

**NEW MEXICO STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES**

DEPARTMENT OF GOVERNMENT

**Departmental Policies and Procedures:
Functions & Criteria**

The materials contained within were adopted by the Department of Government faculty in April 2011. This document specifically encompasses functions, criteria and procedures related to performance review, tenure and promotion. These policies also appear in the Department of Government General Policies and Procedures Manual. The policies initially were adopted by department faculty on December 7, 1983, as amended March 1987, January 1989, September 1995, March 1997, November 1997, February 2002, March 2002, October 2002, January 2007, April 2008, and April 2011.

I. Preamble

Consistent with the land-grant mission of New Mexico State University, the mission of the Department of Government is to produce and impart knowledge and skills necessary for understanding political issues and participating in public affairs. To fulfill this mission, the Department of Government consists of faculty representing various sub-fields of the discipline, including American politics, comparative politics, international relations, political philosophy, public administration and policy, and public law.

The Department's mission translates into three broad program goals related to teaching, scholarship and service/outreach. Our program goal for teaching is to deliver the highest quality education in government and politics to our undergraduate and graduate students, including training in the theoretical traditions, methodological techniques, and participatory components of the discipline. Our program goal for scholarship is to advance knowledge about politics broadly defined through basic and applied research, and to disseminate the results of such activities as appropriate. Our program goal for service and outreach is to engage in activities supportive of professional, university and community endeavors, while recognizing our special commitment to the citizens of New Mexico.

The Department of Government places the greatest emphasis on teaching, followed closely by scholarship. Service and outreach are less significant in comparison. It must be stressed, however, that these reflect the goals of the Department as a whole; on an annual basis the relative priorities of individual faculty members, especially those at the more senior ranks, can be expected to vary in response to a continually changing mix of needs, demands, and opportunities. Indeed, members of the Department see themselves as a complementary group of educators and scholars with different strengths, backgrounds, and interests. It is in the blending of this faculty talent that the Department is best able to fulfill its institutional mission. With this noted, each tenured or tenure-track faculty member is expected to engage in on-going activities that contribute directly to all three of the Department's broad program goals.

Every three years, the Department faculty will review and, as necessary, update the Department's policies related to promotion and tenure. Where an inconsistency occurs between departmental and university policies, the university policy takes precedence. According to university policy, in the event that departmental policies change during a faculty member's pre-tenure or pre-promotion period, the faculty member may choose which policy will apply for evaluation purposes. Faculty are strongly encouraged to familiarize themselves with policies at the departmental, college and university levels. The university policy pertaining to promotion and tenure can be found at <http://www.nmsu.edu/manual/PromoTenurePolicy.pdf>.

II. Organization and Policy Making

The Department faculty form a governing body, convening under the direction of the Department Head, following generally accepted parliamentary procedures. As permitted by university policy, the term faculty is used in the broadest sense possible and represents all of those who teach in the Department. This includes tenured and tenure-track faculty and regular and temporary college faculty. The regular meetings of the faculty (Department Meetings) will constitute the means whereby major policy decisions will be made, unless policy-making authority has been delegated to a departmental committee. Ordinarily, there will be monthly faculty meetings during the academic year, but there is no obligation to meet just to satisfy this requirement. Copies of the agenda will be distributed and posted in advance.

Meetings are open to the public and those in attendance are free to contribute to the Department's deliberations over policy and procedures. Student organizations associated with the Department are encouraged to elect and send representatives to these meetings. One area where this is not true concerns matters related to personnel, where attendance and participation are restricted to either the Department Promotion and Tenure Committee or the Department's regular faculty. Issues involving student privacy, litigation, and matters arising subject to state and/or federal laws may also result in restrictions being placed on attendance, participation and the dissemination of records.

Department Promotion and Tenure (P&T) Committee

1. Membership

All tenured members of the Department of Government and at least one external member appointed by the Dean of Arts and Sciences will function as the P&T Committee. Consistent with university policy, all deliberations and voting are conducted in closed session. University policy prohibits the Department Head from holding membership; his or her role is to assist the committee in discharging its responsibilities, including discussing procedural matters. In cases of promotion, including the promotion of college faculty, committee members must hold academic ranks equal to or higher than the rank to which the candidate is seeking promotion. The Chair of the committee shall be a member of the Department of Government whenever possible and will be selected by the committee's eligible members. The chair will be elected at the last committee meeting held during the spring semester. The newly elected chair will assume his or her duties at the beginning of the summer and will continue in this capacity throughout the academic year. Meetings of the P&T Committee may be called by the Department Head or Chair. A quorum is more than 50 percent of the committee's eligible members or three members, whichever is greater. If the Department does not have enough eligible members to meet the quorum requirement, the Department Head will ask the Dean of Arts and Sciences to appoint additional external members.

2. Responsibilities

The primary responsibilities of the P&T Committee include making recommendations concerning promotion and tenure, evaluating tenure-track faculty and regular college faculty below the rank of associate professor, making recommendations concerning the renewal of temporary contracts, and evaluating the readiness of applicants for promotion and/or early tenure.

III. Functions

The Department's functions derive from its mission and program goals, with each tenured or tenure-track faculty member responsible for teaching, scholarship, and service and/or outreach. As defined by the University, a full teaching load is 12 credits per semester, beyond which individuals are expected to engage in scholarship and service. College faculty are responsible for teaching and related activities, unless hired for other expressed purposes. College faculty are neither tenured nor eligible for tenure but may be promoted in rank.

The functions of the Department of Government in teaching, scholarship, service and outreach shall be:

A Teaching Function

The faculty regard teaching graduate and undergraduate students to be a very important responsibility. The central role of teaching is reflected in the support of two undergraduate programs and two graduate programs, while meeting the demands of the university community by participating in joint graduate degrees, administering interdisciplinary minors, and offering a diverse set of courses in support of general education, college requirements, and numerous academic programs. Teaching excellence is highly valued in the department.

Faculty teaching duties will be assigned in a way to balance student needs and faculty preferences and availability. Faculty are expected to be able to teach at all levels. The teaching load of each full-time faculty member shall be agreed upon by the faculty member and Department Head, but in no case will it be less than 9 credit hours of formal instruction per regular semester without the consent of the College Dean. Reductions in teaching load are designed to accommodate extraordinary research or service responsibilities. A faculty member who teaches 9 credits per semester will normally be assigned a 55 percent teaching responsibility.

In addition to regular classroom duties, faculty members are expected to: (1) ensure that student evaluations are conducted; (2) chair and serve on graduate student committees; (3) contribute to student advising efforts; (4) participate in teaching improvement and outcomes assessment activities; (5) assist in promoting the department and its programs; (6) work with students individually as appropriate; and (7) develop new courses as needed.

B. Scholarship Function

The faculty of the Department of Government regard scholarship as a very important responsibility, with each member strongly committed to engaging in scholarship and other creative activities. Scholarship and teaching are complementary in nature, with the advancement, integration, application, and transmission of knowledge being an integral part of the educational process. A faculty member who teaches 9 credits per semester will normally be assigned a 35 percent research responsibility.

Scholarship – as discussed below - may include both basic and applied areas, and should result in the production of high quality publications or comparable materials and outputs, as judged according to professional, disciplinary standards. Scholarship should contribute directly or indirectly to the advancement of the discipline, although the selection of the specific area or areas of concentration is the prerogative of the individual faculty member.

For all faculty members, specific research responsibilities normally include: (1) maintaining an active scholarship agenda; (2) contributing to disciplinary knowledge; (3) disseminating the results in professionally appropriate and acknowledged ways; and (4)

involving students in the scholarly enterprise. Faculty members are strongly encouraged to seek and obtain external funding to support their scholarship and to enhance the quality of life in the Department of Government.

C Service Function

Service is defined as service to the profession and the institution. Multi-faceted in nature, it offers a range of potential benefits to the institution and the profession. At the same time, service activities may reflect a special recognition of a faculty member's stature in the field. Specific service responsibilities normally include: (1) professional obligations such as holding leadership positions and engaging in editorial and review work; and (2) participating on university and college committees. Active involvement in departmental governance and operations is required. In comparison with teaching and scholarship, service is assigned less weight in matters of retention, promotion and tenure, although extraordinary service is to be recognized in annual performance appraisals, including special cases where agreements specify unique service responsibilities (e.g., service on the Faculty Senate).

D Outreach Function

Outreach covers activities extending beyond the university or professional community, particularly those activities related to the faculty member's expertise. The faculty fully understand their responsibilities to serve the larger community. Such responsibilities are consistent with the mission of a land-grant university as well as the Department's own mission. As in the case of service, outreach is less important than teaching and scholarship in evaluating cases of retention, promotion and tenure. Annual performance appraisals may recognize extraordinary outreach to the larger community.

IV. Criteria

Each tenured or tenure-track faculty member is responsible for engaging in teaching, scholarship, and service and/or outreach. A faculty member who teaches 9 credit hours per regular semester will normally weight the departmental functions as 55 percent teaching, 35 percent scholarship, and 10 percent service and/or outreach. These are the Department's standard weights of responsibility. This standard mix of weights may be adjusted in individual cases but requires the approval of the Department Head. Approval of the College Dean is required if the adjustment involves carrying less than a regular (9 credit) course load. Regular college faculty will normally weight the teaching function 100 percent.

Specific departmental criteria for evaluating teaching, scholarship, service and outreach are delineated below. Department faculty find these criteria useful in evaluating annual performance, in making contract renewal recommendations, and in determining eligibility for promotion and/or tenure. They are designed to be clear and specific enough to ensure that faculty members understand the nature of their responsibilities, while leaving ample room for professional judgment to be exercised since each faculty member presents a unique set of characteristics

which define his or her record at any point in time. The presumption is that faculty members are already highly motivated and that they look to these criteria for direction on how to best serve the institution.

It is also recognized that these criteria are applied in two different ways. In one instance, they are used to make comparisons concerning the annual performance of faculty members to award merit salary increases. Here the emphasis is on relative assessments and these criteria and assigned weights define the dimensions upon which faculty members are compared. The second, and more important, way these criteria are employed is in assessments of individual faculty members to renew temporary contracts, to gauge progress towards promotion and/or tenure, and to grant tenure and/or promotion. In these cases, the emphasis is on absolute judgments and these criteria suggest meaningful benchmarks for evaluating the professional achievements of individual faculty members. Hence, this section not only identifies appropriate elements of performance to be evaluated but also includes general statements concerning performance expectations.

Decisions concerning the granting of tenure and, to a lesser extent, renewal of contract, represent an important commitment of university resources. Tenure, in particular, has long-term consequences. Thus, these decisions are based on both an individual's past performance and a promise of continued performance in the future. In addition, such decisions must consider future programmatic needs, professional collegiality and compatibility, and the dedication of an individual to the institution and a life of scholarship. The application of one or more of these additional criteria may guide departmental recommendations concerning tenure and the renewal of contracts.

A. Teaching Criteria

Both the quality and quantity of teaching and related activities are serious considerations when evaluating the teaching performance of faculty members. The evaluation of teaching will be based upon: (1) neutrally administered student evaluations; (2) teaching loads; (3) class sizes; (4) new preparations; (5) individualized instruction and assistance; (6) advising and counseling with students and student organizations; (7) course materials and syllabi; (8) program promotion, representation, and recruitment; (9) participation on graduate student committees; and (10) teaching awards and recognitions. Faculty members may also submit peer evaluations, self-evaluations, evidence of pedagogical training, evidence of use of new technologies and innovative approaches to student learning, and other evidence related to teaching performance. Strong teaching, reflecting a serious commitment to student learning, is required for tenure and promotion at all ranks.

B. Scholarship Criteria

All faculty members must have a dynamic, high quality research program in progress, reflecting substantial scholarship. Academic research at NMSU is broadly defined to cover four scholarships: Discovery, Engagement, Teaching and Integration. All four involve activities that are public, subject to critical review, and available for other

scholars to use and evaluate. In all of these scholarships, faculty members should be actively engaged in activities that result in the dissemination of scholarly findings in professionally accepted ways. Presenting papers, conducting workshops and offering lectures are not as highly valued as publications or securing external funding. In most instances, evidence of a high quality research program will be reflected in works either appearing in print or accepted for publication, including in electronic media. Given the variety of forms whereby scholarship can be disseminated, however, it is not always easy to define quality. Several leading journals accept less than 10 percent of the manuscripts submitted, with the number of submissions running in the hundreds annually. Similarly, many journals and academic presses require unanimity or near unanimity on the part of the anonymous referees. In addition, some important works may appear as a special paper, monograph, book chapter, web site, film, or other innovative venue. A few research outlets are common to the entire field, while there are a variety of specialized journals that differ considerably in their professional stature.

The Scholarship of Discovery refers to the creation and presentation of new empirical and theoretical knowledge of significance to the disciplines covered by the Department. The following ranking, in descending order of importance, will serve as a guide of the relative significance of different publications: (1) books, especially with academic presses; (2) journal articles; (3) book chapters; (4) and other publications. Criteria useful in evaluating the quality of these different types of publications include: (1) the role of peer review; (2) the place and form of publication; (3) the relative contribution of co-authors; (4) the length; (5) the measure of impact, such as the frequency of citation of the work; and (6) invited contributions. Single-authored academic books and articles in highly-regarded, refereed, international and national journals are usually strong evidence of maintaining a high quality research program in the Scholarship of Discovery. It is expected that by maintaining a high quality research program, a faculty member's work will have a significant impact on the development of disciplinary knowledge.

The Department of Government values the Scholarship of Discovery as the basis for all the other forms of scholarship. The Scholarships of Engagement, Teaching, and Integration – which typically emerge out of a faculty member's Scholarship of Discovery - are also recognized and valued. Activities under these types of scholarship will be evaluated in terms of comparable expertise and effort. Each faculty member is responsible for articulating and demonstrating his or her expertise and effort in each of these forms of scholarship, as well as providing compelling evidence of impact.

The Scholarship of Engagement refers to professional expertise used to benefit NMSU, the people of New Mexico and the larger community. In this type of scholarship, a faculty member applies her or his academic expertise and ability to assist communities and/or the University in resolving political, social and professional challenges. Examples would be policy analysis, program evaluation, program accreditation, service learning activities, and contract work with government and non-profit organizations, and other engagement activities that contain an appropriate peer-review component.

The Scholarship of Teaching includes published refereed articles on pedagogy, as well as other types of work where the faculty member has used his or her expertise to assess and enhance student learning, including presenting colloquia through the Teaching Academy.

The Scholarship of Integration seeks to integrate isolated facts and ideas, overcoming the fragmentation of the academic disciplines and narrowing the divide between the academic and non-academic worlds. It includes interdisciplinary research, meta-analysis and interpretative work. Evidence could include textbooks, scholarly books for the general public, integrative book reviews and encyclopedia essays. It also could include organizing unique interdisciplinary conferences or developing a web-based scholarly forum.

An important component of scholarship in general is external funding. External funding may take many forms. It may be obtained to support an individual's research program, to engage in creative activities which benefit the department such as developing new courses and programs, or to conduct activities falling under the Scholarship of Engagement on behalf of other organizations and groups. Soliciting and obtaining external grants and contracts is evidence of scholarly activity, though a particular project may overlap with teaching and/or outreach concerns. In evaluating external funding, consideration will be given to: (1) the funding source; (2) the relative size of the award; (3) the type of work it represents; (4) the level of student support; and (5) how it contributes to the quality of life in the Department. An ability to generate external funding, in and of itself, is not sufficient grounds for advancement in rank or the granting of tenure, but is valued in annual performance evaluations.

Presenting papers at professional meetings and conferences is a necessary element in the scholarly process. In evaluating presentations and papers, consideration will be given to invitations to present and the relative importance of the forum.

Two other criteria may be appropriate to consider in the evaluation of scholarship. First, the Department places value on working with junior faculty and students in the conduct of scholarship. Second, the department recognizes that more senior (usually tenured) faculty may undertake extended research projects. In such instances, a faculty member must provide evidence of continued effort and substantial progress in the production of scholarly materials. Moreover, it is acknowledged that engaging in research related activities does not directly address the issue of quality, an important element in the evaluation of scholarship.

Sources on the four scholarships:

Shulman, L.S. and P. Hutchings, *About the scholarship of teaching and learning* (Menlo Park: CA: The Carnegie Foundation for the Advancement of Teaching, 1998).

Braxton, J.M., W. Luckey, and P. Helland, *Institutionalizing a Broader View of Scholarship Through Boyer's Four Domains*, ASHE-ERIC Higher Education Report, Vol. 29, No. 2. (San Francisco: Jossey-Bass, 2002).

Boyer, E.L. *Scholarship Reconsidered: Priorities of the Professoriate* (Princeton, N.J.: Carnegie Foundation for the Advancement of Teaching, 1990).

C. Service Criteria

Participation in departmental affairs is expected; the Department of Government sees itself as a community requiring the active and equal involvement of all its citizens. Significant achievements in service are to be recognized and should improve a faculty member's record, although service cannot compensate for shortcomings related to either teaching or scholarship. The following ranking, in descending order of importance, is suggestive of the distinction between the routine and the significant in the evaluation of service: (1) positions in or service to national and international scholarly, professional or governmental/nonprofit organizations; (2) positions in or service to regional scholarly, professional or governmental/nonprofit organizations; (3) university work and service; (4) college committee work and service; and (5) other forms of service. It is recognized that the specific service performed by different faculty members will vary and that due consideration should be given to both the blending of activities and to the intensity of involvement.

D. Outreach Criteria

Outreach covers service to community groups, educational institutions, non-profit and philanthropic organizations, and public agencies, from the local to the global level. Outreach that benefits the citizens of New Mexico directly reflects the institution's land grant mission and deserves special consideration. Outreach will be evaluated according to the effort required and the expertise employed.

V. Procedures

This section describes Department procedures related to the assessment of teaching performance, annual goals and objectives, annual performance appraisals, and the Promotion and Tenure review process.

All regular faculty will be evaluated once a year by the Department Head as part of the annual performance appraisal process. The primary purpose of the Department Head's annual appraisal is to determine performance based salary increases, though the Department Head is encouraged to offer comments related to issues of promotion and/or tenure as appropriate. In addition, all

regular college faculty below the rank of associate professor and tenure-track faculty will be reviewed annually by the P&T Committee and by the Department Head. The purpose of these annual reviews is to issue recommendations concerning renewal of contracts and to offer assessments of progress towards promotion and/or tenure. The P&T Committee and Department Head also issue recommendations concerning promotion and/or tenure.

A. Assessing Teaching Performance

The results of all student evaluations using a Department approved form will be considered part of the record in assessing teaching performance. This does not preclude faculty from offering an analysis and interpretation of student evaluation results or from offering additional evidence concerning teaching performance. Student evaluation results will be kept on file in the Department. Repeated failure to adhere to the policies related to student evaluations will be viewed unfavorably in assessments of teaching performance. The following govern the use of student evaluations:

1. All regularly scheduled courses enrolling five or more students are to be evaluated using a form approved by Department faculty. Regular courses involving fewer than five students may be evaluated using a Department approved form but it is not required. For cross-listed courses, a faculty member should consider the total student enrollment, though s/he may elect to have separate evaluations submitted for each cross-listed course.
2. Individualized courses (e.g. independent research, readings, thesis etc.) involving fewer than five students are not to be evaluated using a Department student evaluation form.
3. Evaluations using a Department approved form are to be administered after the completion of 80 percent of the scheduled class sessions. Every effort should be made to obtain a maximum number of student evaluations for every section taught. Student evaluations are to be neutrally administered by a third party in the absence of the faculty member; the faculty member should leave the room and premises. The completed evaluations are to be returned directly to the Department office--not the faculty member--for tabulation and distribution. The results are to be shared with faculty members after the submission of final course grades.
4. Faculty members should take steps to ensure that evaluations are administered in a neutral, open environment, where students feel comfortable offering honest feedback. Instructors should refrain from such things as discussing in class the importance of receiving positive evaluations or prompting students in class to respond to questions extracted from the student evaluation form.

The following is a list of alternative methods available for assessing teaching performance in small courses:

1. Arrange to have the Department Head meet with the class to obtain feedback. The Department Head would then prepare a summary evaluation which would be provided to the instructor after grades have been submitted.
2. Arrange for an evaluation of teaching by another faculty member or the staff of the NMSU Teaching Academy.
3. Participate in a peer coaching program and submit the assessments completed by the partner faculty member.
4. Conduct self-assessments throughout the semester or a final assessment at the end of the semester.
5. Ask students to prepare a summary assessment and submit their comments to the Department Head.

B. Annual Goals and Objectives

All faculty members are required to develop goals and objectives on a calendar year basis. A draft statement should be prepared at the beginning of the calendar year that then will be discussed soon after the annual performance meeting with the Department Head. The statement will include an approximation of the percentage of time that will be devoted to teaching, scholarship, service and/or outreach. A final statement will be developed, and signed and dated by the faculty member and Department Head.

Faculty should submit a copy of their goals and objectives to the Department P & T Committee for feedback and guidance. A written agreement on relative performance weights is required at the same time unless a professor elects to use the standard weights. The standard weights will be assumed for faculty members who fail to negotiate relative weights before the end of the spring semester in any given year. In failing to negotiate weights, a faculty member waives his or her right to adjust these weights later in the year.

C. Annual Performance Appraisals

Faculty Annual Performance Reports for the calendar year under review will be submitted according to deadlines established by the Department Head. Faculty members are responsible for the completion of their reports in a timely fashion and for providing evidence of their performance in each area to be evaluated, including the submission of student evaluation results. Failure to submit an annual report according to the deadline may result in a faculty member being assigned to the lowest performance category by the

Department Head. Annual performance reports will be made available for public review upon request and according to procedures established by the Department Head.

The faculty respect that the Department Head is being asked to exercise professional judgment in conducting annual performance appraisals. Faculty performance will be evaluated as “exceeds expectations,” “meets expectations,” and “does not meet expectations.” The faculty endorse an evaluative approach that focuses on the positives of each person’s contribution while downplaying an examination of details to draw minor distinctions in performance. In practice, this suggests the lowest ranking should be reserved for individuals whose level of performance is clearly lacking in comparison to others, while the highest ranking would be awarded to individuals whose performance is notably superior and deserving of special recognition.

The Department Head will meet with each faculty member, generally in early March, to review the annual performance appraisal. One week after this meeting, the faculty member will submit his or her goals and objectives for the calendar year. Also at this time, the faculty member may submit a written response to the Department Head’s appraisal, which the Department Head will transmit to the College Dean.

D. P&T Notebook

To facilitate the work of the P&T Committee, the Department Head will maintain and update on an annual basis a P&T Notebook containing relevant information about the Department’s tenure-track faculty and regular college faculty below the rank of associate professor. Copies of the notebook, along with annual updates, will be distributed to each member of the P&T Committee. At a minimum, the notebook will contain the following documentation for each tenure-track faculty member:

1. Curriculum vita at time of initial employment;
2. Faculty Annual Performance Reports;
3. Annual Goals and Objectives Statements;
4. Annual Department Head’s Appraisals;
5. Annual P&T Committee Reviews and Recommendations on Renewal of Contract;
and
6. Annual Department Head Reviews and Recommendations on Renewal of Contract.

This same information will be assembled for each regular college faculty member, except for statements concerning goals and objectives. Faculty members may add any other

materials to the notebook by submitting items via the Department Head. The P&T Committee may request additional materials it deems necessary in order to perform its duties. All such requests should be made through the Department Head.

E. Annual Review of Tenure-Track Faculty and Regular College Faculty

1. The P&T Committee will conduct an annual review of all tenure-track and regular college faculty below the rank of associate professor at least once a calendar year, normally during the first part of March. In conducting its review, the P&T Committee will rely on the P&T Notebook and other professionally relevant materials. The Committee writes a report on each tenure-track faculty member that is signed and dated by each P&T member. It provides:
 - a. an evaluation of performance in the areas of teaching, scholarship, service and/or outreach for the previous calendar year;
 - b. an assessment of progress towards promotion and tenure for the entire probationary period to date; and
 - c. a recommendation on renewal of temporary contract.

The recommendation on renewal of temporary contract is to be based on a formal Committee vote, with the numerical results reported with the recommendation. An explanation of dissenting votes or abstentions should be provided or it is understood that the impact of these votes will be minimized. Dissenting members may prepare a signed minority report to be attached to the P&T Committee report.

This review may also include suggestions concerning goals and objectives for the current year. These suggestions may necessitate revisions to previously agreed upon goals and objectives.

For regular college faculty below the rank of associate professor this review will focus on teaching performance, progress towards promotion, and renewal of contract.

Tenured faculty members below the rank of professor and regular college faculty members above the rank of assistant professor are encouraged to request review by submitting a current vita to the P&T Committee every three years to obtain guidance in preparing for promotion to the next rank. These reviews will not have an impact on the Department Head's annual performance appraisals.

2. The Department Head will conduct an annual review of all tenure-track and regular college faculty below the rank of associate professor at least once a calendar year, normally in late March following the review conducted by the P&T Committee. The Department Head will rely on the P&T Notebook discussed above, the written materials prepared by the P&T Committee, and other professionally relevant materials. This written report which is signed and dated must provide:
 - a. an evaluation of performance in the areas of teaching, scholarship, service and/or outreach for the previous calendar year;
 - b. an assessment of progress towards promotion and tenure for the entire probationary period to date; and
 - c. a recommendation on renewal of temporary contract.

In the case of regular college faculty, this review will focus on teaching performance, progress towards promotion, and renewal of contract.

The Department Head will provide a copy of his or her report and a copy of the P&T Committee's report to the faculty member. Copies of both documents will be filed with the Dean of the College of Arts and Sciences. Originals will be kept on file in the Department of Government.

3. Consistent with university policy, faculty who allege that an adverse decision resulted from discrimination or violations of due process should follow the appeals procedures outlined in the University Policy Manual, Section 4.05.40 or 4.05.50, Human Relations – General – Appeals. See <http://www.nmsu.edu/manual/Chapter4.pdf>.

G. Promotion and/or Tenure Review

Faculty members interested in seeking early tenure review or promotions not coinciding with a regularly scheduled tenure review must submit a request to the P&T Committee to initiate their candidacy. All such requests are to be submitted early in the spring semester but no later than March 1 (or the next working day). The request is to be submitted to the Chair of the P&T Committee, with a copy sent to the Department Head. A copy of a current vita is to be attached to requests from faculty members holding tenure or college faculty members above the rank of assistant professor. The P&T Committee is expected to respond to such requests in a timely manner but no later than April 1 or the next working day. The P&T Committee's recommendation will be transmitted to the Department Head, who will consider that recommendation in making his or her recommendation to the Dean. In cases where there is disagreement between the Department Head and the P&T Committee over a request for an early tenure and/or promotion review, the Department Head will consult with the P&T Committee prior to making a recommendation to the Dean.

In accordance with university policy 5.90.3.6.2, a tenure-track faculty member may suspend his or her tenure clock under certain circumstances. Except in cases involving new parenthood, a tenure-track faculty member seeking to postpone his or her tenure or promotion review will follow the same process outlined in the paragraph above.

1. External Review and Reviewers

The purpose of the external review is to evaluate a candidate's research and creative activity. Candidates are charged with gathering the materials to be sent to the reviewers which should include all publications and other evidence of scholarship upon which the candidate would like to be judged. Unpublished items may be included but must be accompanied by a clarification of the status of the work, such as accepted, under review, or not yet submitted. The onus is on the candidate to substantiate claims made about the status of the materials. These materials are to be contained in seven identical loose leaf binders, with index tab dividers, and a copy of the candidate's vita appearing at the beginning. Candidates are encouraged to develop a vita according to the format discussed below but it is not required at this juncture; a more traditional vita may be used. This binder represents Volume II of a candidate's three volume Promotion and Tenure Packet, also discussed below. Since the purpose of the external review is to evaluate the candidate's scholarship, materials connected to teaching, service and outreach should not be included beyond what is contained in the vita. Regular college faculty members are not required to obtain external letters, unless released for research purposes. The following procedures govern the external review process:

- a. A candidate for a regularly scheduled tenure review will submit a list of potential external reviewers to the P&T Committee and Department Head within fifteen (15) days of receiving written notification from the Committee to initiate the process.
- b. A candidate who seeks promotion only and/or early tenure review will submit a list of potential external reviewers to the P&T Committee and Department Head within fifteen (15) days of receiving written notification from the P&T Committee to proceed with the review process.
- c. The list of potential external reviewers submitted by a candidate must include addresses, phone numbers, e-mail addresses, a statement of the nature and length of acquaintance with each person, and a brief description of each person's background and qualifications. A candidate for promotion and/or tenure should not attempt to contact these individuals to ascertain their willingness to serve or to discuss his or her candidacy. This document will be attached to the memorandum prepared by the Department Head and submitted to the College Dean discussing the background and qualifications of the external referees.

- d. The P&T Committee and Department Head will meet to develop a list of potential external reviewers. The goal is to send materials to five external reviewers, and the final list must include a least one person recommended by the candidate. The Department Head will arrange the scheduling of this meeting, preferably before the end of the spring semester. After the list has been developed, the Department Head will contact these individuals to ascertain whether they will serve. The Department Head then will send the Volume II binder assembled by the candidate accompanied by the transmittal letter found in Appendix A.
 - e. If at all possible, the goal is to send materials to the external reviewers before the end of the spring semester in order to give these individuals sufficient time to prepare their letters. The deadline for a candidate to submit her or his Volume II binder to the Department Head is June 15 or the next working day.
 - f. Failure to meet any of the deadlines stipulated in the sections above (a - e) may result in termination of the promotion and/or early tenure review process for the current year. The decision to terminate the process will be made by the Department Head and available members of the P&T Committee. The decision will be the result of a Committee meeting called five working days in advance by the Department Head.
1. Candidate's Promotion and Tenure Packet - The Documentation File

A candidate for promotion and/or tenure is responsible for the development of her or his Promotion and Tenure Packet. Under university policy, candidates may request to review other faculty portfolios for guidance, although the written permission of those other faculty is required. The packet or documentation file is divided into three clearly labeled volumes, compiled in loose leaf binders and organized with section dividers and index tabs. Volume II, as noted above, is due June 15 or the next working day. Volumes I and III must be submitted to the Department Head by September 15 or the next working day. Failure to meet these deadlines may result in termination of the promotion and/or early tenure process for the current year. The decision to terminate will be made by the Department Head and the P&T Committee, following a Committee meeting called five working days in advance by the Department Head.

In addition to the three volumes, the candidate is required to submit a Faculty Annual Performance Report for the current year according to a deadline set by the Department Head, usually falling in late September or early October. This document is added to Volume I, along with the letters submitted by the external reviewers. A candidate is to be provided with copies of these letters when they are made available to the P&T Committee. These three volumes, including the current annual report and the external letters in Volume I, form the candidate's documentation file; nothing can be changed, added, or deleted from it without the

knowledge of the candidate and consent of the Dean of Arts and Sciences. The documentation file will be available in the office of the Department Secretary for the review of Department P&T committee members. Only Volume I will be submitted to the College Dean, while the remaining materials will be retained in the office of the Department Secretary for review. Candidates should refer to current Arts & Sciences College policy pertaining to the number of Volume I binders to submit to the College Dean and specific materials to include.

- a. In general, Volume I should contain the following materials:
 - i. Narrative Statement (maximum of 1,000 words). This introductory statement is an opportunity for the candidate to provide an overview of his or her record and to offer a personal assessment of this record. At a minimum the candidate must include evidence of accomplishments felt to be applicable to quantity and breadth of teaching contributions, quality of teaching, and extraordinary efforts such as distance education and curriculum development. In terms of scholarship, the candidate must offer a summary statement regarding: (1) scholarship goals and accomplishments; (2) the significance and impact of one's scholarship; and (3) future scholarship plans. A candidate for advancement in rank to professor needs to describe his or her leadership efforts and activities.
 - ii. Curriculum vita. The vita should provide the following standard information, with appropriate dates, at a minimum: educational background, directly related professional experience, courses taught, advising, graduate committee work, individualized work with students, titles of publications and other scholarly projects, presentations, grants funded and not funded, professional and university service, community outreach, and awards. Information on publications is to be as complete as possible, including page numbers for articles and comparable publications. Candidates should explain the quality of the outlets where their work has appeared, the role of peer-review in the process, and their contributions to co-authored publications and other scholarly endeavors.

This information must span the candidate's entire professional and academic career but be presented in two parts corresponding to the outline suggested by the College of Arts and Sciences. The first part is to focus on the candidate's record before coming to NMSU, while the second part is to focus on his or her activities at NMSU. Within the second part of the vita, the candidate should clearly identify accomplishments subsequent to his or her last promotion and/or the granting of tenure. The use of detailed narratives and

explanatory statements to accompany sections of the vita is strongly recommended.

- iii. Faculty Annual Performance Reports for all previous years.
 - iv. Department Head's Appraisal of Faculty Annual Performance for all previous years;
 - v. Department P&T Committee's Reviews and Recommendations on Renewal of Contract for all prior years, including any reviews requested as an associate professor;
 - vi. Department Head's Reviews and Recommendations for all prior years.
- b. Volume II, as discussed above, includes evidence of scholarship that the candidate has asked the external reviewers to judge. By submitting a memo to the Department Head, the candidate may add works to Volume II or provide updates on the status of unpublished works after June 15 but no later than the deadline date for submitting the Faculty Annual Performance Report for the current year. These items will not be forwarded to the external reviewers, however. The vita, as sent to the reviewers, will remain in Volume II.
- c. Volume III. Any other information a candidate presents is considered to be in support of the application and is to appear in an optional Volume III binder. A candidate may present any materials she or he believes is relevant to be considered, including: (1) letters from students; (2) reviews of publications; and (3) letters of appreciation and recognition. Unsolicited letters of support also may be included in Volume III.
3. P&T Committee's Recommendation

In early fall the P&T Committee meets to consider the complete documentation files for candidates applying for promotion and/or tenure. It is the right and obligation of voting members of the committee to attend and participate in all discussions regarding a candidate's case. Members on sabbatical leave and unable to attend committee meetings may submit a memo expressing their views but these statements should not to be interpreted as representing vote. The Chair of the P&T Committee surveys the committee members by secret handwritten ballot on their support of the candidate's application. Separate ballots should be cast in cases involving promotion and tenure. The P&T Committee then prepares a report on its recommendation, including the numerical results of the vote. All participating members should sign and date the report. The following points should be considered in preparing this report:

- a. The report is to be detailed and evaluative, addressing both the candidate's strengths and weaknesses in all areas of review. An explanation of negative votes or abstentions should be provided or it is understood that the impact of these votes will be minimized. Dissenting members may prepare one or more signed minority report to be attached to the P&T Committee report. Any memorandums prepared by absent members on sabbatical leave should be attached as well.
- b. Excluding the materials composing the documentation file, all materials assembled by the P&T Committee are to be placed in an appendix to the Committee report. This appendix is considered to be part of the report. The Department Head is responsible for placing the original and a copy of the report in a candidate's Volume I binders before submission to the College Dean.

2. Department Head's Recommendation and Memorandum

Upon receiving the P&T Committee's report, the Department Head prepares a separate recommendation report that is signed and dated. This report should be detailed and evaluative, addressing both the candidate's strengths and weaknesses in all areas of review. As necessary, this recommendation should include: (1) an indication of the quality of the journal/press where each article/book appears; (2) a specific statement whether each publication or other evidence of scholarship is peer-reviewed; (3) information regarding the significance, if any, of the order of authorship in co-authored publications, grants and projects; and (4) an explicit statement in co-authored publications, grants and projects of the degree of the candidate's contribution.

In addition, the Department Head prepares a memorandum that: (1) discusses the backgrounds and qualifications of the external reviewers, to include any known relationships to the candidate; (2) provides an indication for each letter if the writer was the selection of the candidate or the P&T Committee and Department Head; and (3) offers a brief description of how the letters were secured.

Information provided by the candidate regarding these issues is to be attached to the memorandum.

All materials assembled by the Department Head, excluding the memorandum discussed above, are to be placed in an appendix to her or his recommendation. This appendix is considered to be part of the recommendation. The Department Head is responsible for placing the recommendation and memorandum (the original and a copy of each) in a candidate's Volume I binders before submission to the College Dean.

The Department Head is responsible for providing copies of the P&T Committee's report and the Department Head's report, and the Department Head's memorandum to the candidate after all materials have been submitted to

the College Dean. The two reports and memorandum are not considered to be part of the candidate's documentation file.

Candidates who allege that an adverse decision resulted from discrimination or violations of due process should follow the appeals procedures outlined in the University Policy Manual, Section 4.05.40 or 4.05.50, Human Relations – General – Appeals.

Neil Harvey 7/27/11
Neil Harvey, Department Head Date

Christa Slaton 8/9/11
Christa Slaton, Dean Date