

Policies, Standards, and Procedures for:

Annual Performance Review,  
Third-Year Mid-Probationary Review  
Tenure & Promotion, and  
Post-Tenure Review



Department of Health Science  
New Mexico State University

Developed by Department Faculty: Fall 2008 and Spring 2009

Approved by Department Faculty: May, 2009

Approved by Academic Department Head: June, 2009

Approved by College Dean: June, 2009

Effective Date: July 1, 2009

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# NMSU POLICY MANUAL - COMMON ELEMENTS

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*NOTE: All faculty members and P&T committee members shall review carefully NMSU Policy Manual 5.90.5.3 "Roles and Responsibilities during the Promotion & Tenure Process."*

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NMSU Policy Manual Section 5.90.5.4 "Common elements to be included in the principal units' promotion and tenure policy:"

1. University policies regarding promotion and tenure supersede department and college policies
2. Statements referencing the criteria for promotion and tenure as stated in NMSU Policy Manual 5.90.4 are provided within this document.
3. Candidates may temporarily suspend the promotion and tenure time process in accordance with NMSU Policy Manual 5.90.3.6.2
4. A statement regarding confidentiality of records and all committee procedures, including the manner in which confidentiality is ensured, is provided within this document.
5. This document may be modified annually by consensus vote of tenure-line faculty and with approval of the academic department head and dean. If this document changes during a faculty member's pre-tenure or pre-promotion period, the faculty member may choose to follow either the new document, or the old, but the faculty member must clearly specify which document with a signed hard-copy memo submitted to the academic department head.
6. A procedure for the conduct of a three-year mid-probationary review is provided within this document. Faculty must submit their portfolio to their department head by mid January. The portfolio shall be prepared in accordance with NMSU Policy Manual Section 5.90.5.5 and be reviewed by the department promotion and tenure committee, the department head, and the college promotion and tenure committee. The college committee will provide to the department head and candidate a written formative evaluation of progress. The review is conducted in accordance with the principal unit's promotion and tenure policy. (See Section 5.90.3.7.)
7. A procedure for electing college P&T members is not applicable to this document.
8. A procedure for electing Departmental P&T members is included in this document.
9. The definition of eligibility for serving on the Departmental P&T committee is included in this document. In instances of promotion, committee members must hold a rank at least equal to the rank for which the candidate is applying.
10. Term limits for Departmental P&T committee members are not specified.
11. Term limits for college P&T committee members are not applicable to this document.
12. The provision that "in no case will a promotion and tenure committee be comprised of fewer than three members" is provided in this document.
13. A provision for addressing cases where there are inadequate numbers of eligible faculty to constitute a committee is included in this document. The department and/or the college promotion and tenure committees may have members from outside the department.
14. the dean, department head, or comparable administrator may meet with the principal units' promotion and tenure committees to discuss procedural matters
15. the deliberations and voting of promotion and tenure committees will be conducted in closed session only among committee members
16. A method for surveying the committees' recommendations regarding each candidate(s) via secret written ballot is included in this document. Voting must be in person. Absentia and proxy ballots are not permitted. All vote counts must be recorded.
17. A method for the principal units' promotion and tenure committees to submit a letter summarizing its recommendations and the numerical vote count on each candidate to the department head and

college dean or comparable administrator is included in this document. The recommendation must: 1) reflect the majority view, 2) contain specific commendations, concerns, and recommendations addressing the department's criteria in each of the areas required for promotion and tenure, and 3) allow for dissenting opinions containing specific commendations, concerns, and recommendations addressing the criteria in each of the areas required for promotion and tenure

18. A method for informing each candidate in writing of the principal units' recommendations and numerical vote count, the department head's letter, and/or the dean's or comparable administrator's letter is included in this document.
19. A candidate may withdraw from further consideration in accordance with NMSU Policy Manual Section 5.90.5.6.
20. Guidelines for preparing the portfolio. (See NMSU Policy Manual Section 5.90.5.5.) are included in this document
21. A mechanism to provide candidates with sample portfolios is included in this document. If the portfolios of actual persons are used, written permission must be obtained from the owner of the portfolio
22. A procedure for indicating how and when a candidate may change, add, or delete materials from the portfolio after the portfolio is submitted to the committee for review is included in this document.
23. A statement regarding the location where the documentation file will be stored and accessed for review is included in this document.
24. A procedure for indicating how and when evaluators may request additional information is included in this document. All requests must be made in writing and transmitted to the candidate.
25. A procedure allowing the candidate to review all items included in the portfolio assembled prior to the review by appropriate committees, administrators, and/or external reviewers is included in this document.
26. A procedure for soliciting external letters (See NMSU Policy Manual Section 5.90.7 for example) is provided in this document.
27. Unsolicited letters will not be considered nor included.
28. Post-tenure review will be conducted by the department in accordance with NMSU Policy Manual Section 5.87
29. The appeals process is outlined in NMSU Policy Manual Section 4.05.40 and Section 4.05.50 "Human Relations – General – Appeals."
30. A procedure for reviewing the University's Conflict of Interest Policy with the Departmental P&T committee is included in this document.

NMSU Policy Manual Section 5.90.5.1.1 "Performance evaluation policies in the principal units shall include the following elements:"

1. Performance Evaluations are conducted annually.
2. A timeline consistent with the timeline for promotion and for tenure is described in NMSU Policy Manual Section 5.90.5.9.
3. The department head must meet annually with all faculty members regarding progress toward promotion and tenure, the recording of objectives and goals, and the department faculty evaluation format.
4. Faculty members have the opportunity to submit a written statement in response to annual performance evaluations.

5. The procedure for transmitting the performance evaluation, along with any supporting material, from the faculty member to the faculty member's department head shall be agreed upon in advance.
6. The procedure for transmitting a written copy of the department head's or comparable administrator's review to the individual being reviewed and to the dean or equivalent administrator shall be via hard-copy memo.
7. The procedure to certify in writing to the appropriate dean or comparable administrator that a meeting with each faculty member has occurred will be documented by the faculty member's signature on all relevant forms.

NMSU Policy Manual Section 5.90.5.1.2 Performance evaluation forms in the principal units shall include the following elements:

1. An Allocation of Effort Statement. The allocation percentages will be agreed upon by the faculty member and the department head, and will be approved annually by the faculty member's department head and dean. If agreement cannot be reached, the dean or equivalent administrator may assign the allocation of effort, and the faculty member may appeal through existing University procedures.
2. The allocation of effort statement and percentages may be altered during the year with the mutual agreement of the faculty member, department head, and dean 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. At the minimum, this statement shall contain the following elements: Percentage of effort devoted to teaching and advising or its equivalent, scholarship and creative activity, service, and extension and outreach. (The total percentage shall be 100%, but any category may be zero percent.)
3. The number of semester credit hours, student enrollment, and level of courses
4. A statement of what the principal unit considers a full teaching and advising load
5. If the principal unit utilizes a weighting, ranking, or scoring system, the value assigned to each category must be indicated. The values must be calculated proportionately to a candidate's allocation of effort.
6. Current position description.
7. A written section submitted by the faculty member detailing and citing accomplishments in relation to the criteria for promotion and tenure.
8. A written review from the department head or comparable administrator including specific commendations, concerns, and recommendations in each of the areas of performance, as well as separate comments about progress toward promotion and tenure.

## INTRODUCTION

The professional activities of the faculty of the Department of Health Science support and advance the mission and the principal goals of the department as listed below:

- To provide high quality teaching, advising, and supervision to students enrolled in departmental programs.
- To produce and disseminate scholarship and creative activity based knowledge. Such knowledge encompasses original research and creative activity focusing on new empirical facts, ideas, and theories; scholarship that synthesizes and integrates the application of knowledge and methods to social and public health problems, especially in but not restricted to the public domain (e.g. white papers, evaluation reports etc.) ; and scholarship that leads to improved teaching and advising.
- To provide quality service to appropriate units in the university, relevant disciplines and similar fields, and appropriate professional organizations; In addition such efforts may be related to extension and outreach efforts in various communities from local to global in the form of community based consulting, service based student learning projects, and other agreed upon extension and outreach efforts. Leadership and administrative efforts by faculty will also be included under service.

The health science faculty as a collective represents a diversity of skills and strengths and serves a variety of constituents in the community. To fulfill the needs of the community and university, the department aims to cultivate complementary knowledge, skills, and collegiality across its departmental faculty. Teaching, scholarship and creative activity, and service efforts and/or contributions, therefore, may vary dramatically among faculty within the unit, yet they may be considered equally meritorious. Among untenured and tenured professors alike, some may select to prioritize basic and/or applied scholarly and creative activity over teaching and service. Others may balance efforts relatively evenly across the three categories. Still others with heavy commitments to service activities may be expected to allocate proportionately less time to scholarly and creative efforts and/or contributions. In some instances, such service may serve as a precursor to future scholarly and creative activities. However, all faculty members are expected to teach and advise students, provide service, and engage in scholarly and creative activities - the combination and relative quantity of which is expected to differ according to the 'allocation of effort' and goals agreed upon between the faculty member and the Academic Department Head. Efforts and accomplishments in teaching, scholarly and creative activity, and service are the principal means to evaluate and allocate rewards to departmental faculty. In keeping with the mission of the department and the diversity of the faculty and the students served, collegiality, constructive feedback, faculty participation, and transparency of process among faculty, led by the Academic Department Head, and modeled by senior faculty members, are considered to be integral components in the three domains of teaching, scholarly and creative activity, and service.

### **Collegiality**

The Health Science Department faculty place a high value in collegiality when assessing faculty performance. Collegiality is defined as *“Demonstrated willingness and ability to work effectively with colleagues to support the mission of the institution and the common goals both of the institution and academic organizational unit.”* While evidence relating to collegiality may be most evident in the category of service, collegiality can also affect performance in teaching as well as in scholarship and

creative activity. Collegiality is not a separate concept but regarded as having the potential to enhance performance in each of three areas. Because the department values teamwork, evidence of collegiality plays a role in faculty evaluation. Taking into account the unique mission and demands of the Department of Health Science, consideration of collegiality shall be made under each of the categories of teaching, scholarship and creative activity, and service.

### **Faculty Participation**

Information regarding University Promotion and Tenure (P&T) policy on faculty participation and ensuring fairness can be found in section 5.90.3.1 of the University P&T Policy.

### **Transparency of Process**

University Promotion and Tenure Policy information regarding transparency of process may be found in section 5.90.3.2 of the University P&T Policy.

### **Constructive feedback**

The Department of Health Science faculty members place a high regard on a bi-directional, collaborative, and ongoing dialogue between the Academic Department Head and individual faculty to facilitate/guide progress towards promotion, tenure, and/or contributions to the department. Constructive feedback should be envisioned to be collaborative in spirit and nurture the diverse efforts of all departmental faculty members to achieve individual professional goals and contribute positively to the mission and needs of the department.

## **THE PROFESSIONAL RANKS<sup>1</sup>**

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

College Faculty—a person holding a College Faculty appointment is eligible for advancement in rank but not eligible for tenure.

Assistant Professor—normally holds the highest terminal degree in their field of expertise. Outstanding experience and recognition in a professional field may be considered the equivalent of the terminal degree. An assistant professor is expected to have a thorough command of the subject matter of some segment of the discipline, in addition to a comprehension of the whole. Assistant professors are tenure-track faculty members hired on a yearly, renewable contract for a maximum of seven years. During the sixth year, an assistant professor typically is evaluated for promotion and tenure simultaneously, having submitted their portfolio at the beginning of that year. However, an assistant professor may elect to

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<sup>1</sup> From NMSU Policy Manual Section 5.90.3.5

apply for tenure or promotion at any time with the written approval of department head and dean or their equivalents. The application for tenure may occur only one time.

**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. Once tenured, associate professors may hold this rank indefinitely or apply for promotion. Promotion to professor should not be considered to be forthcoming merely because of years of service to the university, or because tenure has previously been awarded. In accordance with the principal unit's timelines, a faculty member may present a promotion portfolio in any given year. An associate professor must demonstrate competence, continuous progress, and maturity over a large part of the academic field. It is expected that evidence showing high quality of teaching and scholarship and creative activity has been provided and is current.

**Professor**—a professor, sometimes referred to as a “full professor,” has established disciplinary, intellectual, and institutional leadership. The professor demonstrates command and a mature view of the disciplinary field as evidenced by teaching and advising (or its equivalent) or similar experience, scholarship and creative activity, service, extension, or outreach. Faculty members initially hired at the rank of professor are often given tenure on appointment.

## **TEACHING**

Teaching encompasses classroom instruction, testing, supervision, grading, course development, and advising/mentoring students in academic projects including Masters level theses. Teaching is central to the mission, purpose and objectives of New Mexico State University (NMSU), and is consequently encouraged, evaluated, and rewarded. Additionally, as technology often traverses rigid boundaries and criteria, its evaluation in teaching needs to be done with flexibility and appropriately and with recognition of the expectations placed on the faculty member at the time of hiring and during departmental annual reviews. The University P&T Policy states that effectiveness in teaching and advising is an essential criterion for tenure and advancement in rank (5.90.4.1). This evaluation of teaching shall be adaptable to differences among disciplines and be both formative (process oriented to improve teaching skills) and summative (to judge teaching skills). The evaluation of teaching is primarily a quantitative process, with multiple sources of evidence being employed to increase the validity of appropriateness, and relevance of the evaluation. One source of evidence shall be student evaluations, obtained for all classes in all program areas for all semesters, including summer sessions. The students' evaluation instrument is a standardized questionnaire with a narrative portion. Sections may be added by the instructor to address the special nature of the disciplines and the mode of instruction in different classes. Advising and mentoring students at all levels is an important aspect of teaching and faculty members shall demonstrate evidence of this activity. Creative and effective use of innovative teaching methods, unique and informal student learning evaluations, and curricular innovations are encouraged and shall be constructively evaluated. One important aspect of innovation in teaching is the use of web-based or web-enhanced curricula and courses to meet the ever changing needs of students enrolled in the departmental programs.

**The areas appropriate for the evaluation of teaching include, but are not limited to the following:**

- Formal student evaluations of teaching, advising, and mentoring
- Writing textbooks on teaching and learning pedagogies
- Designing new courses
- Developing and teaching web-based and/or web-enhanced courses
- Restructuring existing courses
- Innovative teaching techniques
- Position papers on teaching, learning, and other creative approaches to the process of teaching and learning
- Course syllabi
- Courses taught with the number of students enrolled including those enrolled in directed readings, independent studies, practicum, supervised research and creative activity, special student based projects, etc.
- Course reading lists
- Class assignments, handouts, and activities
- Community-based projects involving students and their learning
- Service-learning projects
- Attendance at workshops and/or other professional development seminars designed to improve and enhance teaching effectiveness
- Ability to motivate students
- Peer review of teaching or content analysis of materials used in course feedback to/from students (e.g., comments written on papers and exams, evaluations of students skills and performance, comments from students on teaching efforts etc.)
- Differential evaluation of students (e.g., grading, grade distributions)
- Developing curricula that are used in school or community settings
- Presentations at professional meetings and/or publications in scholarly journals that describe teaching ideas, educational programs, or evaluations of educational interventions
- Securing training grants and/or grants to develop and file test educational materials

**Evidence of collegiality** in teaching includes (but not limited) to the following:

- Working with colleagues to develop curriculum, integrate courses or course sequences
- Developing joint or interdisciplinary courses
- Serving on comprehensive Masters exam and theses committees
- Building collaborative and professional relationships with faculty and students
- Working to improve course evaluation procedures
- Mentoring faculty, GAs, and TAs with regard to research, teaching, and advising
- Providing assistance or training to improve others' teaching
- Holding regular office hours and/or being available for consultation with students
- Being responsive to suggestions for improving teaching and advising based on annual evaluations
- Team teaching and working with others faculty to coordinate courses or course content

## **SCHOLARLY AND CREATIVE ACTIVITY**

Scholarship and creative activity includes discipline-based and/or multi-disciplinary activities that advance the pool of knowledge and learning through production of new ideas and understanding. As technology often traverses rigid boundaries and criteria, its evaluation in scholarly and creative activity needs to be done with flexibility and appropriately and with recognition of the expectations placed on

the faculty/candidate at the time of hiring and during departmental annual reviews. Scholarly and creative activity includes the four subcategories listed below based on the notion that research is fundamental to scholarship and creative activities to integrate, build, reinforce, and extend new and existing knowledge through collaborations and research proposals (funded or non-funded) on topics relevant to faculty members and their discipline and communicate such endeavors through appropriate professional avenues. In the course of engaging in and advancing scholarly and creative activity, faculty members shall demonstrate their abilities through activities and processes, as well as products that are appropriate to the discipline and published or presented in relevant forums. As broadly conceived, the principle objectives in the evaluation of scholarly and creative activity are to determine the quality and quantity of work, its significance, extent of its dissemination, and utility. There can be some overlap in the subcategories listed below, and therefore a particular scholarly and creative activity may fall under more than one subcategory.

**Application Based:** A scholarly and creative activity of application adds to existing knowledge in the process of applying intellectual expertise to the solution of practical problems, and often results in written products that are shared with other people in the discipline or field of study. The scholarly and creative activity of application could include (but is not limited) to the following activities:

- a) Development of content-based seminars and workshops
- b) Provision of technical and research based assistance
- c) Evaluation of public and private sector institutions, their work, and/or policies
- d) Program development and evaluation

**Inquiry based:** A scholarly and creative activity of inquiry involves investigation aimed at the discovery of new knowledge within one's own discipline or area of study. In many ways, inquiry has the ability to serve as the basis for other forms of scholarships. Evidence of such inquiry based activity includes (but is not limited) to the following:

- a) Development, submission, and funding of grant proposals
- b) Funded and/or unfunded research activity
- c) Presentation at professional meetings
- d) Publications

**Integration based:** A scholarly and creative activity of integration makes meaningful connections between previously unrelated topics, facts, or observations. Activity in this area can result in presentations and/or publications. Examples of activity in this subcategory include (but are not limited) to the following:

- a) Cross-disciplinary synthesis
- b) Conceptualization of an integrative framework within a discipline
- c) Presentation at professional meetings
- d) Publications

**Teaching based:** The scholarly creative activity in this sub-category focuses on transforming and extending knowledge about pedagogy in one's discipline. Innovative contributions to teaching, insofar as they are published or presented in appropriate forums can constitute scholarly and creative activity in this subcategory. The "scholarly and creative activity of teaching" is not equivalent to teaching. Classroom teaching and staying current in one's field are not relevant criteria for evaluating faculty on the "scholarly and creative activity of teaching." Examples of activity in this subcategory include, (but are not limited) to the following:

- a) Authorship of a textbook or educational article in one's discipline
- b) Presentations at professional meetings on innovative approaches to teaching in one's area of expertise and/or interest

Scholarship and creative activity as described in the New Mexico State University P&T Policy (5.90.4.2) include both activity and products that employ dynamic interaction of discovery and creation, teaching and dissemination, engagement and application, and integration, in the pursuit of fulfilling the mission and vision of NMSU. Scholarship and creative activity can therefore take many forms, including, but not limited to refereed publications to reflect the multiple needs of the state's population as well as the breath and diversity of faculty interests, abilities and creativity.

**In general, the forms of scholarly and creative activities appropriate for evaluation in any of the above mentioned four subcategories include, but are not limited to the following:**

- Journal articles or monographs
- Professional reports (published or submitted to requesting agency)
- Written or edited books in ones discipline
- Chapter in an edited book
- PI, co-PI, and/or collaborator on a funded competitive scholarly and creative activity grant
- Unfunded research efforts including collaborative efforts resulting in products such as articles and/or presentations
- Professional conference presentations
- Invited presentations at conferences with/without an accompanying papers
- Development of competitive scholarly and creative activity grant proposal for funding
- Scholarly and creative grant proposals under review
- Articles under review for publication
- Invited presentations at conferences
- Textbook supplement
- Authorship of professional manuals, guides, proceedings, videotape, cassette tapes, or computer software
- Technical/evaluation reports for grants
- Preliminary grant proposal or section of grant proposals
- Book review published in professional journal
- Non-refereed journal articles
- Unpublished manuscript (works in progress)
- Journal editorship and membership on journal editorial boards
- Review work for journals and/or conferences

**Evidence of collegiality in scholarly and creative activity includes:**

- Collaboration on scholarly and creative activity projects
- Participation in scholarly and creative activity groups, lectures series, etc.
- Interdisciplinary efforts
- Providing consulting to colleagues
- Assisting students and faculty with obtaining participants for scholarly and creative activity
- Reviewing and critiquing colleague's or student's papers and grants
- Sharing information
- Scholarly and creative activity and publishing with students
- Action research and creative activity or evaluation for schools or groups that may not produce publishable results
- Appropriate credit or authorship given to colleagues or students
- Willingness to assist others

## **SERVICE**

Service includes undertaking activities in the department, college, and university, contributing to the profession, or providing extension and outreach services to the greater community, all of which support the mission and goals of the university. The type and amount of service that a faculty member performs shall be determined collaboratively in consultation with the Academic Department Head and documented in the 'allocation of effort' document. These functions may overlap in some instances. All faculty members are expected to perform basic citizenship activities within the department, college, and/or university. Some faculty may accept more extensive citizenship and/or leadership functions such as in the faculty senate, in professional associations, and at community agencies. Faculty members are encouraged to perform outreach to the greater community, extension, and professional service in addition to basic citizenship activities. Leadership roles and administrative work undertaken by faculty members that contribute to the overall advancement of the department and that can be adequately documented will be included in the area of service.

Service to the profession is manifested by involvement in and service to local, regional, national, or international professional associations and/or organizations. Extension and outreach service refers primarily to sharing professional expertise with parties outside the university including serving on boards of community agencies. Extension and outreach efforts shall directly support the goals and mission of the department, the college, and therefore that of the university. Such service at times may be visible and be able to be evaluated. Therefore, whenever possible it is important that when tangible products result from extension and outreach service activities, they are appropriately documented and submitted by the faculty members in their annual review documentation. Writing up outreach and extension service efforts for publication can be one way to permit evaluation of such service.

**Examples of service, outreach, and extension activities appropriate for evaluation include, but are not limited to the following:**

### **Department, college, and university**

- Serving on department, college, or university committees and task force
- Serving on the Faculty Senate
- Advising student organizations
- Staff/faculty in-service
- Guest lecturing

- University liaison to other universities and colleges
- Judging academic competitions
- Sponsored service (e.g., accreditation efforts for departmental programs, etc)
- Administrative work as assigned
- Recommendation letters for students
- Service on external agencies, commissions, foundations, etc.

**Professional Service:**

- Professional society memberships
- Elected and/or appointed officers in professional associations
- Reviewer or planner for professional conferences
- Conference or society committees
- Journal editorship and reviewers
- Textbook reviews
- Speeches, workshop, and invited presentations at professional meetings (non-refereed talks and non-refereed papers)
- Guest lecturing
- Sponsored professional service (e.g., office holders in professional associations)
- Paid or unpaid consulting with agencies or professional groups

**Outreach service to the greater community:**

- Speeches, workshops, and invited presentations for schools/community agencies
- Newspaper editorials, interviews
- School/community/government projects, boards, committees, or offices
- Other unsponsored service (e.g., evaluation of school/community/government programs, judging science fairs)

**Extension Service**

- Class based community projects
- Students' driven community work supervision
- Service learning projects

**Evidence of collegiality in service includes:**

- Willingness to take on tasks
- Provides assistance informally by performing "behind the scenes" tasks
- Collaborates with other colleagues in a problem-solving capacity when dealing with professional concerns or problems
- Attends and participates responsibly and willingly in faculty meetings, on committees, through assignments, and with other university service activities
- Discharges assignments, and responsibilities in an expedient manner

## **ANNUAL PERFORMANCE REVIEW**

Faculty planning, both short and long term, shall occur in the spring during the annual review process and utilize an agreed upon allocation of effort developed collaboratively by faculty member and Academic Department Head. To ensure transparency of the process, the allocation of effort document

shall serve as the guide for annual reviews and consideration for promotion and tenure. This is a joint endeavor carried out by the faculty member, the Departmental P&T Committee, and the Academic Department Head, and takes into account the department mission, needs, and academic freedom. Annual planning and evaluation shall be a cumulative process that culminates in a tenure and promotion file for untenured faculty and a promotion file for those who wish to be candidates for Associate Professor or Professor. The consultation between the faculty member, the Department P&T Committee, and the Academic Department Head during annual review shall focus on constructively assisting the faculty member in planning his or her personal allocation of effort which is proportioned among teaching, scholarly and creative activity, and service. Planning need not be for specific activities or outcomes but for broad objectives and allocation of effort. Theoretically, a faculty member could negotiate allocations of any proportion ranging from 0 – 100% in any category; however, it is anticipated that a more evenly distributed allocation of effort will be made among the various categories of professional activities in order to ensure that the needs of the department, college, university, and faculty member are met. The P&T Committee Chair's and Academic Department Head's signatures on the planning form indicate their acknowledgement of the appropriateness of the faculty member's plan and should be considered an agreement between the faculty member and those responsible for evaluating his/her progress in the future. Faculty shall keep these materials in a file containing evidence of contributions and accomplishments so that the necessary work to develop a portfolio for third-year review and tenure and promotion reviews can be expedited. If unexpected events during the year require re-negotiations of the 'allocation of effort' document, this reallocation of effort shall be documented and placed in the faculty member's annual performance evaluation binder.

It is the faculty member's responsibility to document activities and accomplishments over the previous year when preparing the annual report and submitting it to the Academic Department Head. In keeping with the mission of the department it is expected that the Academic Department Head with the input of the Departmental P&T Committee will provide input, constructive feedback and suggestions to assist the faculty to showcase their contributions accurately and appropriately. Portfolios prepared for the annual review shall include not only a listing of activities and accomplishments but supporting materials as well. Subsequent sections of this document describe required and optional material that may be included. All forms that need to be included in a faculty's annual performance evaluation binder including the 'allocation of effort' document and departmental evaluation forms that are currently approved for use, can be downloaded from the departmental web-pages.

The Departmental P&T Committee and the Academic Department Head shall respond to each annual report with a narrative evaluation as well as a rating for teaching, scholarly and creative activity, and service as well as for the overall performance. Collegiality as previously defined under the definitions of teaching, scholarly and creative activity, and service will be considered by the Faculty P&T Committee and the Academic Department Head when evaluating each component of a faculty member's work. This evaluation is based on the initial planning record in each performance area and specific accomplishments over the year. However, the initial plan is not to be considered a rigid contract. As mentioned above, unforeseen circumstances and opportunities may arise that result in activities, outcomes, and/or products that differ from those in the original plan. It is this summary of work that is evaluated. The overall rating is not necessarily an average of the performance in the three areas, but shall be a holistic evaluation with explicit reference to the relative contribution in each of the three areas as negotiated in the allocation of effort document. It is important and a matter of fairness that untenured faculty as well as those tenured faculty seeking promotion receive clear and consistent communications relative to their progress towards tenure and promotion. The faculty member will review the Faculty P&T Committee's and Academic Department Head's evaluations and sign the

evaluation form indicating that it was discussed with them. If any faculty member feels that the evaluation is not reflective of his/her performance, or that the evaluation process was improper, they may appeal their evaluation in accordance with University policy.

**Evidence of Quality of Teaching:** The evaluation of a faculty member's teaching shall not be made solely on the basis of material provided in the faculty portfolio. The Academic Department Head may use a variety of other sources for evaluation purposes, such as classroom observations and responding to unsolicited complaints and/or compliments from students. Similarly, the faculty portfolio submitted for the annual performance evaluation of teaching may include a variety of formal or informal evidence.

Formal student evaluations must be obtained in an approved format for each course taught. Other supporting material shall be submitted for each course taught and for each of the comprehensive exam and/or thesis committee that the faculty served/chaired. A list of courses taught each semester with the number of students enrolled is required. Syllabi for each course taught must also be provided. In addition, the faculty member may choose to submit some of the following materials or other additional materials listed:

#### **Formal Courses**

- Tests
- Supplementary materials (e.g., handouts, class assignments, class activities)
- Evidence of course review and update
- Evidence that course activities that are linked to and meet course objectives
- Construction of new courses
- Course reading lists
- Grade distributions
- Feedback to students
- Evidence of subject knowledge and ability to communicate
- Evidence of ability to motivate students
- Evidence of interest in subject matter and in teaching
- Unsolicited comments from students
- Listing of steps taken to improve teaching (e.g., inviting colleagues to attend class and provide feedback; attendance at workshops or seminars designed to improve instruction)
- Peer observation, including (a) direct observation of and resultant written comments concerning, classroom teaching or (b) written assessment of classroom materials
- Other relevant materials

#### **Advising Students**

- Unsolicited comments from students
- Article submitted in collaboration with students
- Conference presentation with students
- Scholarly and creative activity and publishing with students
- Mentoring of students
- Documentation of progress made by advisees
- Documentation of timely responses to students request for help or information
- Students awards
- Other relevant materials

**Evaluation categories for annual review of teaching:** The following four descriptive categories should be used as a guide to evaluate the teaching of faculty members.

**Excellent:** Excellence in teaching is demonstrated by having excellent ratings for the type of course on the approved evaluation form, consistently positive student remarks on the evaluation form, and supportive evidence demonstrating both excellence and commitment to teaching over and above up-to-date syllabi and evidence of remaining current in the teaching area. Syllabi shall be of high quality and supported by materials linked to the course goals and objectives. Other evidence of excellence in teaching may be (a) excellent peer evaluations of teaching, if peer reviewed, (b) students accomplishments in the form of presentations or publications, or (c) excellent student evaluations of thesis guidance and/or other collaborative and mentoring activities.

**Good:** Good performance in teaching is manifested by above average ratings for the type of course on the approved evaluation form, positive student remarks on the evaluation form, up-to-date syllabi, evidence of keeping current in the teaching area, and evidence of good mentoring of students. Other evidence may include (a) good peer evaluation of teaching, if peer reviewed, (b) supervised student accomplishments in the form of presentations, projects, and/or publications, or (c) good student evaluations of thesis guidance and/or other collaborative and mentoring activities, (d) other evidence provided by the faculty.

**Satisfactory:** Satisfactory performance in teaching is evidenced through average evaluations for the type of course on the approved evaluations form, few negative remarks by students on the evaluation form, up-to-date syllabi, and adequate mentoring of students. Other evidence may include (a) average peer evaluations of teaching, if peer reviewed or (b) average evaluation of thesis guidance and/or other collaborative and or other mentoring activities.

**Unsatisfactory:** Unsatisfactory performance in teaching is manifested by below average evaluations for the type of course on the approved evaluation form, consistent negative remarks by students on the evaluation form, and problems with syllabi (e.g., not correct, incomplete, not regularly revised.) other evidence may be (a) poor peer evaluation, if peer reviewed, (b) poor student evaluations of thesis guidance and/or other collaborative and mentoring activities, or (c) limited regard for student complaints.

**Evidence of Quality of Scholarly and Creative Activity:** Evidence of all scholarly and creative activity items listed on pages 8-10 of this document shall qualify as documentation of scholarly and creative activity contributions. Faculty performance reports and documentation submitted for the annual evaluation of scholarly and creative activity accomplishment shall include (but not limited to) some of the following suggested evidence:

- Copies of articles and conference presentations
- With sponsored scholarly and creative activity, a letter from the sponsoring agent that the scholarly creative and activity/contract progress has been satisfactory
- For work in progress and/or to be presented copies of written communications (e.g., e-mails etc.)
- Other supporting evidence regarding quality of scholarly and creative activity accomplishment may include:
  - ✓ Awards or commendations from professional organizations regarding scholarly and creative activities

- ✓ Evaluations by others of scholarly and creative activity (e.g., reviews, article citations, discussion of research and creative activity in monograph or literature review). Evaluations must appear in professionally recognized outlets.
- ✓ Letters from professional colleagues when appropriate
- ✓ Letters of request from outside the university for reprints or further information about published work
- ✓ Involvement in scholarly and creative activity that may lead to a published article
- ✓ Invited presentations at other organizations, conferences, and/or on other campuses
- ✓ Other evidence deemed relevant by the faculty member

The following four descriptive categories should be used as guide to evaluate the annual scholarly creative and activities of faculty members. The descriptors and evaluation rubric for this area has been derived from the Revised P&T Guidelines of the College of Health and Social Services and appropriately modified where applicable to meet the needs of the department (Page 27). The Departmental P&T Committee, the Academic Department Head, and the faculty member are encouraged to consider the general pattern of scholarly and creative activities, the quality of products, the time assigned, tenure status, and rank. Comparisons should be made not relative to the entire department but to those similarly situated in rank and with similar scope of work for the year within the department and the precedence set in the department with previous tenure and promotion decisions.

**Excellent:** Excellence in scholarly and creative activity over the preceding year shall be evident through a combination of major, secondary, and other accomplishments with supporting evidence indicating a high quality of work. This would include substantial scholarship and creative work relative to rank, position, departmental need, expectations at hiring, and past precedence. It would also include significant progress and/or completion of scholarly and creative projects in accordance to faculty member's long-term plans.

**Good:** This category would reflect some solid scholarly and creative activity relative to rank, position, departmental need, expectations at hiring, and past precedence. In addition, this evaluation category would denote solid evidence of successful completion of scholarly and creative activity in the past, a future plan of action, and likelihood of completion.

**Satisfactory:** A satisfactory level of scholarly and creative activity over the preceding year would refer to limited productivity of acceptable quality of work in this area relative to rank and position.

**Unsatisfactory:** Unsatisfactory performance in scholarly creative and activity is manifested by a demonstration of limited/no scholarly productivity or activity of a quality below expectations relative to rank and position.

**Evidence for quality in performance of service:** Evidence of performance of service includes, but is not limited to, letters of commendation, awards, service products (e.g., memos, reports or training manual authored by faculty member), and faculty members' descriptions of accomplishment in the following areas:

- Department, college, and university committees
- Professional service
- Outreach service to the greater community
- Extension service

The following four descriptive categories will be used as a guide to evaluate the service efforts of faculty members.

**Excellent:** Excellent initiative, efforts, and consistently useful and effective service and/or leadership to the department, college, and university, greater community and/or to the profession, as well as in terms of extension and outreach service with consistently beneficial results and outcomes appropriate to rank and position.

**Good:** Consistently useful and effective service and/or leadership to department, college, university, greater community and/or to the profession as well as in terms of extension and outreach service appropriate to rank and position.

**Satisfactory:** A satisfactory level of service and/or leadership is evidenced by combination of moderate participation on department, college, university, as well as in terms of extension and outreach service with consideration to rank and position.

**Unsatisfactory:** Unsatisfactory performance in service and/or leadership activity as manifested by limited/sporadic involvement in service activities and/or limited initiative to fulfill appropriate service roles to meet the needs internally on campus and outreach to the greater community.

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*NOTE: Prior to the preparation of portfolios for tenure, promotion, or third-year mid-probationary review, faculty should consult carefully NMSU Policy Manual Section 5.90.5.5 "Portfolio Preparation".*

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## **DEPARTMENTAL P&T COMMITTEE:**

1. This committee is composed of all tenured departmental faculty members holding the rank of Associate Professor or above with the exception of the Academic Department Head. At no time will the committee be composed of fewer than three faculty members. In the event that there are inadequate numbers of eligible faculty to constitute a committee, the Departmental P&T committee chair will solicit participation from faculty members from outside the department, under the direction, guidance and approval of the Academic Department Head.
2. The first meeting of this committee will be called each fall by the Academic Department Head who will conduct the election of the chair of the committee. Subsequent meetings will be called by the committee chair. It is the responsibility of the committee to verify that each candidate's portfolio is complete. When all portfolios are complete, the committee chair will notify committee members that they are ready for review and set the date for the first committee deliberations.
3. Committee members will review candidate's portfolio by requesting them from the Academic Department Head. Portfolios may not be removed from the department. The Academic Department Head shall establish, maintain, and communicate to the candidate the location, storage, access, and review process of the submitted portfolio.

4. Deliberations and discussions of candidate's portfolio will take place in committee meetings. All discussions will be held in strict confidence. If additional information is required by the committee, the committee chair will so advise the Academic Department Head who will subsequently contact the candidate in writing.
5. Discussion should be objective and should adhere to the consideration of the established criteria. Each candidate's accomplishments in the areas of teaching, scholarly and creative activity and service should be evaluated with respect to the quality of accomplishments, not merely quantity and within the context of the candidate's role and responsibilities.
6. Voting will be by secret ballot. All voting will be in person. In absentia and proxy ballots shall not be permitted. All vote counts shall be recorded in terms of how many voted yes/no/abstained. The results of the voting together with a short narrative conveying the major considerations will be forwarded to the Academic Department Head. The narrative must reflect the majority review, contain specific recommendations, and suggestions addressing the department's criteria in each area required for P&T, and allow for dissenting opinions and explanation. This narrative shall be written during the P&T Committee meeting by the Committee Chair and shall have the committee's signatures indicating concurrence prior to concluding the meeting. These comments may later be typed if not done so during the meeting, at which time all committee members need to re-sign indicating their concurrence. No further substantive change should be made though after the version prepared during the actual meeting is signed.

## **THIRD-YEAR MID-PROBATIONARY REVIEW**

The third-year review is a major midterm evaluation of untenured faculty in tenure-track positions and is conducted at the end of the faculty member's third year of appointment. The purpose of this review is to provide faculty with information about the status of their progress toward promotion and tenure. While this review is required for all untenured tenure-track faculty members, exceptions may be made as needed for those faculty who come into the university with years of credit toward tenure. The Academic Department Head shall initiate the third-year review process for eligible faculty by requesting Third-Year Review recommendations from the Department P&T Committee By February 1 during the spring semester. After receiving the recommendations of this committee, the Academic Department Head shall make his/her own recommendation and forward both to the Dean of the College. The Academic Department Head shall then meet with the faculty member to share the recommendations made by the committee and provide guidance and direction for future work. At all levels, the review process is designed to be supportive and constructive to the faculty member and focused on enhancing the likelihood of promotion and tenure.

### **Department P&T Committee Third-Year Review:**

1. The committee chair will assist each faculty member undergoing the third-year review with the preparation of the portfolio to be submitted for the review.
2. When all portfolios are complete, the committee chair shall notify committee members that they are ready for review and set the date for the first committee deliberations.
3. Deliberations and discussions of the portfolio shall take place in committee meetings. All discussions will be held in strict confidence. If additional information is required by the committee, the committee chair shall request that from the faculty member.

4. Discussions shall be objective and adhere to the consideration of the established criteria. Each candidate's accomplishments in the area of teaching, scholarly and creative activity, and service shall be evaluated with respect to the quality of accomplishments, not merely quantity, and within context of the candidate's role and responsibilities.
5. The committee chair shall prepare a report, approved by other committee members, that is submitted to the Academic Department Head. This report shall discuss the strengths and areas for improvement of the faculty member's accomplishments of teaching, scholarly and creative activity, and service. It should also provide meaningful feedback and direction to the faculty member to assist him/her in the planning and organizing of subsequent work activities in order to maximize the likelihood of promotion to Associate Professor with tenure.

**Portfolio for Third-Year Review:** The materials prepared and presented for the third-year review shall be the same as for promotion consideration with the exception of letters from external reviewers. Each faculty member undergoing a third-year review must present a portfolio of appropriate supporting materials such as documented evidence of quality in teaching, scholarly and creative activity, and service listed under Annual Review. Supporting materials must include copies of all publications and summary of student evaluations of courses. The faculty member may add supporting documentation to the original portfolio as and when they become available after the initial submission. However, the inclusion of non-essential documents is discouraged.

**Evaluation for Third-Year Review:** The criteria for evaluation of the quality of a faculty member's accomplishments over the first three years of appointment shall be the same as those for promotion to Associate Professor with tenure although the quantity of work expected is necessarily less. Consideration should also be given to the faculty member's role and responsibilities. The expectation for scholarly and creative activity in the first three years of an appointment shall be focused on evidence of development and progress of a coherent line of scholarly and creative activity. While the principle emphasis is on quality, it is recognized that different products and types of scholarly and creative activity require different length of time investments; this should be take into consideration. It is expected that quality in teaching should be manifested by at least good evaluations according to the criteria for teaching used in the annual review. While a level of service to various constituencies is expected, given only three years in rank, it must be recognized that newer faculty may not have the breath and depth of service necessary to exhibit the levels of involvement and service to the university, greater community, and professional organizations expected for promotion. The faculty member should have demonstrated collegiality and a willingness to work with colleagues in supporting the goals and mission of the department, college, and university.

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*NOTE: Please refer to NMSU Policy Manual Section 5.90.5.9 "University Timeline for Promotion and Tenure."*

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## PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE<sup>2</sup>

The Academic Department Head has the responsibility of initiating the promotion to Associate Professor with tenure for eligible faculty in the department, although a faculty member may submit his or her name to the Department Head for early consideration. Faculty members must meet the minimum eligibility requirements for Associate Professor with tenure as delineated in the New Mexico State University Policy Manual Section 5.90.5.4). At the beginning of each fall semester, faculty eligible for promotion should be notified by the Academic Department Head and supplied with copies of the department, college, and university guidelines and review forms for P&T, as well as deadlines for submitting portfolios for promotion. The names of the faculty members to be considered for promotion to Associate Professor with tenure will be forwarded to the Department P&T Committee. After receiving the recommendations of the Departmental P&T Committee, the Academic Department Head will make his/her own recommendation and forward both to the College P&T Committee. The faculty member will be duly informed of the process and forwarded copies of all correspondence among the Academic Department Head and Departmental P&T committee.

**Portfolio for Promotion to Associate Professor with Tenure:** Each candidate must present a portfolio of materials in support of his/her promotion and appropriate supporting materials such as documented evidence of quality in teaching, scholarly and creative activity, and service listed under the Annual Review. Supporting materials must include a current vita, copies of all publications and summary of student evaluations of courses. The faculty member may add additional supporting documentation to the original portfolio as and when they become available. However, the inclusion of non-essential documents is discouraged. The department and college shall establish and have in place a mechanism to provide candidates with information of the process. The applying candidate should have access to sample portfolios for review and preparation, from the NMSU Teaching Academy.

**Letters from external peer reviewers:** Letters from external peer reviewers evaluating the candidate's scholarly record must be solicited by the Academic Department Head and included with the candidate's portfolio when forwarded to the department and the college P&T Committee. Letters from at least six external reviewers must be requested; three from a list provided by the candidate and three selected by the Academic Department Head in consultation with the Department P&T Committee. A minimum of four (4) letters must be returned. Reviewers should be scholars in the candidate's area of scholarly and creative activity and should not be former mentors, professors, or close colleagues. Every effort should be made to eliminate biases for or against the candidate. Each reviewer shall receive a copy of the candidate's current vita and a copy of the candidate's "written narrative summary of qualification". Each reviewer will also receive copies of the current departmental, college, and university P&T documents. Instructions to reviewers will include: 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 committee, and administrators will have an opportunity to read the letter of assessment; and d) notification that third parties may review the letters in the event of an EEOC or other investigation into a tenure or promotion decision.

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<sup>2</sup> Faculty members hired as an Associate Professor on a tenure line may pursue a permanent contract (tenure) once they become eligible, in accordance with these same criteria, with or without simultaneous consideration for promotion to professor.

**Evaluation for Promotion to Associate Professor with Tenure:** An associate professor must demonstrate competence, continuous progress, and maturity over a large part of the academic field. It is expected that evidence showing high quality of teaching and scholarship and creative activity has been provided and is current. While in rank as Assistant Professor the candidate must have established a pattern of differential effort in teaching, scholarly and creative activity, and service. This will be taken into account by the Academic Department Head and the Departmental P&T Committee in making a deliberation. To be recommended for promotion to this rank, the candidate must have an established record of scholarly and creative activity, a record that also suggests that the candidate will have a high probability of being promoted to Professor based on subsequent work done while in this rank. There should also be evidence of having gained greater recognition for one's scholarly and creative activity. While the principal emphasis is on quality, it is recognized that different products and types of scholarly and creative activity require different time investments that should be taken into consideration. The quality of work is judged by internal faculty assessments and statements from external peer referees. It is also expected that a faculty member promoted to Associate Professor with tenure has demonstrated at least good performance in teaching as described in the annual review criteria. A record of quality of service to the department, college and/or university, professional associations, and appropriate communities is also expected. The candidate should have demonstrated collegiality and willingness to work with colleagues in supporting the goals and mission of the department, college and university.

#### **Feedback**

Each year Department P&T Committee will provide written feedback to the candidate regarding satisfactory progress towards promotion. Strong and areas for improvement will be identified, with specific suggestions as how to improve these areas.

#### **Remediation Procedure**

If a candidate is not making satisfactory progress, one or more members of the Department P&T Committee will be identified as mentors. It will be the mentors' responsibility to help guide the candidate towards successful progress in the following year(s).

## **PROMOTION TO PROFESSOR<sup>3</sup>**

The Academic Department Head has the responsibility of initiating the promotion to Professor for eligible faculty in the department although faculty member may submit his or her name to the Academic Department Head for early consideration. Faculty members must meet the requirements for Professor as delineated in the most recent NMSU Policy Manual. At the beginning of each fall semester, faculty going forward for promotion should be supplied with copies of the department, college, and university guidelines and review forms for P&T and deadlines for submitting portfolios for promotion. The names of faculty members to be considered for promotion will be forwarded to the Departmental P&T Committee. After receiving the recommendation of the Departmental P&T Committee, the Academic Department Head will make his/her own recommendation and forward both to the college P&T Committee.

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<sup>3</sup> Faculty members hired as a Professor on a tenure line may pursue a permanent contract (tenure) once they become eligible, in accordance with these same criteria.

**Portfolio for Promotion to Professor:** Each candidate must present a portfolio of materials in support of the promotion and appropriate supporting materials such as the documented evidence of quality in teaching, research and creative activity, and service listed under Annual Review. Supporting materials shall emphasize accomplishments since the last promotion, and the inclusion of non-essential documents is discouraged. The candidate, in close consultation with the Academic Department Head (or department member appointed by the Academic Department Head), prepares the appropriate review forms and portfolio to be submitted. The candidate shall have access to sample portfolios for review while preparing his/her portfolio. Additionally, the candidate may add supporting documentation to the original portfolio as and when they become available after its initial submission. However, the inclusion of non-essential documents is discouraged.

**Letters from external peer reviewers:** Letters from external peer reviewers evaluating the candidate's scholarly record must be solicited by the Academic Department Head and included with the candidate's portfolio when forwarded to the department and the college P&T Committee. Letters from at least six external reviewers must be requested; three from a list provided by the candidate and three selected by the Academic Department Head in consultation with the Department P&T Committee. A minimum of four (4) letters must be returned. Reviewers should be scholars in the candidate's area of scholarly and creative activity and should not be former mentors, professors, or close colleagues. Every effort should be made to eliminate biases for or against the candidate. Each reviewer shall receive a copy of the candidate's current vita and a copy of the candidate's "written narrative summary of qualification". Each reviewer will also receive copies of the current departmental, college, and university P&T documents. Instructions to reviewers will include: 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 committee, and administrators will have an opportunity to read the letter of assessment; and d) notification that third parties may review the letters in the event of an EEOC or other investigation into a tenure or promotion decision.

**Evaluation for Promotion to Professor:** A professor, sometimes referred to as a "full professor," has established disciplinary, intellectual, and institutional leadership. The professor demonstrates command and a mature view of the disciplinary field as evidenced by teaching and advising (or its equivalent) or similar experience, scholarship and creative activity, service, extension, or outreach. A record of quality service and/or leadership to the department, college, and/or university, professional associations, and greater community, and mentoring junior faculty are also expected. The candidate shall have demonstrated collegiality and willingness to work with colleagues in supporting the goals and missions of the department, college, and university.

### **Feedback**

Each year the Departmental P&T Committee shall provide written feedback to the candidate regarding satisfactory progress towards promotion. Strong and improvement areas will be identified, with specific suggestions as to how to improve the weaker areas.

### **Remediation procedures**

If a candidate is not making satisfactory progress, one or more member of the Departmental P&T Committee shall be identified as mentor. It will be the mentors' responsibility to help guide the candidate towards successful progress in the following year(s). Specific deadlines for evaluation of the

faculty member's progress on remediation will be established, and a formal termination of remediation will occur when remediation goals have been met.

**Timelines for P&T**

Please refer to the University P&T Policy for the timelines to conduct tenure and/or promotion reviews. In addition, consultations with the Academic Department Head on these deadlines are strongly recommended.

**POST-TENURE REVIEW**

Post-tenure review in the Department of Health Science will be conducted in accordance with NMSU Policy Manual Section 5.87 Post-Tenure Review.

# SAMPLE LETTER

## 5.90.7 Examples

### 5.90.7.1 Sample Letter to External Evaluators for Tenure and/or Promotion Decisions

Dr. \_\_\_\_\_, (current rank), is being considered for (tenure and/or promotion) 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 (tenure and/or promotion) decision.

University policy mandates that I seek evaluations of a candidate from professionals who are qualified to judge the candidate's teaching, advising, scholarship, creative activity, career development, and contributions to the discipline. Of particular value would be a frank appraisal of the candidate's scholarly abilities and accomplishments; standing in the field; potential for further growth and achievement; and [other relevant information as it pertains to the promotion and criteria standards].

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 Dr. \_\_\_\_\_'s curriculum vita, a copy of the department and/or college's promotion and tenure policies, Dr. \_\_\_\_\_'s teaching and advising load [where relevant] and other pertinent information are included with this letter.

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

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