

New Mexico State University

College of Education

Promotion and Tenure Policy

Prepared by the

The College of Education College Council

Members:

Loui Reyes, C&I, Chair

Joe Berning, HPDR, Co-Chair

Eric Lopez, SPED/CD, member

Abe Armendariz, EMD, member

Rod Merta, CEP, member

Rosario Sessions, Professional Staff

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**New Mexico State University (NMSU)
College of Education (CoEd)
Promotion and Tenure Policy**

INTRODUCTION

New Mexico State University's Promotion and Tenure Policy requires all colleges to have their own promotion and tenure policy. Toward this end, The College of Education's College Council was asked to develop a promotion and tenure policy that complies with the University's 2008 policy. Throughout the development of this college policy, faculty had opportunity to provide input through their College Council, a faculty group that fosters shared governance.

To ensure University-wide consistency, the College of Education's promotion and tenure policy is aligned with NMSU's promotion and tenure policy and incorporates the University's *Common Elements to be included in the principal units' promotion and tenure policy* (See Appendix A). In all cases NMSU's Promotion and Tenure Policy supersedes the promotion and tenure policies of the CoEd and its departments (*NMSU Policy Manual*, 5.90.5.4).

The CoEd Policies for Promotion and Tenure presented here will take effect in Fall 2008.

BASIC PRINCIPLES

The promotion and tenure process is the means by which both New Mexico State University and the College of Education reward and retain their most valued scholars, sustain excellence in instructional disciplines, and fulfill their missions. The processes for promotion and tenure are founded on principles that assure:

1. Fairness, transparency, and participation;
2. Decisions are made without regard to race, national origin, gender, gender identity, age, disability, political beliefs, religion, marital status, sexual orientation, special friendships, or animus toward candidates, taking care to avoid structural institutional, or habitual thoughts and patterns that could lead to discrimination; and
3. Individuals will continue to make substantial contributions to their profession, College of Education, and New Mexico State University.

The College of Education Policies for Promotion and Tenure are intended to:

1. Comply with the institutional requirement that each college have its own promotion and tenure policy.
2. Provide criteria and procedures that are clear and readily available
3. Assure clear standards for annual performance evaluation, promotion, and tenure;
4. Assure that applicants for tenure are judged on the performance of their assigned duties and according to agreed-upon allocations of effort;
5. Assure the involvement of broad consultation by groups and individuals with successively broader views of the mission of NMSU; and

6. Provide the opportunity for appeal.

Equal Protection Assurance

To achieve fairness, transparency, and broad-based participation, all participants in the promotion and tenure process will base decisions on the documentation required by the College of Education Policies for Promotion and Tenure.

Academic Freedom

The College of Education supports and upholds NMSU's academic freedom policy:

“The quest for truth often leads the scholar into difficult and untried territory. As a dealer in ideas, the teacher or scholarship and creative activity comes often in conflict with prevailing belief of large segments of society and even with those of colleagues. Yet, because of the practical benefits of scholarly activity, it is profoundly important that this diversity of ideas be not only tolerated, but encouraged. The right to support unorthodox positions, arrived at through scholarly investigation, free from coercion or reprisals, is fundamental to the continued progress of society. The right to pursue unpopular lines of inquiry and express new and unaccepted ideas falls within the framework of a special set of guarantees called “academic freedom.” In granting these guarantees, society expresses a willingness to risk the consequences because history confirms that the risk is outweighed by the benefits stemming from such a policy. Scholars are entitled to full freedom in the conduct of their scholarship and creative activity and publication of the results, and full freedom in the classroom to discuss those topics in which they are professionally experts as determined by their credentials. The exercise of this freedom carries with it the burden of corollary responsibilities. Scholars must not knowingly misrepresent facts. They must be careful in their teaching not to introduce controversial matter bearing no relationship to their subjects. They must exercise appropriate restraint and guard against distortions and inaccuracies. Outside their academic roles, as private citizens, scholars have no special privileges. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As persons of learning and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution. Institutions of higher education are conducted for the common good and not to further the interest of either the individual scholar or the institution as a whole. The Board of Regents recognizes that it is not possible to define, with any great precision, the limits of academic freedom in the complex world of ideas. The gray areas are practically endless and the final judgment of what is acceptable and reasonable must be left by society to the academic community itself. The scholar's own colleagues and institution must bear the brunt of public criticism, have the most to lose from withdrawal of public trust, and are, therefore, in the best position to balance the issues of academic freedom and responsibility (*NMSU Policy Manual*, Chapter 5, Section 5.05).

Mission of the University

New Mexico State University is the State's land-grant university, serving the educational needs of New Mexico's diverse population through comprehensive programs of education, scholarship and creative activity, extension education, and public service (*NMSU Policy Manual*, September 8, 2006, p. i).

Mission of the College of Education

The mission of the NMSU College of Education is to serve the people of New Mexico through education, scholarship and creative activity, extension education and public service with specific emphasis on innovative practices, overcoming barriers to learning, international activities, technology, and literacy for the diverse populations of New Mexico, surrounding states, and border communities. New Mexico State University's geographic location and its status as a land-grant institution drive the College's purpose, which is consistent with the University's mission. As a result, the College serves constituents in both urban and rural settings, and responds to border issues because of its proximity to Mexico.

The mission of the College of Education is reflected in the following five goals: to recognize diversity; to develop and practice of innovative models of instruction; to promote activities in diverse and international settings; to advance the use of technology; and to enhance literacy through well-developed pedagogy.

Through its mission, the College and its faculty seek to empower professionals to acquire knowledge, skills, and dispositions as required by our accrediting body, the National Council for Accreditation of Teacher Education (NCATE).

A Scholar Defined

New Mexico State University fosters the scholarly development of its faculty and encourages the scholarly interaction of faculty with students and with local, state, regional, national, and international communities. NMSU relies on the four types of scholarship defined by Ernest L. Boyer (1990),^a namely, the scholarships of discovery, of teaching, of integration, and of engagement" (*NMSU Promotion and Tenure Policies*, 5.90.1, p. 4).

Promotion and Tenure Guiding Principles

The following guiding principles provide critical underpinnings to the College of Education's promotion and tenure process:

1. **Faculty Participation:** To ensure a fair process for recognition of excellent faculty, the College of Education will seek input from tenured faculty members when considering tenured and tenure-track faculty for tenure and/or promotion. And when considering

^a Boyer, E.L (1990). *Scholarship reconsidered: priorities of the professorate*. The Carnegie for the Advancement of Teaching. John Wiley & Sons. New York: New York.

College faculty (non-tenure track) for promotion in rank, the college will seek the input of both tenured and College faculty.

2. **Transparency of the Promotion and Tenure Process:** Faculty trust in the promotion and tenure process is founded on the transparency of what is expected of them, how they will be evaluated, and procedures to be followed. To promote transparency, the College of Education will provide specific web links to its promotion and tenure policy, together with information regarding professional ethics related to promotion and tenure, the appeals process, and the promotion and tenure policies for each department. Similarly, departments a) will revise and approve their tenure and promotion goals, objectives and expectations both at the departmental and college-level, b) post on their websites updated statement of goals, objectives, and expectations; and c) provide hard copy of their promotion and tenure policies to all tenure-track, tenured, College and scholarship and creative activity faculty.
3. **Evaluation of Faculty Performance:** The performance of each faculty member, including college faculty, will be reviewed annually. Performance evaluations are an important component of the College of Education promotion and tenure process.
4. **Allocation of Effort:** The relative amount of effort that faculty members, regardless of rank or position, devote to the various aspects of their duties (e.g. teaching, scholarship, extension/outreach, and service) necessarily varies. Faculty assignments and responsibilities may vary over time according to faculty strengths and departmental needs. Similarly, faculty assignments will vary across departments. Consequently, any fair promotion and tenure process will recognize these variations and consider whether the faculty member is effectively serving the mission of the University, as defined by departmental criteria, and meeting the faculty member's agreed-upon goals and objectives. Faculty effort in service to the administration or committees will be valued appropriately as a part of the promotion and tenure evaluation. Faculty can expect to be evaluated fairly in all areas assigned in the allocation of effort statement.

In order to assure equitable treatment, every faculty member will, with department head input/approval, complete an allocation of effort statement as part of the annual evaluation process. When determining the allocation of effort, decisions will be made equitably, that is, without regard to race, national origin, gender, gender identity, age, disability, political beliefs, religion, marital status, sexual orientation, special friendships, or animus towards candidates. Further, in the allocation of effort process, the College of Education will assure undue burden is not placed on untenured faculty members or those from underrepresented groups.

Each department will develop and implement an allocation of effort statement to be included in the faculty member's promotion and/or tenure portfolio. All aspects of the agreed upon efforts will be accounted for in the recommendations made at each step of the process.

UNIVERSITY POLICY: THE PROFESSORIAL RANKS
(NMSU Promotion and Tenure Policy: 5.90.3.5)

Non-Tenure Track

Instructor

This rank should be given to persons with advanced training who have demonstrated scholarly or creative ability. Usually, the individual will not yet have demonstrated ability to do both teaching and scholarship and creative activity independently. Instructors must have knowledge of their course material and should have some intellectual vision; but need not be expected to have acquired a significant understanding and original point of view or philosophy of the general subject. An instructor's job description primarily relates to teaching or its equivalent and usually does not include scholarship and creative activity. An instructor is not eligible for tenure in the College of Education. The specific degree requirements for this rank will be the master's degree or its equivalent and, except under unusual circumstances, the instructor will be encouraged to pursue a terminal degree.

College Faculty

In the College of Education, College faculty usually have a terminal degree and hold rank (i.e. College Assistant Professor, College Associate Professor, and College Professor) but do not have, and are not eligible for, tenure.

Tenure Track

Assistant Professor

To be considered for this rank, a person must have demonstrated ability in the field. It is strongly believed that a relationship exists between teaching and scholarship and creative activity, and that a good teacher must constantly remold the materials of courses or projects in light of new knowledge derived from the person's own creative scholarship, as well as that of others. An assistant professor is expected to have a thorough command of the subject matter of some segment of the general field of the discipline, in addition to a comprehension of the whole.

Normally, in the College of Education, a terminal degree is required of those holding the rank of assistant professor. Outstanding experience and recognition in the profession outside the academic field may be considered as the equivalent of the degree requirement.

Assistant professors are tenure-track faculty members hired on annual contracts that may be renewed yearly for a maximum of seven years. During the sixth year, assistant professors are typically evaluated for promotion and tenure simultaneously, having submitted their portfolio at the beginning of that year. However, with the written approval of department head and dean, an assistant professor may elect to apply for promotion and tenure at any time. Application for tenure may occur only once. Candidates are given a one-year, non-renewable contract following an unsuccessful bid.

Associate Professor

Candidates for the rank of associate professor are expected to have demonstrated their capacities in the lower ranks. Those whose allocation of effort statements include teaching and scholarship and creative activity should offer evidence that teaching and scholarship and creative activity have kept abreast of times in method and subject matter, that a greater degree of professional maturity has been attained, and that there has been a retention of interest in competent teaching and scholarship and creative activity. Furthermore, the candidate must have shown evidence of productivity and competent scholarship beyond that completed for the terminal degree.

Associate professors are expected to have competence and a mature outlook over a fairly large part of the field. In accordance with the principal unit's timelines, an associate faculty member may present a promotion portfolio in any given year.

If a faculty member is initially employed at the rank of associate professor without tenure, the probationary period may vary depending upon agreements stipulated in writing at the time of the initial hire. Once tenured, associate professors may hold this rank indefinitely or apply for promotion at their discretion.

Promotion to associate professor should not be considered to be forthcoming merely because of years of service to the University, or because tenure has been previously been awarded.

Professor

Appointment of individuals to the rank of professor is a most critical step in determining the future of the academic caliber of the University. There should be a clear understanding of the functions and qualifications of individuals promoted to this rank. The candidate should demonstrate command and a mature view of the disciplinary field as evidenced by success in those activities specified in the allocation of effort statement (e.g. teaching, scholarship, creative activity, outreach/extension, service, and leadership). If leadership is included as an element of the allocation of effort statement, the professor will be expected to establish disciplinary, intellectual, and institutional leadership. See "Leadership" section, below.

Promotion to professor should not be considered to be forthcoming merely because of years of service to the University or because a continuous contract is achieved. A person being considered for a professorship is expected to have maintained all the qualities and conditions required for tenure and the associate professor rank. In addition, professors should exhibit special stature in the discipline and substantial strength in all areas specified in their allocation of effort statements.

COLLEGE OF EDUCATION POLICIES AND PROCEDURES

Within the College of Education, candidates for promotion and/or tenure are evaluated by the Departmental Promotion and Tenure Committee, the department head, the College Council's Promotion and Tenure Committee (also known as the Faculty Affairs Committee), and the dean.

At all levels of this evaluation, judgments are made based on a candidate's individual responsibilities (as specified in the allocation of effort statements) and performance. Those making these judgments must recognize that each candidate has a unique responsibility within the department, College, and the University. Likewise, candidates must be aware that advancement through the academic ranks requires not only excellence in academic disciplines, but also evidence of developing professional stature (e.g., university-wide, within the state, nationally, internationally), and the maturity expected of those in the professorial ranks. Candidates for promotion and/or tenure are, therefore, responsible for providing evidence of the roles they play and their performance, professional maturity, and continuing contributions to the department, College of Education, and University.

Flexibility in Tenure-Track
(*NMSU Promotion and Tenure Policy, 5.90.3.6*)

Normally, before being considered for tenure, eligible faculty members serve six consecutive probationary years characterized by the awarding of annual contracts rather than a continuous contract. The probationary period begins with the first year of the contract. Note that according to *NMSU Promotion and Tenure Policy* Section 5.98, "New tenure-track faculty reporting for duty after the last Friday in September (12-month employees) or the second Friday in October (9-month employees) will not receive a temporary contract...The first contract will be issued at the beginning of the next contract period, which will constitute the first year of the probationary period toward tenure." During the sixth year, those not awarded tenure are given a one-year terminal contract for their seventh and final year of employment at NMSU. There may be exceptions to shorten or lengthen the normal six-year probationary period.

Credit for Prior Service
(*NMSU Promotion and Tenure Policy, 5.90.3.6.1*)

Faculty members with previous teaching and advising (or its equivalent), service, extension, outreach, scholarly, and/or administrative experience at another university may have some or all of the experience taken into consideration on appointment at NMSU. With Executive Vice President/Provost approval, and particularly when tenure has been granted to a candidate at another institution, tenure may be accorded at the time of initial appointment to the University.

Prior probationary service at another institution may count towards the six-year probationary period at NMSU, but usually only up to a maximum of three years. Any expedited schedule must be recommended by the department head and dean and agreed to by both the Executive Vice President/Provost and the faculty member at the time of appointment. The details of such credit for prior service, the resulting length of the probationary period, the timing of any third-year review, and the period for the tenure application process, will be stated clearly in the appointment letter.

Extension of the Probationary Period
(*NMSU Promotion and Tenure Policy, 5.90.3.6.2*)

When requested in writing within one year of the qualifying event by the faculty member, leaves of absence can lead to postponement of the tenure decision date; however, modifications in that date require the recommendation of the department head and dean and the approval of the Executive Vice President/Provost. Faculty responsibilities may be negotiated when the extension is requested. An extension may be granted up to two times, so long as the total pre-tenure probationary period does not exceed eight years. Exceptions to this limit can be made under extraordinary circumstances if approved by the Executive Vice President/Provost. Standards of performance for candidates whose probationary period is extended are the same as those for candidates whose probationary period was not extended. The probationary period may be extended, upon written request, under the following circumstances. Extensions for other reasons may be negotiated.

Leave of Absence without Pay

Probationary faculty members may request in writing a leave of absence without pay, usually not to exceed one academic or fiscal year. Prior to initiating the leave, the faculty member may request in writing a one-year extension of the probationary period.

Military Leave of Absence

Involuntary induction into the armed forces entitles the faculty member to a leave of absence to cover the term of military service. Such leave constitutes valid grounds for requesting an extension of the tenure decision date. Similarly, a faculty member's voluntary participation in a military reserve program may lead to periodic or prolonged absence sufficient to affect the faculty member's performance (e.g., annual active duty training, or active duty training or participation when a reserve unit is called to active duty) that constitutes valid grounds for extension of the tenure decision date.

Medical Leave of Absence

Probationary faculty members with a serious personal illness or who are providing prolonged, substantive care for a chronically ill family member may request in writing an extension of the tenure decision date, usually for one year.

Family Leave of Absence or Exceptional Family Responsibilities

Upon written request, probationary faculty members who become parents will receive a one-year automatic extension of the tenure decision date. Such an extension does not require that the faculty member take a leave of absence.

Catastrophic Events

Probationary faculty who have experienced a catastrophic event, such as a fire or flood, or who must aid family members in such situations, may request in writing an extension of the tenure decision date.

Jury Duty

Prolonged jury service, when significantly affecting a faculty member's performance, constitutes a valid reason to petition for extension of the tenure decision date.

Reduction of the Probationary Period

(NMSU Promotion and Tenure policy, 5.90.3.6.3)

Faculty members who have worked in a teaching and advising (or its equivalent), service, extension, scholarly, and/or administrative role at another institution may have some or all of that work taken into consideration on appointment at NMSU. With the approval of the Executive Vice President/Provost, and particularly when tenure has been granted to a candidate at another institution, tenure may be accorded at the time of initial appointment to the University.

Prior probationary service at another institution may count towards the six-year probationary period at NMSU, but usually only up to a maximum of three years. Any expedited schedule must be recommended by the department head and dean and agreed to by both the Executive Vice President/Provost and the faculty member at the time of appointment. The details for such credit for prior service, the resulting length of the probationary period, the timing of any third-year review, and the period for the tenure application process, shall all be stated unambiguously in the appointment letter. In such instances, no extension of the probationary period will be granted unless the request falls in one of the categories described in Section 5.90.3.6.2

Current faculty may request the length of the probationary period be shortened. Such an appeal requires the written request of the faculty member, positive recommendations of the dean, department head and the department promotion and tenure committee as determined in the spring review. If this tenure application is not successful, the candidate's contract will not be renewed according to the provisions of Section 5.98.

Part-Time Faculty and Tenure

(NMSU Promotion and Tenure Policy, 5.90.3.6.4)

Tenured, full-time faculty members who move to part-time status may retain tenure. Retention of tenure in such a case requires the written request of the faculty member, positive recommendations of the department head and dean, and approval of the Executive Vice President/Provost. While this policy encourages departments to accommodate reasonable requests for part-time appointment, part-time appointments are not an entitlement, and requests may be denied. Pending availability of funding and the approval of the department head, dean, and Executive Vice President/Provost, the faculty member may subsequently return to full-time tenured status.

When a full-time tenure-track position becomes part-time, the time in rank is prorated based on full-time equivalent (FTE). As with full-time faculty, the maximum probationary period for part-time faculty members is the equivalent of six FTE years, with the tenure decision to be made before the end of the six full-time years of service. For example, a tenure-track candidate

with a 0.50 FTE appointment must apply for tenure at the end of the 11th year. Part-time tenure-track faculty will be held to the same standards of performance relative to FTE as full-time faculty. If denied tenure, a faculty member on part-time appointment has only one year of continued part-time employment beyond the denial. Faculty members whose regular appointments are less than 0.50 FTE do not accumulate probationary time toward tenure.

When recurring state funding is available, a tenure-track, part-time faculty member may apply for a full-time tenure track position and, if hired, apply earned tenure-track FTE from prior years toward tenure and promotion in the full-time position.

Joint Appointment (with Dual Primary Responsibilities)
(NMSU Promotion and Tenure Policy, 5.90.3.6.5)

In appropriate circumstances, a faculty member may be appointed in two departments or colleges. The faculty member with a joint appointment has a memorandum of understanding from all involved units. The memorandum of understanding stipulates the expected workload and allocation of effort distributed between the two departments; identifies the principal unit where tenure resides or will reside if applicable; defines the responsibilities of the faculty member in each unit; and indicates the term of appointment. The memorandum must explain the process for performance and promotion and tenure reviews, renewal of the joint appointment, and salary increases. Each unit must provide recommendations in annual, probationary, tenure, and promotion reviews. In joint appointments with centers or institutes, the tenure home must reside in a principal unit. In joint appointments with two or more academic units, one unit must be designated, by mutual agreement, as the tenure home.

Mid-Probationary Review
(NMSU Promotion and Tenure Policy, 5.90.3.7)

In the College of Education, a formative mid-probationary review is available to those who request it. The mid-probationary review provides the opportunity to obtain feedback on the tenure-track faculty member's performance and is used to identify specific activities to enhance the candidate's progress toward promotion and tenure. The mid-probationary review is formative in that it is intended to assist tenure-track faculty in achieving promotion and tenure. It should take into account the allocation of work effort during the three years reviewed and be based upon the principal unit's criteria. The outcome must not be used to determine merit pay, promotion, or tenure. See Section 5.90.3.8 for additional information.

Mid-Probationary Review Portfolio Preparation *(NMSU Promotion and Tenure Policy, 5.90.5.5):*

Candidates opting for a mid-probationary review are responsible for submitting a mid-probationary review portfolio in accordance with the procedures listed below:

Review Procedures

Candidates who have completed three calendar years (five academic semesters) submit in spring of the fourth calendar year the following material to the Faculty Affairs Committee:

- A one page letter from the candidate requesting a review; conveying synopsis of accomplishments in teaching, research, and service; and stating plans for future growth
- Current academic vita
- Copies of the allocation of effort work load forms and faculty performance evaluation summaries from the Department senior faculty and from the Department Head for the 3 year period
- Material must be submitted to the Faculty Affairs Committee the first week of April

Outcomes Analysis

- Decision: The Faculty Affairs Committee will review information submitted during the month of April and make a decision that there is clear evidence of progress toward tenure or that progress toward tenure is not clear
- Feedback: The Faculty Affairs Committee will provide the candidate with a narrative of strengths and areas for growth for each of the three areas (teaching, research and creative activity, service)

College Faculty, Promotion in Rank (*NMSU Promotion and Tenure Policy, 5.90.3.8.4*)

General Principles

College Faculty members may hold the ranks described in Section 5.90.3.5 and are eligible for promotion. A College Faculty position may be converted to a tenure-track position when sufficient recurring funds are available and when at least one of the following apply: 1) a national search was used when the College faculty person was originally selected, and/or 2) a national search is held in conjunction with the conversion of the College position to tenure track and the incumbent is chosen. In relation to the promotion of College Faculty, the following guiding principles apply:

1. College faculty should be evaluated for promotion based on performance in areas specified in their allocation of effort statements (e.g. teaching and advising, service, scholarship, and extension/outreach).
2. College of Education policies relating to promotion for tenured and tenure-track faculty also apply to College Faculty (e.g. 5.90.5.1; 5.90.5.4-5 and 90.5.8)

3. Committees for promotion of College Faculty must include College Faculty representation.
4. The unique role played by College Faculty should be recognized in the promotion process. Similarly, standards for promotion should be appropriate to the role of College Faculty.

College of Education Policy Relating to Promotion of College Faculty

At the college level, the promotion committee for college faculty will consist of college faculty at the rank of Associate or Full College Professor representing each department and appointed by the Dean of the College. Should there not be two college faculty of the appropriate rank; a college faculty member from another college will be invited to serve on the committee. This person will be selected by the chair of the college faculty and tenure committee. Additionally, a tenured faculty member appointed by the Dean will serve on the committee.

Departmental Policy Relating to Promotion of College Faculty

At the department level, the promotion committee will consist of all College Faculty in the department at the rank of Associate or Full College Professor, a department representative (tenured faculty), and a tenured faculty from the specialty area of the candidate. The committee should include a minimum of two College faculty. Should there not be two College faculty of the appropriate rank, a College faculty member from another department, preferably within the College of Education, will be invited to serve on the committee by the chair of the promotion committee. To vote on the promotion of a particular College faculty member, committee members must hold ranks equal to or higher than the rank to which the candidate aspires.

College Faculty Credit for Prior Service.

College faculty members with previous teaching and advising (or its equivalent), service, extension, outreach, scholarly, and/or administrative experience at another institution may have some or all of the experience taken into consideration on appointment at NMSU. Such experience need not be tenure-track.

College Faculty Professorial Ranks

College faculty ranks include: College Instructor, College Assistant Professor, College Associate Professor, and College Professor. College faculty will seek promotion according to the following:

1. A College Instructor may apply for promotion to the rank of College Assistant Professor after at least two years of full-time service at the institution.
2. A College Assistant Professor may apply for promotion to the rank of College Associate Professor at any time with the written approval of the department head, and dean.

3. A College Associate Professor may apply for promotion to the rank of College Professor at any time with the written approval of the department head and dean.

Key Elements of the Promotion Process for College Faculty

Job Description. A basic element of the promotion process for College faculty is the job description that details duties and responsibilities. The job description serves as a basis for measuring performance in the promotion process. The job description will be part of the College faculty member's permanent file.

Evaluation. A second element central to promotion of College faculty is an evaluation process that adheres to the following:

1. The evaluation process will be tied to the agreed-upon job description and the annual allocation of effort form and will be conducted yearly by the department head at the same time as all other departmental faculty engage in the evaluation process.
2. The evaluation form will be contextualized to reflect the varied, mixed, and unique duties of College faculty based on performance in areas specified annually on an allocation of effort form. The allocation of effort form may include, for example, teaching, scholarship, service, extension/outreach, administration, professional development, and discretionary responsibilities (responsibilities that might not fall into the other categories but are nonetheless assigned and included in the allocation of effort).
3. The Evaluation Form will include a section for annual goals and objectives.
4. The evaluation process may include options relating to mentoring of College faculty by other College faculty.

Promotion Timeline. College Faculty will follow the same promotion process timelines as are followed by tenure-track faculty.

Promotion Materials. In order to be considered for promotion (*NMSU Promotion and Tenure Policies*, 5.90.3.5) a College faculty member will submit, within the designated University, College, and department time frames, a portfolio (one binder with no more than 40 pages) to include the following:

1. A routing form with spaces for the required signatures;
2. A cover sheet indicating the candidate's name, current rank, department and college;
3. All written documentation generated throughout the promotion and tenure process, including the numerical vote counts and recommendations of the promotion and tenure committee(s);
4. A table of contents;
5. The candidate's executive summary;
6. A curriculum vitae;

7. Annual performance evaluations for the period under review, including the allocation of effort statements; the goals and objectives forms; written statements submitted by the faculty member as a part of, or in response to annual performance evaluation; the supervisor's comments; and any response made by the candidate to the supervisor's comments. Numerical rankings, ratings, or vote counts associated with annual reviews should be removed;
8. The most recent completed conflict of interest form;
9. The principal unit's mission statements; and
10. External reviews.

The page limit for items 4–6 combined is 50 pages.

All recommendations will be forwarded to the dean who will make a recommendation to the provost who makes the final decision.

Appeal Process. See Chapter 4.05.40 and 4.05.50 Human Resources – General – Appeals. College faculty will follow the same appeal process as do tenured and tenure-track faculty.

General Qualifications for Promotion and Tenure

(NMSU Promotion and Tenure Policy, 5.90.4)

In the College of Education, faculty members accept responsibilities for scholarship and creative activity, creative activity, teaching, service, outreach/extension, and leadership. A faculty member's priorities and responsibilities may vary in response to changing personal and professional needs as well as changing missions of the department and the college. Regardless of the emphasis assigned to various activities, it is important that the quality of faculty be rigorously evaluated, and that the individual contributions of faculty advance the goals of the department, the College, and the University.

When considering applicants for promotion and tenure, serious attention will be given to performances in the applicable areas of teaching and advising, scholarship and creative activity, service, extension and outreach, and where applicable, leadership. The relative importance of these areas varies according to the cumulative allocation of effort statements.

Teaching, scholarship and creative activity, creative activity, and service are inter-related activities, not mutually exclusive categories. In documenting performance for tenure and/or promotion review, candidates may choose the categories in which to record their scholarly accomplishments. The sections that follow are intended to provide examples. The inclusion of an item in one area (e.g., textbook authorship under teaching) in the documentation does not preclude including the item under a different area (e.g., scholarship and creative activity and creative activity), according to the candidate's priorities and responsibilities. For activities that appear in more than one category in the promotion and tenure application portfolio, the first reference to an accomplishment should cite the location of subsequent references.

Teaching and Advising *(NMSU Promotion and Tenure Policy, 5.90.4.1)*

The Standard. The teaching of students is central to the mission of New Mexico State University. For those whose allocations of effort statement/s include teaching, effectiveness in teaching is an essential criterion for appointment, advancement, and tenure. Teaching commonly includes the dissemination of knowledge that is within a faculty member's area of expertise; skill in stimulating students to think critically and to apply knowledge to human problems; the integration of relevant domestic and international information into class content; the preparation of students for careers in specific fields of study; and the creation and supervision of appropriate field or clinical practice.

Teaching responsibilities may include, but are not limited to, preparation for and teaching of a variety of courses, seminars, and other academic learning experiences; non-credit workshops and informal instructional activities; course and program development; team or collaborative teaching; web-based instruction, both on and off campus; supervision of student scholarship and creative activity, performances or productions; service on graduate student program and scholarship and creative activity committees; field supervision and administration of field or clinical experiences; production of course materials, textbooks, web pages and other electronic aids to learning; and others.

Faculty advising may take the form of assisting students in the selection of courses or careers, assisting learners in educational programs on and off campus, mentoring students, serving as faculty adviser to student groups, scholarship and creative activity and teaching advising, as well as other forms.

Evidence of Effective Teaching and Student Learning. The following are examples of what might be submitted as evidence of teaching:

- Extent of teaching (e.g., list of courses taught, frequency, and the number of students enrolled in each course);
- Student evaluations (e.g., quantitative summary of student questionnaires, summary of student comments on questionnaires, interviews with students, unsolicited comments from students or graduates); and
- Evaluations of teaching as recorded in the Department Head's letter of recommendation.

The following items are optional:

- Recognition of teaching excellence (e.g., teaching awards; invited lectures at other colleges, universities, or institutes);
- Individual student contact (e.g., advising, mentoring, independent studies, theses, dissertations, service on dissertation committees);
- Instructional innovation (e.g., syllabi, instructional materials, WEB pages, instructional cases, models for student outcomes evaluation);
- Curriculum development (e.g., program and course content);
- Instructional technology (e.g., collaborations and networking descriptions, peer instruction in technology use, course web sites, instructional software development, instruction);

- Distance education (e.g., on-site instruction, online instruction);
- Clinical and/or field supervision (e.g., student teaching, practica, internships);
- Professional reviews of classroom instruction and materials conducted by peers or colleagues;
- Success of one's students (e.g., course connected student projects, student presentations or publications, career achievements);
- Scholarship in support of teaching (e.g., textbook writing, manuals);
- Professional development that enhances teaching;
- Non-credit instruction (e.g., guest lectures, workshops, in-service training);
- Team or collaborative teaching.

Evidence of Effective Advising. For promotion and tenure considerations, performance in such activities must be documented and evaluated when advising is included in the allocation of effort. Each College of Education department is to create clear guidelines regarding the responsibilities and documentation requirements for its faculty who advise.

Scholarship and Creative Activity (*NMSU Promotion and Tenure Policy, 5.90.4.2*)

The Standard. Scholarship and creative activity involve discovering and creating, teaching and disseminating, and applying knowledge and skills to worldly concerns. This understanding is grounded in Boyer's concept of the four scholarships:

1. the scholarship of discovery involves processes, outcomes, and the passionate commitment of the professoriate and others in the University to disciplined inquiry and exploration in the development of knowledge and skills;
2. the scholarship of teaching involves dynamic, reciprocal, and critically reflective processes among teachers and learners at the University and in the community in which their activity and interaction enriches and transforms knowledge and skills, taught and learned;
3. the scholarship of engagement refers to the many and varied ways to responsibly offer and employ knowledge and skills to matters of consequence to the University and the community; and
4. the scholarship of integration is the process by which knowledge and skills are assessed, interpreted, and applied in new and creative ways to produce new, richer, and more comprehensive, insights, understanding, and outcomes. (Boyer, 1990)

Scholarship and creative activity are both activity and product, employing dynamically interacting processes of discovery and creation, teaching and dissemination, engagement and application, and integration, in the pursuit of filling the mission and vision of NMSU. Products developed through these processes are public, open to peer review, and available for use by others. Scholarship and creative activity can take many forms, including but not limited to refereed publications.

Scholarship and creative activity and creative activity are defined as original intellectual work that is documented, communicated to appropriate audiences, and validated by peers. Such work should address serious intellectual, scientific, aesthetic or creative issues, and make a contribution to the candidate's profession. Those faculty whose allocation of effort statement/s include scholarship and creative activity and creative activity must have professional contributions that have been assessed by external peer review. Peer reviews may take several forms, but acceptance of the candidate's work should provide evidence of some wider recognition of the work's value.

Evidence of Scholarship and Creative Activity. Faculty whose allocation of effort statements include scholarship and creative activity must provide evidence that such activity conforms to accepted quality standards. The following criteria must be considered when evaluating scholarship and creative activity:

1. The activity's purposes, goals, and objectives are clear. The objectives are realistic and achievable. It addresses important questions in the field.
2. The activity reveals a high level of discipline-related expertise. The scholar brings to the activity a high level of relevant knowledge, skills, artistry, and reflective understanding.
3. Appropriate methods are used for the activity, including principles of honesty, integrity, and objectivity. The methods have been chosen wisely, and applied effectively. It allows for replication or elaboration.
4. The activity achieves its goals and its outcomes have significant impact. It adds consequentially to the field. It breaks new ground or is innovative. It leads to further exploration or new avenues for exploration for the scholar and for others.
5. The activity and outcomes have been presented appropriately and effectively to its various audiences.
6. The activity and outcomes are judged meritorious and significant by one's peers.
7. The scholar has critically evaluated the activity and outcomes and has assessed the impact and implications on the greater community, the community of scholars and on one's own work. The scholar uses this assessment to improve, extend, revise, and integrate subsequent work.

Specific categories of evidence of scholarship and creative activity may include the following:

1. Peer-reviewed journal articles;
2. Publication of agency or government reports (provide list and/or copies of technical reports);
3. Development and publication of new technology, materials, methods, or software (provide adoption lists, reviews of materials developed, Web material access records);
4. Presentations, demonstrations, and speeches that have been invited, or for which there is peer review;
5. Grant proposals submitted and/or awarded, reviews of grant proposals, government contracts, foundation awards;
6. Artistic creation as demonstrated through literature, the performing arts, fine arts, graphic design, or cinema (provide published reviews of artistic performances and other artistic creations);

7. Development of collaborative, interdisciplinary, or inter-institutional scholarship and creative activity programs;
8. Recognitions of scholarship and creative activity (e.g. awards, commendations, peer citation of publications);
9. Professional development that enhances scholarship and creative activity.

Extension and Outreach (*NMSU Promotion and Tenure Policy, 5.90.4.3*)

The Standard. Extension and outreach are essential to the University's mission because they disseminate information to the public; help the state by promoting economic development through the dissemination of new technologies and best practices; and serve as a basis for sustainable, community-oriented, informal education that addresses local needs through faculty affiliated with each county government in New Mexico. The central role of extension and outreach is recognized in that several principal units are dedicated to these functions. There are also numerous faculty members in other units for whom extension and outreach are major components of their duties.

Evidence of Extension and Outreach. Individual departments in the College of Education will develop standards of evidence and evaluation of extension and outreach.

Service (*NMSU Promotion and Tenure Policy, 5.90.4.4*)

The Standard. Faculty service is critical to the success of the University in serving its central missions. Service is defined as involvement in community, state, regional, national, and international activities within one's field of knowledge, as well as by contributions made to the department, College, and University. As they become more experienced, faculty members are expected to serve on committees that address issues relevant to their unit, the institution, and the community.

Evidence of Service. The type and amount of service that faculty members perform should be determined in consultation with their department head and included in allocation of effort statements. Service contributions should be evaluated based on how they apply to and draw upon the professional expertise of the faculty member. The following list provides examples of service and associated evidence:

1. Governance contributions (provide evidence of policy development or revision at departmental, college, and/or university level; election to College or University governance councils; appointment by the Provost to boards/councils).
2. Public policy contributions (provide evidence of expert witness contributions; oral or written testimony for legislative or executive bodies; program or policy analysis for local, state, national, or international governmental agencies).
3. External committee work that is representative of one's academic interests or expertise (provide names of local, state, national and/or international committees; descriptions of appointments, roles, and contributions; letters inviting service and/or acknowledging service).

4. Internal committee work (provide lists of program-related, departmental, College, and University committees; description of roles on committees including those chaired; records of contributions to committees). NB Student examination committees should be listed under “Teaching.”
5. Outreach to or partnerships with P-12 schools and community agencies (provide descriptions of activities; letters of request and acknowledgment from school or community personnel; content and evaluation of professional development seminars offered; requests and content descriptions for paid and unpaid consultations; technology transfer activity descriptions).
6. Faculty enhancement (provide documentation of colloquia presented within the Department or for other departments; mentoring of other faculty members within the Department or for other departments).
7. Involvement with professional organizations (provide invitations to participate in governmental meetings or on federal review panels; description of role in organizing professional conferences, serving as session chair or discussant; invitations to review manuscripts, conference or grant proposals).
8. Facilitation and/or coordination of programs (provide materials developed for multi-section courses, interdisciplinary programs, supervision of teaching assistants, and management of clinical and field supervisors).
9. Public and civic activities (provide records of public performances, speeches to community groups and organizations).
10. Participation in student-related activities (provide description of duties as advisor to student organizations; formal recognitions from student groups; presentations to student groups; recruitment and retention activities).
11. Participation in other university activities (provide information related to activities that contribute to the academic, social, political, or cultural climate on campus; organizing speakers’ forums, assisting in theatrical or musical productions).

Leadership (NMSU Promotion and Tenure Policy, 5.90.4.5)

The Standard. Academic leadership is distinct from positions of authority and achieved through the performance of four functions: (a) contributing to the advancement of the institution and to the profession(s) it represents; (b) participating in the distribution of responsibility among the membership of a group; (c) empowering and mentoring group members; and (d) aiding the group’s decision-making process. Leadership is commendable for faculty in all academic ranks. It is expected and considered as a promotion and tenure factor if/when it is included in a faculty member’s goals and allocation of effort statements.

Evidence of Leadership. When goals and allocation of effort statements call for leadership, evidence of leadership (i.e. a leadership exhibit) is expected in promotion and tenure documents. The leadership exhibit should contain information showing initiative, perseverance, originality, and skills in human relations. Evidence of leadership included under teaching, scholarship and creative activity/creative activity, service, and extension/outreach may also be included in the leadership exhibit, but a notation of the replication should be made in the display. The following examples are appropriate for documentation of leadership in an application:

1. Evidence of scholarship, publications, and scholarship and creative activity and creative activity beyond that required for adequate performance as an associate professor
2. Review letters addressing leadership abilities and impact on the field. Note: At least three of these letters must be from outside of the University and three of the letters must be scholars at the professor rank.
3. Leadership positions in the department, College and University.
4. Leadership positions in national or international professional organizations
5. Appointments such as editor, guest editor, or member of an editorial board. Consultant to nationally-visible initiatives, visiting professor, or keynote speaker at national and international conferences
6. Book reviews or scholarly citations highlighting the impact of one's scholarship and creative activity and creative activity
7. National/international technical assistance, consulting or other activities, that would indicate that the candidate has attained national and/or international stature
8. Grant proposals that have been written, funded and directed by the candidate

Tenure and Promotion and Process

Annual Performance Evaluation and the Promotion and Tenure Process (*NMSU Promotion and Tenure Policy, 5.90.5.1 and 2*)

Policies. The Annual Performance Evaluation Policies of the College of Education's departments include the following elements:

1. A statement that performance evaluations are conducted annually.
2. A timeline consistent with the timeline for promotion and for tenure as described in Section 5.90.5.9.
3. A requirement that the department head annually meet with all faculty members regarding progress toward promotion and tenure, the recording of objectives and goals, and the department faculty evaluation format.
4. An opportunity for the faculty member to submit a written statement in response to annual performance evaluations.
5. A procedure for transmitting the performance evaluation, along with any supporting material, from the faculty member to the faculty member's department head.
6. A procedure for transmitting a written copy of the department head's or comparable administrator's review to the individual being reviewed and to the dean.
7. A procedure to certify in writing to the dean that a meeting with each faculty member has occurred.

Forms. Annual Performance Evaluation Forms used by the departments in the College of Education will include the following elements:

1. Allocation of Effort Statement: The allocation percentages will be agreed upon by the faculty member and the department head, and will be approved annually by the faculty

member's department head and Dean of the College of Education. If agreement cannot be reached, the dean may assign the allocation of effort, and the faculty member may appeal through existing University procedures. The allocation of effort statement and the percentages may be altered during the year to reflect changing circumstances, such as service on a particularly time-consuming committee or grant, time for scholarship and creative activity, emergency teaching and advising assignments, etc. by mutual agreement of the faculty member, department head, and dean. Minimally, the Allocation of Effort Statement in each College of Education department will contain the following elements:

- a. The percentage of effort devoted to teaching and advising or their equivalent, scholarship and creative activity, service, and extension and outreach (with 100% as the total; any category may be 0%);
 - b. The number of semester credit hours taught, student enrollment, and level of courses assigned;
 - c. A clear definition of a full teaching and advising load as defined by the College and the department
 - d. The value assigned to each category, calculated proportionately to the candidate's allocation of effort in instances where the principal unit utilizes a weighting, ranking or scoring system
2. Current job description
 3. A written section submitted by the faculty member detailing and citing accomplishments in relation to the criteria for promotion and tenure.
 4. A written review from the department head. This review must include specific recommendations, concerns, and recommendations in each assigned area of performance, in addition to an assessment of the candidate's progress toward tenure and/or promotion.

Promotion and Tenure Committees in the College of Education (*NMSU Promotion and Tenure Policy, 5.90.5.2*)

1. Each department in the College of Education will have a department promotion and tenure committee.
2. Each department will have a written policy for promotion and for tenure, in accordance with Section 5.90.3 Guiding Principles, and will include criteria and procedures for promotion and for tenure that are specific to the department and be consistent with the College criteria and procedures. The department's criteria and procedures will be determined collaboratively by the faculty and department head and must be approved by the Dean of the College of Education.

Procedure for Electing the College of Education Promotion and Tenure Committee.

The Promotion and Tenure Committee of the College of Education is an element of the College Councils' Faculty Affairs Committee. Members of the College Council are elected from College of Education faculty. As specified in the College Council's Shared Governance Guidelines, the College's Promotion and Tenure Committee consists of no fewer than five tenured faculty members. If insufficient numbers of the Faculty Affairs Committee meet University guidelines for membership on promotion and tenure committees, then additional members of the College Promotion and Tenure Committee may be selected from College of Education faculty who are

not members of the Faculty Affairs Committee or from other NMSU colleges. To ensure that the College Promotion and Tenure Committee includes at least five qualified members, the Chair of the Faculty Affairs Committee will obtain a list of eligible College of Education substitutes from the Dean of the College of Education. If the substitution requirements cannot be met in the College of Education, the Chair of the Faculty Affairs Committee will contact the NMSU Office of Institutional Scholarship and creative activity for a list of eligible faculty candidates from other colleges. The Faculty Affairs Committee will then randomly select the substitute member(s) from that list. Department heads will not serve on the College Promotion and Tenure Committee, nor will College Promotion and Tenure Committee members serve on reviews of faculty members from their own departments. In cases of promotion, all College of Education Promotion and Tenure Committee members must hold ranks equal to or higher than the rank to which the candidate may be promoted. The chair of the Faculty Affairs Committee will serve as the chair of the College of Education's Promotion and Tenure Committee unless rank or department representation requirements prohibit serving.

Provisions for Term Limits for College Promotion and Tenure Committee Members.

Members of the Faculty Affairs Committee, from which College of Education Promotion and Tenure Committee members are selected, are elected to two-year terms and may serve no more than two consecutive terms (i.e. four consecutive years).

Procedure for Selecting Departmental Promotion and Tenure Committee Members. Each department in the College of Education will establish and maintain procedures for selecting members to serve on its promotion and tenure committee.

Provisions for Term Limits for Department Promotion and Tenure Committee Members.

Each department in the College of Education will establish term limits for the members of its promotion and tenure committee.

Eligibility to Serve on College-wide and Department Promotion and Tenure Committees.

Except for College faculty serving on College faculty promotion review committees, all committee members serving on promotion and tenure review committees must be tenured. In order to participate in promotion decisions, committee members must hold a rank at least equal to the rank for which the candidate is applying.

Provision for the Number of Members Serving on College-wide and Department

Promotion and Tenure Committees. In no case will a departmental promotion and tenure committee be comprised of fewer than three eligible members. College of Education promotion and tenure committee shall have no less than five. In the event that there is an inadequate number of eligible faculty to constitute a committee, committees may appoint members from outside the department/college.

Provision for the Dean and Department Head to Meet with Promotion and Tenure Committees to Discuss Procedures.

The dean and/or department head may meet with college or departmental promotion and tenure committees to discuss procedural matters at any time that this may be necessary.

Provision for Deliberation and Voting. Deliberations and voting of the College or department promotion and tenure committees will be conducted among committee members only and in closed sessions.

Method for Surveying Committee Recommendations. Recommendations regarding each candidate will be delivered by secret written ballot. Voting must be made in person. In absentia and proxy ballots are not permitted. All vote counts must be recorded.

Method for Submitting the Committee's Recommendation. College and department promotion and tenure committees will submit a letter summarizing their recommendation and giving the numerical count for the decision on each candidate. These letters are to be submitted to the Dean of the College of Education and the department head. The letters must:

1. Reflect the majority view;
2. Contain specific commendations, concerns and recommendation addressing the department's criteria in each of the areas required for promotion and tenure; and
3. Allow for dissenting opinions that contain specific commendations, concerns, and recommendations addressing the criteria in each of the areas required for promotion and tenure.

Confidentiality of Records and All Committee Procedures (*NMSU Promotion and Tenure Policy, 5.90.5.4*). The College of Education's departmental and college-wide promotion and tenure committees will assure the confidentiality of records and committee procedures and will require that all committees sign and adhere to confidentiality statements. Each departmental promotion and tenure policy will include a statement regarding confidentiality of records in all committee procedures and this statement must include a description of the manner in which confidentiality will be maintained. Any exceptions must be clearly articulated.

Roles and Responsibilities during the Promotion and Tenure Process (*NMSU Promotion and Tenure Policy, 5.90.5.3*)

Candidates. The candidate for promotion and/or tenure will be responsible for the following:

1. Maintaining a curriculum vitae and a cumulative personal record of the activities and accomplishments affecting the application for promotion and/or tenure;
2. Reviewing the personal portfolio in relation to the criteria for promotion and/or tenure and seeking guidance from senior faculty and the department head regarding the portfolio;
3. Requesting and providing material required in the mid-probationary period review in accordance with college of education procedures (required of those who elect to participate in the optional mid-probationary review);
4. Providing the department head with a written list of potential outside references from whom letters of evaluation may be requested;
5. Requesting extensions of the probationary period in accordance with section 5.90.6.2; and

6. Requesting that the review processes be terminated prior to review by Executive Vice President and Provost, in accordance with section 5.90.5.6 (note: exercising this option will result in the issuance of a one-year terminal contract).

Department Heads. The department head of the candidate will be responsible for the following:

1. Establishing and monitoring a process for tenure-track faculty to mentor the candidate in developing the best case for promotion and/or tenure;
2. Providing leadership in the collaborative writing and maintenance of department promotion and tenure policy;
3. Providing initial information, timelines, and copies of all written guidelines regarding promotion and tenure expectations and policies to all new and continuing faculty members on a regular basis;
4. Informing tenure-track faculty of the rights to due process, appeal and informal processes for conflict resolution in promotion and tenure;
5. Including in the annual performance reviews of College and tenure-track faculty an allocation of effort statement that provides details relating to assigned duties (i.e., the teaching and advising or their equivalent; scholarship and creative activity; service, extension and outreach; and apportionment).
6. Including in the annual performance reviews separate statements addressing progress toward tenure and toward promotion that provide specific recommendations for strengthen the faculty member's case;
7. Providing leadership in establishing agreed upon department guidelines for an annual review of tenure-track faculty by the department's promotion and tenure committee which is separate from, and independent of, the department head's annual review of each faculty member;
8. Assisting tenure-track faculty who have completed five academic semesters or its part-time equivalent to prepare for the optional mid-probationary review;
9. Exploring with the candidate the need for a time extension in mitigating circumstances and, with the approval of the candidate, seeking permission from the dean to extend the probationary period;
10. Providing assistance and guidance to faculty who are applying for promotion and/or tenure by reviewing applicants' portfolios of applicants and making recommendations for improvement, as needed;
11. Assuring that the department's promotion and tenure committee submits recommendations for tenure and for promotion for all candidates;
12. Writing an independent evaluation/recommendation concerning each candidate's case for promotion and/or tenure in relation to the criteria for promotion and tenure which may or may not support either promotion or tenure, or both and which addresses the strengths and weaknesses, and the level and nature of accomplishments of the candidate;
13. Providing candidates with written copies of the recommendations of both the department promotion and tenure committee and the department head, which must occur prior to forwarding the promotion and/or tenure application to the dean and College-wide promotion and tenure committee;

14. Including the department head's recommendation in the candidate's portfolio.

Departmental Promotion and Tenure Committee. The Department Promotion and Tenure Committee is responsible for the following:

1. Examining and reading the portfolio of each candidate,
2. Evaluating the candidate according to department promotion and/or tenure standards;
3. Considering the candidate's department assignment and role apportionment as specified in the candidate's contract and Allocation of Effort Form;
4. Performing an annual review of probationary, untenured, tenure-track faculty that follows departmental guidelines and is separate from, and independent of, the department head's annual review of each faculty member and forwarding results to department head and dean or equivalents;
5. Making recommendation to the department head pertaining to faculty members who are seeking promotion and/or tenure based on the candidate's portfolio and departmental criteria;
6. Recording in each candidate's portfolio the committee's vote totals. (See above.)
7. Including the committee's recommendation in the candidate's portfolio; and
8. Participating in the optional mid-probationary review process by providing written, formative feedback to candidates.

College Promotion and Tenure Committee. College Promotion and Tenure Committee (College Council Faculty Affairs Committee)

The College of Education promotion and tenure committee is a standing committee of the College of Education's College Council. The College of Education and College Council shared governance structure recognizes the College Council Faculty Affairs as the promotion and tenure committee of the College of Education. The responsibilities of this committee include:

1. Examining the portfolio of each candidate;
2. Evaluates the candidate according to department assignments and role apportionment as specified in the candidate's contract and Allocation of Effort Form;
3. Making recommendations to the dean pertaining to faculty members who are seeking promotion and/or tenure;
4. Recording in each candidate's portfolio the committee's vote totals. (See above).
5. Including the committee's recommendation in the candidate's portfolio;
6. Participating in the optional mid-probationary review process by providing formative feedback to candidates.

Dean. The Dean of the College of Education is responsible for the following:

1. Assuring that a college-specific promotion and tenure policy is written and periodically revised and that the policy complies with University policies;

2. Assuring that each department has a) current promotion and tenure guidelines that comply with college and university policies and include the date of the version; b) a mentoring process for tenure-track faculty; and c) a system of annual faculty performance evaluation that includes an allocation of effort statement;
3. Establishing, in consultation with College Faculty, policies for the constitution of a College of Education promotion and tenure review committee;
4. Recommending extension of the probationary period;
5. Providing oversight for the optional mid-probationary review program;
6. Making independent recommendations pertaining to promotion and tenure by considering a) the candidate's portfolio; b) recommendations of the department promotion and tenure committees; c) recommendation of the department heads; and d) recommendations of the college promotion and tenure committee;
7. Including the Dean's recommendation in the candidate's portfolio;
8. Meeting with the Executive Vice President/Provost regarding promotion and tenure cases.

Provost. The Executive Vice President/Provost is responsible for the following:

1. Ensuring that each college and each department has, and periodically updates, promotion and tenure policies that comply with University policy;
2. Approving requests to extend the probationary period;
3. Meeting with deans regarding promotion and tenure cases;
4. Making an independent decision pertaining to promotion and tenure by considering a) the candidate's portfolio; b) recommendations of the department promotion and tenure committee; c) recommendations of the department head; d) recommendations of the college promotion and tenure committee; and e) recommendation of the Dean
5. Informing the President of promotion and tenure decisions;
6. Notifying candidates in writing of the decision;
7. Providing annual training sessions for promotion and tenure committee members, department heads, and deans.

Portfolio Preparation (*NMSU Promotion and Tenure Policy, 5.90.5.5*)

In accordance with department and College of Education guidelines, the candidate is responsible for submitting a promotion and tenure portfolio comprised of a core document and documentation file. The elements of the core document should be presented in the following order:

1. A routing form with spaces for the required signatures;
2. A cover sheet indicating the candidate's name, current rank, department and college;
3. All written documentation generated throughout the promotion and tenure process, including the numerical vote counts and recommendations of the promotion and tenure committee(s);
4. A table of contents;
5. The candidate's executive summary;

6. A curriculum vitae;
7. Annual performance evaluations for the period under review, including the allocation of effort statements; the goals and objectives forms; written statements submitted by the faculty member as a part of, or in response to annual performance evaluation; the supervisor's comments; and any response made by the candidate to the supervisor's comments. Numerical rankings, ratings, or vote counts associated with annual reviews should be removed;
8. The most recent completed conflict of interest form;
9. The principal unit's mission statements; and
10. External reviews.

The page limit for items 4–6 combined is 50 pages.

Applying for Tenure and/or Promotion

Sample Portfolios. College of Education departments will establish and maintain a mechanism to provide candidates with sample portfolios. If the portfolios of actual persons are used, written permission must be obtained from the owner of the portfolio prior to using them as samples.

Candidate's Changes to the Portfolio. College of Education departments will establish procedures for how and when a candidate may change, add, or delete materials from the portfolio after the portfolio has been submitted to the committee for review.

Location of the Portfolio. College of Education departments will include in their departmental promotion and tenure policies a statement regarding the location for storing candidate's portfolio and how it will be accessed for review.

Requests for Additional Information. College of Education departments will establish and maintain a procedure for indicating how and when evaluators may request additional information. All requests must be made in writing and transmitted to the candidate.

Candidate's Review of the Portfolio. College of Education departments will establish a procedure for allowing the candidate to review all items included in the portfolio that have been assembled prior to its submission to appropriate committees, administrators, and/or external reviewers for their review.

Solicitation of External Letters. College of Education departments will establish procedures for soliciting external letters which incorporate the following:

1. The number of letters to be solicited for each candidate;
2. Specifications regarding who is responsible for obtaining the letters and how the letters will be placed into the candidate's portfolio;
3. Specifications regarding how much and what type of material is supplied to reviewers to include the department and/or college policies and criteria for tenure and promotion;
4. Specifications regarding the criteria for serving as an external reviewer;

5. Instructions to reviewers including a) a request for a brief statement regarding the individual's qualifications for serving as a reviewer; b) a request that the reviewer indicate the relationship between the candidate and reviewer; c) notification that the candidate, faculty review committees, and administrators will have an opportunity to read the letter of assessment; and d) notification that third parties may review the letters in the event of an EEOC or other investigation into a tenure or promotion decision.

Unsolicited Letters. College of Education departments will include in their promotion and tenure policies a statement addressing the role, if any, of unsolicited letters.

Documentation File (*NMSU Promotion and Tenure Policy, 5.90.5.5.1*). Supplementary materials provided by the candidate related to the areas of faculty activity are not routinely distributed beyond the College of Education Promotion and Tenure Committee, but are available for review by the appropriate P and T committees and administrative personnel.

For tenure applications, candidates will include evidence of contributions since their NMSU appointment. In the event that credit for prior service is applicable, evidence from other institutions will be included. If this is an application for promotion, the candidate will include evidence of contributions since the last promotion or tenure review.

Withdrawal (*NMSU Promotion and Tenure Policy, 5.90.5.6*)

1. A candidate may withdraw from consideration at any time prior to the final signature of the Executive Vice President/Provost by submitting a letter requesting withdrawal from further consideration to the Dean of the College of Education. If this happens, all documents will be returned to the candidate and no documents relating to the application for promotion and /or tenure will be placed in the candidate's personnel file.
2. If the candidate is in the fifth year of service, withdrawal from consideration for tenure must be accompanied by a letter of resignation submitted to the Dean no later than the end of the fifth-year contact period. The resignation will be effective no later than the end of the sixth-year contact period.

Notification of Outcomes (*NMSU Promotion and Tenure Policy, 5.90.5.7*)

1. For full-time tenure-track candidates:
 - a. If tenure is recommended, the Executive Vice President/Provost will send a Contact of Employment (Continuous Appointment) Form to the candidate through the dean and the department head.
 - b. If tenure is not recommended, the department head will give a signed Contract Status Form to the candidate for signature acknowledging notification of non-renewal.
2. In addition to the provisions outlined above, the following apply to part-time tenure-track candidates:
 - a. If tenure is recommended, it is for the FTE as stated in the initial contract or as negotiated.

- b. If tenure is not recommended, a faculty member has only one year of continued part-time employment beyond the denial.
- 3. For all candidates:
 - a. If promotion is recommended, the effective date is at the beginning of the ensuing contract year.
 - b. If promotion is recommended, it is the policy of the university that all promotions include a salary increase, regardless of other salary increases.
 - c. In the case of a negative promotion decision, the Executive Vice President/Provost will inform the candidate in writing.
 - d. The Executive Vice President/Provost is responsible for informing the President of the recommendations of the department head, college dean, and the decision of the Executive Vice President/Provost.
 - e. The Executive Vice President/Provost will prepare an official list of promotion and tenure decisions for distribution to relevant deans, comparable administrators, the Vice President for Business and Finance, and the Director of Human Resources.
 - f. Tenure-track faculty members whose probationary contract is not renewed and who have another year before the termination of that contract do not submit a promotion and tenure portfolio during their final year. If the non-renewal is being appealed on the basis of failure to follow procedure or discrimination, then the appellant may complete a packet and have it held in suspension until the grievance is resolved. If the individual is successful in the appeal, the portfolio will be considered by parties involved in the promotion and tenure process.

Appeals (*NMSU Promotion and Tenure Policy, 5.90.5.8*)

See Chapter 4.05.40 and 4.05.50 Human Resources ---General Appeals.

College of Education Timeline for Promotion and Tenure
(*NMSU Promotion and Tenure Policy, 5.90.5.9*)

Spring Semester

The department head notifies potential candidate of eligibility for promotion and/or tenure review.

The department promotion and tenure committee reviews the portfolio of each tenure-track faculty member and reports to the department head indicating the progress towards promotion and/or tenure and the strengths and weaknesses in each of the required categories. The department head informs the candidate in writing of the department promotion and tenure committee recommendation.

June-August

Candidates, with support from the department and college, prepare their portfolios.

September

The candidate submits the completed portfolio to the department head.

The department head makes the completed portfolio available to the department promotion and tenure committee. Hereafter, the portfolio can be amended only in accordance with department and college guidelines.

October

The department promotion and tenure committee reviews the completed portfolio of the candidate.

October-December

The Dean of the College of Education transmits the department promotion and tenure committee's reports and numerical ballot results to College Council's Faculty Affairs committee.

The College Council's Faculty Affairs Committee reviews the department promotion and tenure committee's recommendations.

The Faculty Affairs Committee reviews the portfolios of all tenure-track faculty members.

The Faculty Affairs Committee submits its written recommendation to the department head, the candidate, and dean.

January-February

The college of education dean reviews the candidate's portfolio, makes a recommendation, and informs the candidate in writing of the recommendations of the college promotion and tenure committee and the dean. The dean transmits to the Executive Vice President/Provost all recommendations including numerical votes.

March-April

The dean meets with the Executive Vice President/Provost to review each candidate.

Positive decisions are submitted in writing to the candidate by the Executive Vice President/Provost.

The Executive Vice President/Provost informs the President of the recommendations of the departmental and college-wide faculty review committees, the department head, and the dean, college dean, as well as the decision of the Executive Vice President/Provost.

April-May

Final notifications of decisions are sent to the candidates.

The Executive Vice President/Provost prepares an official list of promotion and tenure decisions for distribution to the deans or comparable administrators, the Vice President for Business and Finance, and the Director of Human Resources.

July

Promotion and tenure decisions become effective.

Post-Tenure Review

(NMSU Promotion and Tenure Policy, 5.90.6)

Introduction

The Post-Tenure Review Policy of the College of Education ensures that all tenured faculty members will receive an annual review and that those with either exceptionally fine performance or serious deficiencies in one or more areas will be identified. Special achievement may be rewarded through several mechanisms (e.g. Dean's Excellence Awards, merit pay increases, nominations for university-wide awards and recognitions). For a tenured faculty member who receives two successive unsatisfactory annual reviews with identified and uncorrected serious deficiencies, this policy provides a mechanism to establish a remedial program for correcting the deficiencies. The legislation to which this policy responds is particularly concerned with the quality of teaching, and that fact shall be considered when taking any action under this policy. In particular, faculty whose teaching needs improvement will be urged to take advantage of "programs designed to assist faculty members in enhancing their teaching skills." (NMSA 1978, Section 21-1-7.1)

Annual Reviews:

1. Tenured faculty members in the College of Education annually participate in and receive an extensive examination of their teaching, their scholarship and creative activity and scholarly output, service and outreach/extension as part of the annual review process conducted in accordance with section 5.86 of the NMSU Policy Manual. This annual review document shall be labeled the Post Tenure Review of each tenured faculty member. This Post Tenure Review shall weight areas of teaching, scholarly work, service, and extension/outreach in proportion to the percentage each category is given in the faculty member's allocation of effort for a given year.
2. College of Education Administrators who hold tenured faculty rank are reviewed on the performance of their faculty duties (teaching, scholarship and creative activity, service, and extension/outreach). Administrators who have no assigned faculty duties will not be reviewed under this policy.

More Complete Post-Tenure Reviews

If, in the judgment of the department head, the annual review for a tenured faculty member shows a serious deficiency in the performance of that faculty member, the department head shall inform the faculty member in writing of the deficiency as well as recommend actions the faculty member might take to address the issue. If the deficiency or deficiencies continues for two or more years and if the faculty member has not taken the corrective actions, one of two possible courses of action may ensue:

1. The faculty member may request that the department head submit the record of poor performance and suggested actions to the other tenured faculty members of the department for consideration in a more complete review, or
2. If the faculty member does not request the review, the department head may initiate such a review with the concurrence of a majority of the tenured faculty in the department.

The more complete review shall have the aim of identifying strengths and weaknesses of the faculty member in teaching, scholarship and creative activity, service, and outreach/extension.

1. This review shall be undertaken by the departmental promotion and tenure committee.
2. Student evaluations must be considered when evaluating the faculty member's teaching, along with other factors.
3. If the reviewers conclude that the faculty member's performance is not seriously deficient, the faculty member shall be so informed a statement of the finding placed in the faculty member's personnel file.
4. If serious deficiency is found, a specific remedial program shall be developed in consultation with the faculty member that includes procedures, criteria for evaluating progress, and a reasonable timetable. If the faculty member's teaching needs improvement, such a program might include participation in programs offered by the Teaching Academy, mentoring by a recipient of teaching awards, intensive study of videotaped classroom sessions, etc. When scholarship and creative activity and publication needs improvement, collaboration with other faculty members and participation in workshops on publishing might be indicated. However, in accordance with NMSA 1978, Section 21-1-7.1, part E(1), any remedial effort can be no shorter than two years in length.

Enhancement Program

Whether or not a tenured faculty member accepts the recommendation to participate in a teaching or scholarly work enhancement program, and whether or not the member performs well in the program, the faculty member's performance will be judged on subsequent teaching and scholarly work.

Frequency of Review

The more complete review shall not be initiated for any tenured faculty member more frequently than once every five years.

Persistent Teaching Deficiencies

If a tenured faculty member's teaching deficiencies are considered by the Executive Vice President and Provost to be very serious and to have been uncorrected at the conclusion of the agreed time period, and further, if there is evidence that the faculty member's teaching performance has deteriorated since the award of tenure so that their teaching performance is now typically unsatisfactory, the Executive Vice President and Provost shall recommend loss of tenure for the faculty member in question.

If tenure is to be revoked, the University shall follow the process specified in the NMSU Policy Manual Section 5.98 “Involuntary Termination of a Continuous Contract,” subject to the safeguards of Section 4.25 of the Manual.

Reporting

Every year, the College of Education Dean shall report to the Executive Vice President and Provost:

1. The number of tenured faculty receiving annual evaluations,
2. The number receiving unsatisfactory evaluations,
3. The number of tenured faculty who have been the subject of a more detailed peer review,
4. The number of faculty who have participated in a remedial program as a result,
5. The results of those remedial programs, and
6. The number of faculty who tenure has been revoked.

Reviewing and Updating the College of Education Promotion and Tenure Policies *(NMSU Promotion and Tenure Policy, 5.90.5.4)*

The College of Education promotion and tenure policies will be reviewed and updated every three years according to the following process:

1. At the beginning of Fall semester in the third year of the cycle, the dean will request that College Council begin the review and update process.
2. By the end of Fall semester in the third year of the cycle, the College Council and the Faculty Affairs Committee will complete a review and update of College of Education promotion and tenure policies.
3. The updated policies are submitted to the dean for review and approval.
4. Upon approval of the dean, the chair of the College Council disseminates updated promotion and tenure policies to College of Education faculty for review.
5. Upon approval of the faculty review, the College Council forwards the revised policies to the dean for approval.
6. College Council disseminates promotion and tenure policies to College of Education faculty for vote to approve the revised promotion and tenure policies.
7. The dean approves or disapproves the revised promotion and tenure policies. In the event of disapproval, steps 4-6 are repeated until consensus is achieved.
8. The revised College of Education promotion and tenure policies are disseminated to each college department. The revised College policy is then used as the basis for review and revision of departmental promotion and tenure policies.

Appendix A

Common Elements to be included in the Principal Units' Promotion and Tenure Policy (NMSU Promotion and Tenure policy 5.90.5.4)

1. A statement that University policies regarding promotion and tenure supersede department and college policies.
2. Statements referencing the criteria for promotion and tenure as stated in Section 5.90.4.
3. A provision permitting a candidate to temporarily suspend the promotion and tenure time process in accordance with Section 5.90.3.6.5
4. A statement regarding confidentiality of records and all committee procedures, including the manner in which confidentiality is ensured. Exceptions must be clearly indicated.
5. A method to review and update at least every three years the written promotion and tenure policies and procedures of the principal unit. A statement to the effect that if the policy should change during a faculty member's pre-tenure or pre-promotion period, the faculty member may choose one of the policies for evaluation purposes. A procedure for the faculty member to indicate the preferred criteria must be clearly delineated.
6. A procedure for the conduct of a mid-probationary review, if the college provides this option. Faculty who choose to participate in the review process must submit their portfolio to their department head by mid January. The portfolio shall be prepared in accordance with Section 5.90.5.5 and be reviewed by the department promotion and tenure committee, the department head, and the college promotion and tenure committee. The college committee will provide to the department head and candidate a written formative evaluation of process. The review is conducted in accordance with the principals units' promotion and tenure policy See 5.90.3.7.
7. A procedure for electing the college promotion and tenure committee. All tenure and tenure-track faculty are eligible to vote during the election.
8. Procedure for selecting members of the department promotion and tenure committee.
9. Definition of eligibility for serving on the promotion and tenure committees. All committee members must be tenured. IN instances of promotion, committee members must hold a rank at least equal to the rank for which the candidate is applying.
10. Provisions for term limits if desired for serving on the department promotion and tenure committee.
11. Provisions for term limits for serving on the college promotion and tenure committee.
12. The provision that in no case will a promotion and tenure committee be comprised of fewer than three eligible members.
13. A provision for addressing cases where there are inadequate numbers of eligible faculty to constitute a committee. The department and/or the college promotion and tenure committees may have members from outside the department.
14. The provision that the dean, department head, or comparable administrator may meet with the principal units' promotion and tenure committees to discuss procedural matters.
15. The provision that the deliberations and voting of promotion and tenure committees will be conducted in closed session only among committee members.
16. A method for surveying the committees' recommendations regarding each candidate(s) via secret written ballot. Voting must be in person. In absentia and proxy ballots are not permitted. All vote counts must be recorded.

17. A method for the principal units' promotion and tenure committees to submit a letter summarizing its recommendations and the numerical vote count on each candidate to the department head and college dean or comparable administrator. The recommendation must
 - a) reflect the majority view
 - b) contain specific commendations, concerns and recommendation addressing the department's criteria in each of the areas required for promotion and tenure
 - c) allow for dissenting opinions containing specific commendations, concerns, and recommendations addressing the criteria in each of the areas required for promotion and tenure.
18. A method for informing each candidate in writing of the principals units' recommendations and numerical vote count, the department head's letter, and/or the dean's or comparable administrator's role.
19. The provision that a candidate may withdraw form further consideration in accordance with Section 5190.5.6.
20. Guidelines for preparing the portfolio. (See section 5. 90.5.5) The parties shall refer to the individual college policies for additional guidelines.
21. A mechanism to provide candidates with sample portfolios. If the portfolios of actual persons are used, written permission must be obtained from the owner of the portfolio.
22. A procedure for indicating how and when a candidate may change, add, or delete materials from the portfolio after the portfolio is submitted to the committee for review.
23. A statement regarding the location where the documentation file will be stored and accessed for review.
24. A procedure for indicating how and when evaluators may request additional information. All requests must be made in writing and transmitted to the candidate.
25. A procedure allowing the candidate to review all items included in the portfolio assembled prior to the review by appropriate committees, administrators, and/or external reviewers.
26. A procedure for soliciting external letters (see section 5.90.7 for example) which incorporates the following.
 - a) The number of letters shall be solicited for each candidate.
 - b) Specification regarding who is responsible for obtaining the letters and how the letters will be placed into the candidate's portfolio.
 - c) Specifications regarding how much and what type of material is supplied to reviews. The department and/or college policies and criteria for tenure and promotion must be provided to reviewers.
 - d) Specifications regarding the criteria for serving as an external reviewer.
 - e) Instructions to reviewers including
 - A request for a brief statement regarding the individual's qualifications for serving as a reviewer.
 - A request that the reviewer indicate the relationship between the candidate and reviewer.
 - Notification that the candidate will have an opportunity to read the letter of assessment.
 - Notification that third parties in the event of an EEOC or other investigation into a tenure or promotion decision may review letters.

27. A statement addressing the role, if any, of unsolicited letters.
28. A statement regarding post-tenure review in accordance with the University Policy Manual Section 5.87.
29. Reference to the appeals process as outlined in the University Policy Manual, Section 4.05.40 and 4.05.50, Human Relations –General—Appeals.

Appendix B

Mid-Probationary Review Procedures

Mid-Probationary Review Portfolio Preparation (*NMSU Promotion and Tenure Policy, 5.90.5.5*):

Candidates opting for a mid-probationary review are responsible for submitting a mid-probationary review portfolio in accordance with the procedures listed below:

Review Procedures

Candidates who have completed three calendar years (five academic semesters) submit in spring of the fourth calendar year the following material to the Faculty Affairs Committee:

- A one page letter from the candidate requesting a review; conveying synopsis of accomplishments in teaching, research, and service; and stating plans for future growth
- Current academic vita
- Copies of the allocation of effort work load forms and faculty performance evaluation summaries from the Department senior faculty and from the Department Head for the 3 year period
- Material must be submitted to the Faculty Affairs Committee the first week of April

Outcomes Analysis

- **Decision:** The Faculty Affairs Committee will review information submitted during the month of April and make a decision that there is clear evidence of progress toward tenure or that progress toward tenure is not clear
- **Feedback:** The Faculty Affairs Committee will provide the candidate with a narrative of strengths and areas for growth for each of the three areas (teaching, research and creative activity, service)

Appendix C

Format for Academic Curriculum Vitae

General Guidance

The intent of the academic curriculum vitae is to provide a complete academic record. Throughout entries should be listed chronologically beginning with the most recent. This format is an abstract; it does not include narrative. Individuals wishing to provide narrative may do so with the letter of application and accompanying summary statements of accomplishments in teaching, scholarship and creative activity and creative activities, service, and, where appropriate, leadership. In recognition of the page limit requirement for the Core Document, (50 pages according to NMSU policy) individuals seeking promotion to Professor may wish to limit their delineation of accomplishments to work completed since promotion to Associate.

Recommended Format

1. Academic History

Degrees granted, dates
Honors and awards
Specialized training, dates

2. Employment History

Listing of all positions held, including dates and employer

3. Teaching and Mentoring

Section Guidance. This section provides an indication of depth and breadth of teaching as well as accomplishments in other instructional activities.

- Undergraduate and graduate courses taught:
List courses taught, including semester, year, level, course number, and title, and, when appropriate, type (on-campus, off campus, Web-CT); consider subdividing into current, previous, and previous institutions
- Workshops and Continuing Education Instruction
List major instructional activities (workshops, non-credit courses, in-service training, etc.), which you have conducted, including title and agency
- Mentoring
List field, clinical, or performance experiences supervised
List independent or directed studies supervised
Identify number of doctoral students mentored in

field experiences or teaching

Identify number of graduate exams, theses, and dissertations for which you were a member and for which you were a chair

Identify number and level of advisees seen on a regular basis.

4. Scholarship and creative activity and Creative Activities

Section Guidance. This section provides an indication of the scope of scholarship and creative activity and creative activity. It should include a listing of exhibitions, grants, performances, presentations, products, publications, and other creative works with complete citations. When citations are in a language other than English, provide in parentheses an English translation. Clearly indicate whether a work was commissioned, invited, reviewed, submitted but not yet judged, etc. Do not include works under development.

- Creative Works: consider subdividing this section into clear categories
 - Books, chapters
 - Exhibitions
 - Journal articles
 - Monographs
 - Performances
 - Presentations at meetings of learned societies
 - Product Development
 - Reviews, abstracts
 - Technical documents
 - Other creative or scholarly works
- Editorship: list books, journals, or other learned publications for which you have been editor.
- Sponsored Projects: for all proposals, list period, source and amount of funding received, type of funding (contract, scholarship and creative activity grant, personnel preparation grant, commission, etc), role (principal investigator, co-investigator, evaluator). List pending and awarded separately.

5. Service

Section Guidance. This section provides an indication of your involvement in and contribution to activities that enhance the profession and the University. Consider organizing this section by level of impact: national/international, state/regional, University, and community.

- Service to the Profession
 - Professional societies: List organizations, membership, offices held, committee activities, service performed, and dates.
 - Participation in state or regional, national or international programs: List

specific activities (e.g., panel discussant, session chair, respondent, governor's appointment, presidential commission, grant proposal reviewer, presentation proposal reviewer, NCATE examiner)

- Continuing education instruction, if not included under teaching
- Other professional service, if not included elsewhere, such as consultant to state/regional or national/international entity, invited lecturer at another university, etc.
- Service to the University (include dates, role, and brief explanation if needed)
 - List University, College, and Departmental committees
 - List administrative services or positions held
 - List services rendered to other departments within and outside the college
 - List service to students
 - Advisor to student groups and organizations
 - Other student services (discussion groups, addresses to student groups, participation in student orientation or recruitment programs)
- Service to the Community [include activities relevant to your academic discipline dates, role, and brief explanation]
 - List community organizations to which you have provided service
 - List participation in community programs or projects
 - Consultations of technical assistance with preK-12 schools, school districts, private or public agencies

Appendix D

SAMPLE LETTER TO EXTERNAL EVALUATORS

Dear Dr. _____,

Dr. _____, an Assistant Professor (or current rank), is being considered for (promotion, tenure, or both) this year at New Mexico State University. I would very much appreciate your assessment of Dr. _____'s professional performance. At New Mexico State University, separate decisions are made with regard to tenure and promotion. At this time, we are making the (tenure, promotion, or both the tenure and promotion) decision.

University policy mandates that I seek evaluations of a candidate from professionals who are qualified to judge the candidate's teaching, scholarship and creative activity, scholarly qualities, career development, and contributions to the discipline. Of particular value would be a frank appraisal from you of his/her scholarship and creative activity abilities and accomplishments, including papers given at scholarly meetings; the quality of his/her publications; his/her reputation or standing in the field; his/her potential for further growth and achievement; whether he/she would be ranked among the most capable and promising scholars in his/her area; and the quality of his/her teaching should you have information on that.

It would be helpful if you could rate Dr. _____'s contributions in comparison with others you have known at the same stage of professional development. Also, please describe the nature of your association with Dr. _____. A copy of his/her curriculum vita and pertinent publications are included with this letter. Also included is a copy of the department promotion and tenure policies and a record of Dr. _____'s teaching load.

We are aware of the imposition that this inquiry provides; however, we assure you that guidance from professionals like you is vital to our decision-making process. An early report would be appreciated as we hope to have all letters in the file by _____.

Your letter will be made available to the candidate and, on a confidential basis, to the reviewing bodies. Your letter could also be reviewed by third parties in the event of an EEOC or other investigation into a tenure or promotion decision.

Thank you,

**COE Faculty Promotion/Tenure Portfolio
Report Tracking Document**

Promotion Application

Tenure Application

Candidate _____

Date Delivered to: Department Head **Date** ____/____/____ **Initials of:**
Department Head _____

Date Delivered to: Department P&T Committee
Applicable to portfolios for:
• Applicants for Promotion
• Applicants for Tenure
Date ____/____/____ **Initials of:**
Department P&T Chair _____

Date Delivered to: College P&T Committee
Date ____/____/____ **Initials of:**
College P&T Chair _____

Date Delivered to: College Dean **Date** ____/____/____ **Received by:**

Date Delivered to: Provost's Office **Date** ____/____/____ **Received by:**
