

Promotion and Tenure Guidelines  
College of Health and Social Services  
New Mexico State University

Approved by the Faculty of the  
College of Health and Social Services:

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## TABLE OF CONTENTS

<b>1</b>	<b>Introduction.....</b>	<b>4</b>
<b>2</b>	<b>Professional Model, College of Health and Social Services.....</b>	<b>4</b>
<b>3</b>	<b>Guiding Principles.....</b>	<b>5</b>
	<b>3.1 Faculty Participation.....</b>	<b>5</b>
	<b>3.2 Transparency of Process.....</b>	<b>5</b>
<b>4</b>	<b>Performance Evaluation.....</b>	<b>5</b>
	<b>4.1 Allocation of Effort.....</b>	<b>6</b>
	<b>4.2 Promotion and Tenure and Tenure-Related Policies.....</b>	<b>6</b>
	<b>4.2.1 The Professional Ranks.....</b>	<b>6</b>
	<b>4.2.2 Flexibility in Tenure-Track.....</b>	<b>6</b>
	<b>4.2.3 Credit for Prior Service.....</b>	<b>7</b>
	<b>4.2.4 Extension of the Probationary Period.....</b>	<b>7</b>
	<b>4.2.5 Reduction of the Probationary Period.....</b>	<b>7</b>
	<b>4.2.6 Part-Time Tenure Track.....</b>	<b>7</b>
	<b>4.2.7 Joint Appointment (with Dual Primary Responsibilities).....</b>	<b>8</b>
	<b>4.2.8 Mid-Probationary Review.....</b>	<b>8</b>
	<b>4.2.9 College Faculty.....</b>	<b>8</b>
<b>5</b>	<b>Criteria for Promotion and Tenure.....</b>	<b>9</b>
	<b>5.1 Promotion.....</b>	<b>8</b>
	<b>5.2 Tenure .....</b>	<b>9</b>
	<b>5.3 Evaluation Criteria.....</b>	<b>9</b>
	<b>5.3.1 Integration and Synthesis.....</b>	<b>10</b>
	<b>5.3.2 Scholarship and Creative Activity.....</b>	<b>10</b>
	<b>5.3.2.1 Evaluation of Scholarship and Creative Activity.....</b>	<b>11</b>
	<b>5.3.3 Teaching.....</b>	<b>11</b>
	<b>5.3.3.1 Teaching.....</b>	<b>12</b>
	<b>5.3.3.1.1 Evaluation of Teaching.....</b>	<b>12</b>
	<b>5.3.3.2 Advising.....</b>	<b>13</b>
	<b>5.3.3.2.1 Evaluation of Advising.....</b>	<b>14</b>
	<b>5.3.3.3 Administration.....</b>	<b>14</b>
	<b>5.3.3.3.1 Evaluation of Administration.....</b>	<b>15</b>
	<b>5.3.4 Service.....</b>	<b>15</b>
	<b>5.3.4.1 Evaluation of Service.....</b>	<b>16</b>
	<b>5.3.5 Outreach and Extension.....</b>	<b>16</b>
	<b>5.3.5.1 Evaluation of Outreach and Extension.....</b>	<b>16</b>
	<b>5.3.6 Leadership.....</b>	<b>16</b>
	<b>5.3.6.1 Evaluation of Leadership.....</b>	<b>16</b>
<b>6</b>	<b>Performance Evaluation and Application Material.....</b>	<b>16</b>
	<b>6.1 Performance Evaluation.....</b>	<b>17</b>
	<b>6.1.1 Performance Evaluation Policies Shall Include.....</b>	<b>17</b>
	<b>6.1.1.a. Performance Evaluation for College Faculty.....</b>	<b>17</b>
	<b>6.1.2 Performance Evaluation Forms Shall Include.....</b>	<b>17</b>
	<b>6.2 Implementation of the Promotion and Tenure Process.....</b>	<b>17</b>
	<b>6.3 Candidate’s Roles and Responsibilities.....</b>	<b>18</b>
	<b>6.4 Department Head’s Roles and Responsibilities.....</b>	<b>18</b>

6.5	The Department Promotion and Tenure Committee.....	19
6.6	College Promotion and Tenure Committee.....	20
6.7	College Faculty.....	22
6.8	Dean’s Roles and Responsibilities.....	24
6.9	Portfolio Preparation.....	24
	6.9.1 Documentation File.....	24
6.10	Withdrawal.....	25
6.11	Outcomes.....	25
APPENDIX.....		27
5.3.2	Scholarships and Creative Activity.....	28
	5.3.2-A Scholarship and Creative Activity Evaluation Rubric.....	28
	5.3.2-B Scholarship and Creative Activity Evaluation Criteria.....	29
5.3.3.1	Teaching.....	30
	5.3.3.1-A Teaching Evaluation Rubrics.....	30
	5.3.3.1-B Teaching Evaluation Criteria.....	32
5.3.3.2	Advising.....	32
	5.3.3.2-A Advising Evaluation Rubrics.....	32
	5.3.3.2-B Advising Evaluation Criteria.....	33
	5.3.3.2-C Student Evaluation.....	34
5.3.3.3	Administration.....	35
	5.3.3.3-A Administration Evaluation Rubric.....	35
	5.3.3.3-B Administration Evaluation Criteria.....	36
5.3.4	Service.....	37
	5.3.4-A Service Evaluation Rubric.....	37
	5.3.4-B Service Evaluation Criteria.....	38
5.3.5	Outreach & Extension.....	39
	5.3.5-A Outreach & Extension Evaluation Rubrics.....	39
	5.3.5-B Outreach & Extension Evaluation Criteria.....	40
5.3.6	Leadership.....	41
	5.3.6-A Leadership Evaluation Rubric.....	41
	5.3.6-B Leadership Evaluation Criteria.....	21
5.4	Evaluation Summary Form.....	43

## **1 Introduction**

The mission of the College of Health and Social Services is consistent with New Mexico State University's land grant tradition of serving the educational needs of the people of New Mexico, and of providing undergraduate and graduate professional education. The major strength of the College of Health and Social Services is its commitment to the health and welfare of citizens through the provision of both classroom and clinical/field practicum learning opportunities. These guidelines apply to all academic Departments and Schools (known as Departments) of the College of Health and Social Services (known as the College) at New Mexico State University (known as the University). Members of the faculty of the College of Health and Social Services are referred to as College faculty; the phrase College Faculty, in which "Faculty" is capitalized, is reserved for those who are not tenure track. University policies regarding promotion and tenure supersede Department and College policies on such matters, and College policies supersede Department policies.

## **2 Professional Model, College of Health & Social Services**

Faculty members within the College have roles similar to faculty members in all departments at the University. In addition, the faculty in the College combines an academic role of faculty with a professional role inherent in a college that provides professional education, research, service, and leadership. In that professional role, the faculty is visibly active in activities related to their disciplines. They serve in positions to maintain accreditation and high professional standards. They serve in leadership roles that advance their professions. Inherent in the professional role is the concept of maintaining a level of practice-related expertise which is beneficial to the education of students, other professionals, and the larger community.

Faculty members of a professional Department often have dual credentials - the graduate degree and certification/licensure as practitioners/clinicians. The curricula in these Departments may include substantial didactic activities, on-campus laboratory or practice experiences, and off-campus clinical practica or field experiences. Each Department within the College represents a field of professional practice, and thus has a body of knowledge specific to that profession.

Professions represented by the College incorporate knowledge from disciplinary and substantive areas, such as biology, chemistry, economics, ethics, law, mathematics, medicine, philosophy, political science, psychology, sociology, and physics, and which are integrated and synthesized into the knowledge bases of the Departments in the College. Each Department reflects a fluid and dynamic discipline which is influenced by real world opportunities provided to students by professionally competent faculty. As applied fields, each Department of the College engages in the development and application of knowledge from many disciplines. The substance and meaningfulness of the activities of the Departments in the College derive, in part, from the application of its knowledge, skills, and values to real world situations.

Departments in the College are usually referred to as applied fields or professions. Unlike disciplinary cognates, where understanding is a primary goal, we seek to apply

understanding to issues and concerns that affect those in the larger community. Therefore, the application of knowledge, as well as its development, is paramount. This dual perspective is reflected in the College's teaching mission also, in which we teach knowledge and skills both to understand and to apply.

A College comprising professional Departments is necessarily multidisciplinary in its foundations of knowledge and skills, and in its research, teaching and service activities, and has increased need for administrative activities among its faculty. Through incorporating and synthesizing from multidisciplinary foundations, the College gains the needed perspective to fulfill its mission as a professional College.

### **3 Guiding Principles**

#### **3.1 Faculty Participation**

University Promotion and Tenure Policy information about faculty participation and ensuring fairness is found in section 5.90.3.1 of the University Promotion and Tenure Policy.

#### **3.2 Transparency Of Process**

University Promotion and Tenure Policy information about transparency of process is found in section 5.90.3.2 of the University Promotion and Tenure Policy.

### **4 Performance Evaluation**

University Promotion and Tenure Policy information about performance evaluation is found in section 5.90.3.3 of the University Promotion and Tenure Policy.

College Promotion and Tenure policy allows for consistency of evaluation across individuals and Departments by using a common evaluation criteria and rubric across the major areas of faculty activity. The Departments are charged with employing this policy to meet the particular characteristics of the Department. The Department, together with the individual, is charged with providing allocations of effort for relevant areas of faculty activity appropriate to the Department's expectations.

Additional evaluation criteria that are comparable across Departments shall be developed by an ad hoc committee in the College. This committee will consist of a representative from each Department's Promotion and Tenure Committee.

The use of numeric values and scores in the rubrics and the Performance Evaluation Summary Score are limited to annual performance evaluations. They are not to be used, in any way, for promotion and tenure deliberations.

#### **4.1 Allocation Of Effort**

University Promotion and Tenure Policy information about allocation of effort is found in section 5.90.5.4 of the University Promotion and Tenure Policy.

The allocation of effort will be taken into account during the Promotion and Tenure evaluation. The allocation percentages will be agreed on by the faculty member and the Department Head, and will be approved annually by the faculty member's Department Head and Dean. In the case of disagreements, the Dean will arbitrate. The allocation of effort statement and percentages may be altered during the year with the mutual agreement of both faculty member and the Department Head, to reflect changing circumstances, such as service on a particularly time-consuming committee or grant, release time for scholarship, emergency teaching assignments, etc.

## **4.2 Promotion and Tenure and Tenure-Related Policies**

Faculty members of the College are individually responsible for seeking specific information about promotion and tenure in the University, College, and Department Promotion and Tenure Policies. The Department, in particular, shares responsibility in ensuring that the faculty member has information on promotion and tenure available, and that the Department Head works with the faculty member to ensure the faculty member is clear about the process, and receives needed feedback regarding the development of materials for promotion and tenure.

The College recognizes that continuous contracts and promotions for faculty are essential to effective teaching and scholarly productivity. The College recognizes that the granting of a continuous contract and of promotion must be considered carefully and exercised only after consideration of a candidate's qualifications. It also recognizes that continuous contracts and promotions are granted by the Board of Regents through the President of the University. Continuous contracts are generally non-transferable from the College where the primary consideration took place.

### **4.2.1 The Professorial Ranks**

University Promotion and Tenure Policy information about the professorial ranks – Instructor, College Faculty, Assistant Professor, Associate Professor, and Professor – are found in section 5.90.3.5 of the University Promotion and Tenure Policy. This section of the University document makes it clear “a person holding a College Faculty appointment is eligible for advancement in rank but not eligible for tenure.”

### **4.2.2 Flexibility in Tenure-Track**

University Promotion and Tenure Policy information about flexibility in tenure-track probationary period is found in Section 5.90.3.6 of the University Promotion and Tenure Policy.

### **4.2.3 Credit for Prior Service**

University Promotion and Tenure Policy information about credit for prior service is found in section 5.90.3.6.1 of the University Promotion and Tenure Policy.

#### **4.2.4 Extension of the Probationary Period**

University Promotion and Tenure Policy information about extension of the probationary period is found in section 5.90.3.6.2 of the University Promotion and Tenure Policy.

#### **4.2.5 Reduction of the Probationary Period**

University Promotion and Tenure Policy information about reduction of the probationary period is found in section 5.90.3.6.3 of the University Promotion and Tenure Policy.

#### **4.2.6 Part-Time Tenure Track**

University Promotion and Tenure Policy information about part-time tenure track is found in section 5.90.3.6.4 of the University Promotion and Tenure Policy.

Tenured, full-time faculty members who move to part-time status may retain tenure. Retention of tenure in such a case requires the written request of the faculty member, positive recommendations of the Department Head and Dean, and approval of the Executive Vice President and Provost. While this policy encourages departments to accommodate reasonable requests for part-time appointment, part-time appointments are not an entitlement, and requests may be turned down. Pending availability of funding and the approval of the Department Head, Dean and Executive Vice President and Provost, the faculty member may return later to full-time tenured status.

When a full-time, tenure-track position becomes part-time, the time in rank is prorated based on full-time equivalent (FTE). As with full-time faculty, the maximum probationary period for part-time faculty members is the equivalent of six FTE years, with the tenure decision to be made before the end of the six full-time years of service. For example, a tenure-track candidate with a 0.50 FTE appointment must apply for tenure at the end of the 11<sup>th</sup> year. Part-time tenure-track faculty must be held to the same standards of performance relative to FTE as full-time faculty. If denied tenure, a faculty member on part-time appointment has only one year of continued part-time employment beyond the denial. Faculty members whose regular appointments are less than 0.50 FTE do not accumulate probationary time toward tenure.

#### **4.2.7 Joint Appointment (with Dual Primary Responsibilities)**

University Promotion and Tenure Policy information about joint appointments is found in section 5.90.3.6.5 of the University Promotion and Tenure Policy.

#### **4.2.8 Mid-Probationary Review**

University Promotion and Tenure Policy information about the mid-probationary review is found in section 5.90.3.7 and 5.90.5.4.5 of the University Promotion and Tenure Policy.

In addition, faculty members who choose to participate in the review process must submit the portfolio to their department head by mid-January. The portfolio shall be prepared in accordance with **Section 5.90.5.5** of the University Promotion and Tenure Policy and be reviewed by the Department Promotion and Tenure Committee, the Department Head, and the College Promotion and Tenure Committee. The College committee shall 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.

#### **4.2.9 College Faculty**

University Promotion Policy information about College Faculty is found in section 5.90.3.8.3 of the University Promotion and Tenure Policy.

1. College Faculty may hold ranks as described in Section 5.90.3.5. College Faculty who hold full-time, regularized positions are eligible for promotion but not tenure. A College Faculty position can be converted to a tenure-track position when sufficient recurring funds are available and a national search is conducted. In relation to the promotion of College Faculty, an understanding of the following guiding principles is necessary:

a) College Faculty should be evaluated for promotion based on the allocation of their effort in the areas of teaching and advising, service, scholarship and creative activity, or extension and outreach, service, and the relative mix of these duties.

b) The protections for College Faculty are the same as those given to tenure-track and tenured faculty in Sections 5.90.5.1, 5.90.5.4 – 5.90.5.8 of the University Promotion & Tenure Policy. These protections include criteria for annual performance evaluations, guidelines for portfolio preparation and documentation on file, procedure for withdrawing application if so desired, and effective dates of promotion. Discussion related to each of these protections is also provided later on within this document.

2. At the Department level, the Promotion committee for College Faculty will be the Department Promotion and Tenure Committee, with the addition of a minimum of three fulltime College Faculty who will serve on the committee only for the purpose of reviewing promotion applications for College Faculty. These College Faculty members should hold a rank equal to or above the rank for which the candidate is applying.. .

3. At the College level, the promotion committee for College Faculty will be the College Promotion and Tenure Committee, but with the addition of a minimum of three College Faculty who will serve on the committee only for the purpose of reviewing promotion applications for College Faculty. These College Faculty members should hold a rank equal or above to the rank for which the candidate is applying. If there are not enough College Faculty members at the appropriate rank, then the College Faculty within the department will be asked to nominate College Faculty from other departments/colleges to serve on the committee. In the event that a sufficient number of College Faculty members at the appropriate rank cannot be secured to serve on the committee, then the Associate Dean for Academics will seek qualified College Faculty from within the College or from other Colleges.



4. Before the end of August of each academic year, department heads/school directors will indicate to the associate dean of academics the name and current rank of each of their College faculty who will be seeking promotion that year. The associate dean will conduct the election of the three college level promotion committee members per unit, including contacting nominated College Faculty members from other colleges, if their service is needed.

## **5 Criteria for Promotion And Tenure**

University Promotion and Tenure Policy information about criteria for promotion and tenure are found in section 5.90.4 of the University Promotion and Tenure Policy.

### **5.1 Promotion**

Promotion in academic rank is recognition by faculty and administration that a peer engaged in teaching, research, service, or administrative activities merits academic reward. Academic ranks imply different levels of expectation in responsibility and achievement and demonstration of leadership. Both tenure-track and College faculty members are eligible for promotion.

### **5.2 Tenure**

Granting of tenure is contingent on demonstrated competence and fitness for continuing membership in a collegiate community.

Tenure is a continuous contract awarded by the Board of Regents through the President of the University. The acceptance of tenure by a faculty member implies a commitment to academic pursuits and scholarly, professional performance of duties. Members of the College faculty are not eligible for tenure.

### **5.3 Evaluation Criteria**

The annual performance evaluation of College Faculty and tenured/tenure track faculty serves two purposes. First, it is a mechanism by which the faculty member and Department Head evaluate faculty goals, needs, and overall performance within the context of Department criteria and expectations. Second, positive annual evaluations serve to indicate positive movement toward promotion, or tenure, or both.

Common criteria should apply to all evaluations even though they may not be translatable into criteria uniformly applicable to all Departments within the College. Recognizing that no general definition of success is applicable to every faculty member in the College, measures of success are defined in the Department Tenure and Promotion Guidelines and in the goals mutually agreed on by the Department Head and faculty member.

Discussed below is, first, a section addressing integration and synthesis, using ideas derived from Boyer<sup>1</sup>, and from Diamond<sup>2</sup>, that characterize qualities that enrich research, teaching, administration, service, and leadership in a College such as ours. Then, the major areas of faculty activity are discussed.

Evaluation rubrics and evaluation criteria for scholarship and creative activity, teaching, advising, administration, service, outreach and extension, and leadership are found in the Appendix. An evaluation summary form is found at the end of the Appendix.

### **5.3.1 Integration and Synthesis**

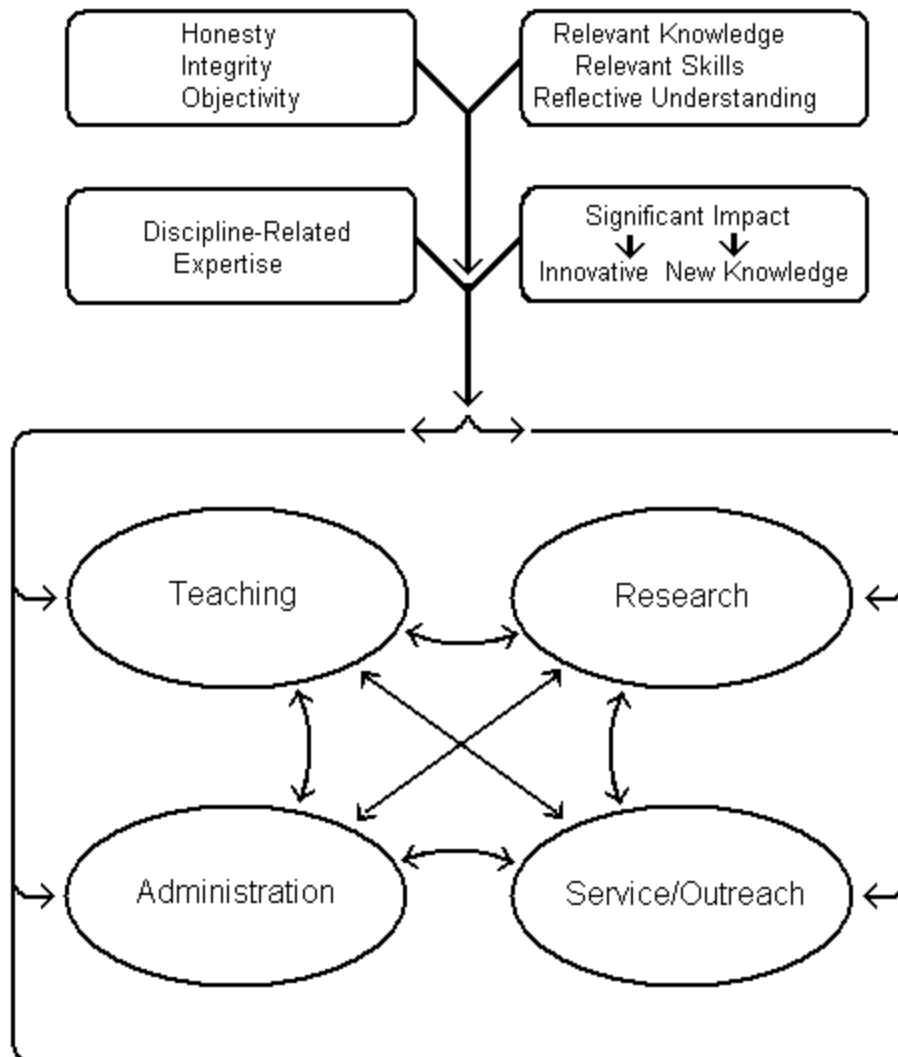
The concept of integration and synthesis is an overarching concept that may be used to describe more fully the areas of research, teaching, administration, leadership, and service in a manner relevant to a professional College such as ours. These criteria can distinguish between research and scholarly research, between teaching and scholarly teaching, and may be used to characterize the quality of one's activity, by serving as criteria for meritorious performance. Figure 1 illustrates how Boyer's and Diamond's concepts have been combined and the relationship among those concepts and areas of faculty activity.

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<sup>1</sup> Boyer, Ernest L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. New York: Carnegie Foundation for the Advancement of Teaching.

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

## INTEGRATION AND SYNTHESIS



**FIGURE 1**

### 5.3.2 Scholarship and Creative Activity

University Promotion and Tenure Policy information about scholarship and creative activity are found in section 5.90.4.2 of the University Promotion and Tenure Policy.

This concept of scholarship and creative activity, together with the professional model of education, provide a unique perspective to the mission of the College.

### **5.3.2.1 Evaluation of Scholarship and Creative Activity**

University Promotion and Tenure Policy information about evaluation of scholarship and creative activity is found in section 5.90.4.2.1 of the University Promotion and Tenure Policy.

Each Department in the College will determine specific criteria to meet the general requirements in the evaluation of scholarship and creative activity.

Traditionally research has involved the following:

1. Building of new knowledge through research proposals, funded and non-funded on topics relevant to the faculty member and their discipline.
2. Supporting theories that pertain to new knowledge through research proposals.
3. Executing research proposals built upon new knowledge and the theories of new knowledge.
4. Communicating findings using professional avenues.

However, research, newly and more broadly defined as scholarship and creative activity, involves the integration of new knowledge into other realms of scholarship. This may entail connections between research findings, theory validation, teaching, and practice.

Thus, for example, newly discovered, newly validated, disciplinary knowledge may be incorporated into the content, and possibly even the process of teaching. Such incorporation of research into teaching should be recognized as an example of expertise in the field, and the demonstration of such integration as an example of scholarship and creative activity in research.

Another aspect of scholarship and creative activity is the synthesis of new knowledge into a cohesive understanding of how that new knowledge connects other disciplines with itself. Scholarship and creative activity can be operationalized by a faculty member's ability to link new knowledge from one's area of expertise to related multidisciplinary areas.

In addition, another aspect of scholarly and creative activity is how the faculty member applies knowledge gained through research into the service arena, to render such service more effective or efficient. How this is applied will depend on the discipline of the faculty member and the nature of the service.

### **5.3.3 Teaching**

University Promotion and Tenure Policy information about teaching is found in section 5.90.4.1 of the University Promotion and Tenure Policy. This section, titled Teaching, includes sections on teaching, advising and administration.

As viewed by Boyer (1990), theory leads to practice and practice leads to theory. In addition, teaching should shape both research and practice, and be shaped by them. This allows for the definition and evidence of teaching to be more flexible and dynamic. Scholarship of integration requires making connections between teaching, practice, and research, both within and across disciplines and professions. It serves to integrate the several areas of faculty activity.

### **5.3.3.1 Teaching**

Faculty in the College assumes teaching and advising responsibilities in all spheres of student activity, including clinical/field practica and classroom settings. Teaching is a dynamic endeavor that creatively bridges the reciprocal teaching and learning functions of teachers and students. Furthermore, teaching provides a foundation from which a student is able to seek new knowledge independent of faculty. This experience may include the following:

- dissemination of knowledge within a faculty member's area of expertise
- skill in stimulating students to think critically and to apply knowledge to human problems
- the integration and application of relevant domestic and international, social, political, economic, and ethical implications into class content
- preparation of students for careers in specific fields of study;
- creation and supervision of appropriate field or clinical practica
- application of current technological trends within and outside the classroom as appropriate
- creation of a vision of future knowledge.

Research indicates that students, faculty and administrators agree that quality teaching:

- establishes a positive learning environment
- motivates student engagement
- provides appropriate challenges
- is responsive to students' learning needs, and
- is fair in evaluating their learning.

#### **5.3.3.1.1 Evaluation of Teaching**

University Promotion and Tenure Policy information about the evaluation of teaching is found in section 5.90.4.1.1 of the University Promotion and Tenure Policy.

Each Department in the College will determine specific criteria to meet the general requirements in the evaluation of teaching. See Appendix for College evaluation rubric and evaluation criteria for this category.

Specific data to be included in the evaluation packet will be determined by each Department, and must include those required by the College and University, and will include data from students, peers, and from self-reviews.

Each semester, every instructor is required to administer in every class a Department approved faculty/course evaluation form. Administering the form shall be such that students understand they are able to complete the form confidentially. (Appendix 5.3.4-C)

### **5.3.3.2 Advising**

University Promotion and Tenure Policy information about advising is found in section 5.90.4.1 of the University Promotion and Tenure Policy.

Within the professional model, teaching and advising complement each other. Effective academic and professional advising is part of the scholarship of teaching. Advising is both process and outcome-related. The faculty assists the student in making appropriate choices to facilitate learning and career advancement. Within the professional model, the faculty's professionalism is modeled for students to enhance their learning and progression towards their selected profession.

#### **5.3.3.2.1 Evaluation of Advising**

University Promotion and Tenure Policy information about the evaluation of advising is found in section 5.90.4.1.2 of the University Promotion and Tenure Policy.

Each Department in the College will determine specific criteria to meet the general requirements in the evaluation of advising. See Appendix for College evaluation rubric and evaluation criteria for this category.

### **5.3.3.3 Administration**

Within the professional model for the College, there is a significant administrative role for faculty. Some faculty members will be assigned varying levels of administrative activities. Due to the nature of the professional Departments, there may be multiple programs requiring varying levels of administrative activity. These administrative activities may overlap or be separate from the more common line-faculty administrative responsibilities. Within Departments, there are many programs that address the professional requirements and needs of their students. These programs must have faculty members who are assigned, as part of their duties, responsibilities to direct these programs. Activities for which the faculty is responsible are generally student-related, and pertain to the function and operation of the program. These types of activities require knowledge of the discipline, and how the Department functions administratively.

Titles of faculty who are assigned administrative activity vary by Department. Examples include program managers, program coordinators, clinical coordinators, course leaders, and coordinators of field placement. Such positions are crucial to maintaining the professional

viability and status of the Departments. These activities must be recognized as being an essential component of the overall evaluation of the faculty. The allocation of effort of faculty who participate in these administrative activities should reflect the time devoted to such administrative tasks. For promotion and tenure, these faculty members should be fully credited with performing such activities, and not be penalized for having reduced activity in other areas of faculty activity because of time devoted to administrative activity.

Administrative activities vary by Department but, in general, include activities related to traditional line-faculty administrative activities, or student- or program-focused administrative activities.

#### **5.3.3.3.1 Evaluation of Administration**

Each Department in the College will determine specific criteria to meet the general requirements in the evaluation of administration. See Appendix for College evaluation rubric and evaluation criteria for this category.

Evaluation of faculty who perform these administrative activities will be specific to Department and faculty member. Generally a major evaluation objective is the success of the program as determined by outcomes of that program. A professional College and the Departments therein, have greater need for faculty who can fulfill these administrative activities.

#### **5.3.4 Service**

University Promotion and Tenure Policy information about the evaluation of service is found in section 5.90.4.4 and 5.90.4.4.1 of the University Promotion and Tenure Policy.

Service activities are those that use faculty knowledge, skills, and values to benefit the institution, profession, local, state, national, or international agencies, organizations, or institutions needing the faculty member's professional knowledge and skills. Typical examples of institutional service are serving on and chairing committees and otherwise participating in the governance of the Department, College, and University, serving on professional organizations and otherwise participating in the governance of the profession, and engaging in professional advocacy. There are many others. Institutional service and service to the profession allow faculty to be part of the shared governance of the Department, College, University and larger institutions affecting faculty. These service activities, particularly those that relate to governance, help to foster a sense of community and shared commitment within and across units.

#### **5.3.4.1 Evaluation of Service**

Each Department in the College will determine specific criteria to meet the general requirements in the evaluation of service. See Appendix for College evaluation rubric and evaluation criteria for this category. Each unit will determine what level of service is expected, if any, of College-level-faculty, which will be included in the faculty annual allocation of effort form.

### **5.3.5 Outreach and Extension**

University Promotion and Tenure Policy information about outreach is found in section 5.90.4.3 of the University Promotion and Tenure Policy.

Faculty are to provide evidence of extension and outreach scholarship in order that these efforts are recognized. The documentation should provide evidence that the work is 1. creative and intellectual; 2. validated by peers; 3. communicated to stakeholders; and 4. have an impact on stakeholders and the region. Components of extension scholarship include: 1. developing programs based on locally identified needs, concerns, and/or issues; targeting specific audiences; 2. setting goals and objectives for the program; 3. reviewing current literature and/or research for the program; 4. planning appropriate program delivery; 5. documenting changes in clientele knowledge, behaviors, attitudes, and/or skills; 6. conducting a reflective critique and/or evaluation of the program; 7. validation of the program by peers and/or stakeholders; and 8. communication of results to stakeholders and decision makers.

#### **5.3.5.1 Evaluation of Outreach and Extension**

University Promotion and Tenure Policy information about the evaluation of outreach is found in section 5.90.4.3.1 of the University Promotion and Tenure Policy.

Each Department in the College will determine specific criteria to meet the general requirements in the evaluation of outreach and extension. See Appendix for College evaluation rubric and evaluation criteria for this category.

### **5.3.6 Leadership**

University Promotion and Tenure Policy information about leadership is found in section 5.90.4.5 of the University Promotion and Tenure Policy.

#### **5.3.6.1 Evaluation of Leadership**

University Promotion and Tenure Policy information about the evaluation of leadership is found in section 5.90.4.5.1 of the University Promotion and Tenure Policy.

Each Department in the College will determine specific criteria to meet the general requirements in the evaluation of leadership. See Appendix for College evaluation rubric and evaluation criteria for this category.

## **6 Performance Evaluation and Application Material**

University Promotion and Tenure Policy information about performance evaluation and application material are found in section 5.90.5 of the University Promotion and Tenure Policy.



## **6.1 Annual performance evaluation and the promotion and tenure process**

University Promotion and Tenure Policy information about annual performance evaluation and the promotion and tenure process are found in section 5.90.5.1 of the University Promotion and Tenure Policy.

### **6.1.1 Annual performance evaluation policies shall include the following elements**

University Promotion and Tenure Policy information about what the annual performance evaluation policies shall include are found in section 5.90.5.1.1 of the University Promotion and Tenure Policy.

#### **6.1.1a Annual performance evaluation and the promotion process for College Faculty**

The University Promotion and Tenure Policy does not provide a different annual performance evaluation process for College Faculty from that provided for tenure-track faculty. Thus, the ranks to be used in the annual evaluation for College Faculty are the same as for tenure-track faculty, keeping in mind differences in allocation of effort statements and the different role played by College Faculty.

Typical duties and responsibilities of College Faculty may include but are not limited to the following: Teach in the classroom and in the field, supervise and provide instruction to students in community settings, evaluate student performance and provide feedback in practicum settings, develop curriculum for field coursework with the focus on application of knowledge and skills, develop and provide training for community professionals who partner with the university to provide students real world experience opportunities, mentor new instructors and liaisons, advise students, develop curriculum, outreach and recruitment, administer clinical/field programs, write grant proposals and conduct research (though generally the emphasis for College faculty is on teaching related activities rather than research or proposal writing).

### **6.1.2 Performance evaluation forms shall include the following elements**

University Promotion and Tenure Policy information about what elements the performance evaluation forms shall include is found in section 5.90.5.1.2 of the University Promotion and Tenure Policy.

## **6.2 Implementation of the Promotion and Tenure Process**

University Promotion and Tenure Policy information about the implementation of the promotion and tenure process is found in section 5.90.5.2 of the University Promotion and Tenure Policy.

1. Each Department shall have a Department Promotion and Tenure Committee to advise the Department Head on the issuance of temporary contracts, continuous contracts, and faculty promotions. This Department Promotion and Tenure

- Committee is advisory to the Department Head, and to all tenured and tenure-track faculty in their pursuit to advancement.
2. The College and Departments will review and update at least every three years the written promotion and tenure policies and procedures of that unit. If the policy should change during a faculty member's pre-tenure or pre-promotion period, the faculty member may choose one of the policies for evaluation purposes. In so choosing, a faculty member shall inform, in writing, his or her Department Head, who, in turn, will inform others as appropriate. That decision shall become effective only in accordance with the University timeline for promotion and tenure decisions. The decision cannot be retroactive, and once made, cannot be reversed.
  3. If the need arises, the Dean, Department Head, or comparable administrator may meet with the College's or Department's Promotion and Tenure Committees to discuss procedural matters.
  4. The documentation file shall be stored in the Department in a secure location, and made available, as needed, to Department and College Promotion and Tenure Committee members.
  5. The candidate may review, but not change without prior agreement, all items included in the portfolio assembled prior to the review by appropriate committees, administrators, or external reviewers.

### **6.3 Candidate's Roles and Responsibilities during the Promotion & Tenure Process**

University Promotion and Tenure Policy information about the candidate's roles and responsibilities during the promotion and tenure process is found in section 5.90.5.3 of the University Promotion and Tenure Policy.

### **6.4 Department Head's Roles and Responsibilities during the Promotion & Tenure Process**

University Promotion and Tenure Policy information about the Department Head's roles and responsibilities during the promotion and tenure process is found in section 5.90.5.3 of the University Promotion and Tenure Policy.

The Department Head will assist the candidates in completing their files documenting their achievements in teaching and advising, scholarship and creative activity, service and outreach and extension, administration and leadership. Files for candidates must contain at least three external (outside department) letters reviewing the candidate's research activities. The Department Head, in conjunction with the Promotion and Tenure Committee will (1) ask the candidate for a list of people whose stature in the candidate's research area is such that they should be able to write an informed objective evaluation; (2) have the option to add names to this list; (3) select the external reviewers from the extended list (although at least one reviewer should be selected from the candidate's original list); and (4) contact the reviewers and arrange for the letters. Reviewers will be sent copies of the candidate's work to assist them in their evaluations. Reviewers will be sent Promotion and Tenure criteria affecting the candidate. The reviewer will be asked for a brief statement regarding that reviewer's qualifications for serving as a reviewer. The reviewer will also be

asked to indicate the relationship between the candidate and the reviewer. An outside reviewer should be aware that the candidate will have an opportunity to read the letter of assessment. Furthermore, this letter may be reviewed by third parties in the event of an EEOC or other investigation into a tenure or promotion decision. A candidate may review all items included in the packet of materials assembled for the review of appropriate committees and administrators. Once the packet is prepared, nothing will be changed, added, or deleted from it without the knowledge of the candidate, the Department Head, and the Promotion and Tenure Committee. Changes to the portfolio may be made upon approval of the Department Head.

The allocation of effort is collaboratively determined by the Department Head in conjunction with a faculty member. The evaluation criteria are determined and scored as they apply to each faculty member's assigned effort and goals from the previous evaluation period. It is expected that faculty members will prepare a yearly self-evaluation. The Department Head then uses this evaluation and the Department's Head own evaluation, to discuss with each faculty member, the faculty member's performance and progression towards tenure or promotion. The Department Head, using the rubrics contained in this document and the evaluation criteria from this and the Department's document, together with the faculty member's self-evaluation, collaborate on completing a final evaluation.

## **6.5 The Department Promotion and Tenure Committee:**

University Promotion and Tenure Policy information about the Department Promotion and Tenure Committee's roles and responsibilities during the promotion and tenure process is found in section 5.90.5.3 of the University Promotion and Tenure Policy.

1. The written report will discuss candidates' strengths and limitations in the areas of scholarship and creative activity, teaching and advising, service and outreach and extension, and as appropriate, leadership and administrative activity, along with its recommendation, to the Department Head, with a copy to the Dean of the College.
2. The Department Promotion and Tenure Committee will recommend who should be considered for continuous contracts. The recommendation is also forwarded to the candidate.
3. The Department Promotion and Tenure Committee will recommend which candidates should be considered for promotion.
4. Records in each candidate's portfolio the committee's vote totals.
5. Places the committee's recommendation in the candidate's portfolio. Strict confidentiality of materials, records, deliberations, procedures, and decisions of the Department Promotion and Tenure Committee shall be observed. Exceptions must be clearly indicated. This is critical for unbiased recommendations to occur.
6. If additional information concerning a candidate is needed, the Promotion and Tenure Committee member will contact the Committee Chairperson, who will request in writing to obtain the material through the Department Head.
7. Sample portfolios should be made available to the candidate. If the portfolios of actual persons are used, written permission must be obtained from the owner of the portfolio.
8. The candidate will be informed in a timely way about the progress of the review.

Departments should implement procedures to ensure faculty members have regular, established access to advice and information related to progress toward eligibility for tenure and promotion.

After the Department Head receives the recommendation from the Department Promotion and Tenure Committee, the Department Head prepares a recommendation concerning the candidate, and forwards this recommendation and the documentation files to the Dean of the College. The Department Head also forwards this recommendation, and also the Promotion & Tenure Committee recommendation, to the candidate. The Dean of the College transmits the documentation files and all recommendations to the College Promotion and Tenure Committee.

It is the responsibility of each Department to develop guidelines to identify Department expectations of faculty teaching and advising, scholarship and creative activity, administrative activity, service, and leadership. The Department guidelines, including a goals and objectives statement, and procedures, must be approved by the College Dean in consultation with the College Promotion and Tenure Committee. All tenure-track and College faculty members are to receive a copy of this statement during the first year of employment and after any revision of the statement.

Each Department's written policy for promotion and for tenure shall be in accordance with Section 5.90.3 Guiding Principles of the University Policy, and shall include criteria and procedures for promotion and for tenure, and shall be consistent with the College's criteria and procedures for promotion and tenure. The Department's criteria and procedures shall be determined collaboratively by the faculty and Department Head subject to approval by the College Dean.

Department Promotion and Tenure Committees may vary in size, but may never have fewer than three members. All tenured faculty members from outside the Department, the additional members must be selected by a majority of the Department's tenured and tenure-track faculty. If it is necessary to have members from outside the Department, the additional members must be selected by a majority of the Department's tenured and tenure-track faculty. A member from outside the Department serves for a maximum of two years. Department Heads are not eligible to be members of Department Promotion and Tenure Committees.

## **6.6 College Promotion and Tenure Committee**

The College shall have an elected College Promotion and Tenure Committee.

The College's written policy for promotion and for tenure shall be in accordance with Section 5.90.3 of the University Promotion and Tenure Policy and shall include criteria and procedures for promotion and for tenure. The College's criteria and procedures shall be determined collaboratively by the faculty and administration in the College and must be approved by the College Dean.

A responsibility of the College Promotion and Tenure Committee is to oversee the review conducted by the Department Promotion and Tenure Committee, to ensure proper procedures have been followed. The College Promotion and Tenure Committee reviews the core document and, as needed, the remainder of the portfolio, including for reasons related to concerns about proper procedures being followed by the Department Promotion and Tenure Committee. Documentation files are to be available to the College Promotion and Tenure Committee according to the timetable set by the University. The College Promotion and Tenure Committee is advisory to the Dean of the College. Recommendations based on the findings of the reviews are submitted in writing to the Dean.

The College Promotion and Tenure Committee membership includes a total of seven tenured faculty members and three college level faculty. Each unit within the college will have two tenured faculty representatives elected by the tenured and tenure-track faculty of the college. The seventh tenured faculty member will be appointed by the Dean and will come from outside the college. The three college faculty members will be elected by college faculty within the college and should include one member from each unit. The College level faculty are elected by College level faculty in CHSS. Length of membership is for three years and no member may serve more than two consecutive terms. To participate in any action related to promotion and tenure of a faculty candidate, members must hold ranks equal to or higher than the rank to which the candidate is applying. Department Heads are not eligible to be members of the College Promotion and Tenure Committee. A majority of the College Promotion and Tenure Committee constitutes a quorum. A quorum is needed for business to be conducted and votes to be taken.

Election for vacancies on the College Promotion and Tenure Committee membership will be held in the fall term of each academic year, with the member chairing the College Promotion and Tenure Committee for the previous year conducting the election. Voting shall be by secret ballot. College level faculty must hold the rank of at least associate professor in order to become a voting member of the College Promotion and Tenure Committee. Should a unit not have any College faculty with the rank of associate or above, they may designate an assistant College faculty member to serve as an ex-officio member of the college Promotion and Tenure Committee. This member may participate in the discussion of the College Faculty under consideration but may not vote on the promotion or other matter at hand. College faculty regardless of rank, are not eligible to vote on matters pertaining to tenure. Tenured members are expected to vote on College Faculty matters after fully participating in the discussion, which includes the College faculty representatives.

Replacement of a vacated College faculty member seat will be by election under the direction of the College Promotion and Tenure Committee member chairperson. The elected member completes the term of the vacated seat being occupied. While a member is on official leave, including sabbatical, or is otherwise unable to participate for an extended time, a temporary replacement will be selected by election for the period of the leave or absence.

The member chairing the College Promotion and Tenure Committee is elected by members of the College Promotion and Tenure Committee at its first meeting in the fall semester of each academic year. The Chair must be a tenured faculty member. The incumbent chairperson calls and directs the meeting until a new chairperson has been elected.

1. After the documentation file is forwarded to the Dean of the College, the file will be kept in the office of the Dean or the Dean's designated representative.
2. If additional information concerning a candidate is needed, the College Promotion and Tenure Committee member will contact the Committee Chairperson, who will request in writing to obtain the material through the Department Head. Candidates will not be contacted by the members of the College Promotion and Tenure Committee for this purpose.
3. The documentation files of candidates for promotion or continuous contract are reviewed by the College Promotion and Tenure Committee. The review is based on criteria established by the Department of which the candidate is a member, the accomplishment of goals developed by the faculty member and Department Head, and the completeness of the documentation files.
4. Upon completion of the review of the candidate's material, written ballots are employed to vote on promotion or tenure or both. If the candidate is being considered for promotion and tenure, separate votes will be taken for promotion and for tenure. Results of the vote are announced in the committee by the College Promotion and Tenure Committee chairperson to the committee. A College Promotion and Tenure Committee member from the same Department as the candidate will withdraw from the meeting while the remaining members discuss and vote on that candidate, if that member has previously taken part in the discussion of the candidate at the Department level. The ballots are destroyed by shredding. No record of the discussion will be retained. There is no verbal disclosure of recommendations between candidates and the College Promotion and Tenure Committee members.
5. The committee chairperson writes the report of all recommendations to the Dean of the College. This statement will include the actual vote (for, against, abstention), and reasons for recommending granting or not granting for promotion, and reasons for recommending tenure. (Reasons will not be given for a recommendation not to grant tenure.) Strict confidentiality of materials, records, deliberations, procedures, and decisions of the College Promotion and Tenure Committee shall be observed. Exceptions must be clearly indicated. This is critical for unbiased recommendations to occur. Any faculty member who is a candidate for promotion, or continuous contract, or both, may withdraw the application and documentation files under consideration at any time during the review process. All deliberations and voting of the Promotion and Tenure Committee will be conducted in closed session only among committee members. Surveying the committee's recommendations regarding each candidate(s) will be done via secret written ballot. Voting must be in person. Absentia and proxy ballots are not permitted. All vote counts must be recorded.
7. The six-year rule is followed. The grievance process is delineated in the University Promotion and Tenure Policy.

## **6.7 College Faculty**

1.-The process for promotion of College Faculty should parallel that of tenured and tenure-track faculty. College Faculty should be evaluated for promotion based on their allocation of effort statements and their academic training/qualifications relative to the qualifications for rank. Section 5.90.3.5 of the University Promotion and Tenure Policy indicates “a person holding a College Faculty appointment is eligible for advancement in rank but not eligible for tenure.” The remainder of that section lists the various ranks, but does so in the context of tenured/tenure track faculty. Listed below are the various ranks with information from 5.90.3.5 adapted specifically for College Faculty in the College of Health and Social Services. In line with University Policy, Faculty must have a minimum of a Master’s Degree to teach. There should be specific criteria set within each unit for rank expectations.(University Policy 5.15.40)

College Instructor— Demonstrates expertise within their discipline. Individuals new to this rank must provide evidence of likely success at university teaching or its equivalent. Instructors may be working toward a terminal degree in their field. A college instructor’s job description primarily relates to teaching or its equivalent and usually does not include scholarship and creative activity.

College Assistant Professor –A College 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. For academic programs that require students to complete a field experience, clinical, or practice component, faculty may be initially appointed or promoted to the rank of College Assistant Professor if they: (1) hold the recognized practice degree/certification in that field; e.g. MSW, MSN, national certification (NP, CNS), or MPH, (2) have significant professional practice experience, and (3) are assigned to supervise field experiences and/or teach clinical type coursework.

College Associate Professor – A College Associate Professor is often a mid-career faculty member. A College Associate professor must demonstrate competence, continuous progress, and substantial contributions to the academic unit. These faculty are expected current evidence of high quality of teaching and specific, assignment-related success has been provided and is current. Faculty members who are promoted to, or who receive an initial appointment to the rank of College Associate Professor, are expected to hold the highest terminal degree in his/her field of expertise, and/or equivalent experience in the field.

For academic programs that require a field experience, clinical, or practice component and have faculty whose duties focus on the supervision of these components, these faculty members may be considered for appointment or promotion to College Associate Professor if they meet all of the requirements indicated above for College Associate Professor and by means of outstanding experience and achievement are considered exceptional candidates.

College Professor—a College Professor, has established disciplinary, intellectual, and institutional leadership. The College 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 who are promoted to, or who receive an initial appointment to the rank of College Professor, hold the highest terminal degree in his/her field of expertise.

## **6.8 Dean’s Roles and Responsibilities during the Promotion & Tenure Process**

University Promotion and Tenure Policy information about the Dean’s roles and responsibilities during the promotion and tenure process is found in section 5.90.5.3 of the University Promotion and Tenure Policy.

## **6.9 Portfolio Preparation**

University Promotion and Tenure Policy information about portfolio preparation is found in section 5.90.5.5 of the University Promotion and Tenure Policy.

In accordance with Department and College guidelines, the candidate is responsible for submitting a promotion and tenure portfolio comprised of a core document and documentation file. The contents of the portfolio and any applicant addenda must be submitted electronically as well as a paper file for review. All faculty members (tenure-track/tenured and regular College faculty) applying for promotion and/or tenure should follow these guidelines. The College guidelines shall specify the inclusion of the following core document elements in this order. The combination of items 4-6 shall not exceed 50 pages and be put into a 1” binder. Additional material such as copies of publications for review may be included in an addendum separate and apart from the candidate’s portfolio:

1. A routing form with spaces for the required signatures
2. A cover sheet indicating the candidate’s name, current rank, Department and College
3. Any written documentation generated throughout the promotion and tenure process, including the numerical vote counts of the Promotion and Tenure Committee(s)
4. A Table of Contents
5. Candidate’s executive summary
6. A curriculum vitae
7. Annual performance evaluations for the period under review, including the Allocation of Effort Form, the Goals and Objectives Form, written statement(s) submitted by the faculty member as a part of, or in response to annual performance evaluations, and the reviewers comments. Numerical rankings, ratings, or vote counts should be removed. (See also Sections 5.90.3.3 and 5.90.5.1)
8. External Reviews

### **6.9.1 Documentation File**

University Promotion and Tenure Policy information about portfolio preparation is found in section 5.90.5.5.1 of the University Promotion and Tenure Policy.



Supplementary materials provided by the candidate related to the areas of faculty activity. This material is not routed beyond the College Promotion and Tenure Committee, but is available for review.

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

## **6.10 Withdrawal**

University Promotion and Tenure Policy information about withdrawal is found in section 5.90.5.6 of the University Promotion and Tenure Policy.

1. A candidate may withdraw from consideration at any time prior to the final signature of the Executive Vice President and Provost. A candidate shall prepare a letter requesting withdrawal from further consideration. The letter shall be transmitted to the Dean or comparable administrator. All documents shall be returned to the candidate and nothing relating to the application for promotion and/or tenure shall be placed in the candidate's personnel file.
2. If the candidate is in the fifth year of service, withdrawal from consideration for tenure must be accompanied by a letter of resignation submitted to the Dean or comparable administrator no later than the end of the fifth-year contract period. The resignation shall be effective no later than the end of the sixth-year contract period.

## **6.11 Outcomes**

University Promotion and Tenure Policy information about outcomes is found in section 5.90.5.7 of the University Promotion and Tenure Policy.

For full-time tenure-track candidates:

1. If tenure is recommended, the Executive Vice President and Provost will send a Contract of Employment (Continuous Appointment) Form through the dean or comparable administrator and the department head to the candidate.
2. If tenure is not recommended, the department head will give a signed Contract Status Form to the candidate for signature acknowledging notification of non-renewal.
3. For part-time tenure-track candidates, in addition to the provisions for full-time tenure-track candidates:
  - a) If tenure is recommended, it is for the FTE as stated in the initial contract or as negotiated.
  - b) If tenure is not recommended, a faculty member has only one year of continued part-time employment beyond the denial.

4. For all candidates:

- a) If promotion is recommended, the effective date is at the beginning of the ensuing contract year.
- b) If promotion is recommended, it shall be the policy of the university that all promotions shall include a salary increase, irrespective of other salary increases.
- c) In the case of a negative promotion decision, the Executive Vice President and Provost will inform the candidate in writing.
- d) The Executive Vice President and Provost is responsible for informing the President of the recommendations of the department head, college dean, or comparable administrator and the decision of the Executive Vice President and Provost.
- e) The Executive Vice President and Provost will prepare an official list of promotion and tenure decisions for distribution to relevant deans, comparable administrators, the Vice President for Business and Finance, and the Director of Human Resources.
- f) Tenure-track faculty members whose probationary contract is not renewed and who have another year before the termination of that contract do not submit a promotion and tenure portfolio during their final year. If the non-renewal is being appealed on the basis of failure to follow procedure or discrimination, then the appellant may complete a packet and have it held in suspension until the grievance is resolved. If the individual is successful in the appeal, the portfolio will be considered by the parties involved in the promotion and tenure process.

This document is approved when voted on and accepted by two-thirds of the eligible voting faculty, and takes effect at the beginning of fall semester, 2008.

This document can be amended when voted on and accepted by two-thirds of the eligible voting faculty.

This document was approved on this date: 09-23-13.

## **APPENDIX**

### **ANNUAL PERFORMANCE EVALUATION RUBRICS AND EVALUATION ITEMS**

**(Appendix section numbers below, such as “5.3.2” correspond to sections in the main body of the text with the same number.)**

**Note: The use of numeric values and scores in the rubrics and the Performance Evaluation Summary Score are limited to annual performance evaluations. The scores are not to be used, in any way, for promotion and tenure deliberations. The Evaluation Summary Form, is not to be included in any part of the Promotion and Tenure document.**

### 5.3.2 Scholarship and Creative Activity

#### 5.3.2-A Scholarship and Creative Activity Evaluation Rubric

This rubric is designed to guide faculty evaluation by being applied to evaluation items on the next page and those that have been developed at the Department level.

VALUE	SCALE	DESCRIPTION
1	Below expectations	No scholarly or creative activity, or activity of a quality below expectations given rank and position.
2	Fair	Minimal scholarship or research productivity of acceptable quality relative to rank and position.
3	Good	Some good, solid scholarly activity and productivity relative to rank and position; solid evidence of future plans with high likelihood of successful completion.
4	Excellent	Substantial scholarly effort and achievement relative to rank and position; completion of important research/creative projects in accordance with long term plans.
5	Extraordinary	Significant and rigorous scholarship/creative work in prestigious venues. Major research or scholarly/creative achievements relative to rank and position.

Compensation Plan Policy. Missouri State University, College of Humanities and Public Affairs, Department of History. (2006)

### **5.3.2-B Scholarship And Creative Activity Evaluation Criteria**

The following evaluation items are to be used in the evaluation of research and creative activity. Additional evaluation items may be added by the Department's Promotion and Tenure Committee. Individual evaluation items may be defined and expanded on by each Department. The weight of each item should be specified by the Department's Promotion and Tenure Committee.

#### **Evaluation Criteria**

1. The activity must address important questions in the field.
2. The activity reveals a high level of discipline-related expertise.
3. The activity allows for replication or elaboration.
4. The activity breaks new ground or is innovative. It leads to further exploration or new avenues for exploration for the scholar and for others.
5. The activity and outcomes have been presented appropriately and effectively to its various audiences.
6. The activity and outcomes are judged meritorious and significant by one's peers.
7. The scholar has critically evaluated the activity and outcomes and has assessed the impact and implications on the greater community, the community of scholars and on one's own work.
8. Based on item 7, the scholar uses this assessment to improve, extend, revise and integrate subsequent work.
9. Initiates and shows evidence of progress of a program of scholarly and creative work.
10. Seeks support for activities at appropriate levels.
11. Receives financial support for scholarly activities from funding sources.
12. Prepares and submits scholarly work to appropriate publishers and peer-reviewed journals.
13. Successfully publishes scholarly work in textbooks and/or peer-reviewed journals.
14. Prepares other scholarly materials recognized for their expertise in their discipline.

### 5.3.3 Teaching

#### 5.3.3-A Teaching Evaluation Rubric

This rubric is designed to guide faculty evaluation by being applied to evaluation items on the next page and those that have been developed at the Department level.

##### Teaching Effectiveness

VALUE	SCALE	DESCRIPTION
1	Below expectations	Problematic classroom or other teaching performance; indifference toward or unreasonable resistance to meeting teaching standards
2	Fair	Fulfills all teaching responsibilities; meets minimal qualitative expectations in the classroom. Little or no curricular development; minimal efforts at improvement; one or more problematic elements in the area of teaching
3	Good	Fulfills all teaching responsibilities. Evidence of solid work in the classroom; some successful effort to improve
4	Excellent	Fulfills all teaching responsibilities well. Evidence of overall excellence in teaching; curriculum or program development
5	Extraordinary	Fulfills all teaching responsibilities very well. Demonstrable overall excellence in teaching, leadership in curricular improvement, sharing of expertise.

Compensation Plan Policy. Missouri State University, College of Humanities and Public Affairs, Department of History. (2006)

### **5.3.3.1-B Teaching Evaluation Criteria**

The following evaluation items are to be used in the evaluation of teaching. Additional evaluation items may be added by the Department's Promotion and Tenure Committee. Individual evaluation items may be defined and expanded on by each Department. The weight of each item should be specified by the Department's Promotion and Tenure Committee.

#### **Evaluation Criteria**

1. Content expertise is demonstrated by mastery and continuous growth in subject matter knowledge.
2. Able to organize and communicate class material.
3. Competency and creativity in instructional design, delivery and evaluation.
4. Demonstrate effective course management.
5. Ensure student competency reflected by professional standards.
6. Evidence of faculty reflection and evaluation of teaching activities.
7. Samples of students' work demonstrating the synthesis of knowledge.
8. Samples of students' work (may need student permission), or other indicators demonstrating the synthesis of knowledge.

### 5.3.3.2 Advising

#### 5.3.3.2-A Advising Evaluation Rubric

This rubric is designed to guide faculty evaluation by being applied to evaluation criteria on the next page and those that have been developed at the Department level.

<b>VALUE</b>	<b>SCALE</b>	<b>DESCRIPTION</b>
1	Below expectations	Unreliable advising and frequent unavailability; indifference toward or unreasonable resistance to advising and mentoring
2	Fair	Some unreliable availability or mistakes in advising; minimal efforts at improvement in advising and mentoring
3	Good	Good reliable student mentoring and academic advising and mentoring
4	Excellent	Evidence of overall excellence in advising and mentoring
5	Extraordinary	Demonstrable overall excellence in advising and mentoring



### **5.3.3.2-B Advising Evaluation Criteria**

The following evaluation items are to be used in the evaluation of advising. Additional evaluation items may be added by the Department's Promotion and Tenure Committee. Individual evaluation items may be defined and expanded on by each Department. The weight of each item should be specified by the Department's Promotion and Tenure Committee.

#### **Advising Evaluation Criteria**

Establishes and abides by an office schedule for meeting with students

Assists in the orientation of students

Provides accurate information on program requirements, academic policies and procedures

Helps students to establish a well-defined plan for the future

Completes or reviews degree checks, candidacy forms, and similar activities

Monitors student progress

Works with students to address academic problems

Helps students understand and navigate appeals processes

### **5.3.3.2-C Student Evaluation**

Each Department shall specify tools for evaluating the instructor and for evaluating the course. One of those tools is to be completed by students in the instructor's class.

### 5.3.3.3 Administration

#### 5.3.3.3-A Administration Evaluation Rubric

This rubric is designed to guide faculty evaluation by being applied to evaluation criteria on the next page and those that have been developed at the Department level.

VALUE	SCALE	DESCRIPTION
1	Below expectations	Unsatisfactory completion of administrative responsibilities relative to position.
2	Fair	Meets minimal expectations regarding administrative activities.
3	Good	Demonstrates responsible and efficient completion of administrative activities relative to position.
4	Excellent	Completes responsibilities in a timely fashion and uses creativity in completing tasks relative to position.
5	Extraordinary	Consistently excellent track record of successfully completing administrative responsibilities and activities.

### **5.3.3.3-B Administration Evaluation Criteria**

The following evaluation items are to be used in the evaluation of administration. Additional evaluation items may be added by the Department's Promotion and Tenure Committee. Individual evaluation items may be defined and expanded on by each Department. The weight of each item should be specified by the Department's Promotion and Tenure Committee.

#### **Evaluation Criteria**

Provides administrative leadership for designated project/program staff

Responsible for documentation for program/project - appropriate professional accreditation

Provides administrative leadership in the creation of professional program/project activities

Provides administrative leadership in the maintenance and successful outcomes of professional program/project activities

Provides administrative leadership in the creation and maintenance of program/project database information

Provides administrative leadership in the development of professional program/project curriculum

### 5.3.6 Service

#### 5.3.6-A Service Evaluation Rubric

Use this rubric to evaluate institutional service, service to the profession, and outreach and extension.

This rubric is designed to guide faculty evaluation by being applied to evaluation criteria on the next page and those that have been developed at the Department level.

<b>VALUE</b>	<b>SCALE</b>	<b>DESCRIPTION</b>
1	Below expectations	Little or no meaningful or useful activity in serving Department, College, University, community, or profession in important ways. Or, behavior of a professionally unacceptable kind or of harmful effect.
2	Fair	A minimal level of useful activity, relative to rank and seniority, in serving Department, College, University, community, or profession.
3	Good	Consistently useful and effective service to Department, College, University, community, or profession appropriate to rank and seniority; shows initiative.
4	Excellent	Excellent initiative, effort, and consistently useful and effective service to Department, College, University, community, or profession, with consistently beneficial results on important projects, appropriate to rank and position.
5	Extraordinary	Uniformly excellent initiative, effort, and consistently useful and effective service to Department, College, University, community, or profession, with consistently beneficial results on important projects; generosity of spirit in volunteering service to others; effective leadership appropriate to rank and position.

Compensation Plan Policy. Missouri State University, College of Humanities and Public Affairs, Department of History. (2006)

### **5.3.6-B Service Evaluation Criteria**

The following evaluation criteria are to be used in the evaluation of institutional service and service to the profession. Additional evaluation items may be added by the Department's Promotion and Tenure Committee. Individual evaluation items may be defined and expanded on by each Department. The weight of each item should be specified by the Department's Promotion and Tenure Committee.

#### **Evaluation Criteria**

Governance

Faculty development

Faculty advancement

Scholarship-related service

Accreditation and assessment

Grant-related service

Projects

Management or leadership activities

Student-related service (non-teaching)

Fundraising and development activities

### 5.3.7 Outreach and Extension

#### 5.3.7-A Outreach and Extension Evaluation Rubric

Use this rubric to evaluate outreach and extension.

This rubric is designed to guide faculty evaluation by being applied to evaluation criteria on the next page and those that have been developed at the Department level.

<b>VALUE</b>	<b>SCALE</b>	<b>DESCRIPTION</b>
1	Below expectations	Outreach and extension activity is below that which is expected, in regard to creativity and intellectual rigor, and in its impact on stakeholders and the region.
2	Fair	Outreach and extension activity is at an acceptable level in regard to creativity and intellectual rigor and in its impact on stakeholders and the region.
3	Good	Outreach and extension activity shows; 1. creativity and intellectual rigor; 2. validation by peers; 3. communication to stake holders; 4. impact on stakeholders and the region.
4	Excellent	Outreach and extension activity is; 1. creative and intellectual; 2. validated by peers; 3. communicated to stakeholders; and 4. has an impact on stakeholders and the region. Excellent initiative, effort, and useful and effective outreach and extension.
5	Extraordinary	Outreach and extension activity is; 1. creative and intellectual; 2. validated by peers; 3. communicated to stakeholders; and 4. has high impact on stakeholders and the region. Outstanding initiative, effort, and consistently useful and effective outreach and extension.

### **5.3.7-B Outreach and Extension Evaluation Criteria**

The following evaluation items are to be used in the evaluation of outreach. Additional evaluation items may be added by the Department's Promotion and Tenure Committee. Individual evaluation items may be defined and expanded on by each Department. The weight of each item should be specified by the Department's Promotion and Tenure Committee.

#### **Evaluation Criteria**

Community projects, activity

Program delivery

Scholarship-related outreach

Assessment and evaluation

Grant-related outreach and extension

Management or leadership activities



### 5.3.8 Leadership

#### 5.3.8-A Leadership Evaluation Rubric

This rubric is designed to guide faculty evaluation by being applied to evaluation criteria on the next page and those that have been developed at the Department level.

<b>VALUE</b>	<b>SCALE</b>	<b>DESCRIPTION</b>
1	Below expectations	No evidence of meeting objective, or evidence is below expectations given rank and position.
2	Fair	Minimal evidence of meeting objective relative to rank and position.
3	Good	Good evidence of meeting objective relative to rank and position; solid evidence of future plans to improve on meeting objectives.
4	Excellent	Substantial evidence of meeting objective; solid evidence of positive outcomes related to fulfilling objective.
5	Extraordinary	Clear, significant evidence of meeting objective; solid evidence of high effectiveness in achieving objective, and substantial positive outcomes related to fulfilling objective.

### **5.3.8-B-Leadership Evaluation Criteria**

The following evaluation items are to be used in the evaluation of leadership. Additional evaluation items may be added by the Department's Promotion and Tenure Committee. Individual evaluation items may be defined and expanded on by each Department. The weight of each item should be specified by the Department's Promotion and Tenure Committee.

#### **Evaluation Criteria**

Has a vision about matters of importance, and engages in behavior in the interest of that vision and mission

Is a high performer

Is a positive role-model

Has the strong confidence of peers

Is able to motivate others

Brings peers together around matters of importance

Is an effective representative/spokesperson

House, R. J., & Podsakoff, P. M. (1994). Leadership effectiveness: Past perspectives and future directions for research. In Jerald Greenberg (Ed.), *Organizational behavior: The state of the science* (pp. 45-82). Mahwah, NJ: Lawrence Erlbaum.

### 5.3.9 Evaluation Summary Form

#### Performance Evaluation Summary Score

ACTIVITY	SCORE	ALLOCATION OF EFFORT (ADE)	SCORE X ADE
1. Scholarship and creative activity			
2a. Teaching			
2b. Advising			
2c. Student evaluation			
2d. Administration			
3. Institutional Service			
4. Outreach and extension			
5. Leadership			
<b>TOTAL EVALUATION SCORE</b>		<b>1.0 or 100%</b>	