

New Mexico State University

College of Health, Education, and Social Transformation

Promotion and Tenure Policy for Tenure-Track and Tenured Faculty

Prepared by the HEST College Council

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New Mexico State University College of Health, Education, and Social Transformation Tenure-Track and Tenured Faculty Promotion and Tenure Policy

INTRODUCTION

New Mexico State University's (NMSU) Promotion and Tenure (P&T) Policy (NMSU Administrative Rules and Procedures, [ARP Chapter 9](#), addresses the question of promotion and tenure across the principal academic units that comprise NMSU. The policies are not applied arbitrarily, and their integrity will be maintained such that no one individual creates or applies the policy. NMSU's P&T Policy relies on the four types of scholarship defined by Ernest L. Boyer (1990) in *Scholarship Reconsidered* ([ARP 9.31](#)).

NMSU's P&T Policy addresses faculty efforts in Teaching and Advising, Scholarly and Creative Activity, Service, and Extension/Outreach. Leadership may be considered across these four areas. NMSU's policy is broad enough to include the diversity among principal academic units' paths to excellence.

To ensure university-wide consistency, the College of Health, Education, and Social Transformation's (HEST) P&T policies are aligned with NMSU's P&T Policy and incorporate the common elements to be included in the principal units' P&T policy. (See [Appendix A](#)). In all cases, NMSU's P&T Policy supersedes the P&T policies of HEST and its units ([ARP 9.34, Part 3A](#)). HEST P&T policies are sensitive and adaptable to the P&T policies of each academic unit, as reflected in the faculty Allocation of Effort (AOE) assignments.

This document focuses on the specific evaluation (both P&T and annual) policies for tenure-track and tenured faculty in HEST. The responsibility for maintaining this document shall rest primarily with the HEST's College Council leadership and selected faculty representatives. This document will be reviewed and updated every three years with a simple college-wide, tenured/tenure-track faculty majority approval. If substantial changes are made to the HEST's P&T document during a faculty member's pre-tenure or pre-promotion period, the faculty member may select either one of the policies for evaluation purposes ([ARP 9.34, Part 3F](#)) in consultation with their unit leadership.

Mission and Values

Mission of the University

The mission of the New Mexico State University system is to serve the diverse needs of the state through comprehensive programs of education, research, extension and outreach, and public service. As the state's land-grant and space-grant university, and as a Hispanic-Serving Institution, NMSU fosters learning, inquiry, diversity and inclusion, social mobility, and service to the broader community.

NMSU Strategic Plan

HEST Mission, Vision, and Core Values

Mission

To pursue social change and transformation through education, research, and outreach.

Vision

To be collaborators and leaders in the discovery of innovative solutions in health, education, and social sciences that lead to social transformation in New Mexico and beyond.

Core Values

- **Excellence:** We engage in activities that are dreamt, designed, and delivered with intentionality to the highest degree of quality in our teaching, research, service, and outreach.
- **Equity:** We honor and leverage existing cultural wealth, while promoting opportunities and social mobility for communities and peoples who experience marginalization.
- **Diversity:** We welcome, appreciate, and uplift students, faculty, staff, and community partners from diverse perspectives, populations, and lived experiences in mutually respectful ways.
- **Wellness:** We promote holistic well-being through fostering a safe, engaging, and inclusive environment.
- **Collaborative Inquiry:** We cultivate interdisciplinary curiosity to collectively investigate phenomena, problems, or questions grounded in shared values and diverse perspectives.

HEST Diversity Statement

GUIDING PRINCIPLES

Academic Freedom

The College of HEST supports and upholds NMSU's Academic Freedom Policy ([ARP, 3.70](#)).

Faculty Participation ([ARP 9.23](#), Part 1)

To ensure a fair process for recognition of excellent faculty, it shall be the policy of NMSU to allow faculty members to vote on the promotion or tenure of departmental colleagues, exercising collegial judgment based on an established set of criteria outlined herein. (See [ARP 9.23](#), Part 1.) Within HEST's academic units and the HEST Faculty Affairs Committee, only tenure-track faculty vote on the promotion and tenure of tenure-track faculty.

Transparency ([ARP 9.32](#), Part 2)

A. Access to P&T Policies: University Posting

For faculty members to trust the P&T process, they need to have a clear idea of what is expected of them, how they will be evaluated, and the process rules. To this end, the NMSU website will include a specific link to the university-wide P&T rules and procedures, professional ethics related to P&T, the appeal process, and links to college and academic units' policy statements.

B. Academic Unit Postings

1. To promote the transparency of the process, each principal unit shall post on its website its written policy documents aligned with the Guiding Principles, Criteria, and Policies outlined in these rules and procedures.
2. The websites will also contain links to the university's P&T documents and to each of the academic unit websites.
3. In addition, each academic unit shall post its current statement of goals, objectives, and expectations as they relate to P&T (sometimes called a functions and criteria statement) on its website. The faculty in each academic unit shall agree upon these and approve them by the responsible dean or comparable administrator.

C. Policies to be Provided to Eligible Faculty

All tenure-track and tenured faculty eligible for consideration for P&T will receive a written copy of P&T policies.

Principles of Ethical Conduct

Inherent in the responsibility for educating the future leaders of our society is the obligation to adhere to the highest ethical standards and principles. NMSU is committed to maintaining the highest standards of ethics and integrity in all of its academic and administrative operations by promoting such standards among its regents, administrators, faculty, staff, students, and others acting on behalf of the university (including those acting on behalf of university-controlled entities) and by striving to ensure a level of accountability appropriate for a public institution.

1. Members of the university community are expected to exercise and demonstrate personal and professional honesty and to respect the rights, values, and contributions of others.
2. University community members are expected to be aware of and comply with relevant laws, regulations, contract requirements, and university policies and procedures. Unethical practices should never be condoned on the grounds that they are "customary" or that they serve a worthy goal.
3. Individuals with access to confidential, proprietary, or private information must never use or disclose such information except where authorized or legally obligated.
4. All members of the university community are responsible for avoiding, where possible, real or potential conflicts of interest and commitment between personal and professional responsibilities, including relationships that have the appearance of a conflict.
5. The university's interests should be foremost in all official decision making, and employees and others acting on behalf of the university shall remove themselves from decision-making roles that involve them in any personal capacity or that involve their friends or family members.
6. All individuals acting on behalf of the university have a responsibility to ensure that funds and other assets received are used ethically. Assets of the university (including personnel), whether tangible or intangible, may not be used for illegal purposes or personal gain.
7. University community members shall strive to present all information, including financial information and research data and results, completely and accurately.

Individuals who have concerns about the propriety of a situation or about the conduct of an NMSU employee or someone acting on behalf of the university are expected to

consult with appropriate NMSU officials (that is, the person to whom the individual whose conduct is in question directly reports). ([ARP 3.00](#))

Conflict of Interest

The university's rule that employees with direct teaching, supervisory, advisory, or evaluative responsibility over other employees recognize and respect the ethical and professional boundaries that must exist in such situations. Consensual relationships can create conflicts of interest that impair the integrity of academic and employment decisions. Such relationships also contain the potential for exploitation of the subordinate employee and can subject both the university and individuals to liability. Should a conflict of interest develop, the faculty member, supervisor, or advisor has the obligation to disclose to an immediate supervisor and cooperate in making alternative arrangements for the evaluation of the faculty member seeking P&T. ([ARP 3.13](#))

Recusals

If a member of a HEST Promotion and Tenure (P&T) Committee and the P&T Candidate are family members, have been involved in a grievance (other than as a witness), or may otherwise have a real or perceived conflict of interest, the committee member should recuse themselves from the review committee. This process requires the committee member to immediately disclose the conflict in writing to the Faculty Affairs, P&T Committee Chair, who will then coordinate with the Dean's Office to appoint a suitable replacement ([ARP 3.07](#)).

Alternatively, if a P&T candidate has been involved in a grievance or perceives any real or potential conflict of interest with a committee member, the candidate may submit a written request that the committee member be recused from the review process. The candidate must write a one to two-page summary that includes a rationale for the committee member's recusal. This request must be submitted to the Dean prior to submitting their electronic portfolio. The Dean will evaluate and then determine if the request is warranted. The Dean will then respond to the candidate's request in writing with their decision.

A Scholar Defined

NMSU fosters the scholarly development of its faculty and encourages the scholarly interaction of faculty with students and with local, state, regional, national, and international communities. NMSU relies on the four types of scholarship defined by Ernest L. Boyer (1990),¹ namely, the scholarships of discovery, teaching, integration, and engagement ([APR 9.24](#) & [9.31](#), Part 3):

Scholarship of Discovery

The scholarship of discovery refers to the advancement of knowledge through disciplined inquiry and exploration. It is most closely aligned with the following areas of faculty effort: Scholarship and Creative Activity. This type of scholarship is typically demonstrated through print or digital media publication of quantitative, qualitative, or mixed methods research studies in peer-reviewed, professionally renowned sources, applying for competitive external funding, or conducting national performances or exhibits. This type of scholarship is an expected activity for tenure-track and tenured faculty and should be explicitly outlined in their yearly AOE Statements.

Scholarship of Teaching

The scholarship of teaching refers to the dynamic, reciprocal, and critically reflective process of developing, evaluating, and refining teaching and advising practices to optimize student learning. As expected, this type of scholarship is most closely aligned to the following area of faculty effort: Teaching and Advising. Examples of teaching scholarship may include, but are not limited to the following: publication of action research; implementation of feedback from course evaluations obtained from students and professional colleagues; participation in professional training and development activities; development of new courses (which can include significantly revamping an existing course), curricula, and other teaching materials; presentation of new pedagogical practices at professional conferences, workshops, or seminars; student advisement (related to courses, careers, or research); and clinical supervision. All faculty with assigned teaching loads are expected to demonstrate competence in this area. As such, teaching and advising expectations should be explicitly outlined in each faculty's AOE Statement.

Scholarship of Integration

The Scholarship of Integration refers to the synthesis and application of information across time, topics, and/or disciplines in new and creative ways to produce richer and more comprehensive insights, understanding, and outcomes. This type of scholarship also falls under the Scholarship and Creativity Activity area of faculty effort. While tenure track and tenured faculty are encouraged to engage in this type of scholarship, it should be supplemental to the scholarship of discovery, not in lieu of it. Examples of integration scholarship include, but are not limited to, the following: peer reviewed publication of theoretical constructs and practitioner information via articles, chapters, books, monographs, or conference proceedings; juried professional presentations given in person, online, or virtually at international, national, and local conferences; development of clinical/practitioner products, materials, or services; conducting invited workshops, trainings, webinars, and performances; creation of artistic representations

of research; or development of new programs or restructuring/enhancement of existing programs through the collection and reporting of impact data.

Scholarship of Engagement

The Scholarship of Engagement refers to the responsible sharing of disciplinary expertise through active participation in university, local, state, national, and international extension/outreach/service activities aimed at solving pressing societal and cultural dilemmas. As such, this category of scholarship is most closely aligned to the following areas of faculty effort: Extension and Outreach and Service. Examples of engagement scholarship may include, but are not limited to, the following: publication of white/position papers, editorials on best practice, book reviews; preparation of consultant reports; development of technical guidance documents; hosting community-based enrichment programs; service on professional boards or committees; the provision of clinical services and care; facilitation of or participation on consensus panels around professional issues; contributing to professional blog/vlogs, wikis, podcasts, websites, or social networking conversations; or multidisciplinary or transdisciplinary collaborations.

¹ Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professorate*. The Carnegie Foundation for the Advancement of Teaching. John Wiley & Sons.

GLOSSARY OF TERMS

Key terms used throughout this document are defined here. See [ARP 9.30](#) Part 2 for additional definitions.

Academic Unit: In the College of HEST, an academic unit refers to a department or a school.

Academic Unit Leadership: In the College of HEST, academic unit leadership refers to School Directors and Department Heads.

Allocation of Effort (AOE): The percentage of effort, agreed upon by the faculty member and academic unit leadership, that the faculty member will devote to each of the major categories of teaching and advising (or its equivalent), scholarship and creative activity, service, extension/outreach, and other assigned duties.

Annual Performance Evaluation (APE): An assessment of each faculty member's performance in the Four Areas of Faculty Effort and in accordance with their respective assigned Allocation of Effort. (See [ARP 9.20](#))

Core Elements: A collection of required documents submitted in the electronic portfolio for promotion or tenure that includes several specific elements: a curriculum

vitae, executive summary, academic unit leadership and dean letters, prior and current Allocation of Effort Statements, Annual Performance Evaluations, summary of teaching evaluations, and external reviews. (See [ARP 9.25](#) Parts 1 and 5)

Curriculum Vitae: A detailed summary that reflects the candidate's educational and academic experiences that are relevant to the position.

Executive Summary: A summative report and personal statement by the candidate that addresses their activities in and philosophies regarding teaching and advising (or its equivalent), 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 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.

Extension and Outreach Program: An initiative designed to extend resources, knowledge, and services beyond the campus to directly benefit local communities, industries, and individuals. These programs aim to apply academic expertise to address real-world issues, promote lifelong learning, and support community development.

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)

External Review Letters: Following [ARP 9.34](#), at least three letters must be solicited from highly regarded experts in one or more aspects of the candidate's work who must be able to provide an objective assessment of the candidate's work. The reviewer must hold a greater rank than the candidate. External reviewers must come from outside NMSU and not have a perceived or actual conflict of interest (i.e., former mentor, collaborator on research, relative, etc.).

Femtoring/Queertoring A relational process for fostering long-term career success of junior faculty through an on-going and reciprocal exchange of professional support and knowledge with senior, intersectional feminist scholars/pedagogues/activists of color that addresses systemic inequalities rooted in colonialism/modernity/coloniality, heteronormativity, and racism that adversely affect women, LGBTQ+ people, persons of color, and other marginalized groups in the Academy. Femtoring/Queertoring is guided and inspired by Chicana, Arabyya, and decolonial feminist epistemologies.

Four Areas of Faculty Effort: As used in this rule and other rules governing P&T at NMSU, the Four Areas of Faculty Effort refers to: teaching and advising, scholarship and creative activity, extension and outreach, and service.

Flexibility in Tenure Track: The extension or reduction of the pre-tenure probationary period under certain circumstances.

Joint Appointment: A faculty line shared between two academic units 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 [ARP 9.34](#), Part 3.A.A.6; [ARP 9.35](#), Part 10.C)

Mentoring: A reciprocal, give-and-take relationship between junior and senior faculty that fosters professional development and career advancement through an ongoing exchange of constructive feedback given with mutual respect, genuine kindness, and compassionate supportiveness. Mentorship catalyzes long-term career success because it promotes excellence in teaching and research. As such, mentorship is instrumental to creating and maintaining a learning, engagement, and transformation culture. This means everyone is both a mentor and a mentee, depending on the situation. Effective mentorship considers the salient qualities of both the mentor and the mentee that may extend beyond rank, discipline, research agendas, and academic units. (For examples of different mentorship models refer to the definition for femtoring/queertoring.) Given its importance, well-intentioned mentorship behaviors should be acknowledged within faculty performance reviews as a key element of service.

Mid-Probationary Review: Faculty are highly encouraged to engage in a formal midterm assessment to receive valuable feedback on their progress toward promotion and tenure. This mid-probationary review is optional but strongly recommended and may be required by individual academic units. The mid-probationary review allows faculty to request an in-depth evaluation of their professional development from the College of HEST Promotion and Tenure Committee. The review, conducted in addition to the Annual Performance Evaluation (APE), serves as an important milestone for tenure-track faculty, providing insight into areas of strength and opportunities for improvement as they advance toward promotion and/or tenure.

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 teaching and advising (or its equivalent), scholarship and creative activity, extension and outreach, service, and other assigned areas. The academic unit leadership (or other assigned supervisor) provides the faculty member with a written appraisal of the faculty member's performance.

Portfolio: Consists of the Core Element and Supplemental Evidence documentation that supports the candidate's case for promotion and/or tenure.

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

Probationary Period: The cumulative amount of time spent under term appointments while on the "tenure track." (See [ARP 9.23](#), Part 6—Flexibility in Tenure Track)

Regular Faculty Appointment: Refers to a 9-month or 12-month academic position with no pre-determined appointment termination date and faculty hired by contract subject to annual renewal during the pre-tenure period.

Scholarship and Creative Activity: Scholarship and creative activity involves discovering and creating, teaching, and disseminating, and applying knowledge and skills to worldly concerns. This understanding is grounded in Boyer's concept of the four scholarships (See Boyer, 1990 for forms of Scholarship and Creative Activity & [ARP 9.24](#), Part 2).

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

Supplemental Evidence: An organized collection of the candidate's own work that supports, explains, or clarifies the quality and significance of the work presented in the portfolio. Administrators and committee members must have access to these files, which are stored in the electronic portfolio.

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

Tenure Clock: The time, usually six consecutive probationary years, in which the candidate fulfills the requirements and submits their application for P&T. There are options for negotiating this timeframe. (See [ARP 9.23](#), Part 6—Flexibility in Tenure Track)

Tenure Home: The principal unit where tenure and rank reside or will reside.

Tenure-Track Faculty: A faculty member is eligible for tenure but still needs to be granted tenure.

Tenured Faculty: A faculty member for whom the university has granted a continuous contract.

PROMOTION AND TENURE COMMITTEES

P&T Committees in the College of HEST ([ARP 9.34](#), Part 2)

1. Each academic unit in HEST will have a P&T committee.
2. Each academic unit will have a written policy for promotion and for tenure referred to as an Academic Unit's P&T policy, per [APR 9.23](#) — Guiding Principles, and will include criteria and procedures for P&T that are specific to the academic unit and are consistent with HEST's criteria and procedures as well as the NMSU Procedures on Faculty Evaluation, Promotion, and Tenure ([ARP 9.30-9.36](#)). The academic unit's P&T criteria and procedures will be determined collaboratively by the tenure-track faculty, tenured faculty, and academic unit leadership. The Dean of the College of HEST must approve the P&T document.

Eligibility to Serve on P&T Committees

All Promotion and Tenure (P&T) review committee members must hold tenured positions. Additionally, to participate in decisions regarding faculty promotions, committee members must possess a rank equal to or higher than the rank being sought by the candidate. This requirement also applies to department heads, school directors, and the dean when evaluating faculty for promotion. Committee members will also sign a conflict of interest form confirming they have no actual or perceived conflicts that could affect their impartiality in evaluating the candidate.

Provisions for the Number of Members Serving on P&T Committees

An academic unit's P&T Committee shall comprise no fewer than three eligible members. The HEST P&T Committee shall comprise no fewer than five eligible voting members. If there is an inadequate number of eligible faculty members to comprise a committee, committees may appoint members from outside the academic

unit/college.

Procedures for Selecting HEST's P&T Committee

The P&T Committee of the College of HEST is an element of the College Council's Faculty Affairs Committee. Members of the College Council are elected from HEST faculty. As specified in the College Council's Shared Governance Guidelines, the HEST P&T Committee consists of one member from each academic unit. If insufficient numbers of the Faculty Affairs Committee meet guidelines for membership on P&T committees, then additional members may be selected from HEST faculty or faculty from other NMSU colleges. To ensure that each HEST P&T review committee includes at least five qualified voting members, the Faculty Affairs P&T Committee Chair will obtain a list of eligible HEST substitutes from the Dean. If the substitution requirements cannot be met in the College of HEST, the Faculty Affairs P&T Committee Chair will contact the HEST Dean's Office for a list of eligible faculty candidates from other colleges. The Faculty Affairs P&T Committee will randomly select the substitute member(s) from that list. College administrators and/or academic unit leadership will not serve on the HEST P&T Committee, nor will HEST P&T Committee members vote on faculty members from their own academic units (see [APR 3.00-3.13](#)—Conflict of Interest). In case of promotion, all HEST P&T Committee members must hold ranks higher than the candidate's current rank. The co-chair of the Faculty Affairs P&T Committee will serve as the chair of HEST's P&T Committee for Tenure-Track and Tenured Faculty unless rank requirements prohibit serving.

Provisions for Term Limits for College P&T Committee Members

Members of the Faculty Affairs Committee, from which HEST P&T Committee members are selected from the academic units, will serve two-year terms and may serve up to two consecutive terms (four consecutive years).

Provisions for Procedural Discussions

The Dean and/or academic unit leadership may meet with college or academic unit P&T committees to discuss procedural matters at any time that this may be necessary.

Provisions for Deliberation and Voting

Deliberations and voting by the Promotion and Tenure (P&T) committees at both the academic unit and college levels will occur exclusively among committee members in closed sessions. A 'yes' vote is based on a determination that a candidate has met or exceeded the established criteria specifically outlined in the P&T policy approved by the respective academic unit or college. Conversely, a 'no' vote is based on the determination that the candidate has not met the specifically outlined criteria in the

P&T policy approved by the respective academic unit or College of HEST. Inclusive to the process, the candidate's Allocation of Effort (AOE) Statements and Annual Performance Evaluation (APE) reviews are critical components of these criteria and play a significant role in the evaluation process.

Method for Surveying Committee Recommendations

Recommendations regarding each candidate's portfolio will be delivered through an anonymous voting process conducted through the university's electronic system or other approved methods. The voting method must maintain anonymity and confidentiality and, therefore, cannot be completed via e-mail. In absentia and proxy ballots are not permitted. All vote counts must be recorded.

Method for Submitting the Committee's Recommendations

College and academic unit P&T committees will upload a letter summarizing their recommendation into the HEST electronic portfolio template and give the numerical vote count for the decision on each candidate. The letters must:

1. Reflect the majority view;
2. Contain specific information related to the committee's recommendations addressing the academic unit's criteria in each of the areas required for P&T and
3. Allow for dissenting opinions that contain specific information related to the committee recommendation, addressing the criteria in each of the areas required for P&T.

Confidentiality of Records and All Committee Procedures ([ARP 9.25](#), Part 4)

The HEST's academic unit and college-wide P&T committees will assure the confidentiality of records and committee procedures and require all committees to sign and adhere to confidentiality statements. (See [Appendix E](#))

PROFESSIONAL RANKS ([ARP 9.33](#))

Generalized descriptions of the professional ranks related to the P&T timetable are described below. (See [ARP 9.31](#), Part 3 and [ARP 9.32](#), Part 2 for standards and evaluation criteria)

Assistant Professor

Tenure-track assistant professors typically hold the highest terminal degree in their field of expertise. However, outstanding experience and recognition in a professional field may be considered the equivalent of a terminal degree. An assistant professor is

expected to have a thorough command of the subject matter of some segment of their discipline in addition to a comprehension of the whole. Following Boyer's model of scholarship, a relationship exists between teaching and scholarship; an effective teacher must constantly redesign course materials or projects in light of new knowledge derived from the person's own creative scholarship as well as that of others. As such, tenure-track assistant professors are expected to demonstrate competency in both the Scholarship of Discovery and the Scholarship of Teaching. While assistant professors can engage in the Scholarship of Integration, it should be supplemental to the Scholarship of Discovery.

Tenure-track assistant professors are hired on a yearly renewable contract for a maximum of seven years. During the sixth year, tenure-track assistant professors are evaluated for P&T simultaneously, having submitted a portfolio at the beginning of that year. However, an assistant professor may elect to apply for P&T at any time with the written approval of academic unit leadership and the Dean or their equivalents. However, an assistant professor may only apply for tenure once. Ultimately, tenure-track assistant professors will be evaluated for promotion and tenure together and, if successful, will be granted both promotion and tenure. A tenure-track assistant professor can only obtain tenure with promotion. The attainment of promotion and tenure is commensurate with the status of the associate professor rank.

Associate Professor

An associate professor is often a mid-career faculty member who has been awarded tenure. 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. Promotion to associate professor should not be considered forthcoming merely because of years of service to NMSU or being tenured.

Associate professors must demonstrate competence, continuous progress, and command over a large part of the academic field in their discipline. It is expected that evidence showing high quality of teaching and advising, scholarship and creative activity, and extension and outreach or service has been provided and is current. As such, associate professors are expected to demonstrate evidence of continuous progress in scholarship, teaching, and service in their AOE Statements. Ultimately, evidence should show that candidates for associate professors have kept abreast of best practices in methods and subject matter, attained a greater degree of professional maturity, retained an interest in competent teaching, and substantially advanced their research agendas.

Once tenured, associate professors may hold this rank indefinitely or apply for promotion to full professor. While there are no official requirements for time spent at

the associate rank before seeking promotion to full professor, it is expected that it will take faculty time to amass new evidence supporting a significant increase in leadership since their last promotion, as the rank of full professor is the pinnacle of academia. Ultimately, the rank of full professor should be reserved for exemplary faculty and should not be based solely on time spent at NMSU. Hence, each academic unit needs to precisely define exemplary using discipline-specific evidence to indicate that an associate professor is qualified for promotion to this rank.

Professor

Appointment of faculty to the rank of professor is a critical step in determining the future of the academic caliber of the college and university. As such, there should be a clear understanding of the roles and qualifications of individuals promoted to this rank. Promotion to professor should not be awarded merely based on years of service to the university or because tenure has previously been granted. There are no official requirements for time spent at the associate rank before seeking promotion to full professor. However, it is expected that it will take faculty time to amass sufficient new evidence supporting a significant increase in leadership since their last promotion as the rank of full professor is the pinnacle of academia. Faculty members initially hired at the rank of professor are often awarded service credit or awarded tenure on appointment, as negotiated during the hiring process.

The rank of full professor should be reserved for exemplary faculty who exhibit national/international stature and who have established a sustained effort of disciplinary, intellectual, and institutional leadership and scholarship. A person being considered for a full professorship should excel beyond simply maintaining the qualities and conditions required for the previous ranks, as they are now expected to demonstrate a mature view and command of their disciplinary field. Furthermore, the candidate for a full professorship should exhibit substantial *strength* and *leadership* in all assigned areas of faculty effort (e.g., teaching and advising, scholarship and creative activity, extension and outreach, service, and other duties—including administrative responsibilities). As such, full professors are expected to excel and demonstrate leadership in scholarship, teaching, service, and extension/outreach per their AOE Statements.

Faculty Promotion and Tenure Guidelines and Timelines ([ARP 9.35](#))

Tenure-track and tenured faculty will seek promotion according to the following guidelines:

Timeline: Eligible faculty members without previous experience from other institutions of higher education serve five years of the pre-tenure probationary period before applying for tenure during the fall of their sixth year of the probationary period. The six-

year probationary period may be reduced or extended in accordance with [ARP 9.35](#). The probationary period begins with the first contract for a full academic year.

Faculty Request for Early Tenure Review: A Request for Early Tenure Review is initiated in writing by the faculty member and requires positive recommendations from the Department Promotion and Tenure Committee (as determined in the review of progress toward promotion and/or tenure), department head, and dean; followed by approval by the provost and chief academic officer. If the early tenure review request is turned down at any level, the applicant can still apply in the year they are supposed to be reviewed at the end of their probationary period. If an Early Tenure Review request is granted and the review of the application is not successful, the candidate's contract will not be renewed, consistent with the provisions of [ARP 9.40](#) – Tenure Track Faculty – Pre-Tenure Period.

Extension of the Probationary Period: When requested in writing within one year of the qualifying event by the faculty member, leaves of absence can lead to postponement of the tenure decision date; however, modifications in that date require the recommendation of the department head and dean and the approval of the provost and chief academic officer. Faculty responsibilities may be negotiated when the extension is requested. An extension may be granted up to two times so long as the total pre-tenure probationary period does not exceed eight years. Exceptions to this limit can be made under extraordinary circumstances if approved by the provost and chief academic officer. Candidates must be held to the same standards of performance when the probationary period has been extended as candidates whose probationary period was not extended. The probationary period may be extended upon written request per [ARP 9.35](#) Part 2.

Associate Professor:

Timeline: An Associate Professor may apply for promotion to the rank of "Full" Professor at any time. Associate Professors should apply for the rank of "Full" Professor once they have amassed sustained evidence that supports a significant increase in leadership related to teaching, research/creative activity, service, or outreach/extension since their last promotion.

ANNUAL PERFORMANCE EVALUATION OF FACULTY ([ARP 9.31](#))

Guiding Principles ([ARP 9.31](#), Part 2)

At the beginning of each calendar year and when each new faculty member is hired, the academic unit leadership provides each faculty member with a prototype of the annual summary activity form on which each faculty member shall list their activities for the previous calendar year from January 1st to December 31st and the goals that were

set for that calendar year. Regular faculty are to be evaluated annually based on their performance in the applicable areas of faculty effort (Teaching and Advising, Scholarship and Creative Activity, Extension and Outreach, and Service) and per their respective assigned workload as stipulated in the AOE. The processes for annual faculty evaluation are founded on priorities that account for the following:

Service to Mission

The effort faculty members dedicate to the various aspects of their duties varies, and the P&T process recognizes these variations. The annual review process evaluates how a faculty member engages in serving the mission of the university as outlined in NMSU's vision, mission, and strategic plan statements, as defined by each academic unit's criteria, and as negotiated in the faculty member's AOE.

Consideration for Variance in Duties

Faculty members AOE's vary throughout their careers according to their scholarly trajectory and their academic unit's needs. Faculty member's professional assignments across academic units may also vary.

Equitable Treatment

To ensure equitable treatment, every faculty member will work with their academic unit leadership to complete an AOE Statement as part of the APE process. When determining the AOE, 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. Further, for the AOE Statement to be accurate and useful, administrators at all levels must understand and actively avoid institutional factors (i.e., service commitments) that could produce an undue burden on untenured faculty members.

Evaluation of Faculty Performance

Each faculty member's performance will be reviewed annually based on the calendar year. Performance evaluations are an important component of the HEST P&T process.

Allocation of Effort

The relative amount of effort that faculty members, regardless of rank or position, devote to the various aspects of their duties (e.g., teaching and advising, scholarship and creative activity, extension and outreach, and service) varies. Faculty assignments and responsibilities may vary over time according to faculty trajectory. Nevertheless, AOE Statements should be directly related to each faculty member's current job

description/offer letter. AOE will be determined annually based on agreement between the faculty member and unit lead, with the review of the Dean. Similarly, faculty assignments will vary across academic units. Consequently, any fair P&T process will recognize these variations and consider whether the faculty member effectively serves the university's mission, as defined by unit criteria, and meets the faculty member's agreed-upon goals and objectives. Faculty effort in service to the administration or committees will be valued appropriately as a part of the P&T evaluation. Faculty can expect fair consideration in all areas assigned in the AOE Statement.

Generally, tenure-track faculty are expected to engage in teaching, scholarship, and service. A full-time (100% AOE) teaching load typically constitutes 12 credit hours per [ARP 6.61](#), which typically equates to a teaching load of four classes per semester. In accordance with this model, 12.5% of effort would be allotted for every three credit hours of assigned teaching per fall and spring semester. Faculty should meet with their department head to establish AOE in teaching, scholarship/creative activity, service, and extension/outreach for the upcoming year. During this meeting, they should clarify the specific focus for each area and agree on the expected outcomes or products that will result from their efforts in these areas by the end of the year. The following are examples of potential AOE within the College of HEST. However, it is essential to note that AOE should be decided through a discussion between the faculty member and their department head.

- **Two-Two Load:** Nine-month tenure-track faculty with a two-two teaching load would annually devote 50% of their AOE to teaching (i.e., half their work week). The remaining 50% is allocated into percentages of effort across areas related to research/creative activity, service, and outreach/extension as agreed upon with their unit head and reviewed by the Dean.
- **Three-Three Load:** Nine-month tenure track faculty with a three-three teaching load would annually devote 75% of their AOE to teaching (i.e., three-quarters of their work week). The remaining 25% is allocated into percentages of effort across areas related to research/creative activity, service, and outreach/extension as agreed upon with their unit head and reviewed by the Dean.

Each academic unit is responsible for developing its own guidelines regarding AOE. The examples provided are intended to assist in the decision-making process between the faculty member and the unit leadership. These guidelines should be flexible enough to allow for adjustments in the recommended percentages based on individual circumstances, such as specific needs or available resources, ensuring an accurate representation of each faculty member's responsibilities in their annual AOE Statement.

Every faculty member will prepare an AOE Statement that reflects the achievement of the goals set in the previous year and establishes new goals with measurable outcomes for the upcoming year. These statements will be reviewed with the faculty member's unit lead or designated supervisor. AOE decisions must be made without regard to race, national origin, gender, gender identity, age, disability, political beliefs, religion, marital status, sexual orientation, personal relationships, or bias. HEST leadership and academic unit leads will also ensure faculty members from underrepresented groups are not disproportionately burdened with service commitments. When service responsibilities are assigned to college and research track faculty, these should be accurately reflected in their AOE Statements and considered in both Annual Performance Evaluations (APE) and promotion/tenure reviews.

The finalized AOE Statement will be included in the faculty member's Promotion Portfolio, serving as a foundation for promotion evaluations. Recommendations at each stage of the process will consider all aspects of the agreed-upon efforts outlined in the AOE.

Procedural Guidelines for Annual Performance Evaluation ([ARP 9.31](#), Part 5)

Annual Performance Evaluations (APEs) in HEST will adhere to the following procedures:

1. The performance of faculty members must be reviewed at least once per year. The APE provides documentation of expectations and a record of faculty performance relative to stated expectations in AOE Statements.
2. Early in each Fall semester, the academic unit leadership provides each faculty member with a form. The unit leadership confers with new faculty members concerning the recording of objectives and goals and the general use of the form. In the case of continuing faculty members, the academic unit leadership or faculty may request a conference to revise or update objectives previously agreed upon. The academic unit leadership will share the above agreements in writing with the faculty member.
3. Each academic unit's leadership is expected to meet with all new faculty members regarding progress toward P&T and to certify in writing to the HEST Dean that these meetings have occurred. Continuing faculty members or their academic unit leadership may request an annual meeting regarding progress toward P&T. Specific evaluative comments in each of the areas of performance included in the AOE Statement are required, as well as separate comments about progress toward P&T.
4. Each faculty member completes a written form or digital database outlining accomplishments in all applicable areas of faculty effort (Teaching and Advising, Scholarship and Creative Activity, Extension and Outreach, and Service) during the performance evaluation period. The type, method of collection, and

disposition of evidence regarding teaching effectiveness are of particular importance, and faculty should consult their academic unit leadership concerning the collection of this evidence. The APE Form, along with any supplemental material, is submitted by each faculty member to the faculty member's academic unit leadership.

5. The unit lead reviews each faculty member's APE Forms, prepares a written evaluation based upon accomplishments reported as compared with the previous year's AOE (a copy of this report will be shared with the faculty member), and confers the HEST Dean on the written recommendation and the prepared summary to be discussed with the faculty member. Following the conference with the Dean, the unit lead meets with the faculty member to discuss the performance evaluation, addressing the person's progress toward P&T (e.g., areas of strength and growth) separately. This conference also sets AOE goals and objectives for the current year. This completed AOE document will be given to the faculty member.
6. Academic unit leadership, departmental P&T committees, the college Dean, and the HEST P&T Committee formulate independent recommendations where appropriate regarding annual evaluations based on policies stated in this manual. These recommendations are communicated to the Provost.
7. All the above items will be accomplished within the timelines generated by the HEST Dean in accordance with deadlines determined by the Office of the Provost.

PRE-TENURE PROCESS

Pre-Tenure Period ([ARP 9.40](#))

The pre-tenure period, renewed by contract one year at a time, is also sometimes referred to as the probationary, trial, or provisional period. This period will ordinarily not exceed six years for tenure-track personnel with or without experience from other universities. In some cases, the probationary period may be shortened if negotiated and approved by the Provost. Thereafter, there shall be a presumption of regular employment and the requirements of just cause and due process for any dismissal from employment.

Mid-Probationary/Third-Year Review ([ARP 9.35](#), Part 3)

In HEST, a formative mid-probationary review is available to those who request it or for individual units that may require it. Academic progress and performance are reviewed at the academic unit level and again at the college level. The mid-probationary review provides the opportunity to obtain feedback on the tenure-track faculty member's performance from inside and outside of their academic unit and is used to identify specific activities to enhance the candidate's progress toward P&T. The mid-

probationary review is formative in that it is intended to assist tenure-track faculty in achieving P&T. The mid-probationary review will take into consideration the AOE during the three years reviewed and be based upon the academic unit's criteria. The outcome must not be used to determine merit pay or for contract continuation decisions. (See [ARP 9.34](#), Part 3 for additional information.)

Mid-Probationary/Third-Year Portfolio Preparation ([ARP 9.35](#), Part 3)

Tenure-track faculty participating in the third-year review process must submit their Portfolio to their academic unit leadership by mid-January. The Portfolio shall be prepared in accordance with [ARP 9.35](#), Part 6—Portfolio Preparation by Candidate—and be reviewed by the academic unit's P&T Committee, the academic unit leadership, and the HEST P&T Committee. The college committee will provide the academic unit leadership and faculty member a written formative evaluation of progress. The review is conducted in accordance with the academic unit's P&T policy.

The mid-probationary review is optional but highly encouraged. Candidates choosing to participate in the mid-probationary review are responsible for submitting their review portfolio in accordance with the procedures listed below.

Review Procedures

Candidates who have completed three calendar years (five academic semesters) are encouraged to submit, in the Spring of the fourth calendar year, the following materials to their academic unit P&T Committee and the College Council Faculty Affairs P&T Committee.

1. A one-page letter from the candidate requesting a review. The letter should convey a synopsis of accomplishments in teaching, scholarship and creative activity, extension and outreach, service, and other assigned duties; and state plans for future growth
2. An abbreviated Executive Summary not exceeding 10 pages
3. Current Academic Vitae
4. Copies of the AOE Statements and APEs from the candidate's academic unit covering the five semesters
5. Material must be submitted to the academic unit on the day faculty report for the Spring semester and to the Faculty Affairs P&T Committee by April 1

Outcomes Analysis

1. Decision: The academic review committees will complete their reviews by March 15. The Faculty Affairs P&T Committee will review information submitted during

the month of April and make a decision that there is clear evidence of progress toward P&T or that progress toward P&T is not clear

2. Feedback: The Faculty Affairs P&T Committee will provide the candidate with a narrative of strengths and areas for growth for each of the Four Areas of Faculty Effort (Teaching and Advising, Scholarship and Creative Activity, Extension and Outreach, and Service)

PROMOTION AND TENURE POLICIES

Flexibility in Tenure Track ([ARP 9.35](#), Part 2)

Tenure-track faculty serve five consecutive years and are eligible in their sixth year to submit for P&T. Before being awarded tenure, eligible faculty members serve six consecutive probationary years characterized by the awarding of annual contracts rather than a continuous contract. The probationary period begins with the first year of the contract. Note that according to NMSU P&T Policy ([ARP 9.40](#)), "New tenure-track faculty reporting for duty after the last Friday in September (12-month employees) or the second Friday in October (9-month employees) will not receive a temporary contract. The first contract will be issued at the beginning of the next contract period, which will constitute the first year of the probationary period toward tenure." During the sixth year, those not awarded tenure are given a one-year terminal contract for their seventh and final year of employment at NMSU. There may be exceptions to shorten or lengthen the normal six-year probationary period.

Credit for Prior Service

Faculty members with previous teaching and advising (or its equivalent), service, extension, outreach, scholarly, and/or administrative experience at another university may have some or all of the experience taken into consideration on appointment at NMSU. With academic unit leadership, Dean, and Provost approval, and particularly when tenure has been granted to a candidate at another institution, tenure may be accorded at the time of initial appointment to the university. The details of any agreed-upon credit for prior service shall be documented unambiguously in the appointment letter, including but not limited to: the years of prior service being credited, the resulting length of the probationary period, the timing for any Mid-Probationary Review, and the expectation relating to the timing for the tenure application process. Depending upon the nature of the prior experience or the qualifications of the faculty applicant, examples that would justify granting credit for prior service include and are not limited to:

1. When tenure has been granted to a candidate at another institution, tenure may be accorded at the time of initial appointment to the university.

2. Up to three years of prior probationary service at another institution may count towards the six-year probationary period at NMSU.

Extension of the Probationary Period

When requested in writing within one year of the qualifying event by the faculty member, leaves of absence can lead to postponement of the tenure decision date; however, modifications in that data require the recommendation of the academic unit leadership and Dean and the approval of the Provost. Faculty responsibilities may be negotiated when the extension is requested. An extension may be granted up to two times so long as the total pre-tenure probationary period does not exceed eight years. Exceptions to this limit can be made under extraordinary circumstances if approved by the Provost.

Performance standards for candidates whose probationary period is extended are the same as those for candidates whose probationary period was not extended. The probationary period may be extended upon written request, under the following circumstances, and extensions for other reasons may be negotiated:

1. **Leave of Absence Without Pay:** Probationary faculty members may request in writing a leave of absence without pay, usually not to exceed one academic or fiscal year. Prior to initiating the leave, the faculty member may request in writing a one-year extension of the probationary period.
2. **Military Leave of Absence:** Involuntary induction into the armed forces entitles the faculty member to a leave of absence to cover the term of military service. Such leave constitutes valid grounds for requesting an extension of the tenure decision date. Similarly, a faculty member's voluntary participation in a military reserve program may lead to periodic or prolonged absence sufficient to affect the faculty member's performance (e.g., annual active-duty training, or active-duty training or participation when a reserve unit is called to active duty) that constitutes valid grounds for extension of the tenure decision date.
3. **Medical Leave of Absence:** Probationary faculty members with a serious personal illness or who are providing prolonged, substantive care for a chronically ill family member may request in writing an extension of the tenure decision date, usually for one year.
4. **Family Leave of Absence or Exceptional Family Responsibilities:** Upon written request, probationary faculty members who become parents will receive a one-year automatic extension of the tenure decision date. Such an extension does not require that the faculty member take a leave of absence.
5. **Catastrophic Events:** Probationary faculty who have experienced a catastrophic event, such as a fire or flood, or who must aid family members in such situations, may request in writing an extension of the tenure decision date.

6. **Jury Duty:** Prolonged jury service, when significantly affecting a faculty member's performance, constitutes a valid reason to petition for extension of the tenure decision date.
7. **Other, as Negotiated:** Extensions for other reasons may be negotiated.

Faculty Request for Early Tenure Review

Current faculty may request that the probationary period be shortened. Such an appeal requires the written request of the faculty member, positive recommendations of the Dean, academic unit leadership, and the academic unit P&T Committee as determined in the review of progress towards promotion and/or tenure, and approval from the Provost. If the tenure application is unsuccessful, the candidate's contract will not be renewed according to the provisions of [ARP 9.40](#).

Changes Between Full and Part-Time Employment

1. Tenure-track faculty members whose regular appointments are less than 0.50 FTE do not accumulate probationary time toward tenure.
2. When a full-time, tenure-track position becomes part-time, the time in rank is prorated based on full-time equivalent (FTE). As with full-time faculty, the maximum probationary period for part-time faculty members is the equivalent of six FTE years, with the tenure decision to be made before the end of the six full-time years of service. For example, a tenure-track candidate with a 0.50 FTE appointment must apply for tenure at the end of the 11th year. Part-time tenure-track faculty must be held to the same standards of performance relative to FTE as full-time faculty. If denied tenure, a faculty member on part-time appointment has only one year of continued part-time employment beyond the denial.
3. When recurring state funding is available, a tenure-track, part-time faculty member may apply for a full-time tenure track position and, if hired, apply earned tenure-track FTE from prior years toward P&T in the full-time position.
4. Tenured, full-time faculty members approved to move to part-time status may retain tenure. Retention of tenure in such a case requires the written request of the faculty member and positive recommendations from the academic unit leadership and Dean followed by approval of the Provost. While this rule encourages academic units to accommodate reasonable requests for part-time appointment, part-time appointments are not an entitlement, and may be turned down. Pending availability of funding and the approval of the academic unit leadership, Dean, and Provost, the faculty member may return later to full-time tenured status.

Faculty Request for Early Promotion Review

Current faculty may request the length of promotion to associate professor timeline be shortened. Such an appeal requires the written request of the faculty member, positive

recommendations of the departmental P&T committee, unit leadership, and the Dean, followed by approval from the Provost (see [ARP 9.35](#), Part C).

THE PROMOTION AND TENURE PROCESS ([ARP 9.23](#))

Overview

Within HEST, candidates for P&T are evaluated by their academic unit leadership, their academic unit's P&T Committee, the college's P&T Committee, and the Dean. At all levels of this evaluation, judgments are made based on a candidate's performance of their responsibilities (as specified in the AOE Statements). Those making these judgments must recognize that each candidate has a unique responsibility within the unit, the college, and the university. Likewise, candidates must be aware that advancement through the academic ranks requires excellence in academic disciplines and evidence of developing professional stature (e.g., university-wide, within the state, nationally, and internationally) and the maturity expected of those in the professional ranks. Candidates for P&T are, therefore, responsible for providing evidence of the roles they play and their performance, professional maturity, and continuing contributions to their unit, HEST, and NMSU.

General Principles for All Faculty

The P&T process is a means by which both NMSU and HEST reward and retain their most valued scholars, sustain excellence in instructional disciplines, and fulfill their missions.

The quality of faculty accomplishments in teaching and advising, scholarship and creative activity, extension and outreach, and service largely determines the quality of both HEST and NMSU. The processes for P&T are founded on principles (see [ARP 9.21](#)) that assure:

1. Fairness, transparency, and participation;
2. Respect for the richness that inquiry based on intellectual and cultural differences brings to the NMSU and HEST communities;
3. Decisions made without regard to race, national origin, gender, gender identity, age, disability, political beliefs, religion, marital status, sexual orientation, special friendships, or animus toward candidates, taking care to avoid structural institutional, or habitual thoughts and patterns that could lead to disparate treatment, including prohibited discrimination and undue preferential treatment;
4. Expectations that individuals will continue to make substantial contribution to their profession, HEST, and NMSU.

The HEST policies for P&T are intended to:

1. Comply with the institutional requirement that each college have its own P&T policy;
2. Provide criteria and procedures that are clear and readily available;
3. Assure clear standards for APE and P&T;
4. Assure that applicants for P&T are judged on the performance of their assigned duties and according to agreed upon AOE Statements;
5. Assure the involvement of broad consultation by groups and individuals with successively broader views of the mission of NMSU; and
6. Provide the opportunity for appeal.

Equal Protection Assurance

To achieve fairness, transparency, and broad-based participation, all participants in the P&T process will base decisions on the documentation required by the HEST Promotion and Tenure Policy for Tenure-Track and Tenured Faculty.

Faculty Participation

To ensure a fair process for recognition of excellent faculty, HEST will seek input from the faculty member's academic unit leadership and other tenure-track faculty of equal or greater rank than that to which the candidate is applying.

Transparency of the P&T Process

Faculty trust that the P&T process is founded on transparency regarding what is expected of them, how they will be evaluated, and the procedures to be followed. To promote transparency, HEST will provide specific web links to its P&T policy, together with information regarding professional ethics related to P&T and the appeals process. Units should make this document available electronically to each of their tenure-track faculty.

Criteria for Promotion and Tenure

The Four Areas of Faculty Effort include 1) Teaching and Advising, 2) Scholarship and Creative Activity, 3) Extension and Outreach, and 4) Service. (See [ARP 9.31](#), Part 3)

When considering applicants for P&T, serious attention will be given to the performances in the applicable areas of teaching and advising (or its equivalent), scholarship and creative activity, service, and extension/outreach. The relative importance of each of these areas varies according to the cumulative AOE statements. Faculty members going up for P&T must demonstrate competence in all areas of AOE.

Each area is vital to the university's ability to achieve its mission, and a faculty member's performance will be viewed as an indication of future contributions.

Leadership May Be Considered in Each Area of Faculty Effort

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 it affects performance in one or more of the Four Areas of Faculty Effort.

Academic Units to Develop Guidelines

Each academic unit is to create specific guidelines for its tenure-track faculty that clearly define responsibilities, specify minimum expectations, and delineate a variety of acceptable discipline-specific evidences documenting effectiveness in each of the four areas of Faculty Effort. Specific data to be included in the evaluation packet will be determined by each academic unit. See [Appendix A](#) for required and recommended elements to be included in the academic units' policies.

Teaching and Advising ([ARP 9.24](#), Part 1 & [ARP 9.31](#), Part 3, Section C)

Elements of Teaching as Essential Criterion

Teaching is essential to NMSU's mission. For those who teach, effectiveness in teaching and advising is essential criterion for tenure and for advancement in rank. Teaching involves not only sharing knowledge but also transforming, extending, and generating it. The teaching and advising category includes all forms of university-level instructional activity, as well as advising undergraduate and graduate 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 practicums.

Responsibilities of Teaching and Advising

Teaching and advising 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; service

on graduate student program and research committees; field supervision and administration of field and clinical experiences; production of course materials, textbooks, web pages, and other electronic aids to learning; and others.

Forms of Faculty Advising

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

Evaluation of Teaching

Evidence by Which Teaching is Assessed: Teaching is complex and multifaceted. Therefore, several forms of evidence should be used to comprehensively assess teaching effectiveness. Each form of evidence should carry a weight appropriate to its importance in evaluating teaching. Such documentation must demonstrate command of the subject matter, continuous growth, and development in the subject field, the ability to organize material and convey it effectively to students, assessment of student learning, 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:

1. Evidence from the Instructor
2. Evidence from other Professionals
3. Evidence from Students
4. Evidence of Student Learning

The following items should be listed in the candidates Curriculum Vitae:


1. Recognition of Teaching Excellence (e.g., teaching awards; invited lectures at other colleges, universities, or institutes);
2. Individual Student Contact (e.g., advising, mentoring, independent studies, theses, dissertations, service on dissertation committees);
3. Instructional Innovation (e.g., syllabi, instructional materials, webpages, instructional cases, models for student outcomes evaluation);
4. Curriculum Development (e.g., program and course content);
5. Instructional Technology (e.g., collaborations and networking descriptions, peer instruction in technology use, course websites, instructional software development)
6. Distance Education (e.g., on-site instruction, online instruction);
7. Clinical and/or Field Supervision (e.g., student teaching, practica, internships);
8. Professional Peer/Colleague Reviews of Classroom Instruction and Materials;
9. Success of One's Students (e.g., course connected student projects, student presentations or publications, career achievements); and

10. Scholarship in Support of Teaching (e.g., textbook writing, manuals)

Evaluation of Advising

For P&T considerations, performance in such activities must be documented and evaluated. Each academic unit is to create clear guidelines regarding the responsibilities and documentation requirements for its faculty who advise.

Candidates are expected to provide various evidence demonstrating a well-rounded scholar. Each academic unit needs to define in detail the specific evidence that fall within acceptable standards of practice for their respective disciplines. The area of Faculty Effort, also known as Teaching and Advising, is most closely aligned with Boyer's Scholarship of Teaching. Evidence aligned with the Scholarship of Teaching may include, but are not limited to, the following:

SCHOLARSHIP OF TEACHING EVIDENCES		
		
Self-Initiated	Invited	Peer-Reviewed
<ul style="list-style-type: none"> • Attainment of Professional Development Certifications and CEUs 	<ul style="list-style-type: none"> • Co-Teaching • Clinical Supervision • Guest Lectures 	<ul style="list-style-type: none"> • Action Research Published in Professional Journals (Both Print and Digital Versions) • Course Evaluations from Students • Course Reviews from the Teaching Academy • Quality Matters Certifications • Development of New Courses • Teaching Awards, Honors, and Recognitions

Scholarship and Creative Activity ([ARP 9.24](#), Part 2 & [ARP 9.31](#), Part 3, Section D)

Rationale

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

1. The Scholarship of Discovery involves processes, outcomes, and the passionate commitment of the professoriate and others in the university to disciplined inquiry and exploration in the development of knowledge and skills.
2. The Scholarship of Teaching involves dynamic, reciprocal, and critically reflective processes among teachers and learners at the university and in the community in which their activity and interaction enriches and transforms knowledge and skills; taught and learned.
3. The Scholarship of Engagement refers to the many and varied ways to responsibly offer and employ knowledge and skills to matters of consequence to the university and the community.
4. The Scholarship of Integration is the process by which knowledge and skills are assessed, interpreted, and applied in new and creative ways to produce new, richer, and more comprehensive insights, understanding, and outcomes.

NMSU Definition of Scholarship and Creative Activity

Scholarship and creative activity are both activity and product, employing dynamically interacting processes of discovery and creation, teaching and dissemination, engagement and application, and integration in the pursuit of fulfilling the mission and vision of NMSU. Products developed through these processes are public, open to peer review, and available for use by others. Scholarship and creative activity can take many forms, but peer-reviewed scholarly reports and activities such as grants another scholar projects, both sole and co-authored, will continue to be considered an essential component of scholarship. Scholarship 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 contribute to the candidate's profession. Faculty whose AOE include scholarship and creative activity must have professional contributions that have been assessed by external peer review. Peer reviews may take several forms, but acceptance of the candidate's work should provide evidence of some wider recognition of the work's value.

Acknowledgment 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.

Use of Technology as a Factor in Evaluation Categories

The dissemination and creation of scholarly and creative work using technology is becoming increasingly important. Technology often crosses the boundaries of teaching and advising, scholarship and creative activity, service, extension and outreach, and as such, can be reviewed as a part of the candidate's Portfolio. However, the use of technology is not a required part of a candidate's assessment for promotion and/or tenure unless technology is specifically part of the faculty's research or job description/offer letter. Whenever faculty engage in digital forms of scholarship, they need to report specific metrics that can be used to gauge the impact of the work (e.g., number of participants, number of views, or number of followers, etc.)


Evaluation of Scholarship and Creative Activity

All scholarly activity and outcomes, regardless of funding source, must consider the following criteria.

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


Candidates are expected to provide a variety of evidences that demonstrate a well-rounded scholar. Each academic unit needs to define in detail the specific evidences that fall within acceptable standards of practice for their respective disciplines.

As a doctoral university, NMSU LEADS set the expectation that NMSU attain the R1 Carnegie Classification of Institutions of Higher Education, which means that tenure-track and tenured faculty will be held to a very high standard of research activity. This type of research is most closely aligned with Boyer’s Scholarship of Discovery, which has been defined as the publication of quantitative, qualitative, or mixed methods research. Consistent with the R1 classification, faculty are expected to pursue external funding to support their work. All tenure-track and tenured faculty are required to consistently and rigorously engage in the Scholarship of Discovery. Evidence aligned with the Scholarship of Discovery may include, but are not limited to, the following:

SCHOLARSHIP OF DISCOVERY EVIDENCES		
		
Self-Initiated	Invited	Peer-Reviewed
<ul style="list-style-type: none"> • Artistic Representations of Research 	<ul style="list-style-type: none"> • Local Grants • Governmental/Agency Technical Reports 	<ul style="list-style-type: none"> • Original Research Published in Professional Journals (Both Print & Digital Versions) with High Impact Factors • Development and Publication of New Research-Based Technology • Competitive International/National Grants • Original Artistic Performances with Published Reviews • Adjudicated artistic performances • Research Awards, Honors, and Recognitions

While publishable works in review can be listed, this is not an indication of peer-review acceptance of an article. Likewise, scholarly works that have been submitted and rejected do not provide evidence of scholarly expertise or accomplishments.

To enhance their rigorous research agenda, not in lieu of it, tenure-track and tenured faculty may also engage in Boyer's Scholarship of Integration. Evidence aligned with the Scholarship of Integration may include, but are not limited to, the following:

SCHOLARSHIP OF INTEGRATION EVIDENCES		
		
Self-Initiated	Invited	Peer-Reviewed
<ul style="list-style-type: none"> • Book Reviews • Development of Practitioner Products/Materials/ Services • Participation in Professional Social Media Conversations • Professional Blogs/Vlogs/Podcasts 	<ul style="list-style-type: none"> • Guest Editorials • Provision of Professional Workshops/Trainings/ Webinars/Performances 	<ul style="list-style-type: none"> • Practitioner Articles Published in Peer Reviewed Journals (Both Print and Digital Versions) • International/National Presentations • Edited Books/Chapters • Development of New Programs/Restructuring Existing Programs Based on Impact Data • Artistic Creations with Published Reviews

Extension and Outreach ([ARP 9.24, Part 3](#) & [ARP 9.31, Part 3, Section E](#))

Extension and outreach are essential to the university's mission because they disseminate information to the public, help the state by promoting economic development through the dissemination of new technologies and best practices, and serve as a basis for sustainable, community-oriented, informal education that addresses local needs through faculty affiliated with each county government in New Mexico. The central role of extension and outreach is recognized in that several academic 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.

Collaborative Effort

Extension and outreach work is collaborative by nature. Faculty should provide evidence of collaboration with whoever is 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 of Extension and Outreach

Candidates are expected to provide a variety of evidences that demonstrate a well-rounded scholar. To evaluate extension and outreach the following guidelines are recommended:

1. Faculty must provide evidence of extension and outreach scholarship so that collaborative efforts are recognized.
2. The documentation should provide evidence that the work
 - a. is creative and intellectual;
 - b. is validated by peers;
 - c. is communicated to stakeholders; and
 - d. has an impact on stakeholders and the region.
3. Components of extension and outreach include:
 - a. Developing programs based on locally identified needs, concerns, and/or issues;
 - b. Setting goals and objectives for the program;
 - c. Reviewing current literature and/or research for the program;
 - d. Planning appropriate program delivery;
 - e. Documenting changes in clientele knowledge, behaviors, attitudes, and/or skills;
 - f. Conducting a reflective critique and/or evaluation of the program;
 - g. Validation of the program by peers and/or stakeholders; and
 - h. Communication of results to stakeholders and decision makers.

Service ([ARP 9.24](#), Part 4 & [ARP 9.31](#), Part 3, Section F)


Service is an essential component of the university's mission and requires that the faculty member contribute to the organization and development of the university, as well as provide service to any local, state, national, or international agency, organization, or institution needing the faculty member's professional knowledge and skills.

Evaluation of 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. Research has shown that females, particularly those of color, engage in significant amounts of service and hence, P&T committees should take care not to trivialize or devalue these professional contributions from faculty belonging to historically under-represented or marginalized groups.

Both Service and Extension and Outreach may fall under Boyer's Scholarship of Engagement. Candidates are expected to provide various evidence that depicts a well-rounded scholar. Each academic unit needs to define the specific evidence that fall within acceptable standards of practice for their respective disciplines. Evidence aligned with the Scholarship of Engagement may include, but are not limited to, the following:

SCHOLARSHIP OF ENGAGEMENT EVIDENCES		
		
Self-Initiated	Invited	Peer-Reviewed
<ul style="list-style-type: none"> • Voluntary Participation on Professional/ University Committees • Faculty Enhancement via Colloquia or Formal Mentorship • Participation in Student-Related Activities (Advising Student Organizations, Student Recruitment and Retention Initiatives, Presenting to Student Groups) • Hosting Community-Based Enrichment Programs • Multidisciplinary/ Transdisciplinary Collaborative Projects • Mentoring/Femtoring 	<ul style="list-style-type: none"> • Provision of Clinical Services or Care • Program Coordination • Serving as a Reviewer for Professional Journals/Federal Panels • Governance Contributions via Policy Development or Appointment to Governing Bodies • Public Policy Contributions (Serving as an Expert Witness, Testifying to the Legislature/Executive Boards, or Agency Program/Policy Analysis) • Formal Community Outreach/Partnerships • Peer Nomination to Professional/University Committees 	<ul style="list-style-type: none"> • Publication of White Papers/Position Papers • Elected Positions on Professional International/National/ State/Local Boards or Committees • National Accreditation of Programs • Elected Positions on Professional Boards or Governance Councils • Elected Positions on University/College/ Academic Unit Committees • Service Awards, Honors, and Recognitions

	<ul style="list-style-type: none"> • Facilitation of/ Participation on Consensus Panels • Public and Civic Activities 	
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Leadership ([ARP 9.24](#), Part 5)

In demonstrating leadership, candidates must show that they are having an impact as evidenced by the candidate's scholarship and creative activity, and by contributions to the advancement of the university, which may include administrative roles in which considerable and well-documented contributions to the university have been made.

Evaluation of Leadership

Leadership is characterized by:

1. Contribution to the mission of HEST or NMSU and to the faculty member's profession
2. Participation in the distribution of responsibility among the members of a group
3. Empowering and mentoring group members
4. Aiding the group's decision-making process

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

1. Evidence of scholarship, publications, and creative activity beyond that required for adequate performance as an associate professor
2. Review letters addressing leadership abilities and impact on the field.
3. Leadership positions in the academic unit, HEST, and NMSU
4. Leadership positions in national or international professional organizations
5. Appointments such as editor, guest editor, or member of an editorial board. Consultant to nationally visible initiatives, visiting professor, or keynote speaker at national and international conferences
6. Book reviews or scholarly citations highlighting the impact of one's scholarship and creative activity

7. National/international technical assistance, consulting, or other activities, which would indicate that the candidate has attained national and/or international stature
8. Grant proposals that have been written, funded, and directed by the candidate that impact their field.

Roles and Responsibilities During the P&T Process ([ARP 9.35](#), Part 5)

Candidates

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

1. A candidate who has a grievance or perceives any real or potential conflict of interest with a committee member, the candidate may submit a written request that the committee member be recused from the review process. The candidate must write a one to two-page summary that includes a rationale for the committee members' recusal. This request must be submitted to the Dean prior to submitting their electronic portfolio.
2. Maintaining a curriculum vitae and a cumulative personal record of the activities and accomplishments affecting the application for promotion and/or tenure;
3. Providing an up-to-date personal portfolio annually to the departmental P&T committee in accordance with the academic unit's policy in order to receive formal feedback from senior faculty and academic unit leadership regarding progress toward promotion and/or tenure;
4. Requesting and providing material required in the mid-probationary period review in accordance with HEST procedures;
5. During the summer, providing the academic unit leadership with a written list of potential outside references from whom letters of evaluation (i.e., External Reviews) may be requested; further, tenure-track/tenured candidates may provide a list of people they wish not to be reviewers;
6. Submitting to the academic unit leadership in the fall of the candidate's sixth year, or other time as previously negotiated, their Portfolio, including both the Core Elements and Supplemental Evidences documentation, in the format as specified in this policy and [ARP 9.35](#), Part 6. If a faculty member/candidate does not apply for tenure in the sixth 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";
7. Requesting extensions of the probationary period in accordance with [ARP 9.35](#), Part 2;
8. Correcting, upon receipt of the recommendation of the Academic Unit's P&T Committee and of the academic unit leadership, any correction of factual errors in either recommendation to add to the Portfolio within five working days;

9. Correcting, upon receipt of the recommendations of the HEST College Council: Faculty Affairs P&T Committee and of the Dean, any correction of factual errors in either recommendation to add to the Portfolio within five working days;
10. Requesting that the review processes be terminated prior to review by the Provost, in accordance with [ARP 9.34](#), Part 7 (Note: Exercising this option will result in the issuance of a one-year terminal contract);
11. A candidate is eligible to update their already submitted Portfolio in the event they obtain new and additional information that may be beneficial in their promotion and/or tenure process. For example, the candidate receives notice of the acceptance of a manuscript or significant recognition (e.g., state, regional, or national awards). In that case, an updated vitae and/or letter supporting the new information can be submitted. The procedure would be for the candidate to submit the information to their academic unit leadership who would then take the necessary steps to have the documentation included in the candidate's portfolio. The candidate cannot access their own Portfolio once documents have been submitted thereby avoiding a conflict of interest; and
12. Provides the department head with a written list of potential External Reviewers from which letters of evaluation may be requested. The candidate may provide the department head with a list of people they wish not to be reviewers.

Academic Unit Leadership

The leadership of the candidate's academic unit will be responsible for the following:

1. Establishing and monitoring a process for tenure-track faculty to mentor the candidate in developing the best case for promotion and/or tenure;
2. Providing leadership in the collaborative writing and maintenance of academic unit P&T policy;
3. Providing initial information, timelines, and copies of all written guidelines regarding P&T expectations and policies to all new and continuing faculty members on a regular basis;
4. Informing tenure-track faculty of the rights to due process plus appeal and informal processes for conflict resolution during the P&T process;
5. Including in the APE of tenure-track faculty an AOE Statement that provides details related to assigned duties (i.e., Teaching and Advising or their equivalent; Scholarship and Creative Activity; Service; Extension and Outreach; and other appointments);
6. Include in the APEs separate statements addressing progress toward tenure and toward promotion that provide specific recommendations for strengthening the faculty member's case;
7. Providing leadership in establishing agreed-upon academic unit guidelines for an annual performance review of tenure-track faculty by the academic unit's P&T

- Committee, which is separate from and independent of the academic unit leadership's APE review of each faculty member;
8. Assisting tenure-track faculty who have completed five academic semesters or its part-time equivalent to prepare for the optional/required mid-probationary review;
 9. When appropriate exploring with the candidate the need for a time extension in mitigating circumstances and, with the approval of the candidate, seeking permission from the Dean to extend the probationary period;
 10. Provide assistance and guidance to faculty who are applying for promotion and/or tenure by reviewing applicants' Portfolios and making recommendations for improvement as needed;
 11. Assuring that the academic unit's P&T Committee submits recommendations regarding P&T for all candidates;
 12. In consultation with the Promotion and Tenure Committee, will select a list of potential External Reviewers and will contact them. The department head must contact at least one reviewer from the candidate's list provided that they are qualified to be reviewers based on the unit's policy. The department head must ensure those contacted to review the candidate's Portfolio do not have a conflict of interest. If there is a perceived conflict of interest the department head needs to justify why the reviewer has no conflict. If the department head contacts somebody on the candidate's list of people they wish not to be a reviewer, the department head needs to justify the importance of selecting the reviewer.
 13. Writing an independent evaluation/recommendation concerning each candidate's case for promotion and/or tenure in relation to the criteria for P&T which may or may not support either promotion or tenure, or both, and which addresses the strengths and weaknesses as well as the level and nature of the accomplishments of the candidate; and
 14. Providing candidates with written copies of the recommendations of both the academic unit P&T Committee and the academic unit leadership, which must occur prior to forwarding the promotion and/or tenure application to the Dean, and HEST P&T Committee. This action must be done in accordance with the official P&T timeline.

Academic Unit P&T Committee

The Academic Unit P&T Committee will consist of a minimum of three tenured members of equal or greater rank than the candidate who are responsible for the following:

1. Committee members sign a conflict-of-interest form confirming they have no actual or perceived conflicts that could affect their impartiality in evaluating the candidate.
2. Examining and reading the Portfolio of each candidate;

3. Evaluating the candidate according to academic unit promotion and/or tenure standards;
4. Considering the candidate's academic unit assignment and role apportionment as specified in the candidate's contract and AOE Statement;
5. Performing an annual review of tenure-track faculty that follows the academic unit's guidelines and is separate from and independent of the academic unit leadership's APE review of each faculty member and then forwarding results to the academic unit leadership and Dean or equivalent;
6. Making recommendations to the academic unit leadership pertaining to faculty members who are seeking promotion and/or tenure based on the candidate's Portfolio and the academic unit's criteria;
7. Recording in each candidate's Portfolio the committee's vote totals; and
8. Including the committee's recommendation in the candidate's Portfolio

College-Wide P&T Committee

The HEST Faculty Affairs Committee is a standing committee of HEST's College Council. HEST and College Council's shared governance structure recognizes the College Council Faculty Affairs Committee as the promotion and tenure committee of the college. Faculty Affairs is divided into the following two subcommittees: 1) the P&T Committee for Tenure-Track Faculty and 2) the College and Research Faculty (i.e., non-tenure-track) Promotion Committee (CRFPC). The Faculty Affairs P&T Committee should consist of one unit from each academic unit (schools and departments) in HEST. Each candidate's P&T Committee should consist of five voting members. The committee can consult the non-voting representative from the candidate's academic unit as needed for discipline-specific guidance. All must hold a rank equal to or above the rank the candidate is seeking. The responsibilities of the Faculty Affairs P&T Committee include:

1. Committee members sign a conflict-of-interest form confirming they have no actual or perceived conflicts that could affect their impartiality in evaluating the candidate.
2. Examining the Portfolio of each candidate;
3. Evaluating the candidate according to the academic unit's assignments and role apportionment as specified in the candidate's contract and AOE Statement;
4. Making recommendations to the Dean on faculty members who are seeking promotion and/or tenure;
5. Recording in each candidate's Portfolio the committee's vote totals.
6. Including the committee's recommendation in the candidate's Portfolio; and
7. Participating in the optional/required mid-probationary review process by providing formative feedback to candidates.

Dean

The Dean of HEST is responsible for the following:

1. If a candidate requests a committee member to be recused from a P&T committee the Dean will evaluate and determine if the request is warranted. The Dean will respond to the candidate's request in writing with their decision.
2. Ensuring that a college-specific P&T policy is written and periodically revised and that the policy complies with university policies,
3. Assuring that each academic unit has
 - a. Current P&T guidelines that comply with college and university policies and include the date of the version
 - b. A mentoring process for tenure-track faculty
 - c. A system of annual faculty performance evaluation that includes an AOE Statement;
4. Establishing, in consultation with tenure-track faculty, policies for the constitution of a HEST P&T review committee;
5. Recommending extension of the probationary period;
6. Providing oversight for the optional/required mid-probationary review program;
7. Making independent recommendations pertaining to P&T by considering
 - a. The candidate's Portfolio
 - b. Recommendations of the academic unit's P&T committees
 - c. Recommendation of the academic unit leadership
 - d. Recommendations of the HEST P&T Committee;
8. Including the Dean's recommendation in the candidate's Portfolio; and
9. Meeting with the Provost regarding P&T cases.

Applying for Promotion and/or Tenure

While associate professors apply for promotion to full professor or tenure if hired as an associate without tenure, assistant professors typically apply for **both** promotion and tenure simultaneously. As such, tenure without promotion for assistant professors should only be considered under exceptional circumstances. Academic units are strongly encouraged to develop specific guidelines describing circumstances that warrant and do not warrant consideration for tenure without promotion. These circumstances should be delineated in each unit's P&T policy.

If promotion is or has been denied, the academic unit leadership, after consulting with the Dean, should meet with the candidate to develop a written list of specific, measurable milestones the candidate should achieve before re-applying for promotion. The milestones should specify clear, attainable goals for the typical assistant professor to reach promotion to associate professor or the typical associate professor to reach

promotion to full professor and should be related to the faculty AOE Statements. Please note that there are no specific timeframes surrounding re-application for promotion.

Sample Portfolios

Academic units within HEST will establish and maintain a mechanism to provide candidates with sample portfolios. If the portfolios of actual persons are used, written permission must be obtained from the owner of the Portfolio prior to using them as samples. The NMSU Teaching Academy also provides sample portfolios that can be viewed at <https://teaching.nmsu.edu/resources/promotion-and-tenure-portfolios.html>.

Location of the Portfolio

Academic units within HEST will include in their P&T policies a statement regarding the location for storing the candidate's Portfolio and how it will be accessed for review.

Requests for Additional Information

HEST academic units will establish and maintain a procedure for indicating how and when evaluators may request additional information. All requests must be made in writing and transmitted to the candidate.

Candidate's Review of the Portfolio

HEST academic units will establish a procedure for allowing the candidate to review all items included in the Portfolio that have been assembled prior to its submission to appropriate committees, administrators, and/or external reviewers for their review.

Solicitation of External Letters

HEST academic units will establish procedures for soliciting external letters that incorporate the following, but should follow [ARP 9.35 Part 5 B9](#):

1. Unit lead and department P&T committee should collaborate to select a list of external reviewers. The unit lead can also request the candidate provide a list of recommended reviewers in their area of research. However, in all cases the unit lead must ensure there is no perceived conflict of interest.
2. The number of letters to be solicited for each candidate;
3. Specifications regarding who is responsible for obtaining the letters and how the letters will be placed into the candidate's portfolio;
4. Specifications regarding how much and what type of material is supplied to reviewers to include the academic unit's and/or college policies and criteria for P&T;
5. Specifications regarding the criteria for serving as an external reviewer;

6. Instruction to reviewers including
 - a. A request for a brief statement regarding the individual's qualifications for serving as a reviewer;
 - b. A request that the reviewer indicate the relationship between the candidate and reviewer;
 - c. Notification that the candidate, faculty review committees, and administrators will have the opportunity to read the letter of assessment;
 - d. Notification that third parties may review the letters in the event of an EEOC or other investigation into a P&T decision; and
 - e. A request for a copy of the reviewer's CV.

Unsolicited Letters

HEST academic units will include in their P&T policies a statement addressing the role of any unsolicited letters.

Portfolio Preparation ([ARP 9.35](#), Part 6)

In accordance with the academic unit and HEST guidelines, the candidate is responsible for submitting a P&T Portfolio comprised of Core Elements (formerly referred to as the Core Document) and Supplemental Evidence (formerly referred to as the Documentation File). NMSU requires submission of an electronic P&T Portfolio in the fall of the candidate's sixth year using university-approved submission guidelines and software program(s). The Dean's Office is responsible for creating the template through which candidates upload their documents. As this is a new process, the template will continue to be honed and refined while adhering to the policies outlined in this policy.

As it currently stands, these are the sections currently included in the template. (Note: These sections may change and are presented here only for guidance on what documentation to collect and how to organize these documents.)

- Section 1 Inputs: Candidate Name, Banner ID, Department, Current Rank, Number of Years at Rank, Number of Years at NMSU, Number of Years of Tenure-Track Service (if applicable), and Years of Prior Service Credit
- Section 2 Uploads: Documentation Concerning Prior Credit, Extensions, Reduction of Tenure Clock, and any Mid-Probationary Reviews (if applicable)
- Section 3 Uploads: Executive Summary and Curriculum Vitae
- Section 4 Uploads: Annual Performance Reports, Annual Performance Evaluations, Annual Academic Unit P&T Progress Reviews, Annual Academic Unit Leadership Progress Reviews, Allocation of Effort Statements, and Job Description(s)/Offer Letter(s)

- Section 5 Uploads: Departmental Functions and Criteria Document (i.e., Academic Unit P&T Policy) and HEST P&T Policy
- Section 6 Uploads: Teaching and Advising Supplemental Evidences
- Section 7 Uploads: Scholarship and Creative Activity Supplemental Evidences
- Section 8 Uploads: Extension and Outreach Supplemental Evidences
- Section 9 Uploads: Service Supplemental Evidences

Core Elements

The template created by the Dean's Office has streamlined the required core elements documentation and has specific sections into which corresponding documentation must either be inputted or uploaded by the candidate, with the exception of the External Review Letters, which are uploaded by the academic unit leadership. Furthermore, the electronic portfolio captures and stores all written documentation generated throughout the P&T process, including numerical vote counts and recommendations of academic unit and college-wide P&T Committees. As such, there are now only five core elements. The page limit for items 1-2 is 50 pages.

1. The candidate's Executive Summary, which should include explanations of events beyond the candidate's control, (such as natural disasters, FMLA leave, or other personal crises) and the impact those events had on the candidate's teaching, research, and service agendas. Given the impact of the COVID-19 pandemic, the Executive Summary of candidates employed from Spring 2020 and beyond should contain explanations of how the pandemic affected performance in each area of Faculty Effort;
2. A Curriculum Vitae;
3. Annual Performance Evaluations for the period under review, including the AOE Statements with professional goals and objectives; written statements submitted by the faculty member as a part of, or in response to the APE; the supervisor's comments; and any response made by the candidate to the supervisor's comments;
4. NMSU's, HEST's, and the academic unit's Mission Statements; and
5. Letters from External Reviews.

Supplemental Evidences

The template created by the Dean's office allows the candidate to provide supplementary evidences related to the Areas of Faculty Effort. No matter the time spent in a particular rank, the candidate is to include evidentiary samples of contributions throughout that entire period. This supplemental documentation should not be an exhaustive collection of materials but rather a thoughtful sample of evidences that depict a well-rounded and balanced scholar across each area of Faculty Effort for which the candidate is responsible. If credit for prior service has been granted,

documentation from work completed at other institutions should also be included; otherwise, supplementary evidences should only contain work completed while employed at NMSU.

See [Appendix C](#) for a description of elements contained in the HEST template.

Amending P&T Documents

A candidate is eligible to amend their Portfolio per [APR 9.35](#), Part 5. As noted below:

- Has, upon receipt of the recommendation of the Academic Unit P&T Committee and of the academic unit leadership, five working days to add to the Portfolio any correction of factual errors in either recommendation.
- Has, upon receipt of the recommendations of the HEST P&T Committee and of the Dean, five working days to add to the Portfolio any correction of factual errors in either recommendation.

Reviewing P&T Documents

Each year, academic units should review untenured faculty portfolios during the annual evaluation period and provide formative feedback to these faculty. Feedback should not only assess their areas of effort (teaching, scholarship and creative activity, service, extension and outreach, and other professional duties) but should also ensure candidates are assembling their Portfolio in compliance with [APR 9.25](#), Part 5. The academic unit leadership and academic unit P&T Committee should also assist the faculty in ensuring that Portfolio assembly and submission is completed in compliance with current university procedures ([APR 9.35](#), Part 5.B). Any review of documentation before official submission should be conducted at the academic unit level.

Withdrawal from the P&T Process ([ARP 9.35](#), Part 7)

1. A candidate may withdraw from consideration at any time before the final signature of the Provost by submitting a letter requesting withdrawal from further consideration to the Dean (or comparable administrator) of HEST. If this happens, all documents will be returned to the candidate and no documents relating to the application for promotion and/or tenure will be placed in the candidate's personnel file.
2. If the candidate is in the fifth year of service, withdrawal from consideration for tenure must be accompanied by a letter of resignation submitted to the Dean (or other comparable administrator) no later than the end of the fifth-year contract period. The resignation will be effective no later than the end of the sixth-year contact period. If a faculty member does not apply for tenure in the fifth 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) Employment Contract.

Notification of Outcomes ([ARP 9.35](#), Part 8)

1. For full-time tenure-track candidates:
 - a. If tenure is recommended, the Provost's Office will send a Contract of Employment (Continuous Appointment) Form to the candidate through the Dean (or comparable administrator) and the academic unit leadership.
 - b. If tenure is not recommended, the academic unit leadership will give a signed Contract Status Form to the candidate for signature acknowledging notification of non-renewal.
2. In addition to the provisions outlined above, the following apply to part-time tenure-track candidates:
 - a. If tenure is recommended, it is for the FTE as stated in the initial contract or as negotiated.
 - b. If tenure is not recommended, a faculty member has only one year of continued part-time employment beyond the denial.
3. For all candidates:
 - a. If promotion is recommended, the effective date is at the beginning of the ensuing contract year.
 - b. If promotion is recommended, it is the policy of the university that all promotions include a salary increase, regardless of other salary increases.
 - c. In the case of a negative promotion decision, the Provost's Office will inform the candidate in writing.
 - d. The Provost is responsible for informing the President of the recommendations of the academic unit leadership, HEST Dean, and the decision of the Provost. If promotion to full professor is denied, the candidate can re-apply for promotion in any subsequent P&T cycle once deficiencies have been adequately addressed.
 - e. The Provost's Office will prepare an official list of P&T decisions for distribution to relevant Deans (or comparable administrators), the Vice President for Administration and Finance, and the Assistant Director of Human Resources.
 - f. Tenure-track faculty members whose probationary contract is not renewed and who have another year before the termination of that contract do not submit a P&T Portfolio during their final year. If the non-renewal is being appealed based on failure to follow procedure or discrimination, then the appellant may complete a packet and have it held in suspension until the grievance is resolved. If the individual is successful in the appeal, the portfolio will be considered by parties involved in the P&T process.

Appeals: Right to Seek Redress for Violation of P&T Rules ([ARP 9.35](#), Part 9)

1. A faculty member who believes that the university, college, or academic unit's P&T 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.
2. [ARP 10.60](#) provides an opportunity for mediation. In the event mediation is not successful, a review is completed by a panel of faculty peers that hears evidence presented and issues factual findings and recommendations on the issue of whether the rules governing evaluation, promotion or tenure were violated.
3. 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 that adversely affected the outcome for a faculty member will be grounds for relief.
4. If the grievance involves actions taken by the Provost due to the Provost's role in the P&T process, the grievance decision will be issued by the NMSU System Chancellor; otherwise, the Provost issues the final decision in faculty grievance matters.

HEST Timeline for P&T ([ARP 9.35](#), Part 10)

Pre-P&T Application Annual Timelines

August

- Academic unit leadership provides new tenure-track faculty with the current academic unit and HEST P&T policies.

September

- Academic unit leadership meets with new faculty to discuss the academic unit and HEST P&T processes.

October-December

- The Dean provides new faculty with mentorship opportunities across HEST (not necessarily from within one's academic unit) to provide guidance on P&T. This may involve college-wide trainings, mentor-led work sessions, and the assignment of specific mentors. In cases where specific mentors are assigned, these assignments should be made in consultation with the new faculty member, and faculty should be allowed to request a change in mentor if necessary.
- Academic unit leadership works with new faculty to select a mentor from within the unit who can guide academic unit policies and procedures, including those related to P&T, and/or provides new faculty with mentorship opportunities provided by the NMSU Teaching Academy. In cases where specific mentors are assigned, these assignments should be made in consultation with the new faculty

member, and faculty should be allowed to request a change in mentor if necessary.

- Academic unit leadership and mentors provide new faculty with training on Digital Measures and Workflow.

January-February

- The academic unit leadership notifies any potential candidate of eligibility for promotion and/or tenure review.
- Faculty submit their APEs
- Any faculty choosing or required to complete the Mid-Probationary (Third Year) Review must submit their Portfolio to their academic unit leadership by the middle of January (i.e., the day faculty report for the Spring semester).

March-April

- Each Academic Unit P&T Committee reviews the Portfolio of each tenure-track faculty member and reports to the academic unit leadership, indicating the progress towards promotion and/or tenure and the strengths and weaknesses in each of the required categories. The academic unit leadership informs the candidate in writing of the academic unit's P&T committee recommendation.
- Academic unit leadership meets with faculty to review their APEs by the end of March and then submits them to the HEST Dean.
- Faculty intending to submit their promotion and/or tenure application next year submit a letter of intent to their academic unit leadership. (Any faculty who have a choice between different policy versions must declare in writing in their letter of intent the policy on which they wish to be evaluated.)
- Academic unit leadership sends P&T candidates the necessary college and academic unit documents.
- Any faculty wishing or needing to do a Mid-Probationary (Third Year) Review must submit their materials to the Chair of the Faculty Affairs P&T Committee by the 1st of April.
- The Academic Unit Leadership forwards the names of P&T candidates to the Dean who then forwards the names to the Provost.
- The Dean forwards the names of prospective P&T candidates to the College Council Chair. The Chair of College Council works with the Faculty Affairs Co-Chairs to establish promotion and/or tenure committees for each prospective candidate.
- Human Resources (HR) reviews the candidate list for discrepancies in tenure dates or faculty status. Relevant parties collaborate to resolve any discrepancies.
- The College Council Faculty Affairs P&T Committee completes any Mid-Probationary (Third Year) Reviews by the end of April.
- Once all candidate information is accurate and complete and the P&T committees have been established, the Dean's Office submits the Watermark workflow to the Provost's Office for final approval.

P&T Application Year Timelines

May-July

- Candidates, with support from the academic unit faculty and leadership prepare their Portfolio for completeness. ([ARP 9.35](#), Parts 5 and 6)
- Candidates provide their academic unit leadership with a written list of potential External Reviewers from which letters of evaluation may be requested. In addition, the candidate may provide the academic unit leadership with a list of people they wish not to be reviewers. ([ARP 9.35](#), Part 5)
- The academic unit leadership solicits External Reviewers, in consultation with the Academic Unit's P&T Committee, to examine the candidate's portfolio ([ARP 9.35](#), Part 5.B.9)
- Watermark Workflow (or other NMSU approved digital portfolio) is opened for candidates to begin uploading their materials no later than July 1.
- P&T candidates must submit their final Portfolio by the end of July. Once submitted, the Portfolio can be amended only in accordance with [APR 9.35](#), Part 5.A.7-8.

August

- The academic unit leadership provides finalized Portfolios (including External Reviewers' assessments) to the Academic Unit P&T Committee.
- The HEST College Council provides a mandatory training for all academic unit and college-wide P&T committees to review current policies, procedures, and ethical codes of conduct.

September

- The Academic Unit P&T Committee reviews portfolios and submits their written recommendations, which must include vote totals, by September 15th.
- Recommendations are shared with candidates. Within five days of receipt, the candidate can submit to the Portfolio any correction of factual errors.

October

- The academic unit leadership reviews Portfolios and submits their written recommendations by October 15th.
- Recommendations are shared with candidates. Within five days of receipt, the candidate can submit to the Portfolio any correction of factual errors.

November

- The College Council Faculty Affairs P&T Committees reviews assigned portfolios and submit their recommendations, which must include vote totals, by November 15th.

- Recommendations are shared with candidates. Within five days of receipt, the candidate can submit to the Portfolio any correction of factual errors.

December

- The HEST Dean (or comparable administrator) reviews portfolios and submits their written recommendations to the Provost on the last day before winter break. All written recommendations, including numerical votes, are transmitted to the Provost via Workflow (or other NMSU approved digital portfolio).
- Recommendations are shared with candidates. Within five days of receipt, the candidate can submit to the Portfolio any correction of factual errors.

January

- The HEST Dean meets with the Provost (or equivalent administrators) to review each candidate.
- Target date set for issuance of decision letters by the Provost.
- The Provost communicates recommendations of academic unit leadership, the Dean (or equivalent administrator), along with their own decision, to the President.

February-March

- The Provost prepares an official list of P&T decisions for distribution to the Deans (or comparable administrators), the Vice President for Administration and Finance, and the Assistant Director of HR.
- Decisions are submitted in writing to the candidate by the Provost.
- Approval letters are sent to HR.
- The Salary Adjustment Process is initiated by HR in collaboration with the Provost's Office, Payroll, and the Budget Office.
- **P&T Decisions become effective in July.**

POST-TENURE REVIEW OF TEACHING, RESEARCH, AND SERVICE ([ARP 9.36](#))

Introduction

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

Annual Reviews

1. **Annual Review for Tenured Faculty:** Tenured faculty members in HEST annually participate in and receive an extensive examination of their teaching, their scholarship and creative activity output, service, extension and outreach, and other assigned duties as part of the annual review process conducted in accordance with [ARP 9.31](#). This annual review document shall be labeled the Post-Tenure Review of each tenured faculty member. This Post-Tenure Review shall weight areas of teaching, scholarship and creative activity, service, extension and outreach, and other professional duties in proportion to the percentage each category is given in the faculty member's AOE for a given year.
2. **Post-Tenure Review Not Applicable for Full-Time Administrators:** HEST Administrators who hold tenured faculty rank are reviewed on the performance of their faculty duties (teaching, scholarship and creative activity, service, and extension and outreach). Administrators who have no assigned faculty duties will not be reviewed under this policy.

More Complete Post-Tenure Reviews

1. **Notification to Faculty Member about Deficiency:** If, in the judgment of the academic unit leadership, the annual review for a tenured faculty member shows a serious

deficiency in the performance of that faculty member, the academic unit leadership shall inform the faculty member in writing of the deficiency as well as recommend actions the faculty member might take to address the issue.

2. If the deficiency or deficiencies continues for two or more years and if the faculty member has not taken the corrective actions, one of two possible courses of action may ensue:
 - a. The faculty member may request that the academic unit leadership submit the record of poor performance and suggested actions to the other tenured faculty members of the academic unit for consideration in a more complete review, or
 - b. If the faculty member does not request the review, the academic unit leadership may initiate such a review with the concurrence of a majority of the tenured faculty in the academic unit.
3. Goal of and Procedures for More Complete Review: The more complete review shall have the aim of identifying strengths and weaknesses of the faculty member in teaching, scholarship and creative activity, service, and extension and outreach.
 - a. This review shall be undertaken by the academic unit's P&T Committee.
 - b. If there is no P&T Committee for that unit, the review will be undertaken by the equivalent college-level P&T Committee as specified in ARP 9.35.
 - c. Student evaluations must be considered when evaluating the faculty member's teaching, along with other factors.
 - d. 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.
 - e. If serious deficiency is found, a specific remedial program shall be developed in consultation with the faculty member that includes procedures, criteria for evaluating progress, and a reasonable timetable. If the faculty member's teaching needs improvement, such a program might include participation in programs offered by the Teaching Academy, mentoring by a recipient of teaching awards, intensive study of videotaped classroom sessions, etc. When scholarship and creative activity and publication needs improvement, collaboration with other faculty members and participation in workshops on publishing might be indicated. However, in accordance with NMSA 1978, Section 21-1-7.1, Part E(1), any remedial effort can be no shorter than two years in length.

Enhancement Program

Whether or not a tenured faculty member accepts the recommendation to participate in an enhancement program and whether or not the member performs well in the program, the faculty member's performance will be judged on subsequent performance productivity as it relates to teaching, scholarship, service, and extension and outreach.

Frequency of Review

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

Persistent Teaching Deficiencies

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

If tenure is to be revoked, the University shall follow the process specified in [ARP 10.50](#)—Faculty Alleged Misconduct Investigation, Discipline and Appeals Processes—for involuntary termination of a continuous contract, subject to the safeguards of due process.

Reporting

Every year, the HEST Dean shall report to the Provost:

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

REVIEWING AND UPDATING THE HEST PROMOTION AND TENURE DOCUMENTS

Approximately every three years, the College Council Chair will consult with the Dean to determine if the P&T document for tenure-track/tenured faculty and the promotion document for non-tenure-track college and research faculty requires revision to comply with university policies, rules, and procedures ([ARP 9.35](#), Part 5.E.1)

If a revision is necessary, the following process and timeline are suggested:

1. At the beginning of the Fall semester, the Dean will request that the College Council begin the review and update process.

2. By the end of the Fall Semester, the College Council will complete a review and update of HEST P&T policies.
3. The updated policies are submitted to the Dean for review and approval.
4. Upon approval of the Dean, the chair of College Council disseminates updated P&T policies to HEST faculty for review.
5. Upon approval of the faculty review, the College Council forwards the revised policies to the Dean for approval.
6. College Council disseminates P&T policies to HEST faculty for vote to approve the revised P&T policies.
7. The Dean approves or disapproves the revised P&T policies. In the event of disapproval, steps 4-6 are repeated until consensus is achieved.
8. The Dean sends the revised policy to the Provost for approval. If the Provost requests changes, the chair of College Council makes the requested changes.
9. The revised HEST P&T policies are disseminated to each academic unit within the college. The revised HEST policy is then used as the basis for review and revision of academic unit's P&T policies.

APPENDIX A: COMMON ELEMENTS

Common Elements to be Included in the Academic Units' Promotion and Tenure Policy ([ARP 9.34](#), Part 3)

Academic Units' Evaluation Policies ([ARP 9.31](#), Part 4)

Requirements for Annual Performance Evaluation Policies

HEST Academic Unit APE policies will include the following elements:

1. A statement that performance evaluations are conducted annually.
2. A timeline consistent with the timeline for P&T as described in [ARP 9.25](#).
3. A requirement that the leadership of each unit annually meet with all faculty members regarding progress toward promotion and/or tenure, the recording of objectives and goals, and the academic unit faculty evaluation format.
4. An opportunity for the faculty member to submit a written statement in response to their APE.
5. A procedure for transmitting the APE, along with any supporting material from the faculty member to the faculty member's academic unit leadership.
6. A procedure for transmitting a written copy of the academic unit leadership's (or comparable administrator's) review to the individual being reviewed and to the Dean.
7. A procedure to certify in writing to the Dean that a meeting with each faculty member has occurred.

Requirements for Annual Performance Evaluation Forms

APE Forms used by the academic units in HEST will include the following elements:

1. AOE Statement: The allocation percentages will be agreed upon by the faculty member and the academic unit leadership and will be approved annually by the faculty member's academic unit leadership and the Dean of HEST. If an agreement cannot be reached, the Dean may assign the AOE, and the faculty member may appeal through existing NMSU procedures. The AOE Statement and the percentages may be altered during the year to reflect changing circumstances, such as service on a particularly time-consuming committee or grant, time for scholarship and creative activity, emergency teaching and advising assignments, etc. by mutual agreement of the faculty member, academic unit leadership, and Dean. Minimally, the AOE Statement in each HEST academic unit will contain the following elements:
 - a. The percentage of effort devoted to the Four Areas of Faculty Effort (Teaching and Advising, Scholarship and Creative Activity, Extension and

- Outreach, and Service). The total percentage shall be 100%, but any category may be zero percent.
- b. A clear definition of a full teaching and advising load as defined by HEST and the academic unit.
 - c. The value assigned to each category is calculated proportionately to the candidate's AOE in instances where the academic unit utilizes a weighting, ranking, or scoring system.
2. Current job description/offer letter
 3. A written section submitted by the faculty member detailing and citing accomplishments in relation to the criteria for P&T
 4. A written review from the leadership of the unit. This review must include specific recommendations or concerns in each assigned area of performance in addition to an assessment of the candidate's progress toward P&T.

Academic Units' Promotion and Tenure Evaluation Policies

Required Elements

To facilitate consistency with the NMSU Rules on Faculty Evaluation, P&T ([ARP 9.30-9.36](#)), each academic unit and college P&T policy must contain the following:

1. A statement that university policies regarding P&T supersede academic unit and college policies.
2. Statements describing the criteria for P&T consistent with performance evaluation criteria ([ARP 9.31](#)).
3. A provision permitting a candidate to temporarily suspend the P&T time process in accordance with the procedure provided in [ARP 9.35](#).
4. A statement regarding confidentiality of records and all committee procedures, including the manner in which confidentiality is ensured. Exceptions must be clearly indicated.
5. A commitment to review for potential update the academic units' respective policies and procedures for evaluation and P&T, including but not limited to those occasions when the NMSU Rules on Faculty Evaluation and P&T are amended, to maintain consistency. A standing committee of the Faculty Senate will review the NMSU Rules on Faculty Evaluation and P&T. College rules and procedures for P&T will be reviewed by a college committee which will include Faculty Senators. Academic unit rules and procedures for evaluation and P&T will be reviewed by a unit committee including faculty from the unit and the unit leadership.
6. A statement to the effect that if the NMSU Rules on Faculty Evaluation and P&T ([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, criteria, etc. will be applied in accordance with the faculty member's election.
7. A procedure for the conduct of a Mid-Probationary Review. Faculty who choose or must submit their Portfolio to their academic unit leader by mid-January. The Portfolio shall be prepared in accordance with [ARP 9.35](#), Part 6, and be reviewed by the Academic Unit P&T Committee, the academic unit leader, and the College P&T Committee. The college committee will provide to the academic unit leader and faculty member a written formative evaluation of progress. The review is conducted in accordance with the academic unit's P&T policy. (See [ARP 9.35](#), Part 3)
 8. A procedure for electing the College P&T Committee. All tenure and tenure-track faculty are eligible to vote during the election. When colleges choose to include college faculty on this committee, college faculty are eligible to vote for college faculty membership on the college committee.
 9. Procedure for selecting members of the Academic Unit P&T Committee that adhere to the following guidelines:
 - a. Establishment of the P&T Committee must be confirmed each academic year
 - b. Must consist of no fewer than three members
 - c. Committee members must already be tenured and/or promoted, and they must be at a rank equal to or higher than the rank being sought by candidates
 - d. In consultation with the committee chair, members of the committee, and the academic unit leadership, external members can be recruited to serve on the committee when there is a shortage of qualified faculty within the academic unit. Whenever possible, the external member(s) should have, as close as possible, a similar professional academic background to the candidates. External members should be sought first from within HEST before resorting to recruiting faculty from other colleges
 10. Definition of eligibility for serving on the P&T Committees. Only tenured faculty members are eligible to vote for tenure and promotion of tenure-track faculty and only college-track faculty are eligible to vote for promotion of non-tenure track college and research faculty. In instances of promotion, committee members must hold a rank at least equal to the rank for which the candidate is applying.
 11. Provisions for term limits for serving on the Academic Unit P&T Committee.
 12. Provisions for term limits for serving on the College P&T Committee are required.
 13. The provision that in no case will a P&T Committee be comprised of fewer than three eligible members.
 14. A provision for addressing cases where there are inadequate numbers of eligible faculty to constitute a committee. The academic unit and/or the college P&T committees may have members from outside the department.

15. The provision that the Dean, academic unit leadership, or comparable administrator may meet with the academic units' P&T Committees to discuss procedural matters.
16. The provision that the deliberations and voting of P&T Committees will be conducted in closed session only among committee members. Committee members can attend sessions by a confidential electronic method with permission of the committee chair. Committee members must take part in the deliberations to vote.
17. A method for surveying the committees' recommendations regarding each candidate(s) via secret written ballot. Committee members may vote in person, or by an appropriate confidential electronic method with the permission of the committee chair. Absentia and proxy ballots are not permitted. All vote counts must be recorded.
18. A method for the academic units' P&T Committees to submit a letter summarizing its recommendations and the numerical vote count on each candidate to the academic unit leadership and College Dean (or comparable administrator). **The recommendation must:**
 - a. Reflect the majority view.
 - b. Contain specific commendations, concerns, and recommendations addressing the academic unit's criteria in each of the areas required for P&T.
 - c. Allow for dissenting opinions containing specific commendations, concerns, and recommendations addressing the criteria in each of the areas required for P&T.
19. A method for informing each candidate in writing of the academic units' recommendation and numerical vote count, the unit leader's letter, and/or the Dean's (or comparable administrator's) letter.
20. The provision that a candidate may withdraw from further consideration in accordance with [ARP 9.25](#), Part 6.
21. Guidelines for preparing the Portfolio ([ARP 9.35](#), Part 6): The parties shall refer to the individual college policies for additional guidelines.
22. A mechanism to provide candidates with sample portfolios. If the portfolios of actual persons are used, written permission must be obtained from the owner of the Portfolio.
23. A procedure for indicating how and when a candidate may change, add, or delete materials from the Portfolio after the Portfolio is submitted to the committee for review.
24. A statement regarding the location where the Documentation File will be stored and accessed for review.
25. A procedure for indicating how and when evaluators may request additional information. All request must be made in writing and transmitted to the candidate.

26. A procedure allowing the candidate to review all items included in the Portfolio assembled prior to the review by appropriate committees, administrators, and/or External Reviewers.
27. A procedure for soliciting external letters of review which incorporates the following:
- a. The number of letters that shall be solicited for each candidate. At least three letters should be included in a tenure or promotion Portfolio.
 - b. Specifications regarding how the letters will be placed into the candidate's Portfolio. The academic unit leadership will contact reviewers to solicit the letters.
 - c. Specifications regarding how much and what type of material is supplied to reviewers. The academic unit and/or college policies and criteria for P&T must be provided to reviewers.
 - d. Specifications regarding the criteria for serving as an External Reviewer. A reviewer will be a highly regarded expert in one or more aspects of the candidate's work and must be able to offer an objective assessment of the candidate's work. When a reviewer holds a tenured position, it should be at or above the rank sought by the candidate. Academic unit rules and procedures should be precise about who is or is not appropriate to serve as an External Reviewer. It is recommended that a candidate has a diverse set of reviewers to get the most complete picture of the candidate's performance.
 - e. Conflicts of interest, either real or perceived, must be avoided when selecting External Reviewers. See [ARP 3.00-3.13](#) relating to Conflicts of Interest and Ethical Conduct for more information.
 - f. Instructions to Reviewers (authors of External Review Letters and Letters of Support), including:
 - i. A request for a brief statement regarding the individual's qualifications for serving as a reviewer.
 - ii. A request that the reviewer indicate the relationship between the candidate and reviewer.
 - iii. Notification that the candidate will have an opportunity to read the letter of assessments.
 - iv. Notification that third parties in the event of an EEOC or other investigation into a tenure or promotion decision may review letters.
 - g. A statement addressing the role, if any, of unsolicited letters. If an academic unit decides to accept unsolicited letters, such letters must be included in the Portfolio prior to review by the Academic Unit P&T Committee. If the academic unit does not have an explicit statement regarding unsolicited letters, such letters will not be accepted nor included in the Portfolio.
28. A statement regarding post-tenure review in accordance with [ARP 9.36](#).

29. Reference to the appeals process as outlined in [ARP 3.25](#) and ARP [10.60](#).
30. Develop a procedure for reviewing the university's Conflict of Interest policies, rules and procedures with the P&T Review Committees.

Recommended Elements

1. It is recommended that academic units within HEST maintain separate policy documents for tenure track/tenured faculty and college/research faculty.
2. It is strongly recommended that each academic unit develop a recusal policy for their annual P&T review process.
3. To align Boyer's scholarship model with evaluation processes (both APEs and P&T), academic units are strongly encouraged to specify how each type of scholarship directly correlates to the Areas of Faculty Effort included in the AOE Statements.
4. The development of rubrics outlining the discipline-specific evidences required for promotion to each rank would clarify expectations to both the candidate submitting their materials for review and the committee members evaluating the candidate's progress toward promotion. Keep in mind that the distinction between the professional ranks in terms of expected performance is that assistant professors are expected to demonstrate competence while associate professors are expected to demonstrate high quality, and full professors are expected to be exemplary.
5. Allocation of Effort
 - a. Since job responsibilities evolve over time, academic unit leaders are encouraged to include a summary of any major shifts in assigned responsibilities in the annual AOE statement.
 - b. To account for the different Areas of Faculty Effort in the AOE process, it is strongly recommended that academic unit leadership, in conjunction with faculty, develop specific guidelines for determining AOE percentages to ensure equity, consistency, and accuracy. (See pages 28-30 for a detailed analysis of percentages and specific examples.)
 - c. In determining AOE percentages, guidelines pertaining to specialized teaching assignments (such as doctoral dissertation hours, clinical supervision, independent studies, etc.) should also be developed within each academic unit to promote transparency, consistency, and equity.
 - d. Due to the fact that faculty feel that their service contributions are often undervalued during the P&T and APE review processes, it has also been suggested that academic units consider allocating 10% of effort per 3 credit hours of instruction provided by 9-month tenure-track faculty during the fall and spring semesters.
 - e. In addition, it is also strongly recommended that each academic unit quantify how many publications, presentations, grant proposals, and other labor-intensive research products are expected based on AOE percentages

- to truly account for differences in AOE devoted to scholarship and creative activity.
- f. Finally, academic unit leadership is strongly encouraged to avoid assigning tenure-track assistant professors administrative responsibilities as these are likely to interfere with their research agendas.
6. It is strongly recommended that academic units develop rubrics for each area of Faculty Effort that contain both quantitative and qualitative metrics.

APPENDIX B: ELECTRONIC PORTFOLIO CHECKLIST

Per NMSU Policy [9.35](#), Part 6, the following items are required for all promotion and tenure portfolios. To facilitate review, upload all items in the portfolio into the following sections of the HEST electronic template. Sections 1-5 address elements required in the Core Document, while Sections 6-9 pertain to Supplemental Evidence. Sample portfolios can be found at <https://teaching.nmsu.edu/resources/promotion-and-tenure-portfolios.html>.

Section 1: The candidate will be required to input the following information into the following fields of the electronic template:

- a. Name
- b. Banner ID
- c. Department
- d. Current Rank
- e. Number of Years at Rank
- f. Number of Years at NMSU
- g. Number of Years of Tenure-Track Service
- h. Years of Prior Service Credit

Section 2: The candidate will be required to upload any of the following documentation that is applicable:

- a. Prior Credit Approval
- b. Extension Approval
- c. Reduction of Tenure Clock Approval
- d. Mid-Probationary Reviews

Section 3: The candidate will be required to upload a maximum of 50 pages between the following two documents:

- a. Executive Summary (this document should address how the candidate's teaching, scholarship and creative activity, extension and outreach, service, and leadership support NMSU's, HEST's, and their academic unit's vision and mission; NMSU's strategic plan, and HEST's commitment to diversity, equity, and inclusion)
- b. Curriculum Vitae

Section 4: The candidate will be required to upload the following annual performance documentation for the entire period the candidate has spent in their current rank:

- a. Annual Performance Reports
- b. Annual Performance Evaluations
- c. Annual Academic Unit P&T Progress Reviews
- d. Annual Academic Unit Leadership Progress Reviews
- e. Allocation of Effort Statements

Section 5: The candidate will be required to upload the following functions and criteria documents:

- a. Academic Unit P&T Policy
- b. HEST P&T Policy

Section 6: The candidate will be required to upload supplemental evidence related to Teaching and Advising.

Section 7: The candidate must upload supplemental evidence related to Scholarship and Creative Activity.

Section 8: The candidate must upload supplemental evidence related to Extension and Outreach.

Section 9: The candidate must upload supplemental evidence related to Service.

At each stage of the review process, the appropriate recommendation letters with corresponding vote tallies are uploaded into the electronic portfolio by designated administrators and P&T chairs before the portfolio is sent on to the next level of review. The review sequence is as follows:

1. Academic Unit P&T Committee
2. Academic Unit Leadership
3. HEST Faculty Affairs P&T Committee
4. HEST Dean
5. NMSU Provost

APPENDIX C: SAMPLE LETTER TO EXTERNAL EVALUATORS

To be printed on official letterhead.

Dear Dr. _____,

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

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

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

We are aware of the imposition that this inquiry provides; however, we assure you that guidance from professionals like you is vital to our decision-making process. An early report would be appreciated as we hope to have all letters in the file no later than September 15.

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

Appreciatively,

Academic Unit Leader's Name

Academic Unit Leader's Position

College of Health, Education, and Social Transformation

New Mexico State University

Academic Unit Leader's E-mail Address

Academic Unit Leader's Phone Number

APPENDIX D: ETHICAL CODE OF CONDUCT PLEDGE

As a member of the P&T Committee, whose responsibilities involve reviewing promotion and tenure documents, I accept my responsibility to protect the integrity of every prospective candidate and the integrity of the process itself.

Specifically, I will adhere to the following code of responsibility, accuracy, confidentiality, and integrity:

- a) I pledge to respect the absolute confidentiality of all prospective candidates. I will not reveal to anyone unless authorized by university officials the name of or any information about any candidate before or after the committee completes its work.
- b) I pledge to avoid serving in any capacity that would constitute a conflict of interest.
- c) I pledge to abide by the P&T policies outlined in the academic units' respective P&T policies, the HEST P&T policy, and the NMSU ARP, [Chapter 9](#)
- d) I pledge to evaluate each candidate on how well they have fulfilled promotion and/or tenure requirements in relation to their individual Allocation of Effort Statements throughout their time spent at the current rank.
- e) I pledge to avoid permitting personal interests to distort or misrepresent the facts in all written communications and/or discussions.
- f) I pledge to be fair and unbiased and to guard against inaccuracies, carelessness, and distortion made through either emphasis or omission of information.
- g) I pledge to diligently review all relevant materials prior to group discussions.
- h) I pledge to take personal responsibility for adhering to the content and intent of the ethical code of conduct outlined in this statement.

By signing this statement, I agree to uphold the pledges outlined above and attest that I have completed the annual training held by the HEST College Council.

Printed Name

Signature

Date

APPENDIX E: STANDARDS

Faculty Effort ([ARP 9.31](#), Part 3)

Serious attention must be given to performance in the applicable Areas of Faculty Effort: teaching and advising, scholarship and creative activity, professional service, and extension and outreach. The relative importance of each of these areas varies according to the cumulative AOE Statements. Each area is vital to the university's ability to achieve its mission, and a faculty member's performance will be viewed as an indication of future contributions.

While a faculty member's performance must be evaluated through their contributions to the applicable 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 it affects performance in one or more of the Four Areas of Faculty Effort.

Teaching and Advising Standard

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

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

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

Scholarship and Creativity Standard

Scholarship and creative activity involve discovering and creating, teaching and disseminating, and applying knowledge and skills to worldly concerns.

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

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

Extension and Outreach Standard

Extension and outreach are essential to the university's mission because they disseminate information to the public; help the state by promoting economic development through the dissemination of new technologies and best practices; and serve as a basis for sustainable, community-oriented, informal education that addresses local needs through faculty affiliated with each county government in New Mexico.

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.

The central role of extension and outreach is recognized in that several principal units are dedicated to these functions. There are also numerous faculty members in other units for whom extension and outreach are major components of their duties.

Service Standard

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

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 P&T decisions. Service contributions should be evaluated based on how they are applied and how they draw upon the professional expertise of the faculty member.

Leadership Standard

Academic leadership is distinct from positions of authority as achieved through the performance of four functions: (a) contributing to the advancement of the institution and to the profession(s) it represents; (b) participating in the distribution of responsibility among the membership of a group; (c) empowering and mentoring group members; and (d) aiding the group's decision-making process. Leadership is commendable for faculty in all academic ranks. It is expected and considered as a P&T factor if/when it is included in a faculty member's goals and AOE Statements.