aid judges in reaching their decisions. In all cases, the Department of Geography and Environmental Studies and Environmental Studies makes its judgments based on perceived national standards for geography faculty members in doctoral degree-granting institutions. There is, of course, no codified list of these standards. They exist, rather, in the continuing coherent process of making professionally relevant judgments against shared values in the disciplines as relevant to specific situations and individuals. Data are evaluated as appropriate to the case at hand, not according to a priori and necessarily arbitrary pre-judgments. As is true in any review procedure, opportunities are provided for exceptions to established criteria. These must, however, be formally requested by the person under review, and approved by both the Chair of the Department of Geography and Environmental Studies and Environmental Studies and a majority of the Promotion and Tenure Committee.

3. Untenured faculty and those at junior ranks will receive annual feedback regarding their progress toward tenure and/or promotion. It is reasonable to expect that promotion/tenure decisions would be consistent with the annual feedback documents and faculty should pay special attention to them.

4. The Chair of the department and the Promotion and Tenure Committee are not bound by the annual feedback documents, but their final decision should be substantially consistent with them.

5. All faculty members are provided with yearly performance appraisals of their teaching, research, service, advising, and when appropriate, administration. Although it is reasonable to expect continuity between the annual performance appraisals and promotion/tenure decisions, the two processes are functionally independent. The Chair and the Promotion and Tenure Committee will carefully consider these annual evaluations but they are not bound by them.
D. INFORMATION USED IN EVALUATIONS

1. TEACHING AND INSTRUCTION
   a. Classroom Teaching
      1) Evaluation of material prepared for each course, syllabi, reading lists, tests, etc.
      2) Class visitation.
      3) Student evaluations.
      4) The development and adoption of new, innovative, and effective teaching techniques.
      5) The development of new courses.
      6) Participation in curriculum development and review.
      7) Evidence of effort to regularly assess and continuously improve student learning outcomes.
   b. Participation on Graduate Student Committees
      1) Supervision of students: number supervised, completed, and in progress; quality of theses and field problems.
      2) Committee Memberships: number served on; quality of participation.
   c. Practicum Teaching and Intern Supervision
      1) Supervision in the field, internships.
      2) Supervision of graduate teaching assistants.
   d. Directed Research and Readings
      1) Supervision of directed study.
      2) Supervision of directed research.
   e. Comments
      1) As noted above, the department views teaching and research as highly interrelated activities; it is assumed that excellence in one can often foster excellence in the other. Further, it is believed that effective and valuable teaching can and does occur in settings other than the classroom (e.g., research or practicum supervision). At the same time, the department recognizes that most of its instructional activities will occur within a classroom setting.
      2) Accordingly, commitment to and excellence in classroom teaching is expected. In addition to ordinary measures of teaching quality, as indicated above, the particular character of teaching activities and their place within the department/program must be considered as well. Such issues are reflected through evaluations of the degree to which the teaching activities and abilities of the faculty member contribute to primary departmental needs at the graduate and undergraduate levels, the degree to which students are attracted to work with the faculty member, and particularly in the area of research direction and committee work on honor’s theses and at the master’s level. These numeric and narrative data are a part of the base upon which evaluations of teaching are made by the department.

2. RESEARCH AND OTHER SCHOLARLY ACTIVITIES
   a. Materials Required
      1) Books, chapters in books, monographs.
2) Articles in refereed professional journals (both non-empirical and empirical articles).
3) Grants and contracts solicited; grants and contracts obtained.
4) Papers, symposia, and posters at professional meetings/colloquia, invited addresses.
5) Other research publications, technical reports, non-refereed articles, book reviews, commentaries, etc.
6) Submission of scholarly manuscripts.
7) Research plan/program.

b. Comments
1) The department's strong emphasis on research and other scholarly activities is based in large part on the belief that active involvement in the creation of knowledge greatly facilitates the dissemination of knowledge (i.e., teaching). This is true at both the graduate and undergraduate levels.
2) Additionally, the Department strongly believes that, independent of its very important teaching responsibilities, part of its overall mission and purpose is to increase the body of knowledge in Geography.
3) Because of these considerations, virtually all tenure track faculty members in the Department of Geography and Environmental Studies and Environmental Studies have a significant portion of assigned duties related to research and creative activities. Consequently, unless specific exceptions are made in writing and in advance, faculty members are expected to pursue such activities and will be expected to contribute to the appropriate literature(s) in their respective fields.
4) Evaluation of research activity is based upon two primary considerations, one a matter of quality, the other a matter of quantity.

c. Quality
1) Quality inevitably refers to professional judgment and it is through relatively standardized processes of professional judgment that this Department reaches its evaluations.
2) With regard to the publication of professional articles, judgments of quality will include but not be limited to factors such as:
   a) The methodology and conceptual complexity of the research and analysis.
   b) Publication in appropriate refereed journals.
   c) Appropriate refereed journals for each faculty member will be identified in the annual review process.
   d) Estimates of the contribution made by the author, both in relation to other authors in multiple authored pieces, as well as the contribution to the field as viewed by the evaluators.
3) An estimate of the quality of the content of the paper in the sense that a reviewer would evaluate such content.
   a) Evaluation comments in letters from appropriately placed outside experts in the field.
   b) Methodology appropriate to the research.
4) Another important area in judgments of research and creative activity includes the seeking and favorable review of grants and contract proposals for scholarly activity, considering availability of funding within such areas.

5) The final general area that receives attention is paper presentations at scientific meetings and professional gatherings. These are evaluated on the basis of the level of the meeting (international, national, regional, local, etc.) and the distinction of the presentation, including especially invited addresses to professional groups and in academic settings.

d. Quantity

1) A simple count, or arithmetical weighting of papers, books, and scholarly publications, does not suffice to meet the required data base for making evaluations regarding research productivity.

2) Such considerations must also take into account specific aspects of research programs which properly influence the rate of publication; these include but are not limited to information on the rate at which data relevant to published studies can be collected, the amount of support provided for the research expertise, the proportion of assigned duties specifically allocated to research and creative activity, commonly expected rates of publication in specifically relevant areas of scientific investigation, the breadth of individual articles, whether books and papers are jointly authored, whether such publications are authored or edited, whether the research reported is longitudinal or cross-sectional, and whether it was conducted in a field setting, library, office, or laboratory.

3. SERVICE

a. Departmental Service

1) Serving as one of the departmental coordinators or Associate Chair

2) Advising for departmental student groups.

b. University Service Outside of Department

1) Collaborative programs with other disciplines.

2) College-wide and university-wide committees.

3) Other organizations such as faculty governance groups.

4) Collaborative programs with study abroad programs and sister campus programs and activities.

c. Professional

1) Geographic Organizations/Interests: professional offices and committees (e.g., AAG, IGU); regional offices and committees (e.g., SWAG).

2) General Academic Offices and Committees: participation in grant review boards, national policy making, journal and paper editing, program evaluation and similar activities; officer or committee work, such as AAUP, Sigma Xi, at national, regional, state, and local levels.

d. Community

1) Consultant work with community programs.

2) Public lectures relevant to discipline.

3) Media coverage -- community issue-oriented papers in the popular press.

4) Activities on behalf of local, state, federal agencies, and non-profit groups.

e. Comments
1) Service, both professional and public, is involved in evaluation of faculty performance, although typically the amount of assigned duties in this area is small in relation to other areas such as teaching, research, and creative activity. Acceptable levels of performance are evaluated both in terms of quality and quantity as outlined above.

2) Regarding quantity, all faculty members, unless specific exceptions are made, are expected to participate in the activities of departmental level committees and, as appropriate, at college and university levels. Typically, this would consist of some active committee assignments in the department plus college/university assignments as they might occur.

3) For tenured faculty, we expect a visible amount of professional service within the discipline outside of the university, such as contributing to professional associations at various levels, holding office in such organizations, reviewing scholarly manuscripts for publishers, and generally contributing to the overall well-being of the discipline.

4) Quality of public service is necessarily measured by the impact, as perceived by the evaluators of the public sentiment, letters, and comments. Further, evaluations of the importance of public service activities consider the level of public service, ranging from local to international as might be appropriate to the case.

5) Service for which a faculty member is compensated will be considered in the service category only if the work is directly relevant to the candidate’s research or to other activities of the Department.

E. OUTSIDE REVIEWS

1. Outside review of the credentials of all candidates for tenure or promotion is required.

2. The Department Chair will solicit external reviews in accordance with College policy. Reviewers will be selected in a meeting between the candidate and the Review Committee.

3. This review will be available to the Promotion and Tenure Committee and the Chair.

VI. MERIT SALARY PROCEDURES AND ANNUAL EVALUATIONS

A. EVALUATING ANNUAL PERFORMANCE

1) Assignments

a) Faculty members are evaluated on the basis of their assignment of duties in the three areas of teaching, research and service. Those assignments reflect the rank of the faculty member and the needs of the department. The normal assignment for tenure track faculty members is: research 40 percent, service 20 percent, and teaching 40 percent of the faculty’s assignment. Instructors are expected to have approximately 60 percent of their assignment in teaching, 25 percent in service, and 15 percent in
research. The Chair, in consultation with individual faculty members and the department’s faculty, can modify faculty member assignments.  
b) Documentation is the basis on which faculty are evaluated. However, evaluation is based on the percentage of assignment in each category. Thus, evaluation of the faculty member’s performance will be based on both the amount and the quality of work performed within each category.  
c) In addition to the assigned duties, professional visibility of a faculty member will be a factor in the evaluation.  

2) Criteria for Merit Pay  
a) Faculty members are evaluated by a committee of the whole faculty and by the Chair of the Department.  
b) Faculty members will be rated on their performances in each area of assigned duty. Rating is based on a 5-point scale; 5 = outstanding, 4 = strong, 3 = satisfactory; 2 = weak, 1 = unsatisfactory.

B. PROCESS  
1. The recommendations of the Faculty and Chair are prepared independently.  
2. As a first step, the raise pool will be divided into two portions. One is based on cost of living and the other is based on merit. The cost of living is generally set at 1.5 to 2 percent and is often required by the university as a minimum salary increase. The remainder is available for merit raises.
3. Each faculty member, except the Chair, will be evaluated in each assigned category (typically teaching, research and service).
4. Results are given to the Chair via the Department Administrator.
5. Each faculty member will be evaluated in each assigned category (typically teaching, research and service) by the Chair of the Department.
6. The Chair will calculate an average score for each assigned category for each faculty member based on the faculty’s evaluation and Chair’s scores.
7. For each faculty member, the numerical score for each category will be multiplied by the FTE assigned and adjusted for the entire evaluation period.
8. The resulting numbers will be summed to obtain a total score for each faculty member.
9. Each faculty member’s total score will be added to other faculty members scores and a percentage ownership of the merit pool calculated based on the individual faculty member’s total score in proportion to the aggregate total scores of all faculty members.

C. REPORTING DATA FOR FACULTY EVALUATIONS  
1. It shall be the responsibility of the faculty member to complete relevant departmental Faculty Activity Reports. This information will be made available to the Faculty and to the Chair of the Department.
2. It is required that each faculty member submits annually a self-evaluation of his/her performance. This report should reflect the categories delineated in each faculty members assignment.
3. Formal teaching evaluations along with supporting documentation - such as copies of papers, articles and chapters - should be included."
4. Faculty members can include a statement outlining achievements in reaching their research and teaching goals for the year. In addition, their research and teaching agenda for the coming year should be included.

VII. FACULTY MENTORING
E.1 Purpose, Mission

Assistance from a well-respected mentor is an invaluable supplement to the guidance and assistance that a department chair provides during the early years at UNM. The purpose of the GES Faculty Mentoring Program is to assist incoming junior faculty to adjust to their new environment, succeed in their career goals, and develop a sense of belonging and membership within the Department and University.

This purpose is carried out through provision of a knowledgeable established faculty mentor, typically someone who is in the same type of position as the incoming faculty, who has achieved a long-term relationship (e.g., tenured, experienced lecturer) with the department and university.

For new incoming faculty appointed as Associate Professor or Professor, assignment of a mentor is less critical, but highly encouraged, to serve as a means of acclimating the new faculty member to GES and UNM.

The Department of Geography and Environmental Studies envisions the Department as a community where the value of diversity is recognized and where equal opportunity is afforded for all.

E.2 Procedure
E.21 Chair Responsibilities
a. The chair should inform new faculty about and ensure their attendance at UNM’s new faculty orientation, which occurs each fall semester.
b. The chair should advise new faculty on matters pertaining to academic reviews and advancement, although mentors are also encouraged to provide information to mentees based on their experience.
c. The chair should ensure that mentors and mentees have current information on academic personnel process, department policies, graduate student advising, and so forth (e.g. Faculty Handbook, GES Policies and Procedures).
d. During each semester that new faculty join the department, the chair should survey current faculty and ask for volunteers interested in mentoring new incoming faculty.
e. Upon appointment of new faculty, Department Chair should appoint a volunteer mentor for the new faculty member.

E.22 Mentor Responsibilities
a. A good relationship with a supportive, active mentor contributes significantly to a new faculty member’s career development and satisfaction. Although the role of mentor is an informal one, it requires dedication and time.
b. After assignment to a new incoming faculty member, the mentor should contact the new faculty member in advance of arrival at UNM.
c. The mentor should meet with the new faculty member on a regular basis over at least the first two years, ideally, at least one or two face-to-face meetings per semester.
d. Mentors should encourage open communication via email, telephone, office hours, and so forth.
e. The mentor should provide informal advice to the new faculty member on aspects of teaching, research, service, junior faculty research funding, staff responsibilities, and so forth, or be able to direct the new faculty member to appropriate others (see E.3. Mentoring Content).
f. The mentor should treat all dealings and discussions with mentee as confidential.
g. There is no evaluation or assessment of the new faculty member on the part of mentor, only supportive guidance and constructive criticism.

E.23 Mentee Responsibilities
a. Mentees should encourage and attend scheduled meetings with mentors.
b. Mentees should keep mentors informed of any problems or concerns as these arise.
c. When input is desired for research or writing issues, mentees should leave sufficient time in the grant proposal or paper submission process to allow mentors time to review and critique drafts.
d. Mentees should prepare key questions before each meeting, so that structured time with mentors is tailored to mentee’s needs.
e. Mentees should contact mentors between meetings should issues arise about which the new faculty member is unclear.
f. Mentees should also access other established faculty members as informal mentors, as those faculty members’ experience and expertise apply to issues that arise.

E.3 New Faculty Mentoring Content (See Appendix A)

Key areas of mentoring content should include, but are not limited to the following: responsibilities of involved parties; university and department structure, decision-making, resources, and staff roles; teaching requirements, expectations, and student supervision; service requirements, committee structure, and department expectations; annual review process; issues related to research, publication, conferences, and funding.

VIII. EMERITUS POLICY
Retiring faculty members may be given emeritus status, in accordance with University policy. A majority vote of the voting faculty members is required.

IX. AMENDMENTS TO THIS DOCUMENT
This Statement of Department Governance may be amended at any regular meeting of the department provided the specific amendment shall have been distributed in writing
with the agenda of the meeting at least three days prior to the meeting. A 2/3 majority vote of the total voting faculty is required to amend this document. Written proxies, sealed and delivered to the Chair prior to a meeting will be allowed only when amending this document or when electing faculty.
APPENDIX A

Tips for Mentoring & New Faculty Mentoring Content

**Tips for Mentors**
1. Exchange CV's with your mentee to stimulate discussion about career paths and possibilities.
3. Use your knowledge and experience to help junior faculty member identify and build on his/her own strengths.
4. Attend all mentoring events, including colloquium and training session and periodic workshops.
5. Try to be in contact twice monthly (if possible) about the junior faculty's career and activities. Commit to making one contact per month to show you're thinking about your protégé's career.
6. Discuss annual performance reviews with the junior faculty member: how to prepare, what to expect, how to deal with different outcomes. Preview the document before it is submitted to the chair.
7. Aid the junior faculty in exploring the institutional, school, and departmental culture (e.g., What is valued? What is rewarded?)
8. Check-in with department chair with any concerns, or problems. Respond to occasional calls from the chair to see how each pair is doing.
9. Share knowledge of important university and professional events that should be attended by the junior faculty member.

**Tips for Mentees**
1. Show initiative in career planning: write a personal statement about your educational philosophy (to be amended as needed); exchange your CV with your mentor for discussion.
2. Find out about, and take advantage of, opportunities for learning about how the university, and your field, operate. Write down questions as they occur to you, and then begin searching out the answers.
3. Attend all UNM orientation and related training (e.g., New Faculty Orientation, WebCT workshops)
4. Read materials (GES Policy Manual, Graduate Student Handbook, Faculty Handbook, etc.)
5. Realize that your success is important not just to you, but also to the department and the university. Consider that "going it alone" doesn't work that well for anyone.
6. Make your scheduled meetings with your mentor a priority, and take advantage of e-mail and the telephone to keep in touch informally.
7. Be willing to ask for help.
8. Let the chair know if you have questions or concerns about the program.
9. Begin assembling your "advisory board" of supporters and advisors in the university community.
10. Make and maintain contacts with other junior faculty, within the department as well as in other departments and schools.
11. Become familiar with the resources available to support and strengthen your teaching and research.
12. Assemble a library of information about the department (e.g., Academic Program Review, Strategic Plan, GES Policy Manual, Graduate Student Handbook.)
13. Set a meeting with department chair to discuss departmental expectations for tenure and promotion.

New Faculty Mentoring Content

Suggested Topics

General
1. How is the department organized? (Divisions, Committees?)
2. How are decisions made? What are the opportunities for junior faculty involvement?
3. Is support staff available to junior faculty? What can be expected of support staff? What supplies and expenses are covered by the department? By the College? Are there other resources available to cover expenses related to teaching and research?
4. What special issues might face incoming international faculty? What resources are available for international faculty?

Research
1. What conferences should the junior faculty attend? How much travel is allowed/expected/supported? How do you choose between large conferences and smaller events? What can you do at professional gatherings to gain the type of exposure that can lead to good contacts, and potential names of tenure-file reviewers?
2. Authorship etiquette: On collaborative efforts, how are the authors listed? Where do graduate student names go? How important is first authorship? How is alphabetical listing of authors viewed?
3. Where should you publish? What should you publish? How much/how often? What are the department/college expectations regarding publication before tenure and promotion? How do journal/chapters in edited collections/conferences compare? How much "new" work is necessary to make something a "new" publication? Where should your publishing energy go: is a single-author book always preferable to an edited collection? May material published be submitted elsewhere? When is it time to worry if you haven't published?
4. Is it worthwhile to send published reports to colleagues here, and elsewhere? What's the line between sharing news of your accomplishments and appearing self-congratulatory?

Resources
1. What research resources are available to you as a faculty member?
2. How important are grants? How do you get hooked into the grant-writing process? How much effort should you be investing in capturing research funding? How can you find people to assist you in writing the best possible proposal, to draw up the budget? What are departmental expectations of percent of your
salary to be supported by external grant funding?
3. What is the expected percent of indirect cost funding on grants you received? Are there funding agencies to which you should not apply for grants because of inadequate indirect cost recovery? For laboratory space, what is the expectation of the amount of indirect funds recovery per square foot of laboratory space you occupy? How does the department assess shared cost for use of common equipment and its service contracts?
4. What do you see as your research "niche" in the department, in your area of research?
5. What does your chair see your area of research contributing to the department, eventually to the school?

Presentations on Research
1. Should you give presentations within the department? How often? How are colloquia in the department organized? What are the opportunities for your graduate students to present their work?
2. Should you give presentations about your work at other universities/institutions/public settings? How often? How important is this? If it is important, how do you get invited to give these talks?

Collaborative Research
1. Is collaborative work encouraged or discouraged in the department/school/fields? With other members of the department? With international colleagues? With colleagues who are senior/more established? With other junior faculty/graduate students? Long-standing collaborations, or single efforts? How important is it to have some (or all) single-author papers to your credit or papers with multiple authors in which you are first author or senior author?
2. Should you form a research group? What sort of activities should the group do, as opposed to work you should undertake individually?

Teaching
1. Will you be expected to assemble a teaching portfolio for your tenure review? What goes into such a portfolio?
2. What are you expected to teach? Graduate, undergraduate, seminar, lecture, practicum, recitation, special topic, service course? Are some types of teaching more valued? How much flexibility is there in teaching schedules? Who controls the schedule?
3. Which are the "good" subjects to teach? Is it good to teach the same course semester after semester, stay with a single area? Or should you "teach around"?
4. Is it good to develop new courses? Specialized courses in your research area?
5. For faculty on "soft money," what are the departmental expectations for teaching load considering the number and size of grants that must be written to support the expected fraction of your salary? Is this a reasonable expectation? What about lectures in other courses?
6. How can you use a special topics course to get a new research project off the ground?
7. How much time should you spend on your course preparation? Where's the line between sufficient preparation and over-preparation?

8. Will you have a teaching assistant? Who will select him/her? What can you expect of a teaching assistant, and what are your responsibilities for evaluation of his or her performance?

9. Are there departmental/school standards for grading? What degree of freedom do you have in determining course content? Does the department expect midterm and final exams?

10. How are you evaluated on teaching? What importance is placed on peer observation of your teaching? On student evaluations? If senior faculty do observe your classes, who asks them to come? To whom do they report, and in what way? What resources are there for improving your teaching?

11. If a classroom problem arises you aren't sure how to handle, what are your options for seeking advice, help?


13. How should you develop a teaching portfolio? What form should it take? What should it include?

**Student Supervision**

1. How important is your work with graduate students? How many should you expect to supervise? How many is too many? How much advising should you expect to do? How do you set limits on the amount of time/effort you invest in graduate students?

2. How do you identify "good" graduate students? What qualities should you look for? How aggressive should you be in recruiting them to work with you? What should you expect from your graduate students? How do you identify a problem graduate student?

3. How important is it to the department that you are a Ph.D. student advisor? On a Ph.D. student committee? A mentor for a professional school thesis? Mentor for an independent honors thesis? What are the qualifications to become a Ph.D. advisor in the Graduate School?

4. What should you keep in files on your students? Remember that you have to write reviews and recommendations for them.

**Service**

1. How much committee work should you expect to perform within the department? College? University? At the beginning of your career at UNM? What committees should you push to serve on? Are there any you should avoid pre-tenure? How much time should you expect to devote to committees and other forms of service as a junior faculty member?

2. How important is professional service outside of the university? How much paper and proposal reviewing is reasonable? Review boards? Journal assistant editorships?

3. How do you weigh the prestige of organizing a national event in your field versus the time commitment?
**Review Process**

1. How long is your appointment? When will you come up for review? What sort of reviews? How is a fourth-year review, for example, different from the tenure review?
2. What is the process? (What do you submit for review? When? How do you hear the results? How are the reviewers selected? Do you have a role in that process?)
3. If you are responsible for submitting your own list of potential outside reviewers, how do you go about assembling such a list? What kind of reviewers should you try for? Are international and domestic reviewers regarded equally? How is the reviewer's own eminence evaluated? How much prior contact with a potential reviewer makes them unsuitable for your list? (Is having been on a panel together acceptable, but not a professional friendship?)
4. What information is important in your vita? Is there any activity too trivial to include?
5. Should you send copies of congratulatory letters to the department chair, or simply retain them for your dossier?
6. How are raises determined in the department? College? How will you find out about your raise? What's the process for discussing your raise in a given year?
7. How can you get feedback on how you're doing at any point in your pre-tenure career?

**Personal Issues**

1. What policies does UNM have for family and personal leave? How do you go about asking for such leave? Do you begin at the department level? Is there an appeals process if your request is turned down?
2. What programs/assistance does the university provide for childcare?
3. How visible must one be in the department? Is it expected that you'll show your face every day? Is it acceptable to work at home?
4. What problems does the university's Employee Assistance Program deal with?
5. What are the university's sexual harassment policies, training requirements?
6. If you're involved in a controversy or dispute, where do you go for help?