

NMSU Grants Policy on Evaluation, Promotion & Tenure

Chapter I, Fundamentals

Part 1. Purpose

It is the policy of New Mexico State University (NMSU) to provide conditions under which high quality instruction, research and service may be expected to occur. The faculty and administration recognize that quality education is based on and will occur as the result of interaction and contact between professionally competent faculty and adequately prepared students.

Promotion and tenure decisions are the means by which NMSU rewards and retains its most valued scholars, sustains excellence in its instructional disciplines, and fulfills its mission to advance knowledge. The quality of faculty accomplishments largely determines the quality of the university as a whole. The processes involved in promotion and tenure must be fair, transparent, and participatory.

The integrity of the evaluation and promotion and tenure processes relies upon consultation by and between groups and individuals with successively broader views of the university, and participation by the involved faculty member. To ensure a fair process for recognition of excellent faculty, it is the policy of the university to allow faculty members to vote on the promotion or tenure of departmental colleagues, exercising collegial judgment based on criteria established for promotion and tenure by the Principal Units and consistent with the NMSU Rules on Faculty Evaluation, Promotion and Tenure. To achieve fairness, transparency, and broad-based participation, all of the parties must base decisions on the documentation described in the NMSU Rules on Faculty Evaluation, Promotion and Tenure.

Part 2. Rules for Evaluation and Promotion & Tenure

The NMSU Rules on Faculty Evaluation, Promotion, and Tenure [Administrative Rules and Procedures (ARP) 9.30 – 9.36], establish the rules relating to the faculty annual performance evaluation process, and relating to promotion and/or tenure criteria and procedures for review. These rules clarify the roles and responsibilities of the candidate applying for promotion and/or tenure, as well as the roles and responsibilities of the promotion and tenure committees and academic administrators involved in each review stage. These rules set forth the requirements for the department and college promotion and tenure committees, and the common elements which must be included in their respective promotion and tenure policies.

Each Principal Unit, such as NMSU Grants, shall post on its website its written promotion and tenure policy document, which must be in alignment with the NMSU Rules on Faculty Evaluation, Promotion and Tenure with a link to the Office of the Provost's website. The Office of the Executive Vice President and Provost will post the current and previous editions of the NMSU Rules on Faculty Evaluation, Promotion and Tenure on its website. The Office of the Provost will also post other relevant information pertaining to the annual promotion and tenure review processes to explain and facilitate the process for candidates and academic administrators alike. NMSU Administrative Rules and Procedures (ARP) supersede NMSU Grants policies, if a conflict exists between the documents.

Upon hiring of a regular faculty member, the individual's assigned NMSU Grants administrator will provide the faculty member with electronic copies of applicable promotion and tenure policies. The administrator will also provide, electronically, a similar packet of materials to faculty members who are eligible to be considered for promotion and/or tenure during the fall semester prior the calendar year in which the individual's application for promotion and/or tenure will be made.

Part 3. Community Colleges

The mission of the NMSU community colleges is to provide open access to quality education and support economic and cultural life in prescribed service areas. Community colleges provide traditional liberal arts education, vocational and technical training, contract training, community interest classes, and developmental education. Every effort is made to keep programs and curricula flexible to accommodate varied and expanding community educational needs. Since the community college's primary role is the dissemination of information, more emphasis is placed on teaching and advising in the evaluation process.

A. General Qualifications for Faculty Appointment (Community College System) (ARP 6.51)

The following qualifications are listed in the order of their relative importance: teaching is more important than professional service; professional service is more important than other service; other service is more important than research.

a. Teaching

This element is commonly considered to include the teacher's knowledge of the field; awareness of and the application of developments in the field; skill in arousing interest and evoking responses in students; skill in stimulating students to think critically, to understand the interrelationship of fields of knowledge and the application of knowledge to human problems; and skill in awakening students to a realization of the social, political, economic, and ethical implications of their study.

b. Professional Service

This element includes, above all, the faculty member's service with respect to the organization, development, and welfare of the community college and the university. This element also includes service to any individual or group needing the specific benefits of the faculty member's professional knowledge and skills.

c. Other Service

This element allows a faculty member to be recognized for service to the general welfare of the community, which is interrelated with the welfare of the community college.

d. Research

Research or other creative work is not required at the community colleges. However, those faculty members who produce research and/or creative work should be encouraged, and such work should be considered for appointment, promotion, and tenure considerations.

The academic credentials of all community college instructors will be reviewed and be approved by the campus executive officer and by the executive vice president and provost.

B. Specific Qualifications for Faculty Appointment (Community College System) (ARP 6.51)

In the following statements of required time in each rank, it should be emphasized that the periods stated are to be considered as minimum and not as maximum, under normal circumstances. It is recognized that the time served in a rank at another institution may be taken into consideration. It is also recognized that the evidence for various fields, to some extent, and standards of judgment cannot be rigidly uniform.

a. *Junior Ranks*

1. *Instructor*

This rank should be given to persons with the necessary education and/or experience to teach within the community college concept.

2. *Assistant Professor*

To be considered for this rank, a person must have demonstrated the ability to teach effectively in the person's field. It is strongly believed that a good teacher must constantly remold the course or project materials in light of new knowledge derived from the teacher's own creative scholarship, as well as that of others. To be considered for this rank, a person should expect to serve at least 3 years as an instructor under normal circumstances. An assistant professor may be 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.

b. *Senior Ranks*

Appointment or promotion to either senior rank should represent an implicit prediction on the part of the community college that the individual so appointed will make sound contributions to teaching and learning during the remainder of the individual's life. It should be made only after careful investigation of the candidate's promise in teaching, professional service, other service, and, if applicable, research and/or creative service. By this statement, it is meant that serious attention must be given to the caliber of the candidate's professional stature, for this will probably be the key factor in determining the extent to which past performance in teaching and service may be expected to carry on through continuing and enlarged contributions.

1. *Associate Professor*

An associate professor occupies a position adjunct to that of the professor. This person's views contribute to community college policy. An associate professor should have competence and a mature outlook over a fairly large part of the professor's whole field. A candidate for an associate professorship is expected to have demonstrated capacities in the lower ranks and should offer evidence that the candidate's teaching has kept abreast of times in method and subject matter, that a greater degree of maturity has been attained, and that there has been a retention of interest in competent teaching and service. To be considered for this rank, a person should expect to serve for at least 4 years as an assistant professor under normal circumstances.

2. *Professor*

Appointment or promotion of individuals to professorships is obviously the most critical step in determining the future of the community college system and the university. There should, therefore, be a clear understanding of the functions and qualifications of individuals in this rank. A professor, through teaching and service, should have demonstrated substantial command of the professor's whole field, sound scholarship, and a mature view of the discipline. Promotion to

professor should not be considered to be forthcoming merely because of years of service to the community college and the university (it should not be expected based on any number of years as an associate professor) or because a continuous contract is achieved. Rather, a person being considered for a professorship is expected to have maintained all the qualities and conditions required for tenure and for the rank of associate professor. Additionally, a professor should exhibit special stature in the professor's discipline, in leadership, and in both teaching and service.

Part 4. The NMSU Grants Promotion & Tenure (P & T) Committee

Due to their size, the organizational structure for tenure review at the Grants campus consists of one promotion and tenure committee. The P & T committee will consist of three senior tenure track faculty. The term of committee membership will be 3-years. The committee will be elected by the full time faculty at the end of the spring semester to commence serving in the academic year. Membership is staggered, and elections will replace one member per year.

- Faculty members elected to the P & T committee may serve no more than two consecutive terms.
- Chair elections will be held by members every two years, unless an emergency arises, and an officer must step down from his or her elected position.
- In cases when there are not enough full professors on the P & T to vote on full professor promotion portfolios, full professors on the campus will be asked to participate, review, and vote on the full professor portfolios.
- During meetings, Robert Rules of Order will be used and members of the P & T committee will be obligated to follow procedures.
- If a member has any conflict of interest with any candidate, the member will recuse himself or herself from all deliberation on that candidate.
- Members who permanently are unable to serve should resign. The chair may also call a vote to remove a member. Vacancies can be remedied by P & T committee appointment until an election can be held.
- The Duties of the P & T committee are:
 - To advise the administration on the evaluation of annual performance of pre-tenured and college track faculty;
 - To assist faculty on preparing promotion and tenure documents; and
 - To advise tenured faculty on how to improve performance after receiving two consecutive “needs improvement” ratings.

Part 5. Glossary of Terms Used in NMSU Rules on Faculty Evaluation, Promotion and Tenure (ARP 9.30 – 9.36)

Allocation of Effort: The percentage of effort, agreed upon by the faculty member and VPAA, that the faculty member will devote to each of the major categories of teaching and advising, scholarship and creative activity, service, extension, outreach and other assigned duties. (See ARP 6.61 Teaching Load and ARP 9.31.B. Performance Evaluation Forms)

Annual Performance Evaluation: (See ARP 9.31 – [Effective AY 18/19] Annual Performance Evaluation – Regular Faculty)

College Faculty: A faculty member on a regular (0.5 FTE or greater) appointment, who is not eligible for tenure, but is eligible for advancement in faculty rank (promotion). (See ARP 6.03 Employment Categories)

Core Document: A document submitted in the Portfolio for promotion or tenure that includes several specific elements: a routing form, cover sheet, table of contents, curriculum vitae, executive summary, prior and current Allocation of Effort statements, annual performance evaluations, summary of teaching evaluations, external reviews and, for community colleges, letters of support. (See ARP 9.31 – [Effective AY 18/19] Annual Performance Evaluation – Regular Faculty and ARP 9.35 Part 6, “Portfolio Preparation by Candidate”).

Program Manager: Program Manager refers to the academic department head.

Documentation File: An organized collection of supplemental documents and other materials that supports, explains, or clarifies the quality and significance of the candidate’s work. Administrators and committee members must have access to this file, which is stored by the Principal Unit.

Executive Summary: A summative report and personal statement by the faculty member that addresses the faculty member’s activities in and philosophies regarding teaching and advising, scholarship and creative activity, service, extension and outreach, and other assigned areas.

Extension and Outreach: Extension involves the process of defining and building relationships between communities and the university to extend university resources and intellectual expertise through coalition building, non-formal educational programs, and applied research designed to address locally identified needs. Outreach involves an organized and planned program of activities which are offered to representative groups of citizens of New Mexico and the nation or internationally; these activities bring the resources of the university to bear in a coherent and strategic fashion for the benefit of the receiving entity.

External Reviewer: A person from outside NMSU who writes a letter of evaluation of a candidate’s Portfolio. (See ARP 9.34, Part 3.AA; ARP 9.35, Part 5.B.9.)

NMSU Rules on Faculty Evaluation, Promotion, and Tenure: Rules ARP 9.30 – 9.36 are collectively referred to as the NMSU Rules on Faculty Evaluation, Promotion, and Tenure.

Four Areas of Faculty Effort: As used in this rule and the other rules governing promotion and tenure at NMSU, the Four Areas of Faculty Effort refers to: teaching and advising, scholarship and creative activity, extension and outreach, and service. (See ARP 9.31, Part 3). While a faculty member's performance must be evaluated through their contributions to the Four Areas of Faculty Effort, leadership is an important component. Leadership must not be considered as a separate area to be evaluated. Rather, when applicable, its value should be considered in how they affect performance in one or more of the Four Areas of Faculty Effort. (See ARP 9.31, Part 3.B)

Joint Appointment: A faculty line shared between two departments or colleges; the appointee enjoys all the privileges and incurs all the responsibilities normally given in each area.

Letters of Support: Letters submitted to support a candidate's application for promotion or tenure that are distinct from external reviews (See Definition I. above), but serve a similar purpose at the community colleges. (See ARP 9.34, Part 3.AA.6.; ARP 9.35, Part 10.C.)

Mid-Probationary Review: A formal, non-mandatory mid-term assessment requested by a Tenure-Track Faculty member of their professional development and progress toward tenure. The Mid-Probationary Review is in addition to the annual performance evaluation.

NMSU Rules on Faculty Evaluation, Promotion, and Tenure: Rules 9.30 through 9.36 and 9.40 through 9.43 of the Administrative Rules and Procedures of NMSU posted at <https://manual.nmsu.edu/policies-and-procedures/>

Peer Evaluation: Assessment of teaching style, content, and effectiveness gained through observation by colleagues; the observations may come in such forms as classroom visits, participation in web-based courses, review of videotaped teaching, or reviews of course materials collected/created by the faculty member being reviewed.

Performance Evaluation: An annual report prepared by the faculty member documenting activities in the areas of teaching and advising, scholarship and creative activity, extension and outreach, service, and other assigned areas. The department head provides the faculty member with a written appraisal of the faculty member's performance.

Portfolio: Consists of the Core Document and Documentation File that supports the candidate's case for promotion or tenure. A Portfolio is also sometimes referred to as a dossier.

Post-tenure Review: An annual review designed to identify strengths and weaknesses of the tenured faculty member in the areas of teaching and advising, scholarship and creative activity, service, extension, outreach and other assigned areas. The Performance Evaluation generally serves the above aim; however, if deemed necessary due to deficiencies, a more extensive review may be initiated. (See ARP 9.36 – [Effective AY 18/19] Post-Tenure Review.)

Principal Unit: A tenure home unit responsible for conducting annual faculty performance evaluations and making promotion and tenure recommendations. This definition includes Departments, Colleges, Community Colleges, Cooperative Extension Service, and the University Library, but not centers, clusters, or institutes.

Probationary Period: The cumulative amount of time spent under term appointments while on the "tenure-track." (See ARP 9.36 – [Effective AY 18/19] Post-Tenure Review).

Research: See Scholarship

Scholarship: Both creative activity and product, scholarship includes discovery through original research; integration through synthesizing and reintegration of knowledge; application through professional

practice; and teaching through transformation of knowledge. (See Boyer, 1990 and ARP 9.31 Part 3.D. “Scholarship and Creative Activity”.)

Service: Contribution to the institution and development of the university, as well as provision of service to local, state, national, or international agency or other organization in need of the faculty member’s professional expertise.

Supporting Documents: Material available to the Promotion and Tenure Committee in the Documentation File that serves to further support, explain, or clarify the Core Document.

Tenure: Continuous contract granted after a probationary period to a faculty member candidate that gives protection from dismissal without due process; the primary purpose of tenure is to protect academic freedom and offer economic security.

Tenure Home: The Principle Unit where tenure and rank reside or will reside.

Tenure-Track Faculty: A faculty member in their pre-tenure probationary period, eligible for tenure but who has not yet been granted tenure, sometimes also referred to as “candidate” (as are faculty members seeking promotion).

Tenured Faculty: A faculty member who has been awarded tenure by provost.

NMSU Grants Evaluation and Promotion & Tenure Policy

Chapter II, Annual Evaluation and Allocation of Effort

Part 1. Purpose

Regular faculty at New Mexico State University-Grants (NMSU Grants) are annually evaluated based upon their performance in the four areas of faculty effort and in accordance with their respective assigned workload's Allocation of Effort (AOE).

A. Service to Mission

A successful process considers whether the faculty member is effectively serving the mission of the university, as defined by NMSU Grants criteria and the individual's agreed upon goals and objectives. This means, for example, that the efforts of a faculty member made in response to administrators or committees are considered during promotion and tenure evaluation.

B. Consideration for Variance in Duties

The efforts of two faculty members may vary at the same points in their careers according to their particular strengths and campus needs.

C. Equitable Treatment

To ensure equitable treatment, every faculty member will complete an Allocation of Effort statement as part of the Annual Performance Evaluation process. When determining the Allocation of Effort, decisions must be made without regard to race, national origin, gender, gender identity, age, disability, political views, religion, marital status, sexual orientation, special friendships, or animus towards candidates. Further, for the Allocation of Effort statement to be accurate and useful, administrators at all levels must understand and take an active role in avoiding institutional factors that could produce an undue burden on untenured faculty members.

Part 2. Policies

A. Perspective on the Evaluation Process

Performance Evaluations are conducted annually in accordance with the timeline for promotion and tenure as described in Chapter III, Promotion and Tenure.

The timeline described in Chapter III, Promotion and Tenure, will be followed by faculty and appropriate supervisors involved in Annual Performance Evaluations at NMSU Grants. This timeline clearly defines the appropriate deadline for each step in the process.

Each college will develop separate policies, procedures, and criteria for the promotion of non-tenure-track faculty. These are subject to final approval by the VPAA and provost. These promotions will be handled in the same time period and with documentation similar to that for tenure-track faculty promotions (ARP 9.18).

All regular faculty members are required to meet with the VPAA during the evaluation process to discuss the individual's progress toward promotion and/or tenure as appropriate, the recording of their objectives and goals, and the department's needs.

The VPAA will certify that the Annual Performance Evaluation or Post-Tenure Review meeting with the faculty member occurred. The individual's evaluation will not be considered final until this meeting has occurred and been documented by the signatures of the VPAA and the faculty member.

Faculty members may submit a written statement in response to their Annual Performance Evaluations or Post-Tenure Review. The VPAA will confer with faculty members regarding this statement.

B. NMSU Grants Allocation of Effort Common Expectations by Rank

Introduction

This section seeks to explain the common expectations for effort based on faculty rank. The following descriptions are based on the NMSU ARP, 9.33, "The Professorial Ranks." The purpose of this document is to recommend to faculty a set of common expectations, as described in NMSU policy, on which they can base their allocation of effort which is negotiated with the division head/supervisor for each academic year. The following is not a set of "requirements." This section outlines recommended expectations of each faculty rank in order to prepare faculty to make progress toward promotion and tenure. Fulfillment of the recommended expectations contained in this section does not guarantee promotion and or tenure.

a. Instructor

"An instructor's job description primarily relates to teaching or its equivalent and usually does not include scholarship and creative activity." (ARP, 9.33)

The Instructor is to focus all of their effort on teaching. The Instructor is expected to demonstrate expertise within their discipline through practical, applied, and/or related experience. (ARP, 9.33) Thus, the Instructor is not expected to allocate effort to service or to scholarship and creative activity. However, after the first year, it is recommended that Instructors begin to allocate some effort to scholarship/professional development, as well as service if they plan to apply for promotion to Assistant Professor. In all cases, however, the bulk of effort of an Instructor should be devoted to teaching.

b. Assistant Professor

"An assistant professor is expected to have a thorough command of the subject matter of some segment of the discipline, in addition to a comprehension of the whole." (ARP, 9.33) The Assistant Professor, in addition to teaching, allocates effort to scholarship, in order to increase their command of their subject matter. Attending conferences to increase knowledge in one's discipline and in teaching is recommended. At this rank, the Assistant Professor is not expected to present at conferences. During the time a faculty member holds the rank of Assistant Professor, if they plan to apply for promotion to Associate Professor, it is recommended that the faculty member allocate some effort to service, institutional and community, in order to establish a record of service.

c. Associate Professor

“An associate professor must demonstrate competence, continuous progress, and a command over a large part of the academic field.” (ARP, 9.33)

“It is expected that evidence showing high quality of teaching and advising, scholarship and creative activity and/or extension and outreach or service has been provided and is current.” (ARP, 9.33)

The Associate Professor demonstrates all of the expectations of the previous ranks. In addition, the Associate Professor has made contributions to the institution and the community through their service in both. During the time a faculty member holds the rank of Associate Professor, if they plan to apply for promotion to full professor, it is recommended that they allocate effort to leadership in teaching, scholarship/creative activity, and service, in order to establish a record of leadership.

d. Professor

“A professor, sometimes referred to as a “full professor,” has established disciplinary, intellectual, and institutional leadership.” (ARP, 9.33)

“The professor demonstrates command of the disciplinary field as evidenced by teaching and advising, scholarship and creative activity, extension and outreach, and service.” (ARP, 9.33)

The Professor demonstrates all of the expectations of the previous ranks. In addition, the Professor has demonstrated leadership in each area of evaluation: teaching, scholarship/creative activity, and service (institutional and community). It is the demonstration of leadership that distinguishes the professor from the other ranks.

C. Evaluation Emphasizes Four Areas of Faculty Effort

Serious attention must be given to performance in the Four Areas of Faculty Effort: teaching and advising, scholarship and creative activity, service, and extension and outreach. The relative importance of each of these areas varies according to the cumulative Allocation of Effort statements. Each area is vital to NMSU Grants’ ability to achieve its mission, and the performance of a faculty member will be viewed as an indication of future contributions. However, outreach is not as significant for the community colleges and may not have a percentage weight on the AOE.

a. Teaching and Advising Area of Faculty Performance

Description of Teaching and Advising Activities

Elements of Teaching as Essential Criterion – Teaching is central to NMSU’s mission. For those who teach, effectiveness in teaching and advising is an essential criterion for tenure and for advancement in rank. The teaching and advising category includes all forms of university-level instructional activity, as well as advising students, both within and outside the university community. Such activities are commonly characterized by the dissemination of knowledge within a faculty member’s area of expertise; skill in stimulating students to think critically and to apply knowledge to human problems; the integration and application of relevant domestic and international, social, political, economic, and ethical

implications into class content; the preparation of students for careers in specific fields of study; and the creation and supervision of appropriate field or clinical practica.

Responsibilities of Teaching– 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 research, performances, or productions; field supervision and administration of field or clinical experiences; production of course materials, textbooks, web pages and other electronic aids to learning; and others.

Common Responsibilities for Teaching

- Teach 27-30 credits (1.0 FTE) or equivalent with reassigned time
 - Evaluation criteria
 - Completion of the table with courses taught and enrollment numbers*
 - Narrative criteria – Detailed activities completed for reassigned time and justification for agreed credits (if applicable)
- Demonstrate command of subject matter
 - Evaluation criteria
 - Narratives clearly explain command of subject matter *
 - **Possible methods** to use in justification
 - Narrative discusses updates in the field
 - Successfully completed review of online delivery
 - Peer evaluation
 - Classroom Observation
 - Reflective memo documenting teaching/collab w/peer
 - Discussion of student evaluation data
 - Other possible methods
- Convey course content effectively to students
 - Evaluation criteria:
 - Narratives show content delivered effectively *
 - **Possible methods** to use in justification:
 - Activities in classes that are meaningfully sequenced to support learning.
 - Variety of learning strategies and individual supports used within teaching.
 - Classroom observations and peer observations
 - Assessment data showing student success, perhaps through Gen Ed reports
 - Discussion of student evaluation data
 - Other possible methods
- Assess student learning
 - Evaluation criteria
 - Narratives show assessment data were collected, analyzed, and utilized. *
 - **Possible methods** to use in justification:

- Describe assessment activities on the course level and, if appropriate, the program level.
 - Describe changes made to courses based on the assessment.
 - Describe changes to program based on the assessment.
 - Discuss student evaluation data
 - Other possible methods
- Demonstrate revision and updates of curricula
 - Evaluation criteria
 - Narratives show updates to course content *
 - **Possible methods** to use in justification
 - Discuss updated/revised pedagogy
 - Discuss updated/revised activities and assessment
 - Discuss incorporation of new technology
 - Discuss student evaluation data
 - Discuss changes in syllabi
 - Discuss changes in instructional materials (textbook, hand-outs, videos, etc.)
 - Other possible methods
- Demonstrate leadership in teaching
 - Evaluation criteria
 - Narratives show leadership in activities related to teaching
 - **Possible methods** to use in justification
 - Participating in leading on a program review and/or program assessment
 - Participating in leading in course assessment (writing assessment reports)
 - Participating in leading on course revision
 - Participating in General Education certification
 - Participating in General Education alignment
 - Mentoring other faculty
 - Program managers reviewing syllabi for critical content for all courses in the semester
 - Other possible methods

Note: * denotes required elements

Note: Parenthesis includes recommended documentation

Evaluation Criteria for Teaching

Evidence to Assess Teaching Effectiveness – Teaching is a complex and multifaceted activity. Therefore, several forms of evidence should be used to assess comprehensively teaching effectiveness. Each form of evidence will be weighted according to its importance in evaluating teaching. Such documentation must demonstrate command of subject matter, the ability to organize material and convey it effectively to students, and assessment of student learning. It may also demonstrate revision and updates of curricula, and the integration of scholarship (for faculty who produce scholarship) and service with teaching. Materials appropriate for evaluating teaching should include:

- Evidence from the instructor,

- Evidence from other professionals,
- Evidence from students, and
- Evidence of student learning.

It is not necessary for all four types of evidence to be used, but, in accordance with state law, at a minimum, student evaluations and one other form of evidence must be used.

b. Scholarship, Creative Activity, and Professional Development:

Description of Scholarship, Creative Activity, and Professional Development Activities

Rationale – This understanding is grounded in Boyer’s (1990)^a concept of the four scholarships:

- 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;
- 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;
- 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;
- 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.

a. Boyer, Ernest L. (1990). *Scholarship reconsidered: Priorities of the Professoriate*. New York: Carnegie Foundation for the Advancement of Teaching.

NMSU Definition of Scholarship and Creative Activity: Products developed through these processes are typically public, open to peer review, and available for use by others, but may also include classified projects, protected intellectual property or other confidential materials. Scholarship and creative activity can take many forms, including but not limited to refereed publications and patented intellectual property. At NMSU’s community colleges, scholarship and creative activity includes scholarship that is also evidenced by professional development activities that disseminate knowledge to the college’s learning communities.

Acknowledgement of Land Grant Mission: This definition reflects the university’s mission as the state’s land-grant university, serving the needs of New Mexico’s diverse population through comprehensive programs of teaching and advising, scholarship and creative activity, extension and outreach, and service. It addresses the breadth and diversity of scholarly and creative activity among faculty, staff, and students through which this mission is fulfilled.

Common Responsibilities for Scholarship, Creative Activity, and Professional Development

- Development of knowledge and skills
 - Evaluation criteria
 - Narratives demonstrate development of knowledge and skills *
 - **Possible methods** to use in justification
 - Document local and/or national conference participation within field of study or within the field of teaching
 - Attend Professional Development opportunities (narrative, date,

- time, session title and certificates earned)
 - Describe creative research (artwork created, articles written and creative teaching materials developed)
 - Describe books and/or articles utilized in development of expertise in field of knowledge or field of teaching
 - Describe participation in a regional, national, or international organization related to your subject area
 - Describe participation in professional development opportunities offered by the system, NMSU Grants, federal grants or other entities
 - Describe other possible methods
- Application of knowledge and skills*
 - Evaluation Criteria
 - Narratives demonstrate that Professional Development has been applied
 - **Possible methods** to use in justification
 - Describe how knowledge is applied in the classroom environment acquired through Professional Development activities
 - Describe new or updated assignments, such as updated class handouts, lectures, syllabus, and/or media
 - Describe incorporation of new technology
 - Describe other possible methods
- Sharing of knowledge and skills*
 - Evaluation Criteria
 - Narratives demonstrate that knowledge and skills are shared outside of the classroom
 - **Possible methods** to use in justification:
 - Describe sessions presented at NMSU Grants (certificates)
 - Describe sessions presented at the NMSU Community College conference, Roundup
 - Describe sessions presented at regional and national conferences (conference schedules, emails)
 - Describe lectures presented in field of expertise or field of teaching to the Institution, other institutions, regional, national, or international organizations
 - Describe presentation of creative work, such as artwork exhibited, articles published, public performances
 - Describe other possible methods
- Demonstrate leadership in professional development
 - Evaluation Criteria
 - Narratives show leadership in activities related to professional development
 - **Possible methods** to use in justification:
 - Describe a Lecture/Workshop presented at a National Conference (program, abstract)
 - Describe a Lecture/Workshop presented to the Institution, fellow Universities, National and/or Regional organizations (program, abstract)
 - Describe creative project presented at the Institution, fellow Universities, National or Regional Organizations (program)

- Describe creative projects presented in local, regional, national publications or events. (flyer, photographs, article, reviews, program, exhibitions)
- Describe published articles. (abstract or excerpt)
- Describe innovative skills and techniques developed and shared
- Serve as an officer in a professional, discipline-related organization
- Mentor junior faculty in the fields of expertise or teaching
- Describe other possible methods

Note: * denotes required elements

Note: Parenthesis includes recommended documentation

Evaluation Criteria for Scholarship, Creative Activity, and Professional Development

All scholarly activity and outcomes, regardless of funding source, must consider the following criteria adapted from Diamond (2002)^b:

- The activity's purposes, goals, and objectives are clear. Its objectives are realistic and achievable. It addresses important questions in the field.
- 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.
- Appropriate methods are used for the activity, including principles of honesty, integrity, and objectivity. The methods have been chosen wisely and applied effectively. They also allow for replication or elaboration.
- 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.
- The activity and outcomes have been presented appropriately and effectively to their various audiences.
- The activity and outcomes are judged meritorious and significant by one's peers.
- 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.

b. Diamond, Robert M. (2002). *Serving on promotion, tenure, and faculty review committees: A faculty guide, 2nd ed.* Bolton, MA: Ankar Publishing.

c. Extension and Outreach (Typically not part of the evaluation process at community colleges):

The central role of extension and outreach is recognized in that several Principle 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. Because the category of Extension and Outreach is not part of the mission of the community college, it is not part of the evaluation process; however, on occasion, community college faculty do engage in extension and outreach, and those efforts should be documented.

Collaborative Effort – Extension and outreach work is collaborative by nature. Faculty should provide evidence of collaboration with whomever necessary to identify local needs, garner resources, discover and adapt new knowledge, design and deliver programs, assess clientele skill changes, and communicate program results. Collaborative effort should also include networking with other university faculty in identified areas of program discovery, development, and delivery,

including applications to teaching and advising where appropriate.

Evaluation Criteria for Extension and Outreach

Faculty must provide evidence of the collaborative and other efforts to receive recognition in this Area of Faculty Effort.

The documentation should provide evidence that the work is:

- creative and intellectual;
- communicated to stakeholders; and
- has a beneficial effect on stakeholders and the region.
- Components of extension include:
 - developing programs based on locally identified needs, concerns, and/or issues; targeting specific audiences;
 - setting goals and objectives for the program;
 - reviewing current literature and/or research for the program;
 - planning appropriate program delivery;
 - documenting changes in clientele knowledge, behaviors, attitudes, and/or skills;
 - conducting a reflective critique and/or evaluation of the program;
 - validation of the program by peers and/or stakeholders; and
 - communicating results to stakeholders and decision makers.

d. Service

Description of Service Activities

Service is an essential component of the university's mission and requires the faculty member to contribute to the organization and development of the university, as well as to provide service to local, state, national, or international agencies, organizations or institutions which may benefit from the faculty member's professional knowledge and skills.

Common Responsibilities for Service

- Service to the institution
 - Evaluation criteria
 - Narratives describe service activities for the university*
 - **Possible methods** to use in justification
 - Standing committee work (minutes, subcommittee work, products)
 - Ad-hoc committees (Roundup, 50th anniversary, RERP)
 - Search committees
 - College-sponsored events
 - Service to the NMSU system
 - Student organization advisor
 - Student academic advising
 - Student recommendation or referrals
 - Other possible methods
- Service to the community
 - Evaluation criteria
 - Narratives describe volunteer activities outside of the university and how they benefit the community *

- **Possible methods** to use in justification
 - Volunteer work outside of the institution within field of expertise
 - Volunteer work outside of the institution outside field of expertise
 - Products from volunteer work (Domestic Violence Awareness, Game Night)
 - Letter of support for an endeavor or to support a community organization
 - Other possible methods
- Demonstrate leadership in service
 - Evaluation criteria:
 - Narratives show leadership in activities related to service
 - **Possible methods** to use in justification:
 - Describe service as University Committee or Subcommittee Chair, Co-Chair or Secretary and how leadership benefitted the committee and the university
 - Describe important contributions to tasks and duties performed by the University committee
 - Office or position held within volunteer work outside of the Institution
 - Collaborate with system members on wide-ranging projects (Gen Ed certifications, etc.)
 - Other possible methods

Note: * denotes required elements

Note: Parenthesis includes recommended documentation

Evaluation Criteria for Service

The type and amount of service that a faculty member performs should be determined in consultation with the appropriate administrator(s). All relevant activities in which a faculty member participates should receive appropriate consideration for promotion and tenure decisions. Service contributions should be evaluated based on how they are applied and how they draw upon the professional expertise of the faculty member.

Part 3. Performance Evaluation Forms and Process

The performance of each regular faculty member, including regular college track faculty, must be reviewed at least once a year. The Annual Performance Evaluation or Post-Tenure Review provides documentation of expectations and a record of faculty performance relative to the stated expectations in the agreed upon Allocation of Effort documents. Each community college determines and uses its own performance evaluation form.

Performance evaluation forms include the following elements:

A. Allocation of Effort Statement (AOE):

AOEs shall also be a part of the candidate/faculty member's tenure and/or promotion portfolio, and all aspects of the agreed upon efforts shall be factored into the recommendation made at each step of the Promotion and Tenure process.

Allocation percentages will be negotiated and approved annually by the faculty member and the VPAA in alignment with ARP Rule 6.61. The teaching load for community college faculty members

will usually be the equivalent of 15 credits per semester or from 27 to 30 credits per academic year. The teaching load shall be prorated for short courses or courses taught over part of a semester (ARP 6.61). If agreement cannot be reached between a faculty member and the VPAA, the branch executive director or equivalent administrator may assign the AOE. The faculty member may appeal the AOE through existing university procedures.

The AOE and assigned percentages may be altered during the year with the mutual agreement of the faculty member and VPAA to reflect changing circumstances, such as service commitments, time for scholarship and creative activity, changes to teaching load, advising assignments, reassigned duties, etc.

At the minimum, the AOE will contain the following elements:

- a. Percentage of effort to be devoted to the four areas of faculty effort. The total percentage must be 100%. The minimum for any category is 0%.
- b. A statement of what NMSU Grants considers a full teaching and advising load.

B. Current Position Description.

C. Submission from Faculty Member:

A written section submitted by the faculty member detailing and citing accomplishments in relation to the four areas of faculty effort as agreed upon in the AOE from the previous academic year.

D. Written Review by VPAA:

A written review will be provided from the VPAA including specific commendations, concerns, and recommendations in each of the areas of performance, as well as separate comments about progress toward promotion and tenure when applicable.

Part 4. PROCEDURAL GUIDELINES FOR ANNUAL PERFORMANCE EVALUATION

A. NMSU Generic Process Instructions:

Early in each spring semester (refer to calendar year timeline), the faculty member is expected to prepare their written summary of accomplishments from the previous calendar year. At the time of a new faculty's first contract, the VPAA confers with new faculty members concerning the recording of objectives and goals and the general use of the AOE form.

In the case of continuing faculty members, the faculty member will schedule a conference with the VPAA for the purpose of revising and/or updating objectives previously agreed upon. The VPAA will share the above agreements in writing with the faculty member. Returning faculty members may also request an annual meeting regarding the faculty member's progress toward promotion and/or tenure. During this meeting, specific evaluative comments in each of the areas of performance are required, as well as separate comments about the individual's progress toward tenure and/or promotion.

Each regular faculty member completes either a written form or digital database entry detailing and citing accomplishments in the four areas of faculty effort, of teaching, research and/or creative scholarship, service, and extension and outreach during the performance evaluation period. The type, method of collection, and disposition of evidence regarding effectiveness of teaching is of particular importance, and faculty should consult with the P&T Committee or the VPAA concerning the

collection of this evidence. The performance evaluation form, along with any supplemental material, is submitted by each pre-tenured faculty member or any faculty member applying for promotion to the P&T Committee for evaluation and recommendation to the VPAA by the due date stipulated on the timeline for promotion and tenure as described in Chapter III of this document (Promotion and Tenure Processes).

The P&T Committee reviews the faculty performance forms, returns the documents for revisions, if necessary, and prepares a written evaluation based upon accomplishments reported as compared with previously set goals and objectives (a copy of this report will be shared with the faculty member), and confers with the VPAA, as necessary, on the written recommendation and the prepared summary to be discussed with the faculty member.

The faculty member and VPAA will establish goals for all areas having an allocation of effort greater than zero. Goals should be realistic and obtainable. It is understood that some objectives may not receive funding, may not work, or may take longer than the faculty member anticipated. These goals and objectives will be recorded in writing, with a copy to the faculty member.

The NMSU Grants promotion and tenure committee and VPAA formulate independent recommendations when and where appropriate regarding evaluation of the faculty member's performance on the basis of the policies stated in this manual and the NMSU ARP. These are communicated to the Branch Executive Director and NMSU Provost, as appropriate.

Annual evaluations for tenured faculty members will be provided. The Post-Tenure Review rule 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 achievements shall be rewarded in a manner determined by each community college campus. For tenured faculty members who receive two successive unsatisfactory annual reviews with identified and uncorrected serious deficiencies, this rule provides a mechanism to establish a remedial program for correcting such deficiencies.

The annual review document will be noted as the Post Tenure Review for each tenured faculty member. This Post Tenure Review will weigh the four areas of which are teaching, scholarly work, outreach and service in proportion to the percentage each category receives in the faculty member's allocation of effort for a given year. Administrators who hold tenured faculty rank are reviewed on the performance of their faculty duties (teaching, research, and service). Administrators who have no assigned faculty duties will not be reviewed under ARP rule 9-36.

If, in the judgment of the VPAA and the Branch Executive Director, the annual review for a tenured faculty member shows a serious deficiency in the performance of that faculty member, the VPAA 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 will ensue:

The faculty member may request that the VPAA submit to the other tenured faculty members of the college the record of poor performance and suggested actions for consideration in a more complete review, or

If the faculty member does not request the review, the VPAA will initiate such a review with the concurrence of a majority of the tenured faculty in the college.

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. 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.

Whether or not a tenured faculty member accepts the recommendation to participate in a work enhancement program, and whether or not the member performs well in the program, the faculty member's performance will be judged on subsequent work. The more complete review shall not be initiated for any tenured faculty member more frequently than once every five years.

If a tenured faculty member's teaching deficiencies are considered by the director 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 such that the faculty member's teaching performance is now typically unsatisfactory, the director and provost shall recommend loss of tenure for the faculty member in question.

If tenure is to be revoked, the university shall follow the processes specified in Administrative Rules and Procedures (ARP) Chapter 9, subject to the safeguards of ARP 10.01 Due Process.

Every year, VPAA shall report to the NMSU director and provost:

- The number of tenured faculty receiving annual evaluations.
- The number receiving unsatisfactory evaluations.
- The number of tenured faculty who have been the subject of a more detailed peer review.
- The number of faculty who have participated in a remedial program as a result.
- The results of those programs.
- The number of faculty whose tenure have been revoked.

B. NMSU Grants Specific Annual Performance Processes:

a. Annual Performance Evaluation Portfolio:

This document is to showcase the faculty member's performance and achievements. Prior to receipt of tenure for tenure track regular faculty and promotion to Associate Professor for college track regular faculty, this document includes:

- the draft Allocation of Effort Statement for the following calendar year;
- a final allocation of effort for the calendar year under review awaiting final signatures and final documentation for the fall semester with the narrative of accomplishments (2-page maximum in each of the performance areas including progress towards completion of goals pasted in the indicated box on the form). If agreed upon performance expectations were not met, documentation and an explanation are required concerning those items. If expectations cannot be achieved, then renegotiation of performance expectations with the VPAA during the calendar year is recommended to avoid unmet expectations;
- student evaluations for the calendar year under review addressed by the narrative of accomplishments;
- documentation of the described accomplishments (maximum 25-pages front and back). The quantity of documentation for each of the four areas of faculty effort should mirror the percentage of effort for each area in the finalized allocation of effort from the previous academic year. (See Appendix B-1 for the Annual Performance Evaluation Portfolio layout)

Following receipt of tenure for a tenure track faculty member or promotion to Associate Professor for college track regular faculty, the expectation exists that regular faculty have received adequate guidance concerning what documentation they should retain to support

future applications for promotion. Consequently, the requirement for documentation of described accomplishments will not be required in the faculty member's Annual Performance Evaluation Portfolio. However, documentation needs to be available upon request. Faculty may be asked to provide documentation, but must be given adequate notice for any documentation request and adequate time to respond as stipulated for post-tenure reviews.

b. Timeline

- 1) Early in February, all faculty members will submit their completed Annual Performance Evaluation Portfolio to the VPAA.
- 2) If a faculty member is applying that calendar year for promotion or tenure, that member would need to submit a partial Annual Performance Evaluation Portfolio to the P&T committee to be reviewed in time to include in the P&T Portfolio. Then after the fall semester, it needs to be updated to integrate information from the fall term.
- 3) By mid-February, the VPAA will forward all applicable Annual Performance Evaluation Portfolio to the P&T committee. The P&T committee will meet, if necessary or requested, with the faculty member and initiate the Annual Performance Evaluation (for tenured faculty the evaluation is called the Post-Tenure Review) based on the Annual Performance Evaluation Portfolio and observations of the previous year's performance.

The P&T committee will 1) review the faculty member's performance in each of the applicable areas; 2) write separate statements addressing progress towards promotion and/or tenure and addressing problem areas which may impede progress toward promotion and/or tenure; and 3) assign an overall evaluation rating (Needs Improvement, Commendable, or Exemplary) and provide the faculty member a copy of the evaluation. (See Appendix B-2 for Annual Performance Evaluation or Post Tenure Review Form)

- 4) In early March, if a faculty member disagrees with the P&T committee's evaluation, the faculty member has ten working days to write a rebuttal addressed to the campus Associate Campus Director that is included in the portfolio. After the ten-day rebuttal period has expired, the Annual Performance Evaluation Portfolio with the P&T's recommendations will be forwarded to the VPAA.
- 5) In early April, the VPAA will review each faculty member's Annual Performance Evaluations Portfolio and overall evaluation. The VPAA may agree/disagree with the assigned rating based on the Annual Evaluation Portfolio, observed activities, rebuttals, and recommendations of the P & T committee. The VPAA will notify all faculty, in a written document (e-mail), of the opportunity for a meeting with the VPAA, the result of the VPAA review, and the need to sign the B-4 form. The VPAA will respond to a meeting request within 10-working days.
- 6) If a faculty member disagrees with the VPAA's evaluation, the faculty member has 10-working days to write a rebuttal addressed to the Executive Director that is included in the portfolio. After the 10-day rebuttal period has expired, the Annual Performance Evaluation Portfolio will be forwarded to the Executive Director.
- 7) The third Friday of April, the reports will be submitted to the Executive Director for review and filing.

c. Post-Tenure Review:

Tenured faculty members' annual performance evaluation is the Post-Tenure Review. This Post-Tenure Review shall weight the four areas of teaching and related activities, creative and

scholarly work and professional development, extension and outreach, and service all in proportion to the percentage each category is given in the faculty member's allocation of effort for a given year. Annual Performance Evaluation Portfolio as Post-Tenure Review: This document will showcase the faculty member's performance and achievements. This report includes:

- the complete allocation of effort statement for the academic year commencing;
- the narrative of accomplishments (2-page maximum in each of the performance areas including progress towards completion of goals preferably pasted in the indicated box on an unsigned final allocation of effort form);
- student evaluations for the prior year

Documentation is not required for tenured faculty or for college track faculty in the rank of Associate Professor or Professor, as previously stated. However, documentation needs to be available upon request. Faculty must be given adequate notice for any documentation request and adequate time to respond. (See Appendix B-1 for the Annual Performance Evaluation Portfolio layout)

Administrators who hold tenured faculty rank are reviewed on the performance of their faculty duties. Administrators, who have no assigned faculty duties, will not be reviewed under this policy. If, in the judgment of a supervisor, the annual review for a tenured faculty member shows a serious deficiency in the performance of that faculty member, the supervisor shall inform the faculty member in writing of the deficiency, as well as recommend actions the faculty member may take to address the issue. If the deficiency or deficiencies continue 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 supervisor submit the record of poor performance and suggested actions to the other tenured faculty members for consideration in a more complete review, or
2. If the faculty member does not request the review, the supervisor may initiate such a review with the concurrence of a majority of the tenured faculty.

The more complete review shall have the aim of identifying strengths and weaknesses of the faculty member in the four areas of:

- teaching and related activities
- creative and scholarly work including professional development
- extension and outreach
- service.

All areas must be listed in proportion to the percentage each category is given in the faculty member's allocation of effort for a given year. The review will be undertaken by the P & T committee. Student evaluations must be considered when evaluating the faculty member's teaching, along with other factors.

If the reviewers conclude that the faculty member's performance is not seriously deficient, the faculty member shall be so informed and a statement of the finding placed in the faculty member's personnel file.

If a 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. 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.

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 according to NMSU ARP Chapter 9. The more complete review shall not be initiated for any tenured faculty member more frequently than once every five years.

If a tenured faculty member's teaching deficiencies are considered by the executive director 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 such that the faculty member's teaching performance is now typically unsatisfactory, the executive director and provost shall recommend loss of tenure for the faculty member in question. If tenure is to be revoked, the University shall follow the processes specified in ARP Chapter 9, subject to the safeguards of ARP 10.1, Due Process.

NMSU Grants Evaluation and Promotion & Tenure Policy

Chapter III: Promotion and Tenure Processes

Part 1. Purpose

Promotion and tenure decisions are the means by which NMSU rewards and retains its most valued scholars, sustains excellence in its instructional disciplines, and fulfills its mission to advance knowledge. The quality of faculty accomplishments in teaching and advising, scholarship and creative activity, extension and outreach, and service largely determines the quality of the university as a whole. The processes involved in promotion and tenure must be fair, transparent, and participatory.

Part 2. Statement on Value of Diversity; Commitment Against Discrimination

NMSU values the richness that inquiry based upon intellectual and cultural differences brings to the university community. NMSU administrators recognize that all employment decisions must be made without regard to race, national origin, gender, gender identity, age, disability, political beliefs, religion, marital status, sexual orientation, special friendships, or animus towards candidates, taking care to avoid conflicts of interest, structural, institutional, or habitual thoughts and patterns that could lead to disparate treatment, including prohibited discrimination and undue preferential treatment. (ARP 9.32, Part 6 – Statement of Value of Diversity, Commitment against Discrimination.)

Part 3: Nature of Promotion and Tenure Reviews

The mission of the NMSU community colleges is to provide open access to quality education and support economic and cultural life in prescribed service areas. Community colleges provide traditional liberal arts education, vocational and technical training, contract training, community interest classes, and developmental education. Every effort is made to keep programs and curricula flexible, in order to accommodate varied and expanding community educational needs. Since the community college's primary role is the dissemination of information, more emphasis is placed on teaching and advising, in the evaluation process. Due to its size, the organizational structure for tenure review at the Grants campus consists of one tenure and promotion committee.

The integrity of the promotion and tenure processes relies upon consultation by and between groups and individuals with successively broader views of the mission of the university and participation by the involved faculty member, who has an opportunity to seek redress for perceived violations of policy, rules or procedure which might unfairly affect the outcome. In order to ensure a fair process for recognition of excellent faculty, it shall be the policy of the university to allow faculty members to vote on the promotion or tenure of departmental colleagues, exercising collegial judgment based on criteria established for promotion and tenure by the Principal Unit and consistent with the NMSU Rules on Faculty Evaluation, Promotion and Tenure. University faculty and academic administrators involved in the review and recommendation or decision making processes relating to an application for promotion or tenure shall not have any conflict of interest that would render them unable to perform their duties in a

fair, impartial and equitable manner. In order to achieve fairness, transparency, and broad-based participation, all of the parties must base their decisions on the documentation described in the NMSU Rules on Faculty Evaluation, Promotion and Tenure.

The NMSU Rules on Faculty Evaluation, Promotion, and Tenure [Administrative Rules and Procedures (ARP) 9.30 – 9.36], establish the rules relating to the faculty annual performance evaluation process, and relating to promotion and/or tenure criteria and procedures for review. These rules clarify the roles and responsibilities of the candidate applying for promotion and/or tenure, as well as the roles and responsibilities of the promotion and tenure committees and academic administrators involved in each review stage. These rules set forth the requirements for the department and college promotion and tenure committees, and the common elements which must be include in their respective promotion and tenure policies.

Each Principal Unit, such as NMSU Grants, shall post on its website its written promotion and tenure policy document, which must be in alignment with the NMSU Rules on Faculty Evaluation, Promotion and Tenure with a link to the Office of the Provost's website. The Office of the Executive Vice President and Provost will post the current and previous editions of the NMSU Rules on Faculty Evaluation, Promotion and Tenure on its website. It will also post other relevant information pertaining to the annual promotion and tenure review processes to explain and facilitate the process for candidates and academic administrators alike. The NMSU ARP supersedes NMSU Grants policies, if a conflict exists between the documents.

Faculty members are entitled to know what is expected of them, how they will be evaluated, and the rules of each applicable process. Upon hiring of a regular faculty member, the VPAA will provide the faculty member with electronic copies of applicable promotion and tenure policies. The VPAA will also provide, electronically, a similar packet of materials to faculty members who are eligible to be considered for promotion and/or tenure during the spring semester prior the calendar year in which the individual's application for promotion and/or tenure will be made. Applicants for tenure or promotion must be reviewed on their performance of the duties assigned to them, following agreed- upon allocations of effort. (See Chapter II.)

Part 4: Faculty Participation

A. Tenure Track Faculty

Before being considered for tenure at NMSU, eligible faculty members with or without previous experience from other institutions of higher education serve five years of the pre-tenure probationary period prior to applying for tenure during the sixth year of the probationary period. The six-year probationary period may be reduced or extended, in accordance with the guidelines in Part 2, and with the proper approvals. The probationary period begins with the first contract for a full academic year. The probationary period begins with the first contract for a full academic year. If the NMSU Rules on Faculty Evaluation, Promotion, and Tenure (ARP 9.30 – 9.36) should change during a faculty member's pre-tenure or pre-promotion period, the faculty member may elect whether to be evaluated by the former Rule or the revised Rule, and this election shall be documented in writing to clearly specify which standards and criteria will be applied in accordance with the faculty member's election.

Tenure-track faculty members may request, or individual units may require, a formal Mid-Probationary Review. The Mid-Probationary Review is an opportunity for feedback on the Tenure-Track Faculty member/future candidate's performance and is used to identify specific activities to

enhance the candidate's progress toward promotion and tenure. The review is formative, intended to assist Tenure-Track Faculty in achieving promotion and tenure and should take into account the allocation of work effort during the three years reviewed and be based upon the Principle Unit's criteria. The outcome must not be used as a determinant for setting merit pay or for contract continuation decisions.

B. College Track Faculty

College faculty will be eligible to be considered for advancement in rank, but are not eligible for consideration for tenure. These faculty members serve the institution under a regular academic appointment with no predetermined termination date (ARP 6.03). College faculty may hold ranks as described in ARP 9.33 and are eligible to be considered for promotion. The distinct roles of the College Faculty should be recognized in the promotion process, and the standards and criteria for promotion should be appropriately adjusted. Promotion and Tenure Committee considering the promotion of college faculty must include college faculty representation of at least one college faculty member. College faculty may request the P&T Committee review the annual portfolio for feedback on progress towards promotion.

Part 5. Professorial Ranks

Generalized descriptions of the professorial ranks as they relate to the promotion and tenure time frame are described below. (See ARP 9.31, Part 3 and ARP 9.32, Part 2 for standards and evaluation criteria)

A. Instructor

- a. Demonstrates expertise within their discipline through practical, applied, and/or related experience.
- b. Individuals new to this rank may not have demonstrated ability to conduct independent scholarship and creative activity, but there must be substantive evidence of likely success at university teaching or its equivalent.
- c. Instructors may be working toward a terminal degree.
- d. An instructor's job description primarily relates to teaching or its equivalent and usually does not include scholarship and creative activity.
- e. An instructor is not eligible for tenure.

B. Assistant Professor

- a. Tenure-Track Assistant professors normally hold the highest terminal degree in their field of expertise.
- b. Outstanding experience and recognition in a professional field may be considered the equivalent of the terminal degree.
- c. An assistant professor is expected to have a thorough command of the subject matter of some segment of the discipline, in addition to a comprehension of the whole.
- d. Assistant professors are Tenure-Track Faculty members hired on a yearly, renewable contract for a maximum of seven years.
- e. During the sixth year, assistant professors typically are evaluated for promotion and tenure simultaneously, having submitted their Portfolio at the beginning of that year.
- f. However, an assistant professor may elect to apply for tenure or promotion at any time with the written approval of department head and dean or their equivalents.
- g. A faculty member may only apply for tenure once.

C. Associate Professor

- a. An associate professor is often a mid-career faculty member who has been awarded tenure.
- b. 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 initial hire.
- c. Once tenured, associate professors may hold this rank indefinitely or apply for promotion.
- d. Promotion to professor should not be considered to be forthcoming merely because of years of service to the university, or because tenure has previously been awarded.
- e. In accordance with the principal unit's timelines, a faculty member may present a promotion portfolio in any given year.
- f. An associate professor must demonstrate competence, continuous progress, and a command over a large part of the academic field.
- g. It is expected that evidence showing high quality of teaching and advising, scholarship and creative activity and/or extension and outreach or service has been provided and is current.

D. Professor

- a. A professor, sometimes referred to as a "full professor," has established disciplinary, intellectual, and institutional leadership.
- b. The professor demonstrates command of the disciplinary field as evidenced by teaching and advising, scholarship and creative activity, extension and outreach, and service.
- c. Faculty members initially hired at the rank of professor are can be awarded service credit or awarded tenure on appointment.

Part 6: Roles and Responsibilities in Promotion or Tenure Reviews

All evaluators will recommend or not recommend promotion based on the requisite requirements of the applied for rank and all relevant allocation of effort statements. All evaluators will recommend or not recommend tenure based on the "demonstrated competence in a collegiate community" and all relevant allocation of effort statements.

A. Candidate

- a. Inform his/her VPAA, in writing, of his/her candidacy no later than May 1. (The promotion portfolio is submitted during the following calendar year, and promotion, if granted, would be for the academic year that begins following the submission of the portfolio).
- b. Maintains a curriculum vitae and a cumulative personal record of the activities and accomplishments affecting the application for promotion and/or tenure.
- c. Reviews the personal portfolio in relation to the criteria for promotion and/or tenure and seeks guidance from senior faculty.
- d. Requests and provides materials required in the mid-probationary periodic review.
- e. Applies for tenure by submitting to the VPAA in the spring of the candidate's fifth year, or other time as previously negotiated. Their portfolio includes both the core document and the documentation file. If a faculty member/candidate does not apply for tenure in the fifth year, or extended year as appropriate, and does not submit a resignation letter as contemplated the faculty member's employment will terminate with the expiration of the current annual "temporary contract".
- f. Requests extensions of the probationary period in accordance with ARP 9.35.
- g. Submits their portfolio to the VPAA for review by the designated date.
- h. Signs the tracking form at each level of evaluation acknowledging that the candidate has received a copy of the letter and has been informed that he/she has ten working days to write a rebuttal letter addressed to the President that will be included in the portfolio.
- i. After submitting the portfolio, adds additional material to the promotion and/or tenure

- portfolio as formally requested by evaluators or adds material through formal request.
- j. If applicable, can request a 30-day extension on promotion and/or tenure application deadline.
- k. Has the right to withdraw from the process prior to review by the VPAA. However, if the candidate withdraws from consideration for tenure, the candidate will also submit a letter of resignation if the faculty member is in the fifth year of service.
- l. If not satisfied with the rebuttal process, may use the normal university appeal processes.

B. Promotion and Tenure Committee

- a. Examines and reads the portfolio of each candidate.
- b. Evaluates the candidate according to the campus' promotion and tenure standards (see Part 4 and Chapter II).
- c. Considers the candidate's department assignment and role apportionment as specified in the candidate's position description and Allocation of Effort forms.
- d. Makes recommendations to the VPAA pertaining to faculty members who are seeking promotion and/or tenure.
- e. Records in each candidate's portfolio the committee's vote totals.
- f. Places the committee's recommendation in the candidate's portfolio.
- g. Participates in the optional mid-probationary review process, providing formative feedback to candidates.
- h. Publish a calendar of submission dates for the following year's promotion cycle based upon document review deadlines. The Chair of the P & T committee will build into the calendar a "voting/evaluation" meeting. At this meeting the committee will fill out either the annual performance or Promotion and/or Tenure Evaluation form and vote on each annual performance or Promotion and/or Tenure Portfolio.
- i. Works with the VPAA in mentoring faculty in the process and in scheduling workshops where sample portfolios are presented.
- j. Each member of the P & T committee is responsible to be at the voting meeting. Voting will take place in person or by digital means.
- k. If a member of P&T is applying, then a qualified faculty member shall be included in the evaluation and voting on that member's application.
- l. Follow Roberts Rules of Order and members of the P & T committee will be obligated to follow procedures of Executive Session during discussions involving candidate documents (all members should acknowledge the confidentiality of all such discussions, reports, and recommendations).
- m. The Chair of the P & T committee provides each candidate a copy of the completed Promotion and/or Tenure Evaluation form. The chair will inform the faculty member that the faculty member has 10 working days to write a rebuttal.
- n. The Chair of the P & T committee secures all portfolios while in the possession of the P & T committee and requests additional material in writing from the candidate, if needed.

C. Vice President of Academic Affairs

- a. In the month of April, the VPAA will inform the eligible faculty and Chair of the P & T committee, in writing, of eligibility for tenure in the coming academic year.
- b. The VPAA will review the promotion and/or tenure portfolio and recommendations of the P & T committee. The VPAA will either recommend or not recommend the faculty member for promotion and/or tenure.
- c. The VPAA will provide the candidate with a copy of the VPAA evaluation. The VPAA will inform the faculty member that the faculty member has 10 working days to write a rebuttal.
- d. The VPAA will forward the promotion and/or tenure portfolio and recommendation to the

- Executive Director.
- e. The VPAA requests additional material in writing from the candidate if required. The VPAA informs the P & T committee about the rank and status of new hires.
 - f. The VPAA oversees the mentoring process of candidates, provides a process for training all faculty and P & T committee members in annual performance evaluation, promotion and tenure processes; and ensures that the campus policy and process comply with University policy.
 - g. The VPAA provides 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. The VPAA also informs tenure-track faculty of the rights to due process, appeal, and informal processes for conflict resolution in annual performance evaluation, promotion and tenure.

D. Executive Director of NMSU Branch Campuses

- a. Ensures that a college-specific promotion and tenure policy is written and periodically revised and that the policy complies with university policy, rules, and procedures; and has been approved by the Executive Vice President and Provost.
- b. Assures that NMSU Grants uses current promotion and tenure guidelines that comply with college and university policies and include date of version.
- c. Assures a mentoring process for tenure-track faculty.
- d. Assures a system of annual faculty performance evaluations.
- e. Recommends extensions of the probationary period.
- f. Provides oversight for the optional mid-probationary review program.
- g. Makes independent recommendations pertaining to promotion and tenure. To do this, considers:
 - a. Candidate's core document and the documentation file
 - b. Recommendations by interested parties, if applicable
 - c. Recommendations of the NMSU Grants promotion and tenure committee.
 - d. Ensures candidates are notified, in writing and/or electronically, of the recommendations of the NMSU Grants Promotion and Tenure Committee and of the VPAA. These notifications must occur prior to passing the promotion and tenure applications and associated recommendations on to the executive vice-president and provost.
- h. Meets with the executive vice-president and provost regarding promotion and tenure cases.

E. Executive Vice-President and Provost

- a. Ensures that each college and each department has, and periodically updates, promotion and tenure policies that comply with university policy, rules and procedures.
- b. Approves requests to extend the probationary period.
- c. Meets with deans regarding promotion and tenure cases.
- d. Makes an independent decision pertaining to promotion and tenure. To do this, consider:
 - a. Candidate's core document and, if requested, the documentation file
 - b. Recommendations of the department promotion and tenure committees
 - c. Recommendations of the department heads
 - d. Recommendations of the college promotion and tenure committees
 - e. Recommendations of the dean.
- e. Passes promotion and tenure decisions on to the chancellor.
- f. Notifies candidates in writing of the decision.
- g. Provides for annual training sessions for promotion and tenure committee members, department heads, and deans.

Part 7. Portfolio Preparation by Candidate

In accordance with NMSU Grants guidelines, the candidate is responsible for submitting a promotion and tenure Portfolio. (See ARP 9.30, Part 2, Definition R) When appropriate and agreed to by the candidate and all reviewing officials, the Portfolio may be submitted as an electronic pdf formatted file(s) or a software platform for faculty credentialing, provided a method for secure transmission of confidential documentation has been established.

A. Core Document

The Core Document elements will include the following items in this order. The combination of items d-f shall not exceed 50 pages:

- a. A routing form developed by the college with spaces for the required signatures.
- b. A cover sheet indicating the candidate's name, current rank, department and college.
- c. Any written documentation generated throughout the promotion and tenure process, including the numerical vote counts of the promotion and tenure committee(s).
- d. A table of contents.
- e. Candidate's executive summary.
- f. A curriculum vitae.
- g. 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 the annual performance evaluations, the supervisor's written comments, and any response made by the candidate to the supervisor's written comments. Numerical rankings, ratings, or vote counts should be removed. (See Also ARP 9.31 – [Effective AY 18/19] Annual Performance Evaluation – Regular Faculty)
- h. NMSU Grants' mission statements.

B. Documentation File

Supplementary materials provided by the candidate related to the areas of faculty activity. This material is not routed beyond the P & T Committee, but is available for review.

If this is an application for tenure, the candidate is to include evidence of contributions since starting at NMSU, plus evidence from other institutions if credit for prior service was given at the time the candidate was hired. If this is an application for promotion, then the candidate is to include evidence of contributions since the last promotion or tenure review.

The documentation file should include evidence of high-quality teaching and related activities, scholarship and creative activities, outreach/extension, and service. Required elements are student evaluations; classroom observations; letters of reference from colleagues, peers, or former students; other letters as appropriate; and representative examples of syllabi. Faculty can also include any other evidence that they believe supports their application.

Part 8: Withdrawal of Portfolio by Candidate from Further Consideration

A. Voluntary Withdrawal from Consideration

A candidate may withdraw from consideration at any time prior to the final signature of the executive vice-president and provost. A candidate shall prepare a letter requesting withdrawal from further

consideration. The letter shall be transmitted to the VPAA. All documents shall be returned to the candidate and nothing relating to the application for promotion and/or tenure shall be placed in the candidate's personnel file.

B. Withdrawal in Fifth Year of Service

If the candidate is in the fifth year of service, or in the year prior to a negotiated tenure calendar, withdrawal from consideration for tenure must be accompanied by a letter of resignation submitted to the VPAA no later than the end of the fifth-year or penultimate contract period. The resignation shall be effective no later than the end of the sixth-year contract period. If a faculty member does not apply for tenure in the fifth year, negotiated year, or extended year as appropriate, and does not submit a resignation letter as contemplated by this rule, the faculty member's employment will terminate with the expiration of the current annual ("Temporary") contract.

Part 9: Outcomes

A. Full-time tenure-track candidates:

If the decision is to award tenure, the executive vice-president and provost will send a Contract of Employment (Continuous Appointment) Form through the VPAA to the candidate.

If the decision is to not award tenure, the VPAA will give a signed Contract Status Form to the candidate for signature acknowledging notification of non-renewal.

B. Part-time tenure-track candidates

In addition to the provisions for full-time tenure-track candidates:

If the decision is to award tenure, it is for the FTE as stated in the initial contract or as negotiated.

If the decision is to not award tenure, a faculty member has only one year of continued part-time employment beyond the denial.

C. All candidates

If the decision is in favor of promotion, the effective date is at the beginning of the ensuing contract year.

If the decision is in favor of promotion, it shall be the policy of the university that all promotions shall include a salary increase, irrespective of other salary increases.

If the decision is not in favor of promotion, the executive vice president and provost will inform the candidate in writing.

The executive vice president and provost is responsible for informing the Chancellor of the recommendations of the division head, VPAA, or comparable administrator and the decision of the executive vice president and provost.

The executive vice president and provost will prepare an official list of promotion and tenure decisions for distribution to relevant administrators, the vice-president for administration and finance, and the assistant director of human resource services.

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 the parties involved in the promotion and tenure process.

Part 10. Right to Seek Redress for Violation of Evaluation, Promotion, or Tenure Rules

A faculty member who believes that the university, or college's promotion and tenure policy or procedures have been violated, adversely affecting the faculty member's evaluation, promotion, or tenure may file a grievance pursuant to ARP 10.60 Faculty Grievance Review and Resolution.

ARP 10.60 provides an opportunity for mediation, and in the event mediation is not successful, review by a panel of faculty peers which hears evidence presented and issues factual findings and recommendations on the issue of whether or not the rules governing evaluation, promotion or tenure were violated.

A finding that there was not substantial compliance with the applicable Rules on Faculty Evaluation, Promotion, and Tenure (ARP 9.30 – 9.36), or a finding that any violation materially and adversely affected the outcome for a faculty member will be grounds for relief.

If the grievance involves actions taken by the executive vice president and provost due to the provost's role in the promotion and tenure process, the grievance decision will be issued by the NMSU system chancellor; otherwise, the executive vice president and provost issues the final decision in faculty grievance matters.

Part 11: Timeline of Procedural Steps for Promotion and Tenure Review Processes

In April, the VPAA will inform the eligible faculty, and Chair of the P & T committee, in writing, of those eligible for tenure in the coming academic year. Candidates applying for tenure will inform the VPAA (with copies to the Chair of the P & T committee) of their candidacy, in writing, no later than the end of the spring semester of the academic year before they are eligible for consideration. Faculty may request, in writing to the VPAA, for a 30-day extension to apply for promotion or tenure. If a candidate chooses not to seek a continuous contract, the VPAA will be notified in writing at this time and the candidate will attach a letter of resignation effective at the end of the following academic year.

Individual faculty members make the decision whether to apply for promotion each April. However, the VPAA will inform faculty of their promotion eligibility in relationship to the "highly recommended timeline" in the policy; that is, that candidates apply at the beginning of the 3rd year in that rank if the faculty member believes they have satisfied the prerequisites for the higher rank.

Candidates applying for promotion will inform the VPAA of their candidacy, in writing, no later than the end of the spring semester (the promotion portfolio would be submitted during the following academic year and promotion, if granted, would be for the next contract year after that).

At the beginning of the fall semester, the VPAA will initiate the tracking/routing record for promotion and/or tenure, after receiving official word from the faculty member that they will pursue promotion and/or tenure. (See Appendix C for Tracking/Routing forms.)

Early in October, candidates for promotion and/or tenure submit a complete and comprehensive promotion and /or tenure portfolio covering the relevant years (for promotion---all years since last promotion portfolio; for tenure---all years since hire) to the P&T Committee. The P&T Committee will review the portfolio with each faculty member.

In November after reviewing the portfolio, the P&T Committee will meet with the faculty member. P&T will make any recommendations after reviewing the completed portfolio. The Chair of the P & T committee will build into the calendar an “examination/voting” meeting. At this meeting the committee will fill out the Promotion and/or Tenure Evaluation form and the committee will vote to either recommend or not recommend the faculty member for promotion and/or tenure. Only members of the P & T committee who hold tenure will review and vote on tenure portfolios. If a member of P&T is applying, then a qualified faculty member shall be included in the evaluation and voting on that member’s application. In addition, the Chair of the P & T committee will report the results of the vote on the evaluation form. (See Appendices B and C for Promotion and/or Tenure Evaluation forms: P & T committee). The candidate has 10 working days to write a rebuttal to be included in the portfolio.

After the faculty member has been allowed 10 working days and the possibility to rebut the Promotion and Tenure committee’s recommendation, the P & T committee will forward the portfolio to the VPAA.

After final grades in the fall semester but before winter break, candidates for promotion and/or tenure submit an updated complete and comprehensive promotion and /or tenure portfolio covering the relevant years (for promotion---all years since last promotion portfolio; for tenure---all years since hire) to the VPAA.

The VPAA will review the portfolio and the recommendations of the P & T Committee. The VPAA will either recommend or not recommend the faculty member for promotion and/or tenure. A copy of the evaluation will be supplied to the candidate and the candidate is informed of the right to rebut.

If a faculty member disagrees with the VPAA’s evaluation, the faculty member has ten working days to write a rebuttal addressed to the Executive Director that is included in the portfolio.

After the faculty member has been allowed 10 working days to rebut the VPAA’s s recommendation, the VPAA will forward the portfolio to the Executive Director.

The Executive Director will review the portfolios and the recommendation of the VPAA, P & T committee. The Executive Director will either recommend or not recommend the faculty member for promotion and/or tenure.

The Executive Director will complete the final review and endorsement. If all recommendations are positive, the Executive Director will inform the Provost of the positive recommendation for the promotion and/or tenure. If any of the recommendations are negative, the VPAA will forward the faculty member's Promotion and/or Tenure Portfolio to the Provost for final action. In all cases, the Provost issues the Tenure Letter.

Each college shall determine a timeline for conducting promotion and tenure reviews compatible with due dates issued by the executive vice president and provost. The dates indicated here are suggested guidelines; the provost may alter these by further directives; and/or 12- month appointments may require a different time schedule.

Timelines

For Annual Performance Evaluation /
Promotion and Tenure (P&T) Activities

Normal Timelines For Annual Performance Evaluation

Due Date	All Regular Faculty
February 1 st Friday	Annual Performance Evaluations (APE) (complete AOE, Narrative of accomplishments, student evals) due <ul style="list-style-type: none"> • All -pre-tenured faculty APEs to P&T Committee • All others to VPAA.
	Initial AOE's due to VPAA
February 3 rd Friday	P&T committee evaluation of APE returned to faculty member. 10 working days for either: <ul style="list-style-type: none"> • Revised portfolio/APE • Rebuttal.
March 1 st Friday	Revisions or rebuttal of APEs to P&T Committee
March 3 rd Friday	Pre-tenure APEs to VPAA
April 1 st Friday	VPAA review of all APEs. In a single document, the VPAA notifies each faculty of the result of the VPAA review, the opportunity for a VPAA meeting, and the need to sign the portfolio tracking form. <ul style="list-style-type: none"> • Then the faculty member has 10 working days after receiving the VPAA's review. • The VPAA will respond to meeting requests within 10 working days.
April 3 rd Friday	VPAA forwards regular faculty APEs to Executive Director.
By April 30	APE is returned to the faculty member. If applicable, the faculty member will receive a copy of the Executive Director's evaluation, will be informed of the right to submit a rebuttal, and sign the portfolio tracking form. 10 working days for rebuttal.

**Normal Timelines
Candidates for Promotion or Tenure**

Actual Due Date	Candidates for Promotion or Tenure
April	Notification of eligibility letters from VPAA to candidates due (copy to Chair P&T Committee).
End of Spring Semester	Candidates' decision to apply letters to VPAA due (copy to Chair P&T).
First Monday of October	Promotion and Tenure Portfolios from candidate to P&T Committee.
First Monday of November	Promotion and Tenure candidate portfolio meetings with P&T Committee. 10 working days for rebuttal.
After Fall Semester	Candidate updates narratives and adds Fall semester documentation.
Monday after Fall grades are submitted	Promotion and Tenure portfolios with updated narratives and added Fall semester documentation to VPAA.
First week of Spring Semester	P&T reviews updates.
Beginning of Spring Semester	VPAA meets/informs candidates of promotion/tenure recommendation. 10 working days after meeting/informing for rebuttal.
January-February	Promotion and Tenure portfolios sent from VPAA to Executive Director/Provost for review. Portfolios returned to candidates after completion of process.
First Monday in March	Digital portfolios due in Provost's office.

Appendix A-1: Allocation of Effort Statement (AOE)

NMSU Community College System
New Mexico State University–

NMSU Community College System
Allocation of Effort Statement
For the calendar year _____

Community College Campus: NMSU Grants Purpose: (select one) Initial Revision Final

Faculty Member's Name: _____

Faculty Member's Rank: (select one) Instructor Assistant Professor Associate Professor Professor

Faculty Member's Track: (select one) College Pre-Tenure Tenured

Indicate the agreed upon percentage value to be allocated based upon anticipated teaching load, committee assignments, and planned activities for the upcoming academic year. Selected work percentages must total 100%. A category may be negotiated at 0%. Usually, the teaching load for community college faculty members will be the equivalent of 15 credits a semester, or from 27 to 30 credits an academic year (not including optional summer teaching for nine-month faculty) and will equal 75 – 80% of allocated effort. Usually, 36 credits for twelve-month faculty will equal 75 – 80% of allocated effort.

Community College full annual teaching load: (27-30) for Nine Month or (36) credit hours for Twelve Month

TEACHING AND ADVISING

Percent of effort allocated to this activity = _____%

List the courses you anticipate teaching during the fall and spring semesters. At the conclusion of the evaluation period, update anticipated courses with those you actually taught and add student enrollment figures (as of the census date).

Spring Semester Anticipated Teaching Load

DEPT	CRSE #	COURSE TITLE	CR.	ENRL CAP
TOTAL CREDIT HOURS				

Spring Semester Actual Teaching Load and Enrollment

DEPT	CRSE #	COURSE TITLE	CR.	ENRL
TOTAL CREDIT HOURS				

SUMMER PLAN (Required for 12-Month Faculty)

DEPT	CRSE #	COURSE TITLE	CR.	ENRL CAP

SUMMER ACTUAL

DEPT	CRSE #	COURSE TITLE	CR.	ENRL

TOTAL CREDIT HOURS				

TOTAL CREDIT HOURS				

FALL SEMESTER PLAN Anticipated Teaching Load

DEPT	CRSE #	COURSE TITLE	CR.	ENRL CAP
TOTAL CREDIT HOURS				

FALL SEMESTER ACTUAL Teaching Load and Enrollment

DEPT	CRSE #	COURSE TITLE	CR.	ENRL
TOTAL CREDIT HOURS				

Comment on any reassigned time. (Attach Reassigned Time Report, if applicable.)

For each of the four categories below, specify which Strategic Plan Goal and Objective relates to each of your goals.

Example: Broadcast and record all Face-to-Face lectures to give students better access to classes (**Objective 1.2**)

I. GOALS FOR TEACHING AND RELATED ACTIVITIES

Comment on attainment of Goals for Teaching and Related Activities (at the end of the evaluation period).

II. GOALS FOR SCHOLARSHIP AND CREATIVE ACTIVITIES.
(Includes professional development)

Percent of effort allocated to this activity = ____%

Comment on attainment of Goals for Scholarship and Creative Activities (at the end of the evaluation period).

III. GOALS FOR EXTENSION AND OUTREACH

Percent of effort allocated to this activity = ____%

Comment on attainment of Goals for Extension and Outreach (at the end of the evaluation period).

IV. GOALS FOR SERVICE

Percent of effort allocated to this activity = ____%

Comment on attainment of Goals for Service (at the end of the evaluation period).

PERCENT TOTAL = _____%
(must equal 100%)

Initial Review/Revision:

_____ Agree Disagree
Faculty Member **Date**

_____ Agree Disagree
VPAA (Required for negotiated reassigned time) **Date**

Final Review:

_____ Agree Disagree
Faculty Member **Date**

_____ Agree Disagree
VPAA (Required for negotiated reassigned time) **Date**

Unresolved disagreements will be handled in accordance with Community College Promotion and Tenure Policy

Appendix A-2: Allocation of Effort Form Instructions:

The Allocation of Effort (AOE) statement is an electronic form for the current calendar year as indicated at the top of the form. Text boxes will expand as text is entered. The Allocation of Effort form is used for initial planning at the beginning of the evaluation period, for revisions that may occur during the evaluation period (due to unanticipated assignment changes and opportunities), and as a final document at the end of the evaluation period. Each use is discussed below:

Initial – At the beginning of the evaluation period, the faculty member and supervisor will meet and decide upon the faculty member’s allocation of effort for each evaluated category on the Allocation of Effort Statement. At the top of the form, enter the current year and check “Initial” under the category of “Purpose.” Check the appropriate current rank box (Instructor, Assistant Professor, Associate Professor or Professor) in the “Rank” Section. Check the appropriate current track box (College, Pre-Tenure, or Tenured) in the “Track” Section. Normally, a community college faculty member’s primary focus will be on teaching. A teaching load of 15 credit hours will normally require 75 – 80% effort. The percent may be more or less depending on the situation. Check (27–30) for Nine Month or (36) credit hours for Twelve Month. Also indicate the Percent of effort allocated to Teaching. Facts to be considered for allocation of effort toward teaching would include the experience of the faculty member, rank of the faculty member, number of preparations, laboratory preparation (if applicable), and major restructuring of a course, such as initial development of a course for online or hybrid delivery. Indicate anticipated course load for the Spring, Summer, and Fall Semesters (left hand tables on the form). In the ENRL CAP column enter the cap for each course listed. Total up the anticipated course’s credit hours and enter the total at the bottom of each table (Spring, Summer, and Fall)

Reassigned time would also be considered in determining allocation of effort toward teaching. The faculty member and supervisor will also determine allocation of effort toward Scholarship, Creative Activities and Professional Development, Extension and Outreach (rarely used in the community college Allocation of Effort), and Service. Enter the Percent of effort for each category. Any category may contain a zero allocation of effort depending on the rank of the faculty member. Leadership will be included in the categories where appropriate or where required based on rank.

The faculty member and supervisor will establish goals for each of the categories having an allocation of effort greater than zero. Goals should be realistic, obtainable and linked to an objective of the current Strategic Plan. The faculty member must indicate which objective each goal is addressing (see the example on the AOE form). When completed, print the form, and both the supervisor and faculty member will sign and date the form under “Initial Review.” A copy will be made for both the

supervisor and the faculty member.

Revision – Faculty members must remain flexible to meet the needs of students and the institution. This will often cause a change in the faculty member’s allocation of effort during the evaluation period. Should this occur, the faculty member should prepare a revised AOE form in the same manner as the initial. The only difference will be at the top of the form, under the category of “Purpose,” the “Revision” box should be checked. Once accepted and signed, this revised AOE form will be stapled to the front of the initial form. Both the faculty member and the supervisor will maintain copies of the revised form with the initial form attached. It is possible to have multiple revisions during the evaluation period.

Final – At the end of the evaluation period, the faculty member will prepare an Allocation of Effort Statement form with the “Final” checked under the category of Purpose. The faculty member will complete the Actual Teaching Load Tables (right hand tables) for Spring, Summer, and Fall for the courses actually taught (which may be different from those anticipated), enter the enrollment for the course(s) as of census day, enter the total credit hours taught each semester, and write up to a two-page narrative for each evaluated category having an allocation of effort greater than zero. The faculty member will sign the form under “Final Evaluation.” The supervisor will attach a written review in the form of the Annual Evaluation with any commendations, concerns, and recommendations in each of the areas of performance in the AOE Statement. The supervisor will sign the form under “Final Evaluation.” The initial evaluation, along with any revisions, will be attached to this final evaluation. A copy of the signed Final AOE and written review will be provided to the faculty member.

In the event that the faculty member cannot come to agreement on the initial, revision, or final Allocation of Effort Statement form, the faculty member should check “disagree” and sign the form. In the event the faculty member refuses to sign the form, the supervisor should check “disagree,” and write “refused to sign” where the faculty member would normally sign. In the case of disagreement, the allocation of effort form will be forwarded to the next higher supervisory level. This supervisor will interview the faculty member and their supervisor and attach a written review of the investigation. This written review will state amendments (if any) to the AOE form. If the form is an initial or revised AOE statement, both the faculty member and supervisor will adhere to the stipulations of the attached statement. If the disagreement occurs as the result of a final submission, the attached statement by the next higher supervisor will become a part of the faculty member’s final evaluation. If this is a final evaluation, and the faculty member is still not satisfied with the outcome, the faculty member may submit a rebuttal to the evaluation which will become a part of the annual review. The faculty member may appeal the evaluation also, utilizing the university appeal’s process.

Appendix B-1: Annual Performance Evaluation Portfolio

- 1) Completed Allocation of Effort Form (Initial, Final, and, if applicable, Revised)**
- 2) Narratives on yearly accomplishments in the areas of (2-page maximum for each area pasted in the indicated box on an unsigned final allocation of effort statement).**
 - a. Teaching and related activities**
 - b. Scholarship, Creative Activities and Professional Development**
 - c. Extension and Outreach (Typically not used in community college)**
 - d. Service (Institutional and Community)**
 - e. Leadership will be incorporated throughout the categories wherever appropriate and/or required based on rank**
- 3) Student Evaluations**
- 4) Documentation of Accomplishments (25-page maximum front-and-back---for example: syllabi of new courses or course redesigns; new course assignments; assessment projects; peer observations; letters; products; minutes of meetings documenting service or leadership; certificates; news clippings; emails; pictures; flyers; and brochures)**

A Sample Annual Performance Evaluation Portfolio is available to be check out from the VPAA

Appendix B-2: Annual Performance Evaluation Instrument for Calendar Year by VPAA

Annual Performance Evaluation or Post Tenure Review Instrument for

Click or tap here to enter text.

Faculty Name:

Current Rank and FTE:

Date of last hire/promotion:

Evaluator: _____, VPAA

Checklist for Required Elements	
Required Elements	Comments
Completed Allocation of Effort Statement	
Narratives supporting each of the four evaluative areas (maximum of 2 pages each pasted into unsigned final allocation of effort statement)	
Documentation supporting narratives (maximum of 25 pages front and back) *NOTE: Not required for tenured faculty NOT pursuing promotion	
Student evaluations	

Comment on leadership activities in each area, where applicable.

Teaching and Related Activities	
Activities/Documentation	Comments/Commendations/Concerns/Recommendations
Student evaluations	
Teaching and Related Activities (for example, Assessment of Student Learning; Curricula Development; and Student Development)	
Completion of Goals	
<p>In the area of Instruction, this faculty member:</p> <p> <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Commendable <input type="checkbox"/> Exemplary </p> <p>Rationale: (Narrative Required for Needs Improvement)</p>	

Scholarship, Creative Activities and Professional Development	
Activities/Documentation	Comments/Commendations/Concerns/Recommendations
Application of Professional Development	
Creative Activities	
Traditional Scholarship	
Completion of Goals	
<p>In the area of Scholarship and Creative Activities, this faculty member:</p> <p> <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Commendable <input type="checkbox"/> Exemplary </p> <p>Rationale: (Narrative Required for Needs Improvement)</p>	

Extension and Outreach Activities	
Activities/Documentation	Comments/Commendations/Concerns/Recommendations
Extension/Outreach Activities	
Completion of Goals	
<p>In the area of Extension and Outreach, this faculty member:</p> <p> <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Commendable <input type="checkbox"/> Exemplary </p> <p>Rationale: (Narrative Required for Needs Improvement)</p>	

Service	
Activities/Documentation	Comments/Commendations/Concerns/Recommendations
Institutional Service	
Community Service	
Completion of Goals	
<p>In the area of Service, this faculty member:</p> <p> <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Commendable <input type="checkbox"/> Exemplary </p> <p>Rationale: (Narrative Required for Needs Improvement)</p>	

Overall Evaluation

For this year, this faculty member is awarded a

Needs Improvement

Commendable

Exemplary

Rationale: (Narrative Required for Needs Improvement)

Statement on Progress towards Promotion or Tenure (if applicable)

- The faculty member appears to be making satisfactory progress toward a continuous contract. Strengths and weaknesses are noted.
- The faculty member does not appear to be making satisfactory progress toward a continuous contract. Specific concerns are noted above.
- Recommend new temporary contract be issued.
- Do not recommend issuance of a new temporary contract.
- The faculty member appears to be making satisfactory progress toward next promotion. Strengths and weaknesses are noted.
- The faculty member does not appear to be making satisfactory progress toward next promotion. Specific concerns are noted above.

Vice President of Academic Affairs

Date

I have reviewed the Annual Performance Portfolio and if for a pre-tenured faculty member, the enclosed Promotion and Tenure committee's evaluation, and I agree or disagree with the overall evaluation of the faculty member.

Comments:

Branch Executive Director

Date

This document will be filed in Human Resources.

Appendix B-3: Annual Performance Evaluation Instrument for Calendar Year

NMSU Grants Annual Performance Evaluation Instrument for (current calendar year)

Faculty Name:

Current Rank and FTE:

Date of last hire/ promotion:

Evaluator(s): College P&T Committee 1st Level Supervisor 2nd Level Supervisor

Checklist for Required Elements (see 9.31 FKA- 5.90.5.1.2 of the NMSU Community College Promotion and Tenure Policy)	
Required Elements	Comments
Completed Allocation of Effort Statement	
Narratives supporting each of the four evaluative areas (maximum of 2 pages each pasted into unsigned final allocation of effort statement)	
Documentation supporting narratives (maximum of 25 pages front and back)	
Student evaluations	

Teaching and Advising (see 9.31 FKA- 5.90.4.1 and 5.90.4.1.1 of the NMSU Community College Promotion and Tenure Policy)	
Activities/Documentation	Comments/Commendations/Concerns/Recommendations
Student evaluations	
Teaching and Advising (for example, Assessment of Student Learning; Curricula Development; and Student Development)	
Completion of Goals	
Evidence of Leadership, if available	
In the area of Instruction, this faculty member: <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Commendable <input type="checkbox"/> Exemplary	
Rationale: (required for Needs Improvement or Exemplary)	

Scholarship and Creative Activities (see 9.31 FKA- 5.90.4.2 and 5.90.4.2.1 of the NMSU Community College Promotion and Tenure Policy)	
Activities/Documentation	Comments/Commendations/Concerns/Recommendations
Application of Professional Development	
Creative Activities	
Traditional Scholarship	

Completion of Goals	
Evidence of Leadership, if available	
In the area of Scholarship and Creative Activities, this faculty member:	
<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Commendable <input type="checkbox"/> Exemplary	
Rationale: (required for Needs Improvement or Exemplary)	

Extension and Outreach (see 5.90.4.3 and 5.90.4.3.1 of the NMSU Community College Promotion and Tenure Policy)	
Activities/Documentation	Comments/Commendations/Concerns/Recommendations
Extension/Outreach Activities	
Completion of Goals	
Leadership, if available	
In the area of Extension and Outreach, this faculty member:	
<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Commendable <input type="checkbox"/> Exemplary	
Rationale: (required for Needs Improvement or Exemplary)	

Service (see 9.31 FKA- see 5.90.4.4 and 5.90.4.4.1 of the NMSU Community College Promotion and Tenure Policy)	
Activities/Documentation	Comments/Commendations/Concerns/Recommendations
Institutional Service	
Community Service	
Completion of Goals	
Leadership, if available	
In the area of Service, this faculty member:	
<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Commendable <input type="checkbox"/> Exemplary	
Rationale: (required for Needs Improvement or Exemplary)	

Overall Evaluation
With ___ votes in favor of Needs Improvement and ___ votes in favor of Commendable and ___ votes in favor of Exemplary, the evaluators award this faculty member a
<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Commendable <input type="checkbox"/> Exemplary
Rationale: (required for Needs Improvement or Exemplary)

Vice President for Academic Affairs Date

I have reviewed this portfolio and all evaluations and I agree () or disagree () with the recommendation

Comments:

Executive Director *Date*

I have reviewed the Annual Performance Portfolio and if for a pre-tenured faculty member the enclosed Promotion and Tenure committee's evaluation and I agree () or disagree () with the overall evaluation of the faculty member. The document will be filed.

Comments:

This document will be filed in Human Resources.

**Appendix B-4: New Mexico State University at Grants
Faculty Annual Performance Evaluation
Portfolio Tracking Document
(This document stays in the faculty member's portfolio)
(This may be accomplished digitally)**

If pre-tenured, I acknowledge by my signature below that I have received a copy of the Promotion and Tenure Committees evaluation and recommendation and have been informed of my right to submit a rebuttal according to Part 4 of the NMSU Grants Evaluation and Promotion & Tenure Policy.

Faculty Member

Date

I acknowledge by my signature below that I have received a copy of the Vice President for Academic Affairs evaluation and recommendation have been informed of my right to submit a rebuttal according to Part 4 of the NMSU Grants Evaluation and Promotion & Tenure Policy.

Faculty Member

Date

I acknowledge by my signature below that I have received a copy of the Executive Director's evaluation and have been informed of my right to submit a rebuttal according to Part 4 of the NMSU Grants Evaluation and Promotion & Tenure Policy

Faculty Member

Date

Appendix C-1: Promotion and/or Tenure Portfolio Preparation

9.35 [Effective AY 18/19] Faculty Promotion and Tenure Reviews: Procedural Guidelines and Timeline, Part 6: Portfolio Preparation by Candidate

In accordance with department and college guidelines, the candidate is responsible for submitting a promotion and tenure Portfolio. (See **ARP 9.30**, Part 2, Definition R.) When appropriate and agreed to by the candidate and all reviewing committees and officials, the Portfolio maybe submitted as an electronic pdf formatted file(s), provided a method for secure transmission of confidential documentation has been established.

- A. **Core Document:** The college guidelines shall specify the inclusion of the following Core Document elements in this order. The combination of items 4-6 shall not exceed 50 pages:
 1. A routing form developed by the college with spaces for the required signatures.
 2. A cover sheet indicating the candidate's name, current rank, department and college.
 3. Any written documentation generated throughout the promotion and tenure process, including the numerical vote counts of the promotion and tenure committee(s).
 4. A table of contents.
 5. 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 the annual performance evaluations, the supervisor's written comments, and any response made by the candidate to the supervisor's written comments. Numerical rankings, ratings, or vote counts should be removed. (See Also **ARP 9.31 – [Effective AY 18/19] Annual Performance Evaluation – Regular Faculty**)
 8. Principal Units' mission statements.
- B. **Documentation File:** Supplementary materials provided by the candidate related to the areas of faculty activity. This material is not routed beyond the College Promotion and Tenure Committee, but is available for review. If this is an application for tenure, the candidate is to include evidence of contributions since starting at NMSU, plus evidence from other institutions if credit for prior service is applicable. If this is an application for promotion, then the candidate is to include evidence of contributions since the last promotion or tenure review.

Appendix C-2: Evaluation of Application for Promotion in Rank or Change in Tenure

Faculty Name:

Application:

- Pre-tenure to Tenure
- Instructor to Assistant Professor
- Assistant Professor to Associate Professor
- Associate Professor to Professor

Current Track:

- College Track
- Pre-Tenure
- Post Tenure

Date of hire/last promotion or continuous contract (tenure)

Evaluator: Promotion & Tenure Committee

Core Document Elements (see Chapter III of NMSU Grants Evaluation, Promotion, and Tenure Policy)	
Required Activities/Documentation	Comments
Routing/tracking document	
Cover sheet	
Table of Contents	
Any written documentation generated throughout the promotion and tenure process, including: <ul style="list-style-type: none"> • Letter of recommendation • P&T Committee annual pre-tenure evaluations 	
Letter of application addressed to the Executive Director comprising the candidate's executive summary	
Curriculum vitae	
Annual performance evaluations for the period under review, including the following: <ul style="list-style-type: none"> • P&T Committee annual pre-tenure evaluations • all finalized Allocation of Effort Statements, • written narratives pasted into unsigned finalized allocation of effort statement submitted by the faculty member as a part of the annual performance evaluations, • supervisor's evaluations, • and rebuttals. 	
NMSU Grants' Mission Statement	

Documentation File (see Chapter III of NMSU Grants Evaluation, Promotion, and Tenure Policy)	
Required Elements	Comments
Student Evaluations	
Letters of support from colleagues, peers, former students, or external constituents	
Classroom Observation Letters	
Representative examples of syllabi	
Other evidence (optional)	

Teaching (see Chapter III of NMSU Grants Evaluation, Promotion, and Tenure Policy)	
Required Activities/Documentation	Comments/Commendations/Concerns/Recommendations (including dissenting opinions)
Syllabi	
Student evaluations and classroom observations	
Teaching and Related Activities (for example, Assessment of Student Learning; Curricula development; and Student development)	
Completion of Goals	
Evidence of Leadership, if applicable	
<p>In the area of Instruction, this faculty member:</p> <p style="text-align: center;"> <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Commendable <input type="checkbox"/> Exemplary </p> <p>Rationale: (narrative required)</p>	

Scholarship, Creative Activities and Professional Development (see Chapter III of NMSU Grants Evaluation, Promotion, and Tenure Policy)	
Required Activities/Documentation	Comments/Commendations/Concerns/Recommendations (including dissenting opinions)
Scholarship	
Creative Activities	
Professional Development	
Completion of Goals	
Evidence of Leadership, if applicable	
<p>In the area of Scholarship, Creative Activities, and Professional Development this faculty member:</p> <p style="text-align: center;"> <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Commendable <input type="checkbox"/> Exemplary </p> <p>Rationale: (narrative required)</p>	

Extension and Outreach (see Chapter III of NMSU Grants Evaluation, Promotion, and Tenure Policy)	
Required Activities/Documentation	Comments/Commendations/Concerns/Recommendations (including dissenting opinions)
Extension/Outreach Activities	
Completion of Goals	
Evidence of Leadership, if applicable	
<p>In the area of Extension and Outreach, this faculty member:</p> <p style="text-align: center;"> <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Commendable <input type="checkbox"/> Exemplary </p> <p>Rationale: (narrative required)</p>	

Vice President for Academic Affairs Date

I have reviewed this portfolio and all evaluations and I agree or disagree with the recommendation

Comments:

Executive Director Date

**Appendix C-3: New Mexico State University at Grants
Faculty Promotion/Tenure Portfolio Tracking Document**

**(This document stays in the candidate's portfolio)
(This may be accomplished digitally)**

Promotion Application Tenure Application

I acknowledge by my signature below that I have received a copy of the Promotion and Tenure Committees evaluation and recommendation and have been informed of my right to submit a rebuttal according to 9 Part 4 of the NMSU Grants Evaluation and Promotion & Tenure Policy.

Faculty Member

Date

I acknowledge by my signature below that I have received a copy of the Vice President for Academic Affairs review and recommendation have been informed of my right to submit a rebuttal according to Part 4 of the NMSU Grants Evaluation and Promotion & Tenure Policy.

Faculty Member

Date

I acknowledge by my signature below that I have received a copy of the Executive Director's review and recommendation and the Campus's Recommendation and have been informed of my right to submit a rebuttal according to Part 4 of the NMSU Grants Evaluation and Promotion & Tenure Policy.

Faculty Member

Date

**Appendix C-4: New Mexico State University at Grants
Faculty Promotion/Tenure
Portfolio Routing Document
(This document stays in the candidate's portfolio)
(This may be accomplished digitally.)**

Promotion Application Tenure Application

Candidate _____

Date Delivered to College P&T Committee

Applicable to portfolios for:

- Applicants for Promotion
- Applicants for Tenure
- Pre-Tenure Review (if applicable)

Date _____ / _____ / _____

**Initials of:
P&T Chair** _____

**Date Delivered to
Vice President of Academic Affairs**

Date _____ / _____ / _____

Received by:

Date Delivered to Executive Director **Date** _____ / _____ / _____

Received by:

Date Delivered to Provost's Office **Date** _____ / _____ / _____

Received by:

Appendix D-1: NMSU Grants Allocation of Effort Common Expectations by Rank

Introduction

This document seeks to explain the common expectations for effort based on faculty rank. The following descriptions are based on the NMSU ARP, 9.33, "The Professorial Ranks." The purpose of this document is to recommend to faculty a set of common expectations, as described in NMSU policy, on which they can base their allocation of effort which is negotiated with the division head/supervisor for each academic year. The following is not a set of "requirements." This document outlines recommended expectations of each faculty rank in order to prepare faculty to make progress toward promotion and tenure. Fulfillment of the recommended expectations contained in this document does not guarantee promotion and or tenure.

Instructor

"An instructor's job description primarily relates to teaching or its equivalent and usually does not include scholarship and creative activity." (ARP, 9.33)

The Instructor is to focus all of their effort on teaching. The Instructor is expected to demonstrate expertise within their discipline through practical, applied, and/or related experience. (ARP, 9.33) Thus, the Instructor is *not* expected to allocate effort to service or to scholarship and creative activity. However, after the first year, it is recommended that Instructors begin to allocate some effort to scholarship/professional development, as well as service if they plan to apply for promotion to Assistant Professor. In all cases, however, the bulk of effort of an Instructor should be devoted to teaching.

Assistant Professor

"An assistant professor is expected to have a thorough command of the subject matter of some segment of the discipline, in addition to a comprehension of the whole." (ARP, 9.33) The Assistant Professor, in addition to teaching, allocates effort to scholarship, in order to increase their command of their subject matter. Attending conferences to increase knowledge in one's discipline and in teaching is recommended. At this rank, the Assistant Professor is not expected to present at conferences. During the time a faculty member holds the rank of Assistant Professor, if they plan to apply for promotion to Associate Professor, it is recommended that the faculty member allocate some effort to service, institutional and community, in order to establish a record of service.

Associate Professor

"An associate professor must demonstrate competence, continuous progress, and a command over a large part of the academic field." (ARP, 9.33)

"It is expected that evidence showing high quality of teaching and advising, scholarship and creative activity and/or extension and outreach or service has been provided and is current." (ARP, 9.33)

The Associate Professor demonstrates all of the expectations of the previous ranks. In addition, the Associate Professor has made contributions to the institution and the community through their service in both. During the time a faculty member holds the rank of Associate Professor, if they plan to apply for promotion to full professor, it is recommended that they allocate effort to

leadership in teaching, scholarship/creative activity, and service, in order to establish a record of leadership.

Professor

“A professor, sometimes referred to as a “full professor,” has established disciplinary, intellectual, and institutional leadership.” (ARP, 9.33)

“The professor demonstrates command of the disciplinary field as evidenced by teaching and advising, scholarship and creative activity, extension and outreach, and service.” (ARP, 9.33)

The Professor demonstrates all of the expectations of the previous ranks. In addition, the Professor has demonstrated leadership in each area of evaluation: teaching, scholarship/creative activity, and service (institutional and community). It is the demonstration of leadership that distinguishes the professor from the other ranks.

Appendix F-1: Teaching: Common Responsibilities

Teach 27 - 30 credits (1.0 FTE) (or equivalent with reassigned time)

Evaluation criteria:

- Completion of the table with courses taught and enrollment numbers *
- Narrative criteria:
 - Detail activities completed for reassigned time and justification for agreed credits (if applicable) *

Demonstrate command of subject matter

Evaluation criteria:

- Narratives clearly explain command of subject matter *
- Possible methods to use in justification
 - Narrative discusses updates in the field
 - Successfully complete QM review
 - Peer evaluation by a subject matter expert
 - Discussion of student evaluation data
- Student evaluations (question 3) and student comments as related to this area *

Convey course content effectively to students

Evaluation criteria:

- Narratives show content delivered effectively *
- Possible methods to use in justification:
 - Activities in classes that are meaningfully sequenced to support learning.
 - Variety of learning strategies and individual supports used within teaching.
 - Classroom observations and peer observations
 - Assessment data showing student success
 - Discussion of student evaluation data
- Student evaluations (question 1) and written comments as related to this area *

Assess student learning

Evaluation criteria:

- Narratives show assessment data were collected, analyzed, and utilized. *
- Possible methods to use in justification:
 - Describe assessment activities on the course level and, if appropriate, the program level.
 - Describe changes made to courses based on the assessment.
 - Describe changes to program based on the assessment.
 - Discuss student evaluation data
 - Discuss assessment reports generated

Demonstrate revision and updates of curricula

Evaluation criteria:

- Narratives show updates to course content *
- Possible methods to use in justification
 - Discuss updated/revised pedagogy
 - Discuss updated/revised activities and assessment
 - Discuss incorporation of new technology
 - Discuss student evaluation data
 - Discuss changes in syllabi
 - Discuss changes in instructional materials (textbook, hand-outs, videos, etc.)

Demonstrate leadership in teaching

Evaluation criteria:

- Narratives show leadership in activities related to teaching
- Possible methods to use in justification:
 - Taking the lead on a program review and/or program assessment
 - Taking the lead in course assessment (writing assessment reports)
 - Taking the lead on course revision
 - Participating in General Education certification
 - Participating in General Education alignment
 - Successfully developing a Quality Matters approved course
 - Performing duties as the “Lead” Instructor for a Quality Matters approved online course
 - Mentoring other faculty

Note: * denotes required elements

Note: Parenthesis includes recommended documentation.

Appendix F-2: Scholarship, Creative Activity, and Professional Development: Common Responsibilities

Development of knowledge and skills

Evaluation criteria:

- Narratives demonstrate development of knowledge and skills *
- Possible methods to use in justification
 - Document local and/or national conference participation within field of study
 - Attend Professional Development opportunities include narrative (date, time, session title) and certificates earned (as appropriate)
 - Describe creative research (artwork created, articles written and creative teaching materials developed)
 - Describe books and/or articles utilized in development of expertise in field of knowledge
 - Describe participation in a regional, national, or international organization related to your subject area

Application of knowledge and skills *

Evaluation criteria:

- Narratives demonstrate that Professional Development has been applied
- Possible methods to use in justification
 - Describe how knowledge is applied in the classroom environment acquired through Professional Development activities
 - Describe new or updated assignments, such as updated class handouts, lectures, syllabus, and/or media
 - Describe incorporation of new technology

Sharing of knowledge and skills *

Evaluation criteria:

- Narratives demonstrate that knowledge and skills are shared outside of the classroom
- Possible methods to use in justification:
 - Describe sessions presented at NMSU Grants (certificates)
 - Describe sessions presented at regional and national conferences (conference schedules, emails)
 - Describe lectures presented in field of expertise to the Institution, other institutions, regional, national, or international organizations
 - Describe presentation of creative work, such as artwork exhibited, articles published, public performances

Demonstrate leadership in professional development

Evaluation criteria:

- Narratives show leadership in activities related to professional development
- Possible methods to use in justification:
 - Describe a Lecture/Workshop you presented at a National Conference (program, abstract)
 - Describe a Lecture/Workshop you presented to the Institution, fellow Universities, National and/or Regional organizations (program, abstract)
 - Describe creative project you presented at the Institution, fellow Universities, National or Regional Organizations (program)
 - Describe creative projects you presented in local, regional, national publications. (flyer, photographs, article, reviews, program)
 - Describe your published articles. (abstract or excerpt)
 - Describe your innovative skills and techniques developed and shared
 - Officer in a professional, discipline-related organization

Note: * denotes required elements

Note: Parenthesis includes recommended documentation.

Appendix F-3: Service: Common Responsibilities

Service to the institution

Evaluation criteria:

- Narratives describe service activities for the university *
- Possible methods to use in justification
 - Standing committee work (minutes, subcommittee work, products)
 - Ad-hoc committees (Car Show, 60th anniversary)
 - Search committee
 - College-sponsored events
 - Service to the NMSU system
 - Student organization advisor
 - Student academic advising

Service to the community

Evaluation criteria:

- Narratives describe volunteer activities outside of the university and how they benefit the community *
- Possible methods to use in justification
 - Volunteer work outside of the institution within field of expertise
 - Volunteer work outside of the institution outside field of expertise
 - Products from volunteer work (website, exit surveys)
 - Letter of support

Demonstrate leadership in service

Evaluation criteria:

- Narratives show leadership in activities related to service
- Possible methods to use in justification:
 - Describe service as University Committee or Subcommittee Chair, Co-Chair or Secretary and how leadership benefitted the committee and the university
 - Describe important contributions to tasks and duties performed by the University committee
 - Office or position held within volunteer work outside of the Institution

Note: * denotes required elements

Note: Parenthesis includes recommended documentation.