

NEW MEXICO STATE UNIVERSITY

Educational Leadership and Administration

Annual Evaluation and Promotion/Tenure Guidelines

Unanimously Approved by Faculty on November 10th, 2015

**Educational Leadership and Administration Department
Policies for Annual Performance Evaluation & Promotion and/or Tenure**

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NEW MEXICO STATE UNIVERSITY
Educational Leadership and Administration Department
Tenure and Promotion Guidelines

Relationship to University and College Policies

Using the New Mexico State University Policy Manual as a guide in developing these departmental promotion and tenure policies, the content aligns with *Policy 5.90.5.4* which outlines the common elements to be included in the promotion and tenure policy manual.

This document (a) shows the relationship of the Department of Educational Leadership and Administration's policies for promotion and/or tenure (i.e., issuance of a continuous contract) to both the College of Education's policies for promotion and tenure and to the requirements laid out in the *Promotion and Tenure Policy for New Mexico State University 5.90.4* of the New Mexico State University Policy Manual (b) provides departmental-level guidance on collection and presentation of material to support an application for promotion and/or tenure, and (c) delineates departmental-level procedures for review and evaluation of application materials. Please note that University policies regarding promotion and tenure supersede policies of the Department and of the College.

The Department's decisions regarding promotion in rank or the granting of tenure are based on merit. They are consistent with the University policies on equal employment opportunity and academic freedom. The ranks of instructor, assistant, associate, or full professor as used in this document are consistent with policies of the College and defined within the *Promotion and Tenure Policy for New Mexico State University*.

Departmental Mission Statement

The mission of the Department of Educational Leadership and Administration at New Mexico State University is to prepare and graduate capable, skillful, and dynamic educational leaders for a diverse society. Through the use of theory and practice, we aim to develop change agents and role models for socially-just educational systems.

Departmental View of Collegiality

The ELA faculty members agree that collegial discussions focus on the idea and not the person. We will disagree with others ideas, but we will strive to separate the idea from the person when responding to someone's proposal or suggestion. We will use "I" statements when we reflect our perceptions of the communication that is transpiring. We will not respond with anger or attacks on the individual. We acknowledge that when we propose something, everyone else may completely disagree with the proposal. We understand that this disagreement is not about us as individuals but is only about the idea we presented.

We also acknowledge that collegiality is based on a trusting relationship and that, as faculty members, we will continue to work to develop deeper trust among us. Each of us should feel confident to speak and we will strive to ensure that there is equal respect at the meeting table, although we understand that respect is separate from agreement. We understand that we each have different styles of communicating and one communication style should not be privileged over another. We also understand that each of us perceives communication styles differently and

we will work to separate out the issue/idea from the communication style. No matter what communication style we choose, we will strive to communicate about the ideas/issues being presented and not about the individual who is presenting them.

Departmental View of Scholarship

New Mexico State University is a Doctoral/Research University-Extensive institution, as classified by the Carnegie Foundation for the Advancement of Teaching. Therefore, all tenured/tenure track faculty, regardless of appointment, engage in research and creative activities that are judged by their peers, both inside and outside the institution. In the best tradition of Boyer (1990), as a department, we embrace the ideal of the complete scholar; that is, one who engages in faculty work that crosses the full range of professional activities: teaching and advising, research and creative activity, service and extension, and governance and leadership. We are scholars when we conduct disciplined investigations, create new solutions, develop new interpretations, and communicate what we have learned to other scholars [scholarship of discovery]. We are also scholars when we bring our students to deeper levels of understanding of the problems of practice, encourage students in committing themselves to scholarly learning, and reflect on the frameworks responsible for these accomplishments to improve our own practice [scholarship of teaching]. We are scholars when we provide service to the field that produces change in the larger realms of practice and policy [scholarship of engagement]. And we are scholars when we engage our colleagues in dialog that enhances our collective understanding of scholarly endeavors in all their forms [scholarship of integration]. Within the Department, college, tenure track, and tenured faculty efforts and assignments may vary according to faculty strengths, department needs, and particular career paths and position descriptions. These elements are articulated individually in the Allocation of Effort statement completed with the Department Head during the review process.

Statements on Teaching, Research, Scholarship, and Leadership

Teaching and advising.

The teaching of students is central to the mission of the College of Education at NMSU. Effectiveness in teaching and advising is an essential criterion for appointment, advancement, and tenure. Teaching and advising commonly include the dissemination of knowledge that is within a faculty member's area of expertise; skill in stimulating students to think critically and to apply knowledge to human problems; the integration of relevant domestic and international information into class content; the preparation of students for careers in specific fields of study; and formal advising of graduate students (*Promotion and Tenure Policy for New Mexico State University*, 2008, p. 15).

Research and creative activities.

Department faculty members conduct research to generate new knowledge and apply existing knowledge to improve the lives of persons with diverse needs and to prepare individuals who will provide services. Both qualitative, quantitative, mixed methods, and philosophical (theoretical) research techniques are utilized. The faculty disseminates knowledge gained through research in publications and conference presentations; generates external funds to support research, training, and development; serves on editorial boards of professional journals;

creates and validates instructional strategies and assessment procedures; and, performs a variety of other relevant scholarly activities particular to the individual faculty member's research focus.

Research and creative activity are defined as original intellectual work that is documented, communicated to appropriate audiences, and validated by peers. Such work should address serious intellectual, scientific, aesthetic or creative issues, and make a contribution to the faculty member's profession.

Service and extension.

Faculty service is critical to the success of the University in serving its central missions. Service is defined as involvement in community, state, regional, national, and international activities within one's field of knowledge, as well as by contributions made to the Department, College, and University. Within the Department, service is a key responsibility of all faculty members. As faculty become more experienced, it is expected that they serve on committees that address issues of relevance to the member's unit, institution, and community (New Mexico State University, *College of Education Policies for Promotion and Tenure*, 2008, p. 22).

The extension and outreach mission of the University and the College of Education is articulated within the Department as part of our service to the State of New Mexico and to the local communities. Faculty engage in activities designed to build collaborative relationships that are responsive to state and local concerns. Department faculty members work with state, national, and international agencies; provide in-service training and consultation; and disseminate information.

Governance and leadership.

Academic leadership is defined as conceptually distinct from positions of authority. It is defined as the performance of four functions: (a) contributing to the advancement of the institution and to the profession it represents, (b) participating in the distribution of responsibility among the membership of a group, (c) empowering and mentoring group members, and (d) aiding the group's decision-making process (New Mexico State University, *College of Education Policies for Promotion and Tenure*, 2008, p. 23). Governance, as a defining characteristic of the professorate, is the vehicle for promoting coherence in mission and service to society at large. It ensures that the collective wisdom of the professorate (the intellectual knowledge, professional skills, values, and attitudes) is preserved through policies and affecting faculty at all levels. Department faculty members have an impact on their fields at the state, national, and international levels. This is especially important when a faculty member is being considered for promotion to full professor. Individuals seeking promotion to full professor should demonstrate special stature in their discipline and substantial strengths in all areas – teaching and advising, research and creative activity, and service and extension. Additionally, promotion to full professor attests to strengths in governance and leadership at all levels: departmental, college, university, as well as state, and national.

Specific Departmental Evidence for Promotion and/or Tenure

Teaching and advising, research and creative activity, and service and extension are interrelated activities, and not mutually exclusive categories. In depicting scholarly accomplishments, faculty members must be afforded the flexibility to choose how they will

depict each area. The items that appear in the sections that follow are illustrative. The appearance of an item in one area (e.g. textbook authorship under teaching and advising) does not mean that an individual cannot choose to place that item under a different area (e.g. research and creative activity) when such choice more accurately reflects the faculty member's priorities, responsibilities, and allocation of effort.

Teaching.

Department faculty members can be promoted and/or tenured only when there is clear evidence of effective performance in the teaching role. Evidence falls into two categories: required and optional.

Required evidence.

The following three items must be submitted as evidence of teaching:

1. Extent of teaching which includes a list of courses taught on campus and through distance education each year, and number of students enrolled in each course.
2. Student evaluations which include a quantitative summary of student questionnaires, qualitative summaries of student comments on questionnaires. If a negative pattern is apparent, (e.g. course evaluations which consistently fall below 3 on a 5 point rating scale, a preponderance of student comments that describes the same problem or problems across courses and from one semester to the next), the faculty member will be required to provide evidence of interventions taken to address ongoing student concerns.
3. Department Head evaluation of teaching as contained in the letter of recommendation.

Language from the University Promotion and Tenure Manual.

Materials appropriate for evaluating teaching should include: a) evidence from the instructor, b) evidence from other professionals, c) evidence from students, and d) evidence of student learning.

Optional evidence.

The following items are considered optional and at the discretion of the applicant they may be submitted as evidence of effective/quality teaching:

- Recognition of teaching excellence which may include teaching awards, nominations for awards, and invited lectures at institutions of higher education.
- Professional reviews of class instruction and materials by peers or colleagues. Instructional innovation which may include syllabi, instructional materials, Web pages, instructional cases, models for student outcomes evaluation.
- Instructional technology which may include collaborations and networking descriptions, peer instruction in technology use, course web sites, instructional software development and instruction.

- Clinical and/or field supervision which may include practicum at external sites.
- Scholarship in support of teaching (textbook writing, manuals).
- Professional development that enhances teaching.
- Team or collaborative teaching.
- Other anecdotal information (unsolicited letters, commendations, or honors bestowed or nominated by students, colleagues, or administrators).
- Teaching material development.

Faculty advising.

Student advising is expected of all faculty as the needs of students dictate. Within the Department, advising that has a pedagogic or andragogic function should include the following required evidence as well as any of the optional documentation the faculty member chooses.

Required Evidence.

1. Number of students formally advised [Master’s or Doctoral students].
2. Student Research Projects Directed [e.g., Dissertation Director/Chair, Thesis Director/Chair]

Optional Evidence.

- Supervision of doctoral projects in the scholarship of discovery, engagement, integration, or teaching
- Doctoral committee membership (qualifying, comprehensive, proposal, defense)
- Individual student contacts, such as independent studies supervision
- Success of one’s present or former students which may include course connected student projects, student presentations or publications, career achievements.
- Student examination committees

Research and creative activities.

The importance placed on research and creative activity within the Department is consistent with the policies of the College of Education and the position expressed in the *Tenure Policy for New Mexico State University*, 2008, which states that high quality scholarship “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” (p. 16). Within the Department, all tenured and tenure track faculty are expected to

pursue a continuous agenda of research and/or creative activity unless relieved of such responsibility through a negotiated allocation of effort with the Department Head.

The record of research and creative activities provides evidence of an individual faculty member's scholarly productivity. Evidence of research/creative activity should demonstrate insight into current trends in the discipline. Works should be presented in several different forums and/or publications. A research focus should be established with evidence of single author or lead authorship in publications and creative works. Evidence of the quality of research should be demonstrated by originality and innovation as well as usefulness to the discipline or public sector.

The following are examples in hierarchical order of importance of research and creative activities that might be submitted as evidence of research/creative activity. The list is not exhaustive.

1. Publications (Refereed)

- Journal Article (Single author, 1st author of a collaborative article or lead author after student); international/national publication
- Journal Article (Co-author or in the author listing as a collaborating researcher); international/national publication
- Journal Article (Single author, 1st author or lead author after student); regional publication
- Journal Article (Co-author); regional publication
- Journal Article (Single author, 1st author or lead author after student); state publication
- Journal Article (Co-author); state publication
- Book Chapter (1st author)
- Book Chapter (Co-author)
- Special Edition Journal (Guest editor)
- Special Edition Journal (co-editor or editor in a collaborative special issue editorship)
- Newsletter Article (Single author, 1st author or lead author after student); international/national publication
- Newsletter Article (Co-author); international/national publication
- Newsletter Article (Single author, 1st author or lead author after student); regional publication
- Newsletter Article (Co-author); regional publication
- Newsletter Article (Single author, 1st author or lead author after student); state publication
- Newsletter Article (Co-author); state publication
- Book Review (Single author, 1st author)
- Book Review (Co-author)

2. Publications (Non-Refereed)

- Book (Single author, 1st author)
- Book (Co-author)
- Book (Editor)
- Book (Co-Editor)
- Special Edition Journal (Guest editor)

- Journal Article (Single author, 1st author or lead author after student); international/national publication
- Journal Article (Co-author); international/national publication
- Journal Article (Single author, 1st author or lead author after student); regional publication
- Journal Article (Co-author); regional publication
- Journal Article (Single author, 1st author or lead author after student); state publication
- Journal Article (Co-author); state publication
- Book Chapter (1st author)
- Book Chapter (Co-author)
- Technical Report/Technical Assistance Document (Single author, 1st author)
- Technical Report/Technical Assistance Document (Co-author)
- Public Policy Report
- Newsletter/newspaper Article (Single author, 1st author or lead author after student); international/national publication
- Newsletter/newspaper Article (Co-author); international/national publication
- Newsletter/newspaper Article (Single author, 1st author or lead author after student); regional publication
- Newsletter/newspaper Article (Co-author); regional publication
- Newsletter/newspaper Article (Single author, 1st author or lead author after student); state publication
- Newsletter/newspaper Article (Co-author); state publication
- Book Review (Single author, 1st author)
- Book Review (Co-author)

3. Presentations (Refereed)

This section includes researched-based seminars, technical sessions, poster sessions, etc.

Documentation should specify the format of the presentation and why the presentation qualifies as dissemination of research.

- International/National Presentation (Single author, 1st author or lead author after student)
- International/National Presentation (Co-author)
- Regional Presentation (Single author, 1st author or lead author after student)
- Regional Presentation (Co-author)
- State or Local Presentation (1st author or lead author after student)
- State or Local Presentation (Co-author)
- Interviews with news outlets (print or audio/video) on topics related to individual's scholarship, teaching, and/or service

4. Presentations (Non-Refereed)

This section includes researched-based seminars, technical sessions, poster sessions, etc.

Documentation should specify the format of the presentation and why the presentation qualifies as dissemination of research.

- International/National Presentation (Single author, 1st author or lead author after student)
- International/National Presentation (Co-author)
- Regional Presentation (Single author, 1st author or lead author after student)
- Regional Presentation (Co-author)

- State or Local Presentation (1st author or lead author after student)
- State or Local Presentation (Co-author)

5. Sponsored Projects (Government and Private)

- Applications for External Funding (International/National); Primary Investigator
 - Submitted; Funded
 - Submitted; Not Funded
- Applications for External Funding (International/National); Co-PI
 - Submitted; Funded
 - Submitted; Not Funded
- Applications for External Funding (Regional); Primary Investigator
 - Submitted; Funded
 - Submitted: Not Funded
- Applications for External Funding (Regional); Co-PI
 - Submitted; Funded
 - Submitted: Not Funded
- Applications for External Funding (State, Local, University); Primary Investigator
 - Submitted; Funded
 - Submitted; Not Funded
- Applications for External Funding (State, Local, University); Co-PI
 - Submitted; Funded
 - Submitted; Not Funded

6. Research Consultation and Mentoring

- Journal Editor
- Journal Associate Editor
- Editorial Board
- Ad Hoc Reviewer
- External Funding Project Consultant

7. Other Published Research-Focused Scholarly Works

- Test Development/Publication
- Educational Materials Development/Publication
- Electronic/Technology Development and Innovations

Service and extension.

Department faculty can be promoted and/or tenured only when there is clear evidence and documentation of effective service, outreach, or extension. What follows are examples (not in hierarchical order) of what might be submitted as evidence of service:

- Appointment by the Provost to boards/councils
- Membership in college or university governance councils
- Membership in departmental, college, and/or university level committees
- Contributions to public policy
- External committee work that is representative of one's academic interests or expertise

- Local, state, national and/or international committees
- Appointments, roles, contributions, and chair positions
- Invitations and acknowledgments of service
- Internal committee work
- University, college, departmental, and/or program-related committees
- Appointments, roles, contributions, and chair positions
- Selective review committees
- Interactions or partnerships with K-12 schools and community agencies
- Partnership activities
- School or community personnel involvement
- Seminars, presentations, and professional development activities
- Needs identification and program development
- Technical assistance in documenting changes in clientele knowledge, skills, etc.
- Community program evaluation
- Consultation
 - Volunteer
 - Paid
- Technical/advisory support (public schools, community agencies)
- Faculty enhancement
- Colloquia presented within the Department or for other departments
- Mentoring of other faculty members within the Department or other departments
- Reviewer for manuscripts, conference proposals, or grant proposals
- Editorial responsibilities
- Involvement with professional organizations
- Participation in governmental meetings or federal review panels
- Roles in organizing professional conferences (local, state, national)
- Conference attendance
- Roles as session chairs
- Offices held
- Membership
- Administrative activities to facilitate coordination of programs
- Development of interdisciplinary programs
- Development of web tools, pages, announcements
- Management of clinical and field supervisors
- Activities related to public and civic service
- Public performance related to departmental mission
- Speeches
- Activities related to students
- Advisor to student organizations
- Active involvement with student groups
- Recognition from student groups
- Presentations to student groups
- Recruitment and retention activities
- Attendance at graduation ceremonies
- Activities that contribute to the academic, social, political, or cultural climate on campus
- Speaker forums

- Honors and awards
- Invited presentations (i.e., guest lecturer, guest speaker)

Governance and leadership.

To move from associate to full professor, additional activities reflecting governance and leadership must be documented. Assistant professors may document this work as well, but activities in governance and leadership are not required for tenure and promotion to associate professor. The governance and leadership exhibit should contain information showing initiative, perseverance, originality, and skills in human relations. It is expected that evidence included under teaching and advising, research and creative activity, and service may also be included in the display of leadership; but any duplication should be so noted. The following types of information are appropriate for documentation of leadership in an application:

- Evidence of scholarship, publications, and research and creative activity *beyond that required for adequate performance as an associate professor.*
- External review letters addressing leadership abilities and impact on the field. Note: At least three of these letters must be from full professors outside of the University and three of the letters must be scholars at the professor rank.
- Leadership positions in the Department, College, and University.
- Leadership positions in national or international professional organizations.
- Appointments such as editor, guest editor, or member of an editorial board.
- Consultant to nationally-visible initiatives, visiting professor, or keynote speaker at national and international conferences.
- Book reviews or scholarly citations highlighting the impact of one's research and creative activity.
- National/international technical assistance, consulting or other activities, that would indicate that the faculty member has attained national and/or international stature.
- Grant proposals that have been written, funded, and directed by the faculty member.
- Mentorship of tenure-track and college assistant faculty and tenured and associate/full college faculty that facilitates their assuming greater leadership and governance responsibilities within the Department, College, and University.
- Directing and sustaining reform and faculty-generated change in policies and practices that impact the professorate.
- Representing faculty, impacting policy, and effecting change at the University level.

Departmental Process for Annual Performance Evaluation

Transparency of procedures.

The Department, College of Education, and University have approved policies for the annual review of faculty and for promotion and/or tenure review. Every Department member should receive a copy of these policies upon employment in the Department.

Mentorship for first year faculty.

The Department is committed to ensuring faculty success. As part of the support process, the Department Head will assign one or more mentors to new faculty members (college and tenure track). Mentoring has several purposes: (a) familiarity with college and university procedures,

(b) introduction to opportunities for research and creative activity, (c) guidance in the process for performance evaluation, (d) explaining University community resources (e.g., Teaching Academy, Educational Research and Budgeting Office, etc.), and (d) guidance in course design and student advising.

Additionally, mentors who share cognitive or research interests with the faculty member may choose to collaborate in dissemination activities such as in-service training, grant writing, presentations, and manuscripts. New faculty members are encouraged to maintain the relationship informally in subsequent years as well as seek advice and input from other tenured faculty.

Consultation with tenured faculty.

Consistent with the Department's view of the importance of good citizenship and a professional collegial atmosphere, all tenured faculty members are committed to the informal exchange of experiences and ideas with assistant tenure-track and college-track colleagues. All faculty members are encouraged to seek input from colleagues regarding issues and processes in the academic community. For example, during annual performance reviews, faculty will be made aware of strengths and any weaknesses in the areas of teaching and advising, research and creative activity, service and extension, and leadership (for those seeking advancement to full professor). Such formative feedback will enable assistant level faculty to work with tenured faculty and the department head to address these concerns that may arise. Tenured faculty also participate in the support process by being available to give guidance on documentation for performance evaluation, mid-term review, promotion and tenure documentation, and other topics as needed.

Annual Departmental Procedures

Allocation of Effort form.

Allocation of Effort (AoE) documents the relative amount of effort that faculty members, regardless of rank or position, devote to the various aspects of their duties (e.g. teaching, scholarship, extension/outreach, and service). During the spring semester of each academic year, Department faculty prepare, in consultation with the Department Head, an AoE statement to be used in the coming year's annual evaluation process. The statement will be incorporated into the Annual Performance Evaluation documents, the Third-year Review process (Mid-probationary) for tenure track faculty choosing to participate in it, and in promotion and/or tenure portfolios for tenured and tenure-track faculty and promotion portfolios for college faculty.

Annual Performance Evaluation documents.

During the fall semester of each academic year, Department faculty members prepare an individual portfolio that documents their activities for the calendar year (January-December) in the areas of teaching and advising, research and creative activity, service and extension, and governance and leadership (for those individuals aspiring to progress from the associate professor rank to the full professor rank).

Annual Performance Evaluation Documents must include the following:

- College of Education Faculty Performance Evaluation Form (Digital Measures report of past year's activity)
- Allocation of Effort Form
- Current Academic Vita
- Statement of Proposed Goals based on the Allocation of Effort Areas
- Course Evaluations (when teaching or supervision is part of Allocation of Effort)
- Job Description listing duties and responsibilities (for College Faculty)
- Executive summary (1-2 page) of accomplishments (for College Faculty)

The annual performance evaluation documents are turned into the Department Head's office no later than December 15th. The Department Head writes an evaluation of the annual performance of the faculty member, using the Allocation of Effort as a guide in indicating which areas had been assigned more focus in the evaluation year. The faculty performance evaluations are due to the Dean's office by January 8th. The Dean reviews the Department Head's evaluations and then meets with each Department Head in February to discuss the evaluations. After this meeting, a copy of the evaluation is given to each faculty member who is then asked to schedule a meeting with the Department Head to discuss the evaluation. During the meeting, if there are areas of concerns or need for corrective action mentioned in the document, these are discussed. The faculty member is asked to sign the evaluation document as an indication that the Department Head has met with the faculty member and discussed the Department Head's evaluation. The faculty member is also told that if he or she would like to add a written response to the evaluation, that this response will be included in the faculty's annual evaluation file.

Tenured faculty members participate in this process as part of the Departmental Post-Tenure Review. Consistent with College and University Policy as well as state legislation, faculty with exceptional performance are commended. Faculty with serious deficiencies for more than one review cycle will develop an intervention plan in consultation with the Department Head as well as receive departmental mentoring and other assistance through various University programs.

Following the evaluation of faculty, the Department Head will submit a memo to the Dean certifying that meetings were held with each faculty member.

Annual Evaluation of Departmental Faculty

Annual departmental evaluation of college faculty.

Department Head evaluation.

In the spring semester, the Department Head will create a written evaluation of each College Faculty members' annual performance in the previous calendar year (January-December). The evaluation process for College faculty is based on performance compared to the job description, the Allocation of Effort form, and documentary evidence. A basic element of the promotion process for College faculty is the job description that details duties and responsibilities. The job description serves as a basis for measuring performance in the promotion process. The job description will be part of the College faculty member's permanent file.

Annual departmental evaluation of tenure-track faculty.

Department Head evaluation.

Faculty performance in the areas of teaching and advising, research and creative activity, and service and extension as documented in the individual portfolio and set forth in the Allocation of Effort will be evaluated. See details and timelines in *Department promotion and tenure committee* section.

Departmental Promotion and Tenure Committee annual evaluation.

The Departmental Promotion and Tenure Committee will complete annual performance evaluations of tenure-track faculty members in the spring semester of the academic year and make formal written statements regarding each tenure-track faculty member's progress towards promotion and tenure. Such evaluations are based on the completed performance evaluation form (Digital Measures report), Allocation of Effort form, and current vitae. Access to documentation will be provided by the faculty member as needed. In general, this evaluation is conducted in the spring semester and is an independent evaluation that is separate from the Department Head's evaluation. See details and timelines in *Department promotion and tenure committee* section.

Mid-probationary review.

Tenure-track faculty who have completed three calendar years (five academic semesters) have the option to submit in spring of the fourth calendar year a packet to the College Faculty Affairs Committee for review of progress toward promotion and/or tenure. Mid-probationary review material is typically due the first week of April. Faculty who opt for a mid-probationary review need to advise the Department Head in January of the sixth semester of the choice so that the Department Head can assist in preparing for the review. Tenure-track faculty who have opted for the review need to submit their packets to the Departmental Promotion and Tenure Committee by mid-February. The Departmental committee will provide written, formative feedback to the faculty member with a copy given to the Department Head. A copy will be placed in the Mid-probationary review packet before it is sent to the College Faculty Affairs Committee.

Promotion and/or Tenure Application Timelines

Relevant time lines for the Department include the following:

March

- College Faculty seeking promotion in fall will so advise the Department Head.
- Tenured or tenure-track faculty seeking promotion and/or tenure in fall will so advise the department head and submit curriculum vita to the Department Head so that it may be conveyed to the Chair of the departmental promotion and tenure committee.

Department Promotion or Tenure Application Process

In the spring semester of a faculty member's fifth tenure-track contract year (see University policy manual regarding credit for prior service, policy 5.90.3.6.1; or reduction of the probationary period, policy 5.90.3.6.3) preparations to apply for tenure or, for tenured faculty, for promotion should begin. Faculty who wish to request an extension of the probationary period

must do so in writing within one year of tenure application deadline. The NMSU Policy Manual has specific information regarding making this request (see policy 5.90.3.6.2) and should be consulted for details. Tenured and tenure-track faculty seeking to be promoted and/or tenured will advise the Department Head, who will select a tenured faculty member to serve as chair of the Department Promotion and Tenure Committee. The faculty member will then inform the chair of his/her intent during the spring semester. Faculty seeking promotion and/or tenure will follow the College's policies regarding time frame and specifics about the application packet. Within the year before the tenure application is due, faculty may request in writing an extension of the probationary period. If University, College, or Departmental missions, goals or promotion and tenure criteria are changed during a candidate's promotion and tenure cycle, the candidate indicates in writing the policy that s/he wishes to be used in the tenure/promotion evaluation process. This written statement is to be included in the promotion/tenure evaluation materials. In mitigating circumstances, the Department head will explore with the candidate the need for a time extension and with the approval of the candidate, may seek permission from the dean to extend the probationary period.

Faculty seeking promotion and/or tenure will abide by the portfolio guidance for core and supplementary materials provided in the *New Mexico State University Policy Manual* (modified in 2014 by the NMSU Board of Regents) in policy 5.90.5.5. University timeline for promotion and tenure can be found in policy 5.90.5.9. Portfolio examples from various departments and colleges are housed at the Teaching Academy and are available for review.

Department-specific promotion or tenure procedures.

Confidentiality.

Strict confidentiality of materials, deliberations, and decisions of the departmental Promotion and/or Tenure committees will be observed. None of the materials, forms, discussions, concerns, or other elements dealing with specific candidates being evaluated for promotion, tenure, third year review, or annual review will be divulged to persons other than the Department Head or the specific faculty member when appropriate.

Department promotion and tenure committee.

Except for the Department Head, all members of the Department holding tenure and associate rank or higher serve on the Department Promotion and Tenure Committee. Committee members must hold a rank at least equal to the rank for which the faculty member is applying. In the event that fewer than the required three tenured and appropriately ranked members are available to serve within the department, following the submission of the formal request by the candidate, the Department Head will call the departmental tenured faculty to a Committee meeting. The committee will select a chair to run the proceedings.

The Committee will meet and provide the Department Head with names of five tenured and appropriately ranked faculty members in the College of Education they recommend to serve on the departmental committee. The list of names will be shared with the candidate so that the candidate can disclose any conflict of interest or possible need for recusal for any name on the list. If needed, the Committee will add more names to the list so that there are five acceptable choices. The Department Head will contact these faculty members until the number needed to meet University policy indicates availability to serve on the committee. If no one is available

from the list, the Department Head will request that the committee submit a second list of five names so that the additional committee member can be identified. The list will be shared with the candidate before outside faculty members are contacted. Deliberations and voting will be conducted among committee members only and in closed sessions. Voting will be made in person by secret written ballot and recorded by the Chair. Ballots will be kept by the Committee Chair for three years.

The Committee is also responsible for identifying three to five names of possible external reviewers of Candidate's work. The reviewers cannot be the faculty member's doctoral advisor or his/her mentor, his/her co-authors, or someone working at NMSU. The reviewers should be qualified persons who are at or above the rank being sought and who are knowledgeable about the faculty member's discipline and/or line of research. The Candidate will also submit three-to five names of possible external reviewers. The Department head will select two names from the faculty member's list and two names from the committee's list. By April of the semester before the tenure application is due, the Candidate will submit four names of possible committee members. The Department promotion and tenure committee will also submit four names of possible committee members to the Department Head. These names will be shared with the Candidate.

Department Promotion and Tenure Committee Duties:

1. Examines and reads the portfolio of each candidate.
2. Evaluates the candidate according to department promotion and/or tenure standards.
3. Considers the candidate's department assignment and role apportionment as specified in the candidate's position description and Allocation of Effort Forms.
4. Performs an annual review of tenure-track faculty following departmental guidelines and forwards results to department head and dean or equivalent administrator. This review is separate from, and independent of, the department head's annual review of each faculty member.

Committee members will:

1. Provide a fair and equitable review of annual and third year material
2. Offer formative feedback on annual and third year material
3. Serve as mentor to tenure-track and assistant college-track faculty
4. Provide fair and equitable review of intent to seek promotion and/or tenure
5. Provide fair and equitable review of promotion and/or tenure material
6. Provide a vote and summative comments on promotion and/or tenure.

The Committee Chair will:

1. Ensure all abide by confidentiality.
2. Coordinate needed review meetings or meetings with the Department Head or Dean if needed.
3. Consult with faculty committee members regarding matters concerning promotion and/or tenure.
4. Provide the written record of comments and formative feedback for annual reviews and 3rd year reviews (mid-probationary).
5. Consult with the Department Head on promotion and tenure matters.

6. Seek assistance from the College for recruiting ranking members to serve on Department committees, if needed.
7. Conduct annual performance reports, and third year review (when requested).
8. Provide to the Department Head a statement of recommendation for each individual reviewed for promotion and/or tenure, with reference made to the specific numerical vote count regarding tenure and regarding promotion based on quality of teaching, research, service, and leadership (for those individuals aspiring to progress from the associate professor rank to the full professor rank). This statement will reflect the majority view as well as dissenting opinion or concerns.

Department promotion committee for college faculty.

The appointed chair of the promotion committee (selected by the Department Head) will convene all senior college faculty in the department to serve on the promotion committee. Committee members must hold a rank at least equal to the rank for which the faculty member is applying. In the event that fewer than the required three appropriately ranked members are available to serve within the department, the chair will request college faculty volunteers from the college. If there are not enough tenured college faculty in the college, then the Department Head will ask the tenured faculty in ELA to provide a list of five tenured faculty from the CoEd. The department head will contact the first name on the list and continue with other names as needed until the minimum number of three college tenured and/or tenured faculty have agreed to serve as committee members. Deliberations and voting will be conducted among committee members only and in closed sessions. Voting will be made in person by secret written ballot and recorded by the Chair.

Committee members will

1. Provide a fair and equitable review of promotion material.
2. Provide a vote and summative comments on promotion.

The Committee Chair will

1. Ensure all abide by confidentiality.
2. Coordinate needed review meetings or meetings with the Department Head or Dean as requested.
3. Consult with the Department Head on promotion matters.
4. Seek assistance from the College for recruiting ranking members to serve on Department committee, if necessary.
5. Provide to the Department Head a statement of recommendation for each individual reviewed for promotion, with reference made to the specific numerical count of votes regarding promotion based on quality of teaching, research, service, or leadership (as appropriate to job description and allocation of effort). This statement will reflect the majority view as well as dissenting opinion or concerns.

Department head roles and responsibilities.

The Department Head is responsible for informing departmental faculty regarding types of materials needed for annual faculty performance reports, third-year reviews, applications for promotion and or tenure and deadlines. In addition to the specific duties delineated in the College of Education policy, the Department Head serves as the repository for all materials concerning

faculty evaluation, and the Department Head receives and processes any written requests for additional information from promotion and tenure evaluators.

External review letters and timelines.

By the end of the spring semester before the tenure application is due, three to five names of potential external reviewers will be submitted by the P & T Committee to the Department Head; an additional three to five names will be submitted by the Candidate to the Department Head. The reviewers cannot be the faculty member's doctoral advisor or his/her mentor, his/her co-authors, or someone working at NMSU. The reviewers should be qualified persons who are at or above the rank being sought and who are knowledgeable about the faculty member's discipline and/or line of research.

The Department head will select two names from the faculty member's list and two names from the committee's list.

By June 15th, the Candidate will provide the Department Head with

1. A copy of the curriculum vita
2. A record of the faculty member's teaching and advising commitment, research and creative activity commitment, service commitment, and leadership commitment as appropriate
3. Two to three pertinent publications

By June 30th, the Department Head will contact each selected reviewer to ascertain his or her willingness to serve as an external reviewer. If fewer than four reviewers are able to participate, the Department Head will pick additional names from the combined list. If this is exhausted, the Department Head will ask for an additional list of five names from the Candidate and from the Department P & T committee. Names submitted by the committee will again be shared with the Candidate. All names will be combined and names will be randomly selected until three reviewers have agreed to serve.

Between June 30-July 7, the Department Head will submit a letter to the reviewers requesting an assessment of the faculty member's performance based on the information included with the letter.

The Department Head will provide external reviewers with the following instructions:

1. A request for a brief statement regarding the individual's qualifications for serving as a reviewer.
2. A request that the reviewer indicate the relationship between the candidate and reviewer.
3. Notification that the faculty member will have an opportunity to read the letter of assessment.
4. Notification that third parties, in the event of an EEOC or other investigation into a tenure or promotion decision, may review letters.
5. A copy of the Department's promotion and/or tenure policy
6. The deadline for submission of the review letter.

External review letters, once received, become part of the application file. All letters should be received by August 1. The faculty member may review the letters but cannot cull non-complimentary reviews from the application packet.

When an external review letter is received, it will be placed in the faculty member's annual file in the Department Head's office for inclusion in the tenure or promotion application binder before submission to the College Promotion and Tenure committee. At that point, the faculty member is no longer allowed access to the binder.

Repository.

The Office of the Department Head is the repository for portfolios, records, votes, and recommendations regarding faculty review. Copies of materials addressing annual performance evaluations, third-year review, promotion, or tenure will be kept in this office.

The faculty member may request to review all items at any time before the documents have been submitted to the Department Promotion and Tenure Committee. Access is accomplished by making an appointment with the Department Head for the purpose of material review. Once the portfolio has been submitted to the Department Promotion and Tenure Committee, nothing will be changed, added, or deleted from it without the knowledge of the candidate, Department Head, and the Department Promotion and Tenure Committee.

Provisions for document review and posting.

The Department will review the promotion and/or tenure policy every three years under the guidance of the Department Head and the chair of the promotion and tenure committee. In addition, following any change in the University or the College policy, the Department will update the departmental policy in accordance with the University or College change. In the event of changes in the policy, faculty within a promotion and or tenure cycle will designate in writing the chosen policy from which s/he wishes to be evaluated.

The Department will make available to each faculty member the promotion and/or tenure policy and all other Department goals, mission and vision statements, etc. that may relate to either promotion or tenure and other documents. These documents will be provided in hard copy by the Department Head and made available through the Department website along with appropriate links to the University's promotion and/or tenure documents and the College's promotion and/or tenure documents.

This document was approved by the Faculty of the ELA department on November 10, 2015;
Department Head approval was obtained on November 10, 2015
Dean of the College of Education's approval was obtained on **DATE**

APPENDIX A

COLLEGE OF EDUCATION MID-PROBATIONARY (THIRD YEAR) REVIEW

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

Review Procedures:

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

1. A one page letter from the candidate requesting a review; conveying synopsis of accomplishments in teaching, research, and service; and stating plans for future growth.
2. Current academic vita.
3. Copies of the allocation of effort work load forms and faculty performance evaluation summaries from the Department tenured faculty and from the Department Head for the 3 year period.
4. Material must be submitted to the Faculty Affairs Committee the first week of April (or by the date designated by Faculty Affairs for that review period).

Outcomes Analysis

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

