New Mexico State University

SCHOOL OF SOCIAL WORK

PROMOTION AND TENURE MANUAL

Adopted by a vote of the School of Social Work faculty on May 2, 2008.
Table of Contents

INTRODUCTION 1
GLOSSARY 3

PROFESSIONAL MODEL, COLLEGE OF HEALTH AND SOCIAL SERVICES 5

GUIDING PRINCIPLES 5
FACULTY PARTICIPATION 5
TRANSPARENCY OF PROCESS 6

PERFORMANCE EVALUATION 6
ALLOCATION OF EFFORT 6
PROMOTION AND TENURE AND TENURE-RELATED POLICIES 7
THE PROFESSORIAL RANKS 7
FLEXIBILITY IN TENURE-TRACK 8
CREDIT FOR PRIOR SERVICE 8
EXTENSION OF PROBATIONARY PERIOD 9
REDUCTION OF PROBATIONARY PERIOD 10
PART-TIME TENURE TRACK 10
JOINT APPOINTMENT 11
MID PROBATIONARY REVIEW 11
OUTREACH 11
COLLEGE FACULTY 11

CRITERIA FOR PROMOTION AND TENURE 12
PROMOTION 12
TENURE 12
EVALUATION CRITERIA 12
INTEGRATION AND SYNTHESIS 13
SCHOLARSHIP AND CREATIVE ACTIVITY 13
EVALUATION OF SCHOLARSHIP AND CREATIVE ACTIVITY 14
SATISFACTORY PERFORMANCE 15
EXCELLENT PERFORMANCE 16
TEACHING 17
EVALUATION OF TEACHING 18
SATISFACTORY PERFORMANCE 19
EXCELLENT PERFORMANCE 19
ADVISING 21
EVALUATION OF ADVISING 21
ADVISOR’S RESPONSIBILITIES 22
ADMINISTRATION 22
EVALUATION OF ADMINISTRATION 23
SATISFACTORY PERFORMANCE 23
EXCELLENT PERFORMANCE 24
SERVICE 25
### INSTITUTIONAL SERVICE AND SERVICE TO THE PROFESSION

- Satisfactory Performance: 25
- Excellent Performance: 27

### EVALUATION OF OUTREACH AND EXTENSION

- Satisfactory Performance: 28
- Excellent Performance: 29

### EVALUATION OF OUTREACH AND EXTENSION WITHIN THE SCHOOL OF SOCIAL WORK

- Satisfactory Experience: 28
- Excellent Performance: 29

### LEADERSHIP

- Acceptable Performance: 30
- Excellent Performance: 31

### PERFORMANCE EVALUATION AND APPLICATION MATERIAL

- Performance Evaluation: 31
- Implementation of the Promotion and Tenure Process: 32
- Candidate’s Roles and Responsibilities During the Promotion and Tenure Process: 33
- Director’s Roles and Responsibilities During the Promotion and Tenure Process: 33
- Allocation of Effort: 35
- The School of Social Work Promotion and Tenure Committee: 35
- College Promotion and Tenure Committee: 36
- Dean’s Roles and Responsibilities During the Promotion and Tenure Process: 38
- Executive VP and Provost’s Roles and Responsibilities During the T&P Process: 39
- Portfolio Preparation: 39
- Documentation File: 39
- Withdrawal: 40
- Outcomes: 40
- Appeals: 40

### UNIVERSITY TIMELINE FOR PROMOTION AND TENURE

Page 41
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). Numbers found in parentheses, e.g. (5.90.2), refer to enumerated sections of the University Promotion and Tenure Policy. It should be noted that University policies regarding promotion and tenure supersede Department and College policies on such matters. Promotion and tenure decisions are the means by which the University, the College, and the Departments reward and retain its most valued scholars, sustain excellence in its instructional disciplines, and fulfill its mission to advance knowledge.

School of Social Work

The mission of the School of Social Work is consistent with the mission of New Mexico State University as a land grant institution serving the educational needs of the people of New Mexico, and of providing undergraduate and graduate professional education. Furthermore, the mission of the New Mexico University School of Social Work is to serve the people of New Mexico with opportunities in social work education, research and public service from the perspectives of the state’s multicultural heritage, the ever-changing environment and an interdependent world.

In accordance with both University and College documents related to promotion and tenure, departments are charged with employing those criteria established by the University and the College, and, as warranted, expanding the list of criteria, to meet the particular characteristics of the Department. The Departments are also charged with providing criteria weights appropriate to the Department’s expectations. As a result, the school of Social Work at New Mexico State University has developed specific criteria and provided direction in seven critical areas for which they as candidates for either promotion or tenure will be evaluated. Those seven critical areas are:

A. Evaluation of Scholarship and Creative Activity
B. Evaluation of Teaching
C. Evaluation of Advising
D. Evaluation of Administration
E. Evaluation of Service
F. Evaluation of Extension and Outreach
G. Evaluation of Leadership

As stated in the description of the allocation of effort, (section 6.1.2 of the College of Health and Social Services document [5.90.5.1.2 University document]), any one year can vary from previous years regarding effort put forth in particular areas. Nevertheless, in the School of Social Work, promotion and tenure will require a minimum of satisfactory performance in scholarship and creative activity during the time period being considered for evaluation of progress toward promotion and/or tenure. Likewise, satisfactory performance in teaching and service or extension/outreach will be necessary during the time period being considered for evaluation of progress toward promotion and/or tenure.

Therefore, although a candidate for either promotion or tenure, or both, must select scholarship and creative activity, teaching, service, extension and outreach, or administration as an area of excellence in relation to performance, all faculty must demonstrate satisfactory performance in the areas of scholarship and creative activity, teaching, service, or extension and outreach during the time period under
consideration for promotion and/or tenure within the School of Social Work at New Mexico State University. In addition, all faculty members must show evidence of satisfactory activity in the area of advising and acceptable activity in the area of leadership. The table below is included to clarify any confusion regarding expected performance in key areas.

<table>
<thead>
<tr>
<th>Scholarship and Creative activity</th>
<th>Teaching</th>
<th>Service or Extension and Outreach</th>
<th>Administration</th>
</tr>
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<tbody>
<tr>
<td>Demonstration of no less than satisfactory performance <strong>required</strong> for promotion and/or tenure</td>
<td>Demonstration of no less than satisfactory performance <strong>required</strong> for promotion and/or tenure</td>
<td>Demonstration of no less than satisfactory performance <strong>required</strong> for promotion and/or tenure</td>
<td>Demonstration of satisfactory performance <strong>not</strong> required for promotion and/or tenure</td>
</tr>
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</table>

The quality of faculty accomplishments in teaching and advising, scholarship and creative activity, outreach, service, administration, and other areas largely determines the quality of the University as a whole. The granting of tenure or promotion to associate or full professor represents a prediction by the university that the individual concerned will continue to make substantial contributions to the profession and the University.

The processes involved in promotion and tenure rely on basic principles in order to be effective. Above all, the promotion and tenure processes must be fair, transparent, and participatory. These values mean that decisions must be made without regard to race, national origin, gender, gender identity, age, disability, political beliefs, religion, marital status, sexual orientation, special friendships, or animus towards candidates, taking care to avoid structural, institutional, or habitual thoughts and patterns that could lead to discrimination. NMSU values the richness that inquiry based upon intellectual and cultural differences brings to the university community.

Criteria and procedures must be clear and readily available to all participants and must be followed by all participants at each level of the process. Therefore, it is imperative that clear standards for annual performance evaluation, promotion, and tenure be articulated and broadly publicized. Applicants for tenure or promotion must be judged on their performance of the duties assigned to them, following agreed-upon allocations of effort. The process needs to involve broad consultation by groups and individuals with successively broader views of the mission of the Departments, the College, and the University and provide the opportunity for appeal. In order to achieve fairness, transparency, and broad-based participation, all parties must have the opportunity to make basic decisions about documents and criteria that affect tenure and promotion.

This policy relies on the four types of scholarship defined by Ernest L. Boyer (1990) in his book “Scholarship Reconsidered,” namely, the scholarships of discovery, of teaching, of integration, and of engagement. Broadening the definition of scholarship (see section 5.90.4.2 of the University Promotion and Tenure Policy) reflects the changing roles of faculty members in teaching and advising, scholarship and creative activity, outreach, service, and more.
1.1 Glossary (5.90.2)

Key terms that are used in this document are defined below.

**Allocation of Effort** – the percentage of effort, agreed upon by the faculty member and department head or supervisor, that the faculty member will devote to each of the major categories of teaching and advising (or its equivalent), scholarship and creative activity, service, extension, outreach and other assigned duties.

**Annual Performance Review** – see Performance Evaluation

College Faculty – a faculty member on a regular (0.5 FTE or greater) appointment, who is not eligible for tenure. See Sections 4.30.10 and 5.15.40 of the University Promotion and Tenure Policy.

**Core Document** – a document submitted in the portfolio for promotion or tenure that includes several specific elements: a routing form, cover sheet, table of contents, curriculum vitae, executive summary, Department Head and Dean letters, prior and current allocation of effort statements, annual performance evaluations, summary of teaching evaluations, and letters of support. See Section 5.90.5.1 and 5.90.5.5 of the University Promotion and Tenure Policy.

**Curriculum Vitae** – a detailed summary reflecting the candidate’s educational and academic experiences that are relevant to the position to which s/he is applying.

**Documentation File** – an organized collection of supplemental documents and other materials that supports, explains, or clarifies the quality and significance of the candidate’s work. Administrators and committee members must have access to this file, which is stored by the Principal Unit.

**Executive Summary** – a summative report and personal statement by the candidate that addresses his or her activities in and philosophies regarding teaching and advising (or its equivalent), scholarship and creative activity, service, extension, outreach, and other assigned areas.

**Excellent Performance** – For the period under review the candidate for promotion or tenure, will be evaluated according to the degree of rigor related to scholarship and creative activity being presented to the committee for review. Excellent performance is outlined in each of the key areas of Scholarship and Creative Activity, Teaching, Service or Extension and Outreach, and Administration.


**Joint Appointment** – a faculty line shared between two departments or colleges; the appointee enjoys all the privileges and incurs all the responsibilities normally given in each area.

**Mid-probationary Review** – a formal, non-mandatory mid-term assessment requested by a tenure-track faculty member of their professional development and progress toward tenure. The mid-probationary review is in addition to the annual performance evaluation.

**Outreach** – entails an organized and planned program of activities which are offered to citizens of New Mexico and the nation; these activities bring the resources of the University to bear in a coherent and strategic fashion for the benefit of the receiving entity.
Peer Evaluation – assessment of teaching style, content, and effectiveness gained through observation by colleagues; the observations may come in such forms as classroom visits, participation in web-based courses, review of videotaped teaching, or reviews of course materials collected/created by the faculty member being reviewed.

Performance Evaluation - an annual report prepared by the faculty member documenting activities in the areas of teaching and advising (or its equivalent), scholarship and creative activity, service, outreach, and other assigned areas. The Department Head (or other assigned supervisor) provides the faculty member with a written appraisal of the faculty member’s performance.

Portfolio – consists of the core document and documentation file that supports the candidate’s case for promotion or tenure.

Post-tenure Review – an annual review designed to identify strengths and weaknesses of the tenured faculty member in the areas of teaching and advising (or its equivalent), scholarship and creative activity, service, extension, outreach and other assigned areas. The Performance Evaluation generally serves the aim above; however, if deemed necessary due to deficiencies, a more extensive review may be initiated. See Section 5.87 of the University Promotion and Tenure Policy.

Probationary Period – the cumulative amount of time spent under term appointments while on the “tenure track.” See Section 5.90.3.6 of the University Promotion and Tenure Policy. Principal Unit – an academic unit responsible for conducting annual faculty performance evaluations and making promotion and tenure decisions. This definition includes Departments and Colleges.

Research – see Scholarship

Satisfactory Performance – For the period under review the candidate for promotion or tenure, will be evaluated according to the degree of rigor related to scholarship and creative activity being presented to the committee for review. Satisfactory performance is outlined in each of the key areas of Scholarship and Creative Activity, Teaching, Service or Extension and Outreach, and Administration.

Scholarship – both activity and product, scholarship includes discovery through original research; integration through synthesizing and reintegration of knowledge; application through professional practice; and teaching through transformation of knowledge. (See Boyer, 1990, and Section 5.90.4.2 of the University Promotion and Tenure Policy.)

Supporting Documents – material available to the Promotion and Tenure Committee in the Documentation File that serves to further support, explain, or clarify the Core Document.

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

Tenure Clock - see Flexibility in Tenure Track.

Tenure Home – the academic department where tenure and rank resides or will reside.

Tenure-Track Faculty – a faculty member who is eligible for tenure but who has not yet been granted tenure.

Tenured Faculty – a faculty member who has been granted a continuous contract by the University.
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

The following guiding principles are critical underpinnings to the promotion and tenure process in the College.

3.1 Faculty Participation (5.90.3.1)

The selection and retention of faculty members are of utmost importance to the quality of the College, the achievement of College goals, and the future of the College. In order to ensure a fair process for recognition of excellent faculty, it shall be the policy of the College to allow faculty members to vote on the promotion or tenure of Department colleagues, exercising collegial judgment based on an established set of criteria.
3.2 Transparency of Process (5.90.3.2)

For faculty members to trust the promotion and tenure process, they should have a clear and complete understanding of what is expected of them, how they will be evaluated, and the policies regulating the process. To this end, the College website will include the College-wide promotion and tenure policy, and links to Department, and University policies relevant to matters of promotion and tenure.

To promote transparency of process, the College, and each Department in the College, shall post on their websites its Promotion and Tenure Guidelines aligned with the Guiding Principles, Criteria, and Policies outlined in the University Promotion and Tenure Policy. College and Department websites will also contain, or contain links to, the University Promotion and Tenure Policy and other documents associated with University, College, and Department promotion and tenure policies. In addition, each Department shall post on its website current statement of goals, objectives, and expectations as they relate to promotion and tenure (sometimes called a Functions and Criteria statement). These shall be agreed on by the faculty in each Department for Department documents, and approved by the Dean or comparable administrator. A written copy of, or reference to, promotion and tenure policies will be given to all tenure-track, tenured, College and research faculty who are eligible for consideration for promotion or tenure.

4 Performance Evaluation (5.90.3.3)

The annual performance evaluation is a component of the promotion and tenure process. This multi-layered evaluation system relies on consistency at each level of review. The performance of each faculty member, including College faculty, will be reviewed at least once a year. The performance evaluation provides documentation of expectations and a record of faculty performance relative to stated expectations. The form of the evaluation and some criteria are determined by the College, and other, additional criteria are determined by the individual Departments, and shall align with University promotion and tenure expectations. See sections 5.90.5.1 and 5.90.6 of the University Promotion and Tenure Policy.

The Promotion and Tenure criteria allow for consistency of evaluation across individuals and Departments by using a common scale and rubric across the major areas of faculty activity. The Departments are charged with employing those criteria and, as warranted, expanding the list of criteria, to meet the particular characteristics of the Department. The Departments are also charged with providing criteria weights appropriate to the Department’s expectations. An ad hoc committee in the College shall develop additional evaluation criteria that are comparable across Departments. This committee will consist of a representative from each Department’s Promotion and Tenure Committee. The rubrics provide a standard by which to evaluate performance. Each rubric consists of a 5-point scale. An overall score of 3.0 or higher for all relevant areas of evaluation, for the designated evaluation period, is needed to be eligible for promotion or tenure.

4.1 Allocation of Effort (5.90.3.4)

The effort faculty members are expected to devote, regardless of rank or position, to the various aspects of their duties necessarily varies, and a fair and equitable promotion and tenure process will recognize these variations. A successful promotion and tenure process considers whether the faculty member is effectively serving the mission of the University the College and the Department to which one is assigned, as defined by a Department’s promotion and tenure criteria, and the individual’s and Department Head’s collaboratively agreed upon goals and activities. This means, for example, that the efforts of a faculty member made in response to administrators or committees shall be taken into account during promotion and tenure evaluation and are not discredited.
One faculty member may devote more time to teaching at one time in one’s career than at another. The efforts of two faculty members may vary at the same points in their respective careers, according to their particular strengths and Department needs. Faculty assignments in different Departments will also vary. It is fundamentally unfair, for example, to expect the same amount of scholarship and creative activity, service, or outreach from a faculty member teaching one class a semester, as from another faculty member teaching three classes a semester or several large lecture classes.

In order to ensure fair and equitable treatment, every faculty member will complete an allocation of effort statement as part of the annual evaluation process. Each College and Department shall develop and use an allocation of effort statement as specified in Section 5.90.5.1 of the University document. Furthermore, for the allocation of effort statement to be accurate and useful, administrators at all levels must understand and take an active role in recognizing and curbing institutional factors that may produce an undue burden on untenured faculty members, or those from underrepresented groups, in the allocation of effort process. Each college shall develop and use an allocation of effort statement as specified in Section 5.90.5.1 of the University Promotion and Tenure Policy. These statements shall be a part of the faculty member’s tenure and/or promotion portfolio, and all aspects of the agreed upon efforts shall be factored into the recommendation made at each step of the process.

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. 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 the Board of Regents through the President of the University grants continuous contracts and promotions. Continuous contracts are non-transferable from the College where the primary consideration took place.

4.2.1 The Professorial Ranks (5.90.3.5)

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, 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. An Instructor is not eligible for tenure.
**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 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.

**4.2.2 Flexibility in Tenure-Track (5.90.3.6)**

Normally, before being considered for tenure, eligible faculty members serve six consecutive probationary years. The probationary period begins with the first year of the contract. Note that according to Section 5.98 of the University Promotion and Tenure Policy, “New tenure-track faculty reporting for duty after the last Friday in September (12-month employees) or the second Friday in October (9-month employees) will not receive a temporary contract. The first contract will be issued at the beginning of the next contract period, which will constitute the first year of the probationary period toward tenure. During the sixth year, a case for tenure and/or promotion is made by the faculty member and considered by the University. Those achieving tenure are awarded a continuous contract at the end of their sixth year, while those not awarded tenure are given a one-year terminal contract for their seventh and final year of employment at NMSU. There may be exceptions, however, to shorten or lengthen the normal six-year probationary period.

**4.2.3 Credit for Prior Service (5.90.3.6.1)**

Faculty members with previous teaching and advising (or its equivalent), service, extension, outreach, scholarly, and/or administrative experience at another institution may have some or all of that experience
taken into consideration on appointment at NMSU. With Executive Vice President and Provost approval, and particularly when tenure has been granted to a candidate at another institution, tenure may be accorded at the time of initial appointment to the University.

Prior probationary service at another institution may count towards the six-year probationary period at NMSU, but usually only up to a maximum of three years. Any expedited schedule must be recommended by the department head and dean and agreed to by both the Executive Vice President and Provost and the faculty member at the time of appointment. The details of such credit for prior service, the resulting length of the probationary period, the timing of any third-year review, and the period for the tenure application process, shall all be stated unambiguously in the appointment letter.

4.2.4 Extension of the Probationary Period (5.90.3.6.2)

When requested in writing within one year of the qualifying event by the faculty member, leaves of absence can lead to postponement of the tenure decision date; however, modifications in that date require the recommendation of the department head and dean and the approval of the Executive Vice President and Provost. Faculty responsibilities may be negotiated when the extension is requested. An extension may be granted up to two times, so long as the total pre-tenure probationary period does not exceed eight years.

Exceptions to this limit can be made under extraordinary circumstances if approved by the Executive Vice President and Provost. Candidates must be held to the same standards of performance when the probationary period has been extended as candidates whose probationary period was not extended.

The probationary period may be extended, upon written request, under the following circumstances:

**Leave of Absence without Pay**: Probationary faculty members may request in writing a leave of absence without pay, usually not to exceed one academic or fiscal year. Prior to initiating the leave, affected faculty may request in writing a probation extension of one year.

**Military Leave of Absence**: Involuntary induction into the armed forces entitles the faculty member to a leave of absence to cover the term of military service. Such leave constitutes valid grounds for requesting an extension of the tenure decision date. Similarly, a faculty member’s voluntary participation in a military reserve program may lead to periodic or prolonged absence sufficient to affect the faculty member’s performance (e.g., annual active duty training, or active duty training or participation when a reserve unit is called to active duty) that constitutes valid grounds for extension of the tenure decision date.

**Medical Leave of Absence**: Probationary faculty members with a serious personal illness or who are providing prolonged, substantive care for a chronically ill family member may request in writing an extension of the tenure decision date, usually for one year.

**Family Leave of Absence or Exceptional Family Responsibilities**: Upon written request, probationary faculty members who become parents will receive a one-year automatic extension of the tenure decision date. Such an extension does not require that the faculty member take a leave of absence.

**Catastrophic Events**: Probationary faculty who have experienced a catastrophic event such as a fire or flood or who must aid family members in such situations may request in writing an extension of the tenure decision date.
**Jury Duty:** Prolonged jury service, when significantly affecting a faculty member’s performance, constitutes a valid reason to petition for extension of the tenure decision date.

Extensions for other reasons may be negotiated.

**4.2.5 Reduction of the Probationary Period (5.90.3.6.3)**

Faculty members who have worked in a teaching and advising (or its equivalent), service, extension, scholarly, and/or administrative role at another institution may have some or all of that work taken into consideration on appointment at NMSU. With approval of the Executive Vice President and Provost, and particularly when tenure has been granted to a candidate at another institution, tenure may be accorded at the time of initial appointment to the University.

Prior probationary service at another institution may count towards the six-year probationary period at NMSU, but usually only up to a maximum of three years. Any expedited schedule must be recommended by the department head and dean and agreed to by both the Executive Vice President and Provost and the faculty member at the time of appointment. The details of such credit for prior service, the resulting length of the probationary period, the timing of any third-year review, and the period for the tenure application process, shall all be stated unambiguously in the appointment letter. In such instances, no extension of the probationary period will be granted unless the request falls in one of the categories mentioned in Section 5.90.3.6.2 of the University Promotion and Tenure Policy.

Current faculty may request the length of the probationary period be shortened. Such an appeal requires the written request of the faculty member, positive recommendations of the department Promotion and Tenure Committee as determined in the spring review, department head, and dean. If this tenure application is not successful, the candidate’s contract is not renewed according to the provisions of Section 5.98 of the University Promotion and Tenure Policy.

**4.2.6 Part-Time Tenure Track (5.90.3.6.4)**

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 11th year. Part-time tenure-track faculty must be held to the same standards of performance relative to FTE as full-time faculty. If denied tenure, a faculty member on part-time appointment has only one year of continued part-time employment beyond the denial.

Faculty members whose regular appointments are less than 0.50 FTE do not accumulate probationary time toward tenure. When recurring state funding is available, a tenure-track, part-time faculty member may apply for a full-time tenure track position and, if hired, apply earned tenure-track FTE from prior years toward tenure and promotion in the full-time position.
4.2.7 Joint Appointment (with Dual Primary Responsibilities) (5.90.3.6.5)

In appropriate circumstances, a faculty member may be appointed in two departments or colleges. The faculty member with a joint appointment has a memorandum of understanding from all involved units. The memorandum of understanding stipulates the expected workload and allocation of effort distributed between the two departments; identifies the principal unit where tenure resides or will reside if applicable; defines the responsibilities of the faculty member in each unit; and indicates the term of appointment. The memorandum must explain the process for performance and promotion and tenure reviews, renewal of the joint appointment, and salary increases. Each unit must provide recommendations in annual, probationary, tenure, and promotion reviews. In joint appointments with centers or institutes, the tenure home must reside in a principal unit. In joint appointments with two or more academic units, one unit must be designated, by mutual agreement, as the tenure home.

4.2.8 Mid Probationary Review (5.90.3.7)

Tenure-track faculty members may request a formal mid-probationary review by those principal units that make such an option available. The mid-probationary review is an optional opportunity to obtain feedback on the tenure-track faculty member’s performance and is used to identify specific activities to enhance the candidate’s progress toward promotion and tenure. The review is formative, intended to assist tenure-track faculty in achieving promotion and tenure and should take into account the allocation of work effort during the three years reviewed and be based upon the principal unit’s criteria. The outcome must not be used as a determinant for setting merit pay or for contract continuation decisions. Principal units should see Section 5.90.5.4.5 of the University Promotion and Tenure Policy for additional information.

4.2.9 Outreach (5.90.4.3.1)

Outreach is integral to the University’s mission to serve the educational needs of New Mexico’s diverse population through comprehensive programs of education, research, outreach, and public service. NMSU supports university-wide outreach to facilitate economic, social, educational, and community development in New Mexico. This includes ongoing outreach activities across the University. Faculty members engaged in outreach are expected to have competencies in subject matter content; networking and communication; and development, delivery and evaluation of programs. They are expected to verify scholarship in their programs by documenting:

1. The process of identifying local needs
2. Program objectives
3. Measurable benchmarks related to needs
4. The research basis for educational programs
5. Feedback to the research community
6. Evaluation of programs through measurable outcomes and clientele feedback
7. Communication of outcomes through peer-reviewed and/or by audience-oriented means

4.2.10 College Faculty (5.90.3.8.4)

College faculty may hold ranks as described in Section 3.2.1 (5.90.3.5 of the University document) and are eligible for promotion. 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:
1. College Faculty should be evaluated for promotion based on the allocation of their effort to the areas of teaching and advising, service, scholarship and creative activity, or extension and outreach, service, and the relative mix of these duties.

2. The College has specific promotion procedures for its College Faculty. The protections for College Faculty are the same as those given tenure-track faculty and tenure faculty in Sections 5.90.5.1 and 5.90.5.4 – 5.90.5.8 of the University Promotion and Tenure Policy.

3. Committees for promotion of College Faculty must include College Faculty representation.

4. The different role played by College Faculty should be recognized in the promotion process, and the standard for promotion should be appropriate given the role of College Faculty.

5. At the Department level, the promotion the Promotion and Tenure committee for College faculty should consist of all tenured faculty members and all College Faculty members of ranks higher than the candidate’s.

6. At the College level, the promotion committee for College faculty shall be elected by tenure-track, tenured, and College Faculty and will consist of an equal number of tenured faculty and College Faculty.

5 Criteria for Promotion and Tenure (5.90.4)

When considering applicants for promotion and tenure, evaluators will give serious attention to performance in the applicable areas of teaching and advising (or its equivalent), scholarship and creative activity, service, extension and outreach, and where applicable, leadership. The relative importance of each of these areas varies according to the cumulative allocation of efforts statements. Each area is vital to the University’s ability to achieve its mission, and the performance of a faculty member will be viewed as an indication of future contributions.

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

The development of tenure within the University achieves two goals: academic freedom and due process. Academic freedom makes the profession attractive to people of ability. Granting of tenure is contingent on demonstrated competence and fitness for 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

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, and from Diamond, 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.

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.

5.3.2 Scholarship and Creative Activity (5.90.4.2)

Scholarship and creative activity involve discovering and creating, teaching and disseminating, and applying knowledge and skills to worldly concerns. This understanding is grounded in Boyer’s concept of the four scholarships: (1) the scholarship of discovery involves processes, outcomes, and the passionate commitment of the professoriate and others in the University, College and Department to disciplined inquiry and exploration in the development of knowledge and skills; (2) the scholarship of teaching involves dynamic, reciprocal, and critically reflective processes among teachers and learners, at the University, College and Department and in the community, in which their activity and interaction enriches and transforms knowledge and skills, taught and learned; (3) the scholarship of engagement refers to the many and varied ways to responsibly offer and employ knowledge and skills to matters of consequence to the University, College, Department and community; and (4) the scholarship of integration is the process by which knowledge and skills are assessed, interpreted, and applied in new and creative ways to produce new, richer, and more comprehensive, insights, understanding, and outcomes. Scholarship and creative activity is both activity and product. Scholarly activity employs dynamically interacting processes of discovery and creation, teaching and dissemination, engagement and application, and integration, in the pursuit of fulfilling the mission and vision of the University, College, and Department. Scholarly products, developed through these processes, are public, open to peer review, and available for use by others. Scholarship and creative activity can take many forms, including but not limited to, refereed publications.

This definition of scholarship and creative activity reflect the University’s and College’s missions as the state’s land-grant University, serving the educational needs of New Mexico’s diverse population through comprehensive programs of teaching and advising, scholarship and creative activity, outreach, service, and other activity. It addresses the breadth and diversity of scholarly and creative activity among faculty, staff, and students in the College through which this mission is fulfilled. The dissemination and creation of scholarly work using technology is becoming increasingly important. Accordingly, it is important that Promotion and Tenure Committees recognize this when evaluating a candidate’s portfolio. The rapid pace at which technology changes makes it difficult to use a single set of evaluation criteria to fit all cases encountered. Technology often crosses the rigid boundaries of teaching and advising, scholarship and creative activity, service, extension, and outreach, and as such, it must be evaluated in as many of these categories as appropriate. Flexibility in evaluation of the candidate’s technology efforts is paramount. Reviewers must be aware of expectations placed on the candidate at the time of hiring and during annual reviews and are encouraged to evaluate technology-based scholarship and creative activity using appropriate criteria. 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 (5.90.4.2.1)

All scholarly and creative activity and outcomes, whether related to research, teaching, administration, or service, have the following characteristics (adapted from Diamond, 2002): Diamond, Robert M. (2002). Serving on promotion, tenure, and faculty review committees: A faculty guide, 2nd ed.). Bolton, MA: Ankar Publishing.

Evaluation of Scholarship and Creative Activity within the School of Social Work

In accordance with New Mexico State University Promotion and Tenure Policy found in section 5.90.4.2.1 of the University Promotion and Tenure Policy Document, all scholarly activity and outcomes, regardless of funding source, must consider the following criteria:

1. The activity’s purposes, goals, and objectives are clear. The objectives are realistic and achievable. It addresses important questions in the field.

2. The activity reveals a high level of discipline-related expertise. The scholar brings to the activity a high level of relevant knowledge, skills, artistry, and reflective understanding.

3. Appropriate methods are used for the activity, including principles of honesty, integrity, and objectivity. The methods have been chosen wisely and applied effectively. It allows for replication or elaboration.

4. The activity achieves its goals and its outcomes have significant impact. It adds consequentially to the field. It breaks new ground or is innovative. It leads to further exploration or new avenues for exploration for the scholar and for others.

5. The activity and outcomes have been presented appropriately and effectively to its various audiences.

6. One’s peers judge the activity and outcomes meritorious and significant.

7. The scholar has critically evaluated the activity and outcomes and has assessed the impact and implications on the greater community, the community of scholars and on one’s own work. The scholar uses this assessment to improve, extend, revise, and integrate subsequent work.

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

As stated in the New Mexico State University College of Health and Social Services Promotion and Tenure Document, research has generally 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, the broader category of **scholarship and creative activity** is designed to address emerging approaches to the integration of new knowledge in a manner that also serves to connect research findings, theory validation, teaching, and practice.

Scholarship and creative activity within the School of Social Work falls into four general categories:

1. Research;
2. Writing for publication;
3. Application of research and or writing to teaching;

For faculty making an application for consideration in relation to promotion, tenure, or both, evaluation of materials related to performance will be divided into two distinct categories. These two distinct categories will be **satisfactory performance and excellent performance**. A candidate for promotion, for tenure, or both will have designated an area or areas of excellence, which she or he wishes to emphasize during the process of review.

**Satisfactory Performance**

All scholarly products should be available for review by the Promotion and Tenure Committee as evidence of the level of competence the candidate is claiming in relation to scholarship and creative activity.

For the period under review the candidate for promotion or tenure, will be evaluated according to the degree of rigor related to scholarship and creative activity being presented to the committee for review, and should have an average of **one** from group A, and **two** from groups B or C, every other year for the period under review:

**Group A**  **Highest level of scholarly and creative activity**

1. Publication of a peer reviewed journal article in which the candidate is first author
2. Publication of an academic textbook in which the candidate is first author
3. Publication of a book chapter in an academic textbook in which the candidate is first author
4. Publication of an academic textbook in which the candidate is first editor and also a contributor of at least one chapter

**Group B**  **Intermediate level of scholarly and creative activity**

1. A competitive conference presentation of a peer reviewed paper
2. Acquisition of a funded research grant in which the candidate is P.I. or Co-P.I.
3. Acquisition of a funded training grant in which the candidate is P.I. or Co-P.I.
4. A competitive conference presentation of a poster or written report on funded or unfunded research
5. Submission of a research grant proposal
6. Publication of a book chapter in an academic textbook in which the candidate is second author
7. Publication of an academic textbook in which the candidate is second editor
8. Development and delivery of a distance education course
9. Development of a new course designed for delivery in a traditional format

**Group C**  **Basic level of scholarly and creative activity**

1. Submission of a training grant proposal
2. Publication of any peer reviewed article, academic textbook, or chapter in an academic textbook in which the candidate is third, fourth, fifth, etc., author.
3. Publication of scholarly or technical report
4. Publication of monograph or conference proceedings

**Excellent Performance**

The following are required if scholarly and creative activity is designated as the area of excellence.

As an essential preliminary requirement, it is expected that the candidate demonstrate having met the requirements for “Satisfactory Performance” as stated above. In addition, a candidate claiming excellence in the area of scholarship and creative activity must demonstrate:

1. Evidence of substantial quantitative and/or qualitative activity in terms of scholarly and creative activity and other scholarly activities that have culminated in scholarly products in a form capable of peer review. This should be clearly more than a satisfactory performance;
2. Evidence of a definite and continuing program of scholarly and creative activity; and
3. Evidence that her or his scholarship is of superior quality and has genuine significance in relation to an ongoing program of research and knowledge development.

For the period under review the candidate for promotion or tenure designating scholarship and creative activity as an area of excellence, will be evaluated according to the degree of rigor related to evidence of that scholarship and creative activity being presented to the Promotion and Tenure Committee for review. Candidates claiming excellence should have an average of two from group A, and two from groups B or C, each and every year of the period under review:

**Group A**  **Highest level of scholarly and creative activity**
1. Publication of a peer reviewed journal article in which the candidate is first author
2. Publication of an academic textbook in which the candidate is first author
3. Publication of a book chapter in an academic textbook in which the candidate is first author
4. Publication of an academic textbook in which the candidate is first editor and also a contributor of at least one chapter

**Group B**  **Intermediate level of scholarly and creative activity**
1. A competitive conference presentation of a peer reviewed paper
2. Acquisition of a funded research grant in which the candidate is P.I. or Co-P.I.
3. Acquisition of a funded training grant in which the candidate is P.I. or Co-P.I.
4. A competitive conference presentation of a poster or written report on funded or unfunded research
5. Submission of a research grant proposal
6. Publication of a peer reviewed journal article in which the candidate is second author
7. Publication of an academic textbook in which the candidate is second author
8. Publication of a book chapter in an academic textbook in which is second author
9. Publication of an academic textbook in which the candidate is second editor

**Group C**  **Basic level of scholarly and creative activity**
1. Submission of a training grant proposal
2. Development and delivery of a distance education course
3. Publication of any peer reviewed article, academic textbook, or chapter in an academic textbook in which the candidate is third, fourth, fifth, etc., author
4. Publication of scholarly or technical report
5. Publication of monograph or conference proceedings
Candidates applying for tenure and/or promotion to **Associate Professor** with scholarly and creative activity identified as an area of excellence will also need to provide evidence supporting the claim that they are establishing a recognized reputation for excellence in scholarly and creative activity.

**Candidates for Full Professor** will need to provide evidence supporting the claim that they have an established reputation for excellence in scholarly and creative activity.

Typically, such a reputation is evidenced by publication in highly regarded national journals, membership on the editorial boards of scholarly journals, success in generating external funding for one’s area of scholarship, participation in state, national, and international conferences, hearings or review committees, and by major invited presentations at a state, national, or international level.

**For promotion to Associate professor**, it is expected that the candidate will provide tangible evidence that scholarly activity and contributions to building and furthering knowledge are indicative of the establishment an emerging reputation within the profession.

**For promotion to Full Professor**, it is expected that the candidate will provide tangible evidence that scholarly activity and contributions to building and furthering knowledge are indicative of an established reputation as a scholar in his or her area of expertise within the profession.

### 5.3.3 Teaching (5.90.4.1)

Teaching is central to the College’s mission. For those who teach, effectiveness in teaching is an essential criterion for tenure and for advancement in rank. The teaching category includes all forms of university-level instructional activity, as well as advising, undergraduate and graduate students, both within and outside the university community.

Such activities are commonly characterized by the dissemination of knowledge that is within a faculty member’s area of expertise; skill in stimulating students to think critically and to apply knowledge to human problems; the integration and application of relevant domestic and international, social, political, economic, and ethical implications into class content; the preparation of students for careers in specific fields of study; and the creation and supervision of appropriate field or clinical practica.

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.

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;
- the preparation of students for careers in specific fields of study
- the creation and supervision of appropriate field or clinical practica
e. the application of current technological trends within and outside the classroom as appropriate; and
f. the creation of a vision of future knowledge

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

a. establishes a positive learning environment;
b. motivates student engagement;
c. provides appropriate challenges;
d. is responsive to students’ learning needs; and
e. is fair in evaluating their learning.

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

5.3.3.1 Evaluation of Teaching (5.90.4.1.1)

Teaching is a complex and multifaceted activity. Therefore, several forms of evidence should be used to comprehensively assess teaching effectiveness. Each form of evidence should carry a weight appropriate to its importance in evaluating teaching. Such documentation must demonstrate command of subject matter, continuous growth, and development in the subject field, and the ability to organize material and convey it effectively to students, assessment of student learning, revision and updates of curricula, and the integration of scholarship (for faculty who produce scholarship) and service with teaching. Materials appropriate for evaluating teaching shall include:

a. evidence from the instructor;
b. evidence from other professionals and
c. evidence from students and
d. evidence of student learning.

Each Department is to create clear guidelines for its teaching faculty that define teaching responsibilities and specify required evidence documenting teaching effectiveness, in line with University and College criteria. Specific data to be included in the evaluation packet will be determined by each Department, but 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 departmentally approved faculty/course evaluation form. Administering the form shall be such that students understand they are able to complete the form confidentially.

Evaluation of Teaching within the School of Social Work

In accordance with section 5.90.4.1.1 of the New Mexico State University Promotion and Tenure Document regarding the evaluation of teaching the School of Social Work has developed specific criteria. For faculty making an application for consideration in relation to promotion, tenure, or both, evaluation of materials related to performance will be divided into two distinct categories. These two distinct categories will be satisfactory performance and excellent performance. A candidate for promotion, for
tenure, or both will have designated an area or areas of excellence, which she or he wishes to emphasize during the process of review.

**Satisfactory Performance**

All teaching related materials should be available for review by the Promotion and Tenure Committee as evidence of the level of competence the candidate is claiming in relation to teaching.

For the period under review the candidate for promotion or tenure, will be evaluated according to the degree of effectiveness related to teaching through materials presented to the committee for review, and should have evidence of **three indicators from group A**, along with **two from group B** in every year of the period under review.

**Group A  High level of teaching activity**

1. High ratings on School of Social Work teacher evaluations (above the midpoint)
2. Submission of teaching to evaluations provided by the NMSU Teaching Academy
3. High ratings on written peer observation evaluations
4. Evidence of creativity and innovation as a teacher, (such as the introduction of new techniques or approaches to teaching, innovation in creation of assignments, etc.)
5. A written plan outlining areas of needed improvement identified by evaluations that includes a set of measurable outcomes
6. Clear demonstration of capacity to develop student learning outcomes that are realistic, achievable, and consistent with Council on Social Work Education guidelines
7. Demonstration of a high degree of involvement in (or attention) to the identification of textbooks, journal articles, and other teaching materials that will enhance student learning and outcome achievement
8. Creation of approaches to testing student progress that are clear, maximize instructor objectivity, and demonstrate the connection between assignments/activities, and educational outcome achievement
9. Conference presentations related to innovations in course creation or delivery
10. Evidence of recognition of teaching excellence or leadership. (Teaching awards, grants, or funding to support course or curriculum development.)
11. Evidence of regularly supervising or working with students on projects such as independent studies, oral examination or thesis preparation, honors papers, research projects, and/or doctoral dissertations.
12. Evidence of contribution to field practicum, i.e., development of new and/or innovative approaches to field practicum education, development of new field placement sites, improvement of existing field placement sites, etc.

**Group B  Basic level of teaching activity**

1. Adequate performance as indicated by School of Social Work teacher evaluations
2. Adequate ratings on written peer observation evaluations
3. Creation of student assignments that are consistent with educational outcomes, and appropriate for BSW or MSW level
4. Participation in the selection of textbooks for BSW/MSW courses
5. Effective delivery of a distance learning course
6. Effective delivery of a blended (traditional and distance learning) course

**Excellent Performance**

The following are required if teaching activity is designated as the area of excellence.
As an essential preliminary requirement, it is expected that the candidate demonstrate having met the requirements for “Satisfactory Performance” as stated above. In addition, a candidate claiming excellence in the area of teaching must demonstrate:

1. Evidence of preparation of teaching products in a form capable of peer review. This should be clearly more than a satisfactory performance;
2. Evidence of a definite and continuing program of scholarship related to teaching activity; and
3. Evidence that her or his scholarship in relation to teaching is of superior quality and has genuine significance in relation to an ongoing program of knowledge development related to positive student educational outcomes.

For the period under review the candidate for promotion or tenure designating teaching as an area of excellence, will be evaluated according to the degree of quality related to evidence of teaching being presented to the Promotion and Tenure Committee for review. Candidates claiming excellence should have five indicators from group A, along with two from group B in every year of the period under review.

**Group A  High level of teaching activity**

1. High ratings on School of Social Work teacher evaluations (above the midpoint)
2. Submission of teaching to evaluations provided by the NMSU Teaching Academy
3. High ratings on written peer observation evaluations
4. Evidence of creativity and innovation as a teacher, (such as the introduction of new techniques or approaches to teaching, innovation in creation of assignments, etc.)
5. A written plan outlining areas of needed improvement identified by evaluations
6. Clear demonstration of capacity to develop student learning outcomes that are realistic, achievable, and consistent with Council on Social Work Education guidelines
7. Demonstration of a high degree of involvement in (or attention) to the identification of textbooks, journal articles, and other teaching materials that will enhance student learning and outcome achievement
8. Creation of approaches to testing student progress that are clear, maximize instructor objectivity, and demonstrate the connection between assignments/activities, and educational outcome achievement
9. Conference presentations related to innovations in course creation or delivery
10. Evidence of recognition of teaching excellence or leadership. (Teaching awards, grants, or funding to support course or curriculum development.)
11. Evidence of regularly supervising or working with students on projects such as independent studies, oral examination or thesis preparation, honors papers, research projects, and/or doctoral dissertations.
12. Evidence of contribution to field practicum, i.e., development of new and/or innovative approaches to field practicum education, development of new field placement sites, improvement of existing field placement sites, etc.

**Group B  Basic level of teaching activity**

4. Adequate performance as indicated by School of Social Work teacher evaluations
5. Adequate ratings on written peer observation evaluations
6. Creation of student assignments that are consistent with educational outcomes, and appropriate for BSW or MSW level
7. Participation in the selection of textbooks for BSW/MSW courses
8. Delivery of a distance learning course
9. Delivery of a blended (traditional and distance learning) course

Creation and development of a new course for either distance or traditional delivery
5.3.4 Advising

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. It also includes more typical aspects of advising such as assisting students in the selection of courses, assisting learners in educational programs on and off campus, mentoring students, serving as faculty adviser to student groups, research and teaching advising, as well as other forms.

5.3.4.1 Evaluation of Advising (5.90.4.1.2)

For promotion and tenure considerations, performance in such activities must be documented and evaluated. Each Department is to create clear guidelines regarding the responsibilities and documentation requirements for its faculty who advise, in line with College and University criteria.

In accordance with section 5.90.4.1.2 of the New Mexico State University Promotion and Tenure Document regarding the evaluation of advising, the School of social work has developed the following criteria, which include both New Mexico State University requirements as well as advising related requirements mandated by the Council on Social Work Education.

For promotion and tenure considerations, performance in such activities must be documented and evaluated.

The School of Social Work maintains clear guidelines regarding the responsibilities and documentation requirements for faculty involved in advising.

**Evaluation of Advising within the School of Social Work**

In accordance with the Educational Policy and Accreditation Standards for the Council on Social Work Education, revised in October 2004, Social work programs offered by the New Mexico State University School of Social Work must have academic and professional advising policies and procedures that are consistent with the goals and objectives of both BSW and MSW programs.

To be in compliance with the Council on Social Work Education, professional advising is to be provided by social work program faculty, staff, or both. In addition, the School of Social Work must have policies and procedures that specify the rights and responsibilities of students as they relate to participation in formulation and modification of policies affecting academic and student affairs.

The School of Social Work must provide opportunities and encourage students to organize in their interests.

The School of Social Work must inform students of criteria used in the evaluation or their academic and professional performance.

Finally, the Council on Social Work Education requires the formulation of policies and procedures for terminating student enrollment in either the BSW or MSW social work program for reasons of academic and professional performance.
Advisor’s Responsibilities

In order to demonstrate satisfactory performance in relation to advising, faculty members must fulfill minimum expected requirements and at least one activity at the intermediate or higher levels of performance. To be considered as excelling in advising, faculty members will need to fulfill minimum expected requirements and at least three activities at the intermediate or higher levels of performance.

At a minimum faculty in the School of Work is expected to:
1. Help the student plan a program of study during registration, including providing assistance in course selection; orientation to the substance and structure of the MSW curriculum; and explication of the expectations entailed in the role of the student
2. Monitor student progress ensuring that all degree/curriculum requirements are fulfilled in an orderly, timely and satisfactory way
3. Maintain posted weekly office hours and otherwise be available to advisees by appointment to ensure sufficient accessibility when assistance is needed
4. Provide advice and counsel advisees when they are experiencing difficulties
5. Consult with advisee’s instructors about problems impacting the student’s performance, discussing the matter with the student and maintaining accurate and up-to-date student records with relevant and regular notations
6. Initiate a “counseling-in” process and advocate on behalf of the advisee to find appropriate solutions to problems when factors within the educational system and student performance in the field are involved
7. “Counsel-Out” advisee who a majority of faculty agrees is unable to accept social work principles and values, act in accordance with the ethical standards of the School and the profession, or function at an acceptable level academically, or professionally
8. Support and protect the rights of students by informing them of grievance procedures
9. Conduct a thorough and final “audit” of advisee academic records certifying that all MSW degree requirements have been satisfactorily completed for graduation

An intermediate level of activity in relation to advising may include the following:
1. Serving as a member of an oral examination committee for a MSW candidate
2. Serving as a member of a doctoral preliminary/qualifying exam committee
3. Serving as a member of a student dissertation committees
4. Serving as an advisor to social work student groups and/or organizations

A higher level of activity in relation to advising may include the following:
1. Serving as chair of a master’s student oral examination committees
2. Serving as chair for students preparing a thesis
3. Serving as chair of a doctoral preliminary/qualifying exam committee
4. Serving as chair of a student dissertation committees

5.3.5 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.

5.3.5.1 Evaluation of Administration

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.

Satisfactory Performance

For the period under review the candidate for promotion or tenure will be evaluated according to evidence of administrative service being presented to the Promotion and Tenure Committee for review. Candidates claiming satisfactory performance should have an average of one from group A, OR two from group B every year.

Group A Highest level of administrative service
(1-4, department head only)

1. Demonstration of successful administration in the position of department head as evidenced by measures such as, positive evaluation by faculty, staff, and/or dean
2. Demonstrated ability on the part of the department head to lead the School of Social Work in a manner that results in securing or maintaining Council on Social Work accreditation
3. Capacity as department head to expand School of Social Work programming
4. Demonstrated ability to direct curriculum planning and development
5. Demonstrated ability to provide leadership in curriculum development that results in improved social work licensing test scores for BSW and MSW graduates
6. Demonstration of ability to provide leadership in curriculum development that creates a better fit between social work educational outcomes and Council on Social Work Education requirements
7. Evidence of ability to provide leadership in the coordination of the BSW program
8. Evidence of ability to provide leadership in the coordination of the MSW program
9. Evidence of ability to provide leadership in the coordination of the doctoral program
10. Demonstration of ability to effectively serve in the capacity of field coordinator, as evidenced by the maintenance of high quality field practicum sites that meet BSW, and MSW programmatic requirements
11. Demonstration of ability to effectively serve in the capacity of field coordinator, as evidenced by the development of affiliation agreements with quality field practicum sites in both traditional and emerging areas of social work practice
12. Demonstration of ability to effectively provide direction for faculty or staff involved in the delivery of field education

**Group B**  
**Intermediate level of administrative service**

1. Successful leadership as the principle investigator (P.I.) of a grant funded project as evidenced by the capacity to secure and maintain funding for grant-based activities.
2. Successful leadership, as a P.I. in mentoring faculty engaged in developing a funded research agenda as evidenced by grant writing and grant proposal submission activity on the part of mentored faculty.
3. Demonstrated capacity, as a P.I., to interview, select, and manage or supervise grant funded employees.
4. Demonstration, as a P.I., of attention to the creation of opportunities (where possible) to involve students in research and/or training grant activities in a manner consistent with overall BSW, MSW, or doctoral programmatic educational outcomes.
5. Demonstration of capacity to meet departmental objectives in relation to time limited administrative positions such as interim program director.
6. Demonstration of capacity to meet departmental objectives in relation to administrative positions such as coordinator of admissions.
7. Evidence of capacity to provide leadership in administrative roles related to the development and provision of distance learning.

**Excellent Performance**

For the period under review the candidate for promotion or tenure designating administrative service as an area of excellence, will be evaluated according to evidence of social work related service being presented to the Promotion and Tenure Committee for review. Candidates claiming excellence should have an average of **two** from **group A**, or **four from groups B** every year.

**Group A**  
**Highest level of administrative service**

(1-4, department head only)

1. Demonstration of successful administration in the position of department head as evidenced by measures such as, positive evaluation by faculty, staff, and/or dean.
2. Demonstrated ability on the part of the department head to lead the School of Social Work in a manner that results in securing or maintaining Council on Social Work accreditation.
3. Capacity as department head to expand School of Social Work programming.
4. Demonstrated ability to direct curriculum planning and development.
5. Demonstrated ability to provide leadership in curriculum development that results in improved social work licensing test scores for BSW and MSW graduates.
6. Demonstration of ability to provide leadership in curriculum development that creates a better fit between social work educational outcomes and Council on Social Work Education requirements.
7. Evidence of ability to provide leadership in the coordination of the BSW program.
8. Evidence of ability to provide leadership in the coordination of the MSW program.
9. Evidence of ability to provide leadership in the coordination of the doctoral program.
10. Demonstration of ability to effectively serve in the capacity of field coordinator, as evidenced by the maintenance of high quality field practicum sites that meet BSW, and MSW programmatic requirements.
11. Demonstration of ability to effectively serve in the capacity of field coordinator, as evidenced by the development of affiliation agreements with quality field practicum sites in both traditional and emerging areas of social work practice.
12. Demonstration of ability to effectively provide direction for faculty or staff involved in the delivery of field education.
**Group B** Intermediate level of administrative service

1. Successful leadership as the principle investigator (P.I.) of a grant funded project as evidenced by the capacity to secure and maintain funding for grant-based activities.
2. Successful leadership, as a P.I. in mentoring faculty engaged in developing a funded research agenda as evidenced by grant writing and grant proposal submission activity on the part of mentored faculty.
3. Demonstrated capacity, as a P.I., to interview, select, and manage or supervise grant funded employees.
4. Demonstration, as a P.I., of attention to the creation of opportunities (where possible) to involve students in research and/or training grant activities in a manner consistent with overall BSW, MSW, or doctoral programmatic educational outcomes.
5. Demonstration of capacity to meet departmental objectives in relation to time limited administrative positions such as interim program director.
6. Demonstration of capacity to meet departmental objectives in relation to administrative positions such as coordinator of admissions.
7. Evidence of capacity to provide leadership in administrative roles related to the development and provision of distance learning.

**5.3.6 Service (5.90.4.4, 5.90.4.4.1)**

Service is essential to fulfilling the College’s mission and requires that faculty members contribute to the organization and development of the Department, College, and University, as well as provide service to any local, state, national, or international agencies, organizations, or institution needing the faculty member’s professional knowledge and skills. Service can be viewed as falling into two broad categories: Institutional and professional service, and outreach.

Evaluation of service focuses on the type and amount of service a faculty member performs should be determined in consultation with the Department Head. All relevant activities in which a faculty member participates should receive appropriate consideration for promotion and tenure decisions. Service contributions should be evaluated based on how they are applied, how they draw upon the professional expertise of the faculty member, and on their consistency with the mission of the College.

**5.3.6.1 Institutional Service and Service to the Profession**

Institutional service and service to the profession refer to those varied service activities that use faculty knowledge, skills, and values to benefit the institution and profession of which faculty are members. 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 institutionally determined projects, mentoring peers, participating in curriculum and program development and assessment, marketing and recruiting, and advising student organizations. There are many others. Typical examples of service to the profession are serving as reviewer for journals and books, giving conference presentations, 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 allows 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.
Evaluation of Service within the School of Social Work

In accordance with section 5.3.6.1.1 of the New Mexico State University Promotion and Tenure document intended to evaluate institutional and professional service, the type and amount of service that a faculty member performs should be determined in consultation with the appropriate administrator(s). All relevant activities in which a faculty member participates should receive appropriate consideration for promotion and tenure decisions.

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 institutionally determined projects, mentoring peers, participating in curriculum and program development and assessment, marketing and recruiting, and advising student organizations.

There are many others. Typical examples of service to the profession are serving as reviewer for journals and books, giving conference presentations, serving on professional organizations and otherwise participating in the governance of the profession, and engaging in professional advocacy.

Satisfactory Performance

For the period under review the candidate for promotion or tenure will be evaluated according to evidence of social work related service being presented to the Promotion and Tenure Committee for review. Candidates claiming satisfactory performance should have an average of two from group A, and two from groups B or C, every other year.

Group A  Highest level of service
1. Serving as chair of a university-wide committee
2. Serving as chair of a college-wide committee
3. Serving as chair of a departmental (School of Social Work) committee
4. Assuming a leadership role in student recruitment activities within the university
5. Assuming a leadership role in marketing activities within the university
6. Assuming a leadership role in a university project or initiative
7. Assuming a leadership role in a School of Social Work project or initiative
8. Providing pro bono social work services at the micro level to individuals or families.

Group B  Intermediate level of service
1. Serving as advisor to a student organization
2. Participating in regular and documented peer mentoring
3. Participating in student recruitment activities within the university
4. Participating in marketing activities within the university
5. Serving as a member of a university committee
6. Serving as a member of a college-wide committee
7. Assuming a leadership role in curriculum development
8. Serving on a human service agency board of directors
9. Participating in New Mexico State Licensing Examination preparatory study activities for students
10. Serving as chair of a faculty search committee

Group C  Basic level of service
1. Serving as a member of a departmental (School of Social Work) Committee
2. Participating in curriculum development activities
3. Serving as a member of a faculty search committee
**Excellent Performance**

For the period under review the candidate for promotion or tenure designating service as an area of excellence, will be evaluated according to evidence of social work related service being presented to the Promotion and Tenure Committee for review. Candidates claiming excellence should have an average of **two** from **group A**, and **two from groups B or C, every year.**

**Group A  Highest level of service**

1. Serving as chair of a university-wide committee
2. Serving as chair of a college-wide committee
3. Serving as chair of a departmental (School of Social Work) committee
4. Assuming a leadership role in student recruitment activities within the university
5. Assuming a leadership role in marketing activities within the university
6. Assuming a leadership role in a university project or initiative
7. Assuming a leadership role in a School of Social Work project or initiative
8. Providing pro bono social work services at the micro to individuals or families.

**Group B  Intermediate level of service**

1. Serving as advisor to a student organization
2. Participating in regular and documented peer mentoring
3. Participating in student recruitment activities within the university
4. Participating in marketing activities within the university
5. Serving as a member of a university committee
6. Serving as a member of a college-wide committee
7. Assuming a leadership role in curriculum development
8. Serving on a human service agency board of directors
9. Participating in New Mexico State Licensing Examination preparatory study activities for students
10. Serving as chair of a faculty search committee

**Group C  Basic level of service**

1. Serving as a member of a departmental (School of Social Work) Committee
2. Participating in curriculum development activities
3. Serving as a member of a faculty search committee

Candidates applying for tenure and/or promotion to **Associate Professor** with service identified as an area of excellence will also need to provide evidence supporting the claim that they are establishing a recognized reputation for excellence in the area of service.

**Candidates for Full Professor** will need to provide evidence supporting the claim that they have an established reputation for excellence in service.

Typically, such a reputation is evidenced by service on university-wide or college-wide committees. Also, service on regional, state or national professional boards and committees can serve as evidence of excellence, especially when the candidate has been nominated or specifically selected for appointment to a position with a particular state or national board or committee. Additional examples include appointments to professionally related community, regional, state, or national task forces or advisory boards.
For promotion to Associate professor, it is expected that the candidate will provide tangible evidence that service related activities are indicative of the establishment an emerging reputation for excellence in service.

For promotion to Full Professor, it is expected that the candidate will provide tangible evidence that scholarly activity and contributions to building and furthering knowledge in the profession are indicative an established reputation for excellence in service.

5.3.6.2.1 Evaluation of Outreach and Extension (5.90.4.3.1)

The Department should evaluate outreach as appropriate to the mission of that Department. Faculty engaged in this critical activity should be recognized and rewarded for excellence. Faculty must provide evidence of outreach scholarship in order that these efforts are recognized. The documentation should provide evidence that the work meets the following criteria:

1. It must be creative and intellectual
2. It must be validated by peers; and
3. It must be communicated to stakeholders
4. Has an impact on stakeholders and the region.

Outreach is collaborative by nature. Faculty should provide evidence of collaboration to identify local needs, garner resources, discover and adapt new knowledge, design and deliver programs, assess clientele skill changes, and communicate program results.

Collaborative effort should also include networking with other University faculty in identified areas of program discovery, development, and delivery. Components of outreach scholarship include the following:

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.

Evaluation of Outreach and Extension within the School of Social Work

In accordance with both New Mexico State University and New Mexico State University College of Health and Social Service promotion and tenure guidelines, documentation related to extension and outreach 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.

Satisfactory Performance

For the period under review the candidate for promotion or tenure will be evaluated according to evidence of social work related extension and outreach activity being presented to the Promotion and Tenure
Committee for review. Candidates claiming satisfactory performance should have an average of two from **group A**, and one from **groups B** every other year.

**Group A**

1. Serving as an elected or appointed member of a professional board or committee, such as the National Association of Social Workers, the Council on Social Work Education, or the Association of Social Work Boards
2. Coordinating New Mexico State Licensing Examination training for students
3. Assuming a leadership role in a university project or initiative
4. Assuming a leadership role in a School of Social Work project or initiative
5. Performing the role of literature review necessary to program development
6. Performing the role of market research necessary for program development or expansion
7. Developing goals and objectives for specific programs
8. Delivering university services (educational or otherwise) in off-campus (external) settings
9. Assuming a leadership role in a School of Social Work project or initiative
10. Providing pro bono social work services at the mezzo or macro level to groups, organizations, or communities
11. Serving as the chair or president of board for a human service related organization
12. Serving as the chair or president of a board of directors for an organization with an environmental, health, policy, or other function related to improving the health, mental health, environmental safety, and well-being of individuals, families, groups, organizations or communities

**Group B**

1. Participating in student recruitment activities outside of the university
2. Participating in marketing activities outside of the university
3. Serving on a board of directors for a human service related organization
4. Serving on a board of directors for an organization with an environmental, health, policy, or other function related to improving the health, healthy functioning, and well-being of individuals, families, groups, organization and communities
5. Participating in New Mexico State Licensing Examination preparatory study activities for students

**Excellent Performance**

For the period under review the candidate for promotion or tenure designating service as an area of excellence, will be evaluated according to evidence of social work related Extension and outreach being presented to the Promotion and Tenure Committee for review. Candidates claiming excellence should have an average of two from **group A**, and one from **groups B**, every year.

**Group A**

1. Serving as an elected or appointed member of a professional board or committee, such as the National Association of Social Workers, the Council on Social Work Education, or the Association of Social Work Boards
2. Coordinating New Mexico State Licensing Examination training for students
3. Assuming a leadership role in a university project or initiative
4. Assuming a leadership role in a School of Social Work project or initiative
5. Performing the role of literature review necessary to program development
6. Performing the role of market research necessary for program development or expansion
7. Developing goals and objectives for specific programs
8. Delivering university services (educational or otherwise) in off-campus (external) settings
9. Assuming a leadership role in a School of Social Work project or initiative
10. Providing pro bono social work services at the mezzo or macro level to groups, organizations, or communities.
11. Serving as the chair or president of board for a human service related organization
12. Serving as the chair or president of a board of directors for an organization with an environmental, health, policy, or other function related to improving the health, mental health, environmental safety, and well-being of individuals, families, groups, organizations or communities

**Group B**
1. Participating in student recruitment activities
2. Participating in marketing activities outside of the university
3. Serving on a board of directors for a human service related organization
4. Serving on a board of directors for an organization with an environmental, health, policy, or other function related to improving the health, healthy functioning, and well-being of individuals, families, groups, organization and communities
5. Participating in New Mexico State Licensing Examination preparatory study activities for students

**5.3.7 Leadership (5.90.4.5)**

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

**5.3.7.1 Evaluation of Leadership (5.90.4.5.1)**

Leadership is characterized by:
1. Contribution to the advancement of the institution and to the faculty member’s profession
2. Participation in the distribution of responsibility among the members of a group
3. Empowering and mentoring group members
4. Aiding the group’s decision-making process.

**Evaluation of Leadership within the School of Social Work**
Effective, fair, and competent leadership is an essential component of healthy functioning at the university, college, and departmental levels. In the School of Social Work leadership is a highly valued activity and is a required component of faculty activity related to promotion and tenure.

**Acceptable Performance**

For the period under review the candidate for promotion or tenure will be evaluated according to evidence of social work related leadership activity being presented to the Promotion and Tenure Committee for review. Candidates claiming satisfactory performance should have documentation of an average of three leadership related activities every other year.

1. Participation in regular and documented peer mentoring activities resulting in tangible evidence of some form of scholarly or creative product, demonstrable improvement in teaching, or substantial involvement in service on the part of the person being mentored
2. Documentation of participation leadership roles necessary for the completion of specific non-administrative tasks related to overall departmental functioning
3. Demonstration of capacity to effectively guide committee activities that result in educational program improvement, program functioning, or overall departmental functioning
4. Demonstration of capacity to serve as a committee chair and appropriately assign both task and workload assignments to committee members

Excellent Performance

For the period under review the candidate for promotion or tenure will be evaluated according to evidence of social work related leadership activity being presented to the Promotion and Tenure Committee for review. Candidates claiming satisfactory performance should have documentation of an average of three leadership related activities every year.

1. Participation in regular and documented peer mentoring activities resulting in tangible evidence of some form of scholarly or creative product, demonstrable improvement in teaching, or substantial involvement in service on the part of the person being mentored
2. Documentation of participation leadership roles necessary for the completion of specific non-administrative tasks related to overall departmental functioning
3. Demonstration of capacity to effectively guide committee activities that result in educational program improvement, program functioning, or overall departmental functioning
4. Demonstration of capacity to serve as a committee chair and appropriately assign both task and workload assignments to committee members

6 Performance Evaluation And Application Material (5.90.5)

6.1 Performance Evaluation (5.90.5.1)

Faculty members being considered for promotion, or continuous contract, or both, must meet requirements as stated in the University Promotion and Tenure Policy, the College Promotion and Tenure Guidelines, and the Promotion and Tenure Guidelines of the Department to which one is assigned. Candidates’ documentation files are to be completed by an announced date determined by the Department Promotion and Tenure Committee. All evidence and supporting data selected for inclusion in the documentation files are to be submitted by this deadline.

6.1.1 Performance evaluation policies shall include the following elements:

1. A statement that Performance Evaluations are conducted annually
2. A timeline consistent with the timeline for promotion and for tenure as described in Section 6.9. (Section 5.90.5.9)
3. The requirement that a Department Head or comparable administrator annually meet with all faculty members regarding progress toward promotion and tenure, the recording of objectives and goals, and the Department faculty evaluation format.
4. An opportunity for the faculty member to submit a written statement in response to annual performance evaluations
5. A procedure for transmitting the performance evaluation, along with any supporting material, from the faculty member to the faculty member’s Department Head
6. A procedure for transmitting a written copy of the Department Head or comparable administrators’ review to the individual being reviewed and to the Dean or equivalent administrator
7. A procedure to certify in writing to the appropriate Dean or comparable administrator that a meeting with each faculty member has occurred.
6.1.2 Performance evaluation forms shall include the following elements (5.90.5.1.2)

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 may assign the allocation of effort, and the faculty member may appeal through existing University procedures. 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 shall contain the following elements:

a. 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.)

b. The number of semester credit hours, student enrollment, and level of courses

c. A statement of what the College considers a full teaching load

d. 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 proportionate to a candidate’s allocation of effort.

2. Current job description
3. A written section submitted by the faculty member detailing and citing accomplishments in relation to the criteria for promotion and tenure.
4. 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.

6.2 Implementation of the Promotion and Tenure Process (5.90.5.2)

1. Each Department shall form 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. Each Department shall have a written policy for promotion and for tenure. This policy shall be in accordance with Section 5.90.3 Guiding Principles of the University

3. Promotion and Tenure Policy, shall include criteria and procedures for promotion and for tenure, and shall be consistent with its college’s criteria and procedures for promotion and tenure. The faculty and Department Head shall determine the Department’s criteria and procedures collaboratively subject to approval by the College Dean.

4. The College shall have an elected Promotion and Tenure Committee.
5. The College’s written policy for promotion and for tenure shall be in accordance with Section 5.90.3 Guiding Principles and shall include criteria and procedures for promotion and for tenure. The College’s criteria and procedures shall be determined collaboratively by the tenure and tenure-track faculty and administration in the College and must be approved by the College Dean.

6. 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
6.3 Candidate’s Roles and Responsibilities during the Promotion & Tenure Process (5.90.5.3)

1. Maintains a curriculum vitae and a cumulative personal record of the activities and accomplishments affecting the application for promotion and/or tenure.

2. Reviews the personal portfolio in relation to the criteria for promotion and/or tenure and seeks guidance from senior faculty and the Director of the School.

3. In accordance with College procedures, requests and provides materials required in the mid-probationary period review.

4. Provides the Director of the School with a written list of potential outside references from which letters of evaluation may be requested. See 6.4, section h.

5. Requests extensions of the probationary period in accordance with Section 5.90.3.6.2 of the University Promotion and Tenure Policy.

6. In accordance with Section 5.90.5.6 of the University Promotion and Tenure Policy, requests that the review process be terminated at any time prior to review by the Executive Vice President and Provost.

6.4 Director’s Roles and Responsibilities during the Promotion & Tenure Process

1. Establishes and monitors a process for tenure-track faculty to mentor the candidate in developing the best case for promotion and/or tenure.

2. Provides leadership in the collaborative writing and maintenance of the School’s promotion and tenure policy.

3. Provides initial information, timelines, and copies of all written guidelines regarding promotion and tenure expectations and policies to all new and continuing faculty members on a regular basis. Also informs tenure-track faculty of the rights to due process, appeal and informal processes for conflict resolution in promotion and tenure,

4. In the annual performance reviews of tenure-track faculty, includes written details relating to assigned duties (i.e. the teaching and advising (or its equivalent), scholarship and creative activity, service, extension and outreach and apportionment). The reviews also include separate statements addressing progress toward tenure and toward promotion including steps that should be taken to strengthen the faculty member’s case.
5. Provides leadership in establishing agreed upon School guidelines for an annual review of tenure-track faculty by the School’s Promotion and Tenure Committee. This review is separate from, and independent of, the Director’s annual review of each faculty member.

6. Assists tenure-track faculty who have completed five academic semesters or its part-time equivalent prepare for an optional mid-probationary review.

7. In appropriate circumstances, explores with the candidate the need for a time extension (See Section 3.6.5 of the University Promotion and Tenure Policy). With the approval of the candidate, seeks permission from the Dean to extend the probationary period.

8. Provides assistance and guidance to faculty who are applying for promotion/tenure.

The Director will assist the candidates in completing their files documenting their achievements in teaching and advising, scholarship and creative activity, service and outreach, administration and leadership. Files for candidates must contain at least three external (outside department) letters reviewing the candidate’s research activities. The Director, in conjunction with the Promotion and Tenure Committee will:

a. 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;

b. have the option to add names to this list;

c. select the external reviewers from the extended list (although at least one reviewer should be selected from the candidate’s original list); and

d. 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 would have an opportunity to read the letter of assessment. Furthermore, third parties in the event of an EEOC or other investigation into a tenure or promotion decision may review this letter. 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 School’s Director, and the Promotion and Tenure Committee. Changes to the portfolio may be made upon approval of the Director. The School’s Director reviews the portfolio of applicants and, where needed, makes recommendations for improvement.

On occasion, unsolicited letters related to candidates for promotion or tenure may be received. These letters are not to become part of the documentation file.

The School’s Director will ensure that the School’s Promotion and Tenure Committee submits recommendations for tenure and for promotion for all candidates. This will include writing an independent evaluation/recommendation concerning each candidate’s case for promotion and/or tenure in relation to the criteria for promotion and tenure.

This recommendation may be in support of or against supporting either promotion or tenure, or both. It should address the strengths and weaknesses, and level and nature of accomplishments of the candidate. The Director then provides candidates with written copies of the recommendation of the School’s Promotion and Tenure Committee and of the recommendation of the Director.
This notification must occur prior to passing the promotion and/or tenure application on to the Dean and College Promotion and Tenure Committee.

The Director’s recommendation is placed in the candidate’s portfolio.

**Allocation of Effort**

The Director in conjunction collaboratively determines the allocation of effort with a faculty member. The evaluation items 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 Director then uses this evaluation and the School’s Director own evaluation, to discuss with each faculty member, the faculty member’s performance and progression towards tenure or promotion. The Director, using the rubrics contained in this document and the evaluation items from this and the School’s document, together with the faculty member’s self evaluation, collaborate on completing a final evaluation.

**6.5 The School of Social Work Promotion and Tenure Committee:**

The responsibilities of the Promotion and Tenure Committee are as follows:

1. Examine and read the portfolio of each candidate, including the Director’s letter.
2. Evaluate the candidate according to the School’s promotion and/or tenure standards.
3. Considers the candidate’s School assignment and role apportionment as specified in the candidate’s contract and Allocation of Effort forms.
4. Perform an annual review of tenure-track faculty following School guidelines and forward results to Director and dean or equivalents. This review is separate from, and independent of, the Director's annual review of each faculty member.
5. Make recommendations to the Director pertaining to faculty members who are seeking promotion and/or tenure based on the candidate’s portfolio and School criteria. The written report will discuss candidates’ strengths and limitations in the areas of scholarship and creative activity, teaching and advising, service and outreach, and as appropriate, leadership and administrative activity, along with its recommendation, to the Director, with a copy to the Dean of the College.
6. The School Promotion and Tenure Committee will recommend whether a new temporary contract should be issued.
7. The School Promotion and Tenure Committee will recommend who should be considered for continuous contracts.
8. The School Promotion and Tenure Committee will recommend which candidates should be considered for promotion.
9. Records in each candidate’s portfolio the committee’s vote totals. See Section 5.90.5.4.16 of the University Promotion and Tenure Policy.
10. Place the committee’s recommendation in the candidate’s portfolio. Strict confidentiality of materials, records, deliberations, procedures, and decisions of the School Promotion and Tenure Committee shall be observed. Exceptions **MUST** be clearly indicated. This is critical for unbiased recommendations to occur.
11. 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.
12. 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 Director.
13. 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.

14. Participates in the optional mid-probationary review process, providing formative feedback to candidates. 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 Director receives the recommendation from the Department Promotion and Tenure Committee, the Director prepares a recommendation concerning the candidate, and forwards this recommendation and the documentation files to the Dean of the College. 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 College Dean in consultation with the College Promotion and Tenure Committee must approve the Department guidelines, including a goals and objectives statement, and procedures. 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 faculty and Director shall determine the Department’s criteria and procedures collaboratively subject to approval by the College Dean.

Department Promotion and Tenure Committees may vary in size, but may never have fewer than three members. If it is necessary to have members from outside the Department, a majority of the Department’s tenured and tenure track faculty must select the additional members. University Department Heads are not eligible to be members of Department Promotion and Tenure Committees. When promotion is being considered, members must hold ranks equal to or higher than the rank to which the candidate is applying.

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 Guiding Principles 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. The College committee:

1. Examines the portfolio of each candidate.
2. Evaluates the candidate according to department promotion and/or tenure standards.
3. Considers the candidate’s Department assignment and role apportionment as specified in the candidate’s contract and Allocation of Effort forms.
4. Makes recommendations to the Dean pertaining to faculty members who are seeking promotion and/or tenure.
5. Records in each candidate’s portfolio the committee’s vote totals. (See Section 5.90.5.4.16.)
6. Places the committee’s recommendation in the candidate’s portfolio.
7. Participates in the optional mid-probationary review process, providing formative feedback to candidates.

A responsibility of the College Promotion and Tenure Committee is to conduct a review of the review by the Department Promotion and Tenure Committee to ensure proper procedures have been followed. The
College Promotion and Tenure Committee reviews the file, 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 six tenured faculty members, five from the College and one from outside the College. The five members from the College are elected by the tenured and tenure-track faculty of the College, and should include a minimum of one member from each Department. The length of terms of faculty members from the College shall be for three years, and no member from the College 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. The sixth member is selected by the Dean of the College from outside the College and serves a two-year term.

University Department Heads are not eligible to be members of College Promotion and Tenure Committees. The attendance of five members at a meeting will constitute a quorum. Election for College Promotion and Tenure Committee membership will be held in the fall term of the 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.

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 for the period of the leave or absence will be selected by election.

College Faculty has slightly different elements to be considered than tenure-track faculty in the promotion and tenure process. The process for promotion of College Faculty should parallel that of tenured and tenure-track faculty. (See also 2.4.1.1) In particular, College faculty should be evaluated for promotion on the basis of the allocation of their effort to the areas of teaching and advising, service and outreach, scholarship and creative activity, and administrative activity, and the relative mix of these duties.

1. The different role played by College Faculty should be recognized in the promotion process, and the standard for promotion should be appropriate given the role of College faculty.
2. At the Department level, the promotion committee for College faculty should consist of all tenured faculty members and all College faculty members of ranks higher than the candidate’s.
3. At the College level, the promotion committee for College Faculty shall be elected by tenure-track, tenured, and College Faculty and will consist of an equal number of tenured faculty and College Faculty.

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 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 Director. The members of the College Promotion and Tenure Committee will not contact candidates for this purpose.
3. The College Promotion and Tenure Committee review the documentation files of candidates for promotion or continuous contract. 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 Director, 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. The College Promotion and Tenure Committee chairperson announces results of the vote. 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.

5. There is no disclosure of recommendations between candidates and the College Promotion and Tenure Committee members.

6. 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. The six-year rule is followed. The grievance process is delineated in the University Promotion and Tenure Policy.

6.7 Dean’s Roles and Responsibilities during the Promotion & Tenure Process

1. Ensures that a College promotion and tenure policy is written and periodically revised and that the policy complies with University policy.
2. Assures that each Department has a current promotion and tenure guidelines that comply with College and University policies and include date of version, a mentoring process for tenure-track faculty and a system of annual faculty performance evaluations
3. In consultation with College Faculty establishes policy for the constitution of a College Faculty promotion committee
4. Recommends extensions of the probationary period
5. Provides oversight for the optional mid-probationary review program
6. Makes independent recommendations pertaining to promotion and tenure. To do this, the Dean considers:
7. Candidate’s portfolio
8. Recommendations of the Department Promotion and Tenure Committees
9. Recommendations of the Directors
11. Notifies candidates, in writing, of the recommendations of the College Promotion and Tenure committee and of the Dean. This notification must occur prior to passing the promotion and tenure applications and associated recommendations on to the Executive Vice President and Provost.
12. Places the Dean’s recommendation in the candidate’s portfolio
13. Meets with the Executive Vice President and Provost regarding promotion and tenure cases.

6.8 Executive Vice President and Provost’s Roles and Responsibilities during the Promotion & Tenure Process

Although outside the scope of the College, this information about the Executive Vice President and Provost is included for completeness and for better understanding the process.

1. Ensures that each college and each department has, and periodically updates, promotion and tenure policies that comply with University policy.
2. Approves requests to extend the probationary period.
3. Makes an independent decision pertaining to promotion and tenure. To do this, consider
   a. Candidate’s portfolio
   b. Recommendations of the Department Promotion and Tenure Committees
   c. Recommendations of the Directors
   d. Recommendations of the College Promotion and Tenure Committees
   e. Recommendations of the Dean.
4. Passes promotion and tenure decisions on to the President.
5. Notifies candidates of the decision.
6. Provides for annual training sessions for Promotion and Tenure Committee members

6.9 Portfolio Preparation (5.90.5.5)

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 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:

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,
4. including the numerical vote counts of the Promotion and Tenure Committee(s)
5. A Table of Contents
6. Candidate’s executive summary
7. A curriculum vitae
8. 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)
9. The most recent complete conflict of interest form
10. Principal units’ mission statements
11. External Reviews

6.9.1 Documentation File (5.90.5.5.1)

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 (5.90.5.6)

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 (5.90.5.7)

1. For full-time tenure-track candidates:
   a. 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 Director to the candidate.
   b. If tenure is not recommended, the Director will give a signed Contract Status Form to the candidate for signature acknowledging notification of non-renewal.

2. 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.

3. For all candidates:
   a. If promotion is recommended, the effective date is at the beginning of the ensuing contract year.
   b. If promotion is recommended, it 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 Director, 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 parties will consider the portfolio involved in the promotion and tenure process.

6.12 Appeals – See Chapter 4.05.40 and 4.05.50 Human Resources – General – Appeals (5.90.5.8)
7 University Timeline for Promotion and Tenure (5.90.5.9)

Each college shall determine a timeline for conducting promotion and tenure reviews. The dates indicated here are suggested guidelines as 12-month appointments may require a different time schedule.

SPRING
The Director notifies potential candidate of eligibility for promotion and/or tenure review. Department Promotion and Tenure Committee reviews the portfolio of each tenure-track faculty member and in accordance with College policies reports to the Director indicating the progress towards promotion and/or tenure as well as the strengths and weaknesses in each of the areas required for promotion and tenure. Director informs the candidate in writing of the Department Promotion and Tenure Committee recommendations

JUNE, JULY, AUGUST
The candidate, with support from the School and College, prepares the candidate’s portfolio. (See also Section 5.90.5.5.)

SEPTEMBER
The candidate provides the completed portfolio to the Director. The Director makes the completed portfolio available to the Department Promotion and Tenure Committee. The portfolio can only be amended hereafter in accordance with Department and College guidelines.

OCTOBER
The Department Promotion and Tenure Committee considers the completed portfolio of the candidate.

OCTOBER - DECEMBER
The College Dean or comparable administrator transmits the School’s Promotion and Tenure Committee and Director reports and numerical ballot results to the College Promotion and Tenure Committee. The College Promotion and Tenure Committee reviews the Director's and the Department Promotion and Tenure Committee’s recommendations. The College Promotion and Tenure Committee informs the Dean or comparable administrator if a Department fails to follow Department and/or College procedures. The College Promotion and Tenure Committee reviews the portfolios of all tenure-track faculty members no later than their sixth year of service unless Section 5.90.3.6 of the University Promotion and Tenure Policy applies.

The College Promotion and Tenure Committee submits a written recommendation on the candidate to the Director, candidate, and Dean or comparable administrator in accordance with the College’s promotion and tenure policy.

JANUARY - FEBRUARY
The College Dean or comparable administrator reviews the candidate’s portfolio, makes a recommendation, and informs the candidate in writing of the recommendations of the College Promotion and Tenure Committee and the Dean or comparable administrator.

MARCH - APRIL
The College Dean or comparable administrator meets with the Executive Vice President and Provost to review each candidate. The Executive Vice President and Provost’s decision is indicated in writing. The
Executive Vice President and the Provost informs the President of the recommendations of the Director, College Dean, or comparable administrator and the decision of the Executive Vice President and Provost.

APRIL-MAY
Final notifications of decisions are sent through the Executive Vice President and Provost, Dean or comparable administrator, and Director to the candidate.

The Executive Vice President and Provost prepares 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. The Dean or comparable administrator notifies Director, who in turn notifies the faculty member.

JULY
Promotion and tenure decisions become effective.