

November 13, 2013

Policies, Standards, and Procedures for:
Annual Performance Review,
Third-Year Mid-Probationary Review
Tenure & Promotion, and
Post-Tenure Review
Department of Public Health Sciences



New Mexico State University
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The Department is grateful for the Department of Human Performance Kinesiology and Dance sharing of their P & T document

I. Introduction

A. Mission

- i. To provide academic, professional, and service excellence in preparing community health education professionals who will demonstrate competent leadership, innovation, and technical expertise at local, state, national levels, with particular emphasis on border and rural health problems in communities along the U.S./Mexico border.

B. Goals

1. Prepare competent professionals who have the essential knowledge and skills for advanced public health education practice with diverse populations.
2. Conduct ethically and scientifically sound research/demonstration projects to promote, protect, improve, and /or restore the health of diverse populations.
3. Provide opportunities for graduate students and faculty to participate in service activities that benefit the university, communities in New Mexico, and professional associations throughout the southwest, the county and international venues.
4. To provide high quality teaching, advising, and supervision to students enrolled in departmental programs.
5. To produce and disseminate scholarship and creative activity based knowledge.
 - a. Such knowledge encompasses original research and creative activity focusing on new empirical facts, ideas, and theories; scholarship that synthesizes and integrates the application of knowledge and methods to social and public health problems, especially in but not restricted to the public domain (e.g. white papers, evaluation reports etc.) ; and scholarship that leads to improved teaching and advising.
6. To provide quality service to appropriate units in the university, relevant disciplines and similar fields, and appropriate professional organizations;
 - a. In addition such efforts may be related to extension and outreach efforts in various communities from local to global in the form of community based consulting, service based student learning projects, and other agreed upon extension and outreach efforts. Leadership and administrative efforts by faculty will also be included under service.

C. Overall Review

1. The Public Health Sciences faculty as a collective represents a diversity of skills and strengths and serves a variety of constituents in the community. To fulfill the needs of the community and university, the department aims to cultivate complementary knowledge, skills, and collegiality across its departmental faculty.
2. Teaching, scholarship and creative activity, and service efforts and/or contributions, may vary dramatically among faculty within the unit, yet they may be considered equally meritorious.

- a. Among untenured and tenured professors alike, some may select to prioritize basic and/or applied scholarly and creative activity over teaching and service. Others may balance efforts relatively evenly across the three categories.
- b. Others with heavy commitments to service activities may be expected to allocate proportionately less time to scholarly and creative efforts and/or contributions. In some instances, such service may serve as a precursor to future scholarly and creative activities.
3. All faculty members are expected to teach and advise students, provide service, and engage in scholarly and creative activities - the combination and relative quantity of which is expected to differ according to the 'allocation of effort' and goals agreed upon between the faculty member and the Academic Department Head.
4. Efforts and accomplishments in teaching, scholarly and creative activity, and service are the principal means to evaluate and allocate rewards to departmental faculty.
5. In keeping with the mission of the department and the diversity of the faculty and the students served, collegiality, constructive feedback, faculty participation, and transparency of process among faculty, led by the Academic Department Head, and modeled by senior faculty members, are considered to be integral components in the three domains of teaching, scholarly and creative activity, and service.

D. Faculty Participation

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

E. Transparency of Process

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

F. Constructive feedback

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

II. Roles and Responsibilities of Individuals and/or Committees During the Promotion and Tenure Process

A. *Administrative Guidance during the Promotion and/or Tenure Process*

1. The Promotion and/or Tenure process must be adhered to in the strictest manner abiding by the departmental, college and university policies.
2. At any time during the process, the Dean of the College (or comparable administrator) and/or the Department Head may meet with the Department's P & T committee to discuss procedural matters.

B. *Department Head Role and Responsibilities*

1. The roles and responsibilities of the Department Head are described in NMSU P&T Policy 5.90.5.3
2. Principle Duties include:
 - a. Monitoring the progress of faculty who will be seeking Promotion and/or Tenure.
 - b. Mentoring of Promotion and/or Tenure Faculty through regular meetings
 - c. Manage the peer review process associated with Promotion and/or Tenure
 - d. Ensure confidentiality and security of Promotion and/or Tenure procedure at all times.
 - e. Provide leadership in collaborative writing, maintenance and review of the Department Promotion and Tenure policy. Reviews are conducted when deemed necessary due to NMSU or CHSS policy changes and/or every three years.
 - f. Collaborate with each faculty member to determine his or her annual allocation of effort as part of the annual evaluation process.
 - g. Annually evaluate all employed members of the department in the fall of each year (NMSU Policy 5.87: Post Tenure Review) and discuss evaluations with members and administration alike
 - h. In the case of a candidate with a split appointment among two departments, both departments must review independently the candidates Promotion and/or Tenure Portfolio. Each Department Head (or in the case where a unit does not have a Department head, the Principle Unit Administrator) must consult with the Department Head of the other department. Each Department Head (or Principle Unit Administrator) will submit a letter to the respective Dean (s).
 - i. The Department Head will write a letter summarizing the recommendation and numerical vote of the Departmental Promotion and/or Tenure committee which will be delivered to the candidate in a sealed envelope.
 - j. The Department Head will additionally write a letter with their recommendation regarding the candidate for Promotion and/or Tenure which will be delivered to the candidate in a sealed envelope. This letter will be delivered to the candidate after the candidate receives the letter summarizing the Departmental Promotion and/or Tenure committee review. Both of these letters must be delivered to the candidates prior to the department delivering the candidates portfolio to the deans office.

3. Guidelines for Solicitation of External Letters by the Department Head
 - a. Letters from external peer reviewers evaluating the candidate's scholarly record must be solicited by the Academic Department Head, in consultation with the Departmental P & T committee.
 - i. Letters from at least eight external reviewers must be requested; four from a list provided by the candidate and four selected by the Academic Department Head in consultation with the Department P&T Committee.
 - ii. The Department Head will keep the P & T committee alerted on who has agreed to submit letters.
 - iii. A minimum of four (4) letters must be returned.
 - iv. Reviewers should be scholars in the candidate's area of scholarly and creative activity and should not be former mentors, professors, or close colleagues.
 - v. A copy of a sample letter to the external reviewer is included in the Appendix.
 - b. The candidate will not have an opportunity to:
 - i. Know of the contacts selected by the Department Head/P & T Committee;
 - ii. Know who has responded;
 - iii. read the letters prior, during or after a decision has been rendered (note that in some legal circumstances these letters may be made available to the candidate).
 - c. Every effort should be made to eliminate biases for or against the candidate.
 - i. Each reviewer shall receive a copy of the candidate's current vita, and a copy of the candidates "written narrative summary of qualification", and two or three articles published by the candidate.
 - d. Each reviewer will also receive a brief description of the promotion and tenure policies at NMSU and within the Department.
 - e. Instructions to reviewers will include the following requests:
 - i. a request for a brief statement regarding the individual's qualifications for serving as a reviewer;
 - ii. a request that the reviewer indicate the relationship between the candidate and reviewer;
 - iii. notification that the candidate, faculty review committee, and administrators will have an opportunity to read the letter of assessment; and
 - iv. these letters will not be reviewed by the candidate prior, during or AFTER a decision has been made (however it will be noted that such a protocol may not be enforced if there are any legal actions on the final decision).

C. Departmental Promotion and Tenure Committee Membership and Procedures

1. All Tenured faculty members in the department, except the Academic Department Head, is eligible to serve on the Department Promotion and Tenure Committee. Two tenured faculty members are eligible to represent the department on the College Promotion and Tenure Committee.

- a. A minimum of ONE eligible faculty member must be elected to serve on the CHSS P & T committee. This representative cannot serve on both committees (Departmental and College)
 - b. In the event that there are inadequate number of eligible faculty to constitute a committee, the Academic Department Head will solicit participation from faculty members from outside the department, under the direction and guidance of the P & T committee.
2. Within the first two weeks of the start of the academic year, all tenure track and tenured faculty will receive a ballot that includes the names and rank of all eligible faculty members. The ballot will include two separate elections: At least three, but no more than five tenured faculty members will be elected to comprise the department P & T committee; at least ONE (up to two) faculty members will be elected to serve on the CHHS P & T committee.
 - a. The election will be completed via secret ballot with completed ballots returned to the department secretary (or designee) for counting and reporting to the Academic Department Head.
 3. In the event that there are inadequate numbers of eligible faculty to constitute a committee, the Academic Department Head will solicit participation from faculty members holding the appropriate rank from outside the department. This solicitation will include input from the P & T committee.
 4. The members of the P & T committee will elect a chair for the academic year (August-July). Note that all members of the P & T committee can vote on tenure, however, for the rank of Full Professor, all committee members must be Full Professors. If there are insufficient numbers of full professors in the department, the protocol outlined in 1b above will be used to identify the appropriate number of Full Professors outside the college.

D. *Departmental Promotion and Tenure Committee Evaluation Procedures (NMSU P & T Policy 5.90.5.3)*

1. The Departmental P & T Committee is responsible to conduct the following:
 - a. Formal evaluation of candidates seeking Promotion and/or Tenure
 - i. Deliberations and discussions of candidate's portfolio will take place in committee meetings. All discussions will be held in strict confidence. If additional information is required by the committee, the committee chair will so advise the Academic Department Head who will subsequently contact the candidate in writing.
 - ii. Discussion should be objective and should adhere to the consideration of the established criteria. The committee must be careful not to infuse

personal beliefs or issues that are not indicative of one's qualifications for promotion and tenure. Each candidate's accomplishments in the areas of teaching, scholarly and creative activity and service should be evaluated with respect to the quality of accomplishments, not merely quantity and within the context of the candidate's role and responsibilities. The allocation of effort should be taken into consideration as the deliberations take place.

- iii. Voting will be by secret ballot. Voting can take place in person, via mail, or through any technological means that ensures anonymity. The protocol must be approved by the P & T committee. All vote counts shall be recorded in terms of how many voted yes/no/abstained. The results of the voting together with a short narrative conveying the major considerations will be forwarded to the Academic Department Head. The narrative must reflect the majority review, contain specific recommendations, and suggestions addressing the department's criteria in each area required for P&T, and allow for dissenting opinions and explanation. This narrative shall be overseen by the chair of the P & T committee and must include comments and concerns expressed by committee members. The letter shall have the committee's signatures indicating concurrence
- b. Formal review of candidates on the mid-probationary review process
 - i. Mid-Probationary Packets will be made available on February 1 (middle of their third year)
 - a. The P & T Committee will review and complete a report to the Department Head no later than March 1
2. Formal annual review of assistant professors who are on tenure-track independent of the departmental evaluations
 - a. The P & T committee will receive, from the Department Head, a CV, an executive summary of the individual, and their allocation of work effort.
 - b. Review of non-tenured, tenured-track faculty will commence January 15.
 - i. A report by the P & T committee on each individual is due to the Department Head no later than February 1.
 - ii. This annual review does not necessitate any face to face meetings unless the P & T committee decides otherwise. It is expected that each member of the P & T committee will review, send comments to the Chair of the P & T committee, who will then compile and submit a brief report to the Department Head. The Department head will share the memo with the faculty member.
3. Promotion to Associate Professor with Tenure

- a. An associate professor must demonstrate competence, continuous progress, and maturity over a large part of the academic field.
 - b. It is expected that evidence showing high quality of teaching and scholarship and creative activity has been provided and is current.
 - c. While in rank as Assistant Professor the candidate must have established a pattern of differential effort in teaching, scholarly and creative activity, and service.
 - i. This will be taken into account by the Academic Department Head and the Departmental P&T Committee in making a deliberation.
 - d. To be recommended for promotion to this rank, the candidate must have an established record of scholarly and creative activity, a record that also suggests that the candidate will have a high probability of being promoted to Professor based on subsequent work done while in this rank.
 - e. There should also be evidence of having gained greater recognition for one's scholarly and creative activity.
 - f. It should be noted that ALL work, from ALL previous employers, can be used for consideration for promotion and tenure to associate professor.
 - g. While the principal emphasis is on quality, it is recognized that different products and types of scholarly and creative activity require different time investments that should be taken into consideration.
 - i. The quality of work is judged by internal faculty assessments and statements from external peer referees.
 - h. It is also expected that a faculty member promoted to Associate Professor with tenure has demonstrated at least good performance in teaching as described in the annual review criteria.
 - i. A record of quality of service to the department, college and/or university, professional associations, and appropriate communities is also expected.
 - i. The candidate should have demonstrated collegiality and willingness to work with colleagues in supporting the goals and mission of the department, college and university.
4. Portfolio for Promotion to Associate Professor with Tenure:
- a. Each candidate must present a portfolio of materials in support of his/her promotion and appropriate supporting materials such as documented evidence of quality in teaching, scholarly and creative activity, and service listed under the Annual Review. The candidate is to follow the university protocol (at this writing it appears that the university will now require all materials to be burnt onto a CD). A supplemental document/CD may be provided for the Departmental P & T committee and may include copies of all publications and student evaluations of courses.
 - b. The faculty member may add additional supporting documentation to the original portfolio as and when they become available. However, the inclusion of non-essential documents is discouraged. The department and college shall establish and have in place a mechanism to provide candidates with information of the process. The applying candidate should have access

to sample portfolios for review and preparation, from the NMSU Teaching Academy.

5. Promotion to Professor
 - a. A professor, sometimes referred to as a “full professor,” has established disciplinary, intellectual, institutional and national leadership. The professor demonstrates command and a mature view of the disciplinary field as evidenced by teaching and advising (or its equivalent) or similar experience, scholarship and creative activity, service, extension, or outreach. A record of quality service and/or leadership to the department, college, and/or university, professional associations, and greater community, and mentoring junior faculty are also expected. The candidate shall have demonstrated collegiality and willingness to work with colleagues in supporting the goals and missions of the department, college, and university.
 - b. The Academic Department Head has the responsibility of initiating the promotion to Professor for eligible faculty in the department although faculty member may submit his or her name to the Academic Department Head for early consideration. Faculty members must meet the requirements for Professor as delineated in the most recent NMSU Policy Manual. At the beginning of each fall semester, faculty going forward for promotion should be supplied with copies of the department, college, and university guidelines and review forms for P&T and deadlines for submitting portfolios for promotion. The names of faculty members to be considered for promotion will be forwarded to the Departmental P&T Committee. After receiving the recommendation of the Departmental P&T Committee, the Academic Department Head will make his/her own recommendation and forward both to the college P&T Committee. Determination to go up to full professor is entirely dependent upon meritorious work; items such as time in rank is not sufficient criteria.
 - i. Note that the protocol for promotion to full professor will follow the same as that of the associate professor. The candidate will meet with the Department Head in May and must submit their complete portfolio by September 15 COB.
6. Portfolio for Promotion to Professor:
 - a. Each candidate must present a portfolio of materials in support of his/her promotion and appropriate supporting materials such as documented evidence of quality in teaching, scholarly and creative activity, and service listed under the Annual Review. The candidate is to follow the university protocol (at this writing it appears that the university will now require all materials to be burnt onto a CD). A supplemental document/CD may be provided for the Departmental P & T committee and may include copies of all publications and student evaluations of courses.
 - b. The faculty member may add additional supporting documentation to the original portfolio as identified in IIF1a. However, the inclusion of non-

essential documents is discouraged. The department and college shall establish and have in place a mechanism to provide candidates with information of the process. The applying candidate should have access to sample portfolios for review and preparation from the NMSU Teaching Academy as well as other on-line resources.

E. Academic Department Head Responsibility

1. The Academic Department Head has the responsibility of initiating the promotion to Associate Professor with tenure for eligible faculty in the department, although a faculty member may submit his or her name to the Department Head for early consideration. Faculty members must meet the minimum eligibility requirements for Associate Professor with tenure as (delineated in the New Mexico State University Policy Manual Section 5.90.5.4).
2. Each May, faculty who are eligible for consideration for promotion in the fall should meet with the Department Head to determine the protocol needed. At that time the Academic Department Head will supply copies of the department, college, and university guidelines and review forms for P&T, as well as deadlines for submitting portfolios for promotion.
 - a. It is during this May meeting that the Department Head will work with the Promotion and Tenure Committee to identify names of people who will serve as external reviewers for the candidate's portfolio.
3. The candidate's portfolio must be submitted to the Academic Department Head no later than September 15 COB. The Department Head will then inform the Departmental P & T committee of the availability of the materials for review. The Departmental P & T committee will review and make a recommendation to the Department Head no later than October 15. After receiving the recommendations of the Departmental P&T Committee, the Academic Department Head will make his/her own recommendation and forward both to the College P&T Committee. The faculty member will be duly informed of the process and forwarded copies of all correspondence among the Academic Department Head and Departmental P&T committee. Note that only ONE small portfolio will be forwarded to the College. However, faculty may include a second portfolio for supporting material for Departmental review.

E. Post-Tenure Review

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

F. Remediation procedures

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

on remediation will be established, and a formal termination of remediation will occur when remediation goals have been met.

III. Promotion and Tenure Guiding Principles

The following guiding principles are critical to the process of Promotion and/or Tenure and are aligned with both New Mexico State University and the College of Education's Promotion and Tenure Policies. As such, this document incorporates the Common Elements as required by NMSU's Promotion and Tenure Policy. However, in all cases, NMSU's Promotion and Tenure Policy supersedes the Promotion and Tenure Policies of both the College of Health and Social Services and the Department of HPDR (NMSU P&T Policy 5.90.5.4).

A. Annual Performance Evaluation Policy

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

3. It is the faculty member's responsibility to document activities and accomplishments over the previous year when preparing the annual report and submitting it to the Academic Department Head.
4. In keeping with the mission of the department it is expected that the Academic Department Head with the input of the Departmental P&T Committee will provide input, constructive feedback and suggestions to assist the faculty to showcase their contributions accurately and appropriately. Portfolios prepared for the annual review shall include the following:
 - a. Current CV
 - b. Copy of the Current Year Allocation of Effort
 - c. Copy of Upcoming Year Allocation of Effort
 - d. A two-page overview on the highlights of the faculty members activities
 - e. The College Annual Performance Assessment (in appendix)
 - f. A copy of the Digital Measures Assessment
 - g. A self-completed copy of the Departmental Evaluation
5. A copy of all above shall be turned into the Academic Department Head on November 15 of the year that is being evaluated. A scheduled face-to-face meeting with the Academic Head should be planned prior to December 15. Final assessments will be completed upon receipt of Fall Semester evaluations (typically available two-three weeks after the semester ends).
6. The Academic Department Head shall respond to each annual report with a narrative evaluation as well as a rating for teaching, scholarly and creative activity, and service as well as for the overall performance. This evaluation is based on the current year's initial planning for each performance area and specific accomplishments over the year outlined in the faculty member's allocation of effort. However, the plan is not to be considered a rigid contract. As mentioned above, unforeseen circumstances and opportunities may arise that result in activities, outcomes, and/or products that differ from those in the original plan. It is this summary of work that is evaluated.
7. After the Department Head has completed the annual evaluation, all members of the P & T committee will have an opportunity to review all non-tenured, tenured-track faculty evaluation. Due to the sensitive nature (as well as personnel issues), the P & T committee will have the opportunity to only review the past Allocation of Effort, a current CV, the two page overview. This information will be available very early spring semester and they will have approximately one week to review such packets. The P & T committee can decide whether to individually review packets and submit individual memos to the P & T Chair, or to collectively meet to discuss candidates. In either case, the P & T Chair will provide a brief written report to the Department Head indicating whether the non-tenured, tenure-track candidate is exceeding expectation toward tenure/promotion, meeting expectation toward tenure/promotion, or not meeting expectation toward tenure/promotion. Such letters must be submitted to the Department Head no later than February 1. Such letters will be forwarded to the faculty member.

8. Faculty will receive evaluation on their productivity in teaching, scholarly productivity, and service, as well as a cumulative assessment on all three areas from the Department Head as well as the chair of the P & T committee. It is important and a matter of fairness that untenured faculty as well as those tenured faculty seeking promotion receive clear and consistent communications relative to their progress towards tenure and promotion. The faculty member will review the Chair of the P&T Committee's and Academic Department Head's evaluations and sign the evaluation form indicating that it was discussed with them. If any faculty member feels that the evaluation is not reflective of his/her performance, or that the evaluation process was improper, they may appeal their evaluation in accordance with University policy.

B. Annual Performance Evaluation Forms

1. To be placed in Appendix A.

C. Confidentiality of Records, Committee Procedure and Portfolio Location (NMSU P & T Policy 5.90.4.4)

1. The process of Promotion and/or Tenure, and annual/mid-probationary review, must be held to the highest standards of confidentiality. All Promotion and/or Tenure Committee members will be required to read, sign, and adhere to confidentiality statements (Appendix B).
2. All candidate documentation will be maintained by the Department Head in the secretarial office in a locked cabinet. The documents will only be available to the Promotion and/or Tenure committee members and the Department Head during the review process.
3. Individuals reviewing the document will check-out the portfolios, review them and return them to the secretarial office to be stored and secured. Portfolios will not be allowed to leave the main office of the Department, unless given special permission by the Department Head. Committee meetings will be confidentiality and conducted in closed session.

D. Requests for Additional Information

1. The portfolio can be modified by either the candidate, the department head, or at the request of the P & T committee up until the vote of the P & T committee. Decisions to modify should be kept to the minimum. An example of appropriate modification might include a candidate's 'in press' article is published. Once the Departmental P & T vote takes place, the portfolio is 'locked'.

E. Departmental Timeline

1. The Department will honor the University and College timeline as outline in the university and college Promotion and Tenure document.

F. Procedure for Conducting Promotion and Tenure Review

1. The first meeting of this committee will be called each fall by the Academic Department Head who will conduct the election of the chair of the committee. Subsequent meetings will be called by the committee chair. It is the responsibility of the committee to verify that each candidate's portfolio is complete. When all portfolios are complete, the committee chair will notify committee members that they are ready for review and set the date for the first committee deliberations.
 - a. The portfolio can be modified by either the candidate, the department head, or at the request of the P & T committee up until the vote of the P & T committee. Decisions to modify should be kept to the minimum. An example of appropriate modification might include a candidate's 'in press' article is published. Once the Departmental P & T vote takes place, the portfolio is 'locked', unless all parties agree.
2. Committee members will review candidate's portfolio by requesting them from the Academic Department Head. Portfolios may not be removed from the department. The Academic Department Head shall establish maintain, and communicate to the candidate the location, storage, access, and review process of the submitted portfolio.
3. Deliberations and discussions of candidate's portfolio will take place in committee meetings. All discussions will be held in strict confidence. If additional information is required by the committee, the committee chair will so advise the Academic Department Head who will subsequently contact the candidate in writing.
4. Discussion should be objective and should adhere to the consideration of the established criteria. The committee must be careful not to infuse personal beliefs or issues that are not indicative of one's qualifications for promotion and tenure. Each candidate's accomplishments in the areas of teaching, scholarly and creative activity and service should be evaluated with respect to the quality of accomplishments, not merely quantity and within the context of the candidate's role and responsibilities. The allocation of effort should be taken into consideration as the deliberations take place.
5. Voting will be by secret ballot.
 - a. Voting can take place in person, via mail, or through any technological means that ensures anonymity.
 - i. The protocol must be approved by the P & T committee.
 - b. All vote counts shall be recorded in terms of how many voted yes/no/abstained.
 - c. The results of the voting together with a short narrative conveying the major considerations will be forwarded to the Academic Department Head.
 - i. The narrative must reflect the majority review, contain specific recommendations, and suggestions addressing the department's criteria in each area required for P&T, and allow for dissenting opinions and explanation. This narrative shall be overseen by the chair of the P & T

committee and must include comments and concerns expressed by committee members.

- d. The letter shall have the committee's signatures indicating concurrence
6. Candidates going up for promotion and/or tenure will follow the NMSU policy however it should be noted that there is a movement to put all materials onto a CD. Should this trend continue, the Academic Head will provide the candidate with a template to use for this process.

G. Procedure for Conducting a Mid-Probationary Review

1. The third-year review is a major midterm evaluation of untenured faculty in tenure-track positions and is conducted at the beginning of the Spring semester of the faculty member's third year of appointment (note that if a faculty member starts in the Spring semester, the three year process doesn't start until the following Fall).
 - a. The purpose of this review is to provide faculty with information about the status of their progress toward promotion and tenure. While this review is required for all untenured tenure-track faculty members, exceptions may be made as needed for those faculty who come into the university with years of credit toward tenure.
 - b. The candidate shall provide to the Academic Department Head their packet no later than January 10. The Academic Department Head shall initiate the third-year review process for eligible faculty by requesting Third-Year Review recommendations from the Department P&T Committee by February 1 during the spring semester.
 - c. After receiving the recommendations of this committee, the Academic Department Head shall make his/her own recommendation and forward both to the Dean of the College. The Academic Department Head shall then meet with the faculty member to share the recommendations made by the committee and provide guidance and direction for future work. At all levels, the review process is designed to be supportive and constructive to the faculty member and focused on enhancing the likelihood of promotion and tenure.
2. Department P&T Committee Third-Year Review:
 - a. The committee chair will be available for consultation for each faculty member undergoing the third-year review with the preparation of the portfolio to be submitted for the review.
 - b. When portfolios are complete, the committee chair shall notify committee members that they are ready for review and set the date for the first committee deliberations.
 - c. Deliberations and discussions of the portfolio shall take place in committee meetings. All discussions will be held in strict confidence. If additional information is required by the committee, the committee chair shall request that from the faculty member.
 - d. Discussions shall be objective and adhere to the consideration of the established criteria. Each candidate's accomplishments in the area of teaching, scholarly and

creative activity and service shall be evaluated with respect to the quality of accomplishments, not merely quantity, and within context of the candidate's role and responsibilities.

- e. The committee chair shall prepare a report, approved by other committee members, that is submitted to the Academic Department Head. This report shall discuss the strengths and areas for improvement of the faculty member's accomplishments of teaching, scholarly and creative activity, and service. It should also provide meaningful feedback and direction to the faculty member to assist him/her in the planning and organizing of subsequent work activities in order to maximize the likelihood of promotion to Associate Professor with tenure.
 - f. The following items should be provided in the Portfolio for the Third-Year Review:
 - i. Curriculum Vitae
 - ii. Three page overview on accomplishments since arriving at NMSU
 - iii. Digital Measures Report of the Three Years
 - iv. Evidence of Quality Teaching (can include teaching evaluations, peer-letters)
3. Evaluation for Third-Year Review
- a. The criteria for evaluation of the quality of a faculty member's accomplishments over the first three years of appointment shall be the same as those for promotion to Associate Professor with tenure although the quantity of work expected is necessarily less. Consideration should also be given to the faculty member's role and responsibilities, along with the allocation of effort. The expectation for scholarly and creative activity in the first three years of an appointment shall be focused on evidence of development and progress of a coherent line of scholarly and creative activity. While the principle emphasis is on quality, it is recognized that different products and types of scholarly and creative activity require different length of time investments; this should be take into consideration. It is expected that quality in teaching should be manifested by at least good evaluations according to the criteria for teaching used in the annual review. While a level of service to various constituencies is expected, given only three years in rank, it must be recognized that newer faculty may not have the breadth and depth of service necessary to exhibit the levels of involvement and service to the university, greater community, and professional organizations expected for promotion. The faculty member should have demonstrated collegiality and a willingness to work with colleagues in supporting the goals and mission of the department, college, and university.

H. Sample Portfolios

- 1. Faculty are encouraged to contact the Teaching Academy to review sample portfolios.

I. Revision, Approval, and Posting of Departmental Promotion and Tenure Guidelines

- 1. At least every three years the Departmental P & T committee will
 - a. initiate a review of the procedures;

- b. bring forward to the department recommendations to such changes
 - i. The department will vote on such changes
- c. If the promotion and tenure policy should change during a faculty member's pre-tenure and/or pre-promotion period, the faculty member will be given the opportunity to select the policy by which they will be evaluated. The faculty member's decision must be submitted to the Department Head in writing. Integrating portions of difference policies is not permitted.

IV. Criteria for Promotion and Tenure (Tenure Track Faculty (NMSU P & T Policy 5.90.4))

A. General Standards and Expectations

1. The Professional Ranks
 - a. Instructor
 - i. demonstrates expertise within their discipline through practical, applied, and/or related experience. Individuals new to this rank may not have demonstrated ability to conduct independent scholarship and creative activity, but there must be substantive evidence of likely success at university teaching or its equivalent. Instructors may be working toward a terminal degree. An instructor's job description primarily relates to teaching or its equivalent and usually does not include scholarship and creative activity. An instructor is not eligible for tenure, except at the community colleges.
 - b. College Faculty
 - i. a person holding a College Faculty appointment is eligible for advancement in rank but not eligible for tenure.
 - c. Affiliate Faculty
 - i. a person given a courtesy title within the department and can serve on committees. They have no official responsibilities—nor are they given any financial support or salary.
 - d. Assistant Professor
 - i. An 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.

e. Associate Professor

- i. 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.

f. Professor

- i. A professor, sometimes referred to as a "full professor," has established disciplinary, intellectual, institutional and national 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.

B. Teaching (NMSU P & T Policy 5.90.4.1.1)

1. Teaching encompasses classroom instruction, testing, supervision, grading, course development, and advising/mentoring students in academic projects including Masters level theses or serving as committee members on comprehensive examinations.
 - a. Teaching is central to the mission, purpose and objectives of New Mexico State University (NMSU), and is consequently encouraged, evaluated, and rewarded. Additionally, as technology often traverses rigid boundaries and criteria, its evaluation in teaching needs to be done with flexibility and appropriately and with recognition of the expectations placed on the faculty member at the time of hiring and during departmental annual reviews.
2. The University P&T Policy states that effectiveness in teaching and advising is an essential criterion for tenure and advancement in rank (5.90.4.1). This evaluation of

teaching shall be adaptable to differences among disciplines and be both formative (process oriented to improve teaching skills) and summative (to judge teaching skills).

- a. The evaluation of teaching is primarily a quantitative process, with multiple sources of evidence being employed to increase the validity of appropriateness, and relevance of the evaluation.
 - i. One source of evidence shall be student evaluations, obtained for all classes in all program areas for all semesters, including summer sessions. The students' evaluation instrument is a standardized questionnaire with a narrative portion. Sections may be added by the instructor to address the special nature of the disciplines and the mode of instruction in different classes.
 - ii. A second source of evidence shall be an outside review of the course. More details can be found in III B4b. Such a review should be followed up with a written analysis by the review. Copies of that review should be given to faculty and the Department Head.
 - iii. Advising and mentoring students at all levels is an important aspect of teaching and faculty members shall demonstrate evidence of this activity.
 - iv. Creative and effective use of innovative teaching methods, unique and informal student learning evaluations, and curricular innovations are encouraged and shall be constructively evaluated. One important aspect of innovation in teaching is the use of web-based or web-enhanced curricula and courses to meet the ever changing needs of students enrolled in the departmental programs.
3. The areas appropriate for the evaluation of teaching include, but are not limited to the following:
 - a. Formal student evaluations of teaching, advising, and mentoring
 - b. Writing textbooks on teaching and learning pedagogies
 - c. Designing new courses
 - d. Developing and teaching web-based and/or web-enhanced courses
 - e. Restructuring existing courses
 - f. Innovative teaching techniques
 - g. Position papers on teaching, learning, and other creative approaches to the process of teaching and learning
 - h. Course syllabi
 - i. Courses taught with the number of students enrolled including those enrolled in directed readings, independent studies, practicum, supervised research and creative activity, special student based projects, etc.
 - j. Course reading lists
 - k. Class assignments, handouts, and activities
 - l. Community-based projects involving students and their learning
 - m. Service-learning projects

- n. Attendance at workshops and/or other professional development seminars designed to improve and enhance teaching effectiveness
 - o. Ability to motivate students
 - p. Peer review of teaching or content analysis of materials used in course feedback to/from students (e.g., comments written on papers and exams, evaluations of students skills and performance, comments from students on teaching efforts etc.)
 - q. Differential evaluation of students (e.g., grading, grade distributions)
 - r. Developing curricula that are used in school or community settings
 - s. Presentations at professional meetings and/or publications in scholarly journals that describe teaching ideas, educational programs, or evaluations of educational interventions
 - t. Securing training grants and/or grants to develop and filed test educational materials
4. Evidence of Quality of Teaching
- a. The evaluation of a faculty member's teaching shall not be made solely on the basis of material provided in the faculty portfolio. The Academic Department Head may use a variety of other sources for evaluation purposes, such as classroom observations and responding to unsolicited complaints and/or compliments from students. Similarly, the faculty portfolio submitted for the annual performance evaluation of teaching may include a variety of formal or informal evidence.
 - b. It is expected that each instructor, each semester, will have a peer-evaluation of one of their courses. This observation can be done via a face-to-face course, or an on-line course. It should be clearly articulated by the reviewer which type of course is being observed. The reviewer can be a faculty member within the Department, or it can be an individual outside the department. It is expected that the reviewer submit an overview of their observation, highlighting strengths of the instruction, and, if needed, suggestions to improve instruction. Such a review is to be submitted to the Department Head prior to the annual review.
 - c. Formal student evaluations must be obtained in an approved format for each course taught.
 - d. Other supporting material shall be submitted for each course taught and for each of the comprehensive exam and/or thesis committee that the faculty served/chaired.
 - e. Syllabi for each course taught must be provided upon request of the Department Head.
 - f. In addition, the faculty member may choose to submit some of the following materials or other additional materials listed:
 - i. Formal Courses
 - a. Tests
 - b. Supplementary materials (e.g., handouts, class assignments, class activities)
 - c. Evidence of course review and update
 - d. Evidence that course activities that are linked to and meet course objectives
 - e. Construction of new courses
 - f. Course reading lists
 - g. Grade distributions

- h. Feedback to students
- i. Evidence of subject knowledge and ability to communicate
- j. Evidence of ability to motivate students
- k. Evidence of interest in subject matter and in teaching
- l. Unsolicited comments from students
- m. Listing of steps taken to improve teaching (e.g., inviting colleagues to attend class and provide feedback; attendance at workshops or seminars designed to improve instruction)
- n. Peer observation, including (a) direct observation of and resultant written comments concerning, classroom teaching or (b) written assessment of classroom materials
- o. Other relevant materials
- ii. Advising Students
 - a. Unsolicited comments from students
 - b. Article submitted in collaboration with students
 - c. Conference presentation with students
 - d. Scholarly and creative activity and publishing with students
 - e. Mentoring of students
 - f. Documentation of progress made by advisees
 - g. Documentation of timely responses to students request for help or information
 - h. Students awards
 - i. Other relevant materials
- g. The annual evaluation of teaching will be based on a number of factors identified above, but will include the average of items 1-5 on the teaching evaluation, along with the average of item 7. Those averages will be listed along with the Departmental average of Full-Time faculty and Part-Time faculty in the annual evaluation.

C. Scholarship and Creative Activity (NMSU P & T policy 5.90.4.2)

1. Scholarship and creative activity includes discipline-based and/or multi-disciplinary activities that advance the pool of knowledge and learning through production of new ideas and understanding.
 - a. As technology often traverses rigid boundaries and criteria, its evaluation in scholarly and creative activity needs to be done with flexibility and appropriately and with recognition of the expectations placed on the faculty/candidate at the time of hiring and during departmental annual reviews.
2. Scholarly and creative activity includes the four subcategories listed below based on the notion that research is fundamental to scholarship and creative activities to integrate, build, reinforce, and extend new and existing knowledge through collaborations and research proposals (funded or non-funded) on topics relevant to faculty members and

their discipline and communicate such endeavors through appropriate professional avenues.

3. In the course of engaging in and advancing scholarly and creative activity, faculty members shall demonstrate their abilities through activities and processes, as well as products that are appropriate to the discipline and published or presented in relevant forums. As broadly conceived, the principle objectives in the evaluation of scholarly and creative activity are to determine the quality and quantity of work, its significance, extent of its dissemination, and utility. There can be some overlap in the subcategories listed below, and therefore a particular scholarly and creative activity may fall under more than one subcategory.
4. The Department of Public Health Sciences supports the Boyer Model of Scholarship, which includes the scholarship of engagement. Table 1 identifies the four areas of Boyer's Scholarship, which is followed by the definition of engagement.

Table 1. Boyer Model of Scholarship

Type of Scholarship	Purpose	Measures of Performance
Discovery/Inquiry	Build new knowledge through traditional research.	Publishing in peer-reviewed forums. Producing and/or performing creative work within established field. Creating infrastructure for future studies.
Integration	Interpret the use of knowledge across disciplines.	Preparing a comprehensive literature review Writing a textbook for use in multiple disciplines. Collaborating with colleagues to design and deliver a core course.
Application	Aid society and professions in addressing problems.	Serving industry or government as an external consultant. Assuming leadership roles in professional organizations. Advising student leaders
Teaching	Study teaching models and practices to achieve optimal learning.	Advancing learning theory through classroom research. Developing and testing instructional materials Mentoring graduate students. Designing and implementing a program level assessment system.

Source: Faculty Guidebook, Pacific Crest Faculty development Series; Boyer's Model of Scholarship, M. Nibert, page 11.

5. The term "scholarship of engagement" is an emergent concept first used by Ernest Boyer in a 1996 article by that title. The term redefines faculty scholarly work from application of academic expertise to community engaged scholarship that involves the faculty member in a reciprocal partnership with the community, is interdisciplinary, and integrates faculty roles of teaching, research, and service. While there is variation in current terminology (public scholarship, scholarship of engagement, community-engaged scholarship), engaged scholarship is defined by the collaboration between academics and individuals outside the academy - knowledge professionals and the lay

public (local, regional/state, national, global) - for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The scholarship of engagement includes explicitly democratic dimensions of encouraging the participation of non-academics in ways that enhance and broaden engagement and deliberation about major social issues inside and outside the university. It seeks to facilitate a more active and engaged democracy by bringing affected publics into problem-solving work in ways that advance the public good with and not merely for the public. (New England Resource Center for Higher Education, http://www.nerche.org/index.php?option=com_content&view=article&id=265&catid=28&Itemid=87).

6. Application Based

- a. A scholarly and creative activity of application adds to existing knowledge in the process of applying intellectual expertise to the solution of practical problems, and often results in written products that are shared with other people in the discipline or field of study. The scholarly and creative activity of application could include (but is not limited) to the following activities:
 - i. Development of content-based seminars and workshops
 - ii. Provision of technical and research based assistance
 - iii. Evaluation of public and private sector institutions, their work, and/or policies
 - iv. Program development and evaluation

7. Discover-Inquiry based

- a. A scholarly and creative activity of inquiry involves investigation aimed at the discovery of new knowledge within one's own discipline or area of study. In many ways, inquiry has the ability to serve as the basis for other forms of scholarships. Evidence of such inquiry based activity includes (but is not limited) to the following:
 - i. Development, submission, and funding of grant proposals
 - ii. Funded and/or unfunded research activity
 - iii. Presentation at professional meetings
 - iv. Publications

8. Integration based

- a. A scholarly and creative activity of integration makes meaningful connections between previously unrelated topics, facts, or observations. Activity in this area can result in presentations and/or publications. Examples of activity in this subcategory include (but are not limited) to the following:
 - i. Cross-disciplinary synthesis
 - ii. Conceptualization of an integrative framework within a discipline
 - iii. Presentation at professional meetings
 - iv. Publications

9. Teaching based
 - a. The scholarly creative activity in this sub-category focuses on transforming and extending knowledge about pedagogy in one's discipline. Innovative contributions to teaching, insofar as they are published or presented in appropriate forums can constitute scholarly and creative activity in this subcategory. The "scholarly and creative activity of teaching" is not equivalent to teaching. Classroom teaching and staying current in one's field are not relevant criteria for evaluating faculty on the "scholarly and creative activity of teaching." Examples of activity in this subcategory include, (but are not limited) to the following:
 - i. Authorship of a textbook or educational article in one's discipline
 - ii. Presentations at professional meetings on innovative approaches to teaching in one's area of expertise and/or interest
10. Scholarship and creative activity as described in the New Mexico State University P&T Policy (5.90.4.2) include both activity and products that employ dynamic interaction of discovery and creation, teaching and dissemination, engagement and application, and integration, in the pursuit of fulfilling the mission and vision of NMSU. Scholarship and creative activity can therefore take many forms, including, but not limited to refereed publications to reflect the multiple needs of the state's population as well as the breath and diversity of faculty interests, abilities and creativity.
11. In general, the forms of scholarly and creative activities appropriate for evaluation in any of the above mentioned four subcategories include, but are not limited to the following:
 - a. Journal articles or monographs
 - b. Professional reports (published or submitted to requesting agency)
 - c. Written or edited books in one's discipline
 - d. Chapter of an edited book
 - e. PI, co-PI, and/or collaborator on a funded competitive scholarly and creative activity grant
 - i. Efforts to submit grants, although unfunded, should be considered (note that the extent and requirements to submit grants should be taken into consideration. i.e., a submission to NIH is substantial; a grant to XYZ foundation may only entail a brief narrative. The Department Head should note the thoroughness of such grants in the annual review).
 - f. Unfunded research efforts including collaborative efforts resulting in products such as articles and/or presentations
 - g. Professional conference presentations
 - h. Invited presentations at conferences with/without an accompanying papers
 - i. Development of competitive scholarly and creative activity grant proposal for funding
 - j. Scholarly and creative grant proposals under review

- k. Articles under review for publication
 - l. Invited presentations at conferences
 - m. Textbook supplement
 - n. Authorship of professional manuals, guides, proceedings, videotape, cassette tapes, or computer software
 - o. Technical/evaluation reports for grants
 - p. Preliminary grant proposal or section of grant proposals
 - q. Book review published in professional journal
 - r. Non-refereed journal articles
 - s. Unpublished manuscript (works in progress)
 - i. It should be noted that unpublished manuscripts are low on the scale.
 - t. Journal editorship and membership on journal editorial boards
 - u. Review work for journals and/or conferences
12. Evidence of all scholarly and creative activity items
- a. Items below shall qualify as documentation of scholarly and creative activity contributions. Faculty performance reports and documentation submitted for the annual evaluation of scholarly and creative activity accomplishment shall include (but not limited to) some of the following suggested evidence:
 - i. Copies or links of articles and conference presentations
 - ii. Verification from agencies that have provided funds to conduct scholarly initiatives
 - b. Other supporting evidence regarding quality of scholarly and creative activity accomplishment may include:
 - i. Evaluations by others of scholarly and creative activity (e.g., reviews, article citations, discussion of research and creative activity in monograph or literature review). Evaluations must appear in professionally recognized outlets.
 - ii. Involvement in scholarly and creative activity that may lead to a published article
 - iii. Invited presentations at other organizations, conferences, and/or on other campuses
13. The previous descriptive categories should be used as guide to evaluate the annual scholarly creative and activities of faculty members. The descriptors and evaluation rubric for this area has been derived from the Revised P&T Guidelines of the College of Health and Social Services and appropriately modified where applicable to meet the needs of the department. The Departmental P&T Committee, the Academic Department Head, and the faculty member are encouraged to consider the general pattern of scholarly and creative activities, the quality of products, the time assigned,

tenure status, and rank. Comparisons should be made not relative to the entire department but to those similarly situated in rank and with similar scope of work for the year within the department and the precedence set in the department with previous tenure and promotion decisions.

D. Service, Extension and Outreach (NMSU P & T Policy 5.90.4.3)

1. Service includes undertaking activities in the department, college, and university, contributing to the profession, or providing extension and outreach services to the greater community, all of which support the mission and goals of the university.
 - a. The type and amount of service that a faculty member performs shall be determined collaboratively in consultation with the Academic Department Head and documented in the 'allocation of effort' document. These functions may overlap in some instances.
 - b. All faculty members are expected to perform basic citizenship activities within the department, college, and/or university. Some faculty may accept more extensive citizenship and/or leadership functions such as in the faculty senate, in professional associations, and at community agencies.
 - c. Faculty members are encouraged to perform outreach to the greater community, extension, and professional service in addition to basic citizenship activities.
 - d. Leadership roles and administrative work undertaken by faculty members that contribute to the overall advancement of the department and that can be adequately documented will be included in the area of service.
2. Service to the profession is manifested by involvement in and service to local, regional, national, or international professional associations and/or organizations.
3. Extension and outreach service refers primarily to sharing professional expertise with parties outside the university including serving on boards of community agencies.
 - a. Extension and outreach efforts shall directly support the goals and mission of the department, the college, and therefore that of the university. Such service at times may be visible and be able to be evaluated. Therefore, whenever possible it is important that when tangible products result from extension and outreach service activities, they are appropriately documented and submitted by the faculty members in their annual review documentation.
 - b. Writing up outreach and extension service efforts for publication can be one way to permit evaluation of such service.
4. Examples of service, outreach, and extension activities appropriate for evaluation include, but are not limited to the following:
 - a. Department, college, and university
 - i. Serving on department, college, or university committees and/or task forces
 - ii. Serving on the Faculty Senate or Graduate council and similar bodies
 - iii. Advising student organizations
 - iv. Developing and/or conducting Staff/faculty in-service
 - v. Guest lecturing
 - vi. University liaison to other universities and colleges

- vii. Judging academic competitions
 - viii. Sponsored service (e.g., accreditation efforts for departmental programs, etc.)
 - ix. Administrative work as assigned
 - x. Recommendation letters for students
 - xi. Service on external agencies, commissions, foundations, etc.
- b. Professional Service:
- i. Professional society memberships
 - ii. Elected and/or appointed officers in professional associations
 - iii. Reviewer or planner for professional conferences
 - iv. Conference or society committees
 - v. Journal editorship and reviewers
 - vi. Textbook reviews
 - vii. Speeches, workshop, and invited presentations at professional meetings (non-refereed talks and non-refereed papers)
 - viii. Guest lecturing
 - ix. Sponsored professional service (e.g., office holders in professional associations)
5. Extension and Outreach
- a. Extension and outreach are essential to the University's mission because they disseminate information to the public and serve as a basis for sustainable, community-oriented, informal education that addresses needs through faculty that are affiliated with communities, programs, and agencies across the region.
 - b. Outreach may be seen as part of the NMSU public relations effort, and while it does not have a direct and immediate measurable benefit for NMSU, it enhances the status of NMSU in the community and the state. Outreach activities may benefit affiliated professional service organizations as well as help build long-term relationships between NMSU and its stakeholders. Faculty who conduct outreach programs generate and apply knowledge to address community needs without necessarily engaging community input. [College of ACES P&T]
 - c. Input from clientele is not necessarily sought in regard to outreach activities, but is always a part of extension activities. Outreach activities differ from service activities in that they are external and do not directly benefit NMSU in the immediate future. [College of ACES P&T]
8. Outreach
- a. 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.

- b. The following are examples but outreach is not limited to these alone:
 - i. Speeches, workshops, training and presentations for schools/community agencies
 - ii. Newspaper editorials, interviews
 - iii. School/community/government projects, boards, committees, or offices
 - iv. Other unsponsored service (e.g., evaluation of school/community/government programs, judging science fairs)
 - v. Invited grant review panels

9. Extension

- a. the process of defining and building relationships between communities and the university to extend university resources and intellectual expertise through coalition building, non-formal educational programs, and applied research designed to address locally identified needs. *Input from clientele is sought with extension efforts.*
- b. The following are examples but extension is not limited to these alone:
 - i. Class based community projects
 - ii. Students' driven community work supervision, e.g., (field experience)
 - iii. Service learning projects
 - iv. Provide advice/guidance to community entities
 - v. Invited presentations
 - vi. Proposal, policy, or core document development, modification or support
 - a. Outreach service to the greater community:
 - vii. Speeches, workshops, and invited presentations for schools/community agencies
 - viii. Newspaper editorials, interviews
 - ix. School/community/government projects, boards, committees, or offices
 - x. Other unsponsored service (e.g., evaluation of school/community/government programs, judging science fairs)

10. Leadership

- a. Leadership is a key element of public health practice. Moreover, leadership is an essential feature of faculty performance, especially at the more senior ranks. In that regard, the department is cognizant of the need to recognize leadership as a component of annual evaluations, especially among associate professors and full professors. Considering the service activities of all faculty members and their roles as change agents in the university and community, the promotion, tenure, and evaluation process should incrementally assess and recognize leadership among the faculty.
- b. With this information as a backdrop, our promotion and tenure process should serve to facilitate and recognize one's leadership contributions to the department, the university, the community and the profession. The objectives related to leadership should be incremental through the ranks. The following indicators may help ascertain these objectives.

11. Role of Academic Ranks in Service, Outreach, Extension and Leadership

a. Assistant Professors

- i. Assistant professors can be thought of as “leaders in training”. They should be encouraged to assume roles in the university, community and profession that will help them engage in activities to serve with already established leaders, and learn from example how leadership evolves. As examples:
 - a. Willingly serve on department and college-level committees
 - b. Volunteer to serve on committees or boards in the community
 - c. Seek appointments to committees within the professional organization even if at the local or state level.
- ii. Service to any of these entities will help the faculty member, gain recognition for their service and plant the seeds for the leadership to come. Senior faculty members can help mentor them during this process.

b. Associate Professors

- i. Having passed muster in the promotion and tenure process, associate professors will then be embarking on a two-fold leadership agenda. One, to assist junior faculty in developing their leadership skills and activities, the other is to actively seek out opportunities to expand their own leadership activities, for it is the wise faculty member who actively looks for activities that will enhance their stature as a leader. Such service will enhance one’s professional growth toward promotion to full professor. While local leadership opportunities are helpful in this regard, it is expected that the associate professor has a leadership resume that will exemplify activities similar to those of the full professor.
 - a. Successfully chairing committees within the boundaries of the academic institution.
 - b. Chairing/presiding over community advisory boards and committees.
 - c. Take advantage of leadership opportunities within the professional organization(s)
 - d. Be available to serve on committees and boards associated with the state department of health.

c. Full Professors

- i. Evidence of quality leadership is essential to ascend to the level of full professor. One’s leadership qualities should include gradual, but steady leadership activities that bring regional and national visibility of the candidate for full professor. Candidate for promotion to full professor should exhibit
 - a. Effective leadership (e.g. chairing) department standing departmental committees

- b. Evidence of excellence chairing departmental search committees.
 - c. Evidence of successful leadership to local health organizations.
 - d. Quality leadership while chairing professional committees/ boards at the regional or national level
 - e. Evidence of collaboration with or mentoring junior faculty in the department.
 - f. A national presence in the professional field by virtue of products on the national stage, i.e., committee work, national publications, board of directors
12. It should be noted that some of the above may not exist due to the nature of where the person may have come from. For example, if the Department hires somebody from the federal government, their leadership may not be in the above items. However, it would be expected that they would exhibit leadership in related areas.
13. Evidence of collegiality in service includes:
- a. Willingness to take on tasks
 - b. Provides assistance informally by performing “behind the scenes” tasks
 - c. Collaborates with other colleagues in a problem-solving capacity when dealing with professional concerns or problems
 - d. Attends and participates responsibly and willingly in faculty meetings, on committees, through assignments, and with other university service activities
 - e. Discharges assignments, and responsibilities in an expedient manner

E. Collegiality

1. The Public Health Sciences Department faculty places a high value in collegiality when assessing faculty performance.
 - a. Collegiality is defined as *“Demonstrated willingness and ability to work effectively with colleagues to support the mission of the institution and the common goals both of the institution and academic organizational unit.”*
 - b. While evidence relating to collegiality may be most evident in the category of service, collegiality can also affect performance in teaching as well as in scholarship and creative activity. Collegiality is not a separate concept but regarded as having the potential to enhance performance in each of three areas.
 - c. Because the department values teamwork, evidence of collegiality plays a role in faculty evaluation. Taking into account the unique mission and demands of the Department of Public Health Sciences, consideration of collegiality shall be made under each of the categories of teaching, scholarship and creative activity, and service.
2. Evidence of collegiality in teaching includes (but not limited) to the following:
 - a. Working with colleagues to develop curriculum, integrate courses or course sequences
 - b. Developing joint or interdisciplinary courses

- c. Serving on comprehensive Masters exam and thesis committees
 - d. Building collaborative and professional relationships with faculty and students
 - e. Working to improve course evaluation procedures
 - f. Mentoring faculty, GAs, and TAs with regard to research, teaching, and advising
 - g. Providing assistance or training to improve others' teaching
 - h. Holding regular office hours and/or being available for consultation with students
 - i. Being responsive to suggestions for improving teaching and advising based on annual evaluations
 - j. Team teaching and working with others faculty to coordinate courses or course content
3. Evidence of collegiality in scholarly and creative activity includes:
- a. Collaboration on scholarly and creative activity projects
 - b. Participation in scholarly and creative activity groups, lectures series, etc.
 - c. Interdisciplinary efforts
 - d. Providing consulting to colleagues
 - e. Assisting students and faculty with obtaining participants for scholarly and creative activity
 - f. Reviewing and critiquing colleague's or student's papers and grants
 - g. Sharing information
 - h. Scholarly and creative activity and publishing with students
 - i. Action research and creative activity or evaluation for schools or groups that may not produce publishable results
 - j. Appropriate credit or authorship given to colleagues or students
 - k. Willingness to assist others
4. Evidence of collegiality in service includes:
- a. Willingness to take on tasks
 - b. Provides assistance informally by performing "behind the scenes" tasks
 - c. Collaborates with other colleagues in a problem-solving capacity when dealing with professional concerns or problems
 - d. Attends and participates responsibly and willingly in faculty meetings, on committees, through assignments, and with other university service activities
 - e. Discharges assignments, and responsibilities in an expedient manner

V. Criteria for Promotion for Non-Tenure Track Faculty (NMSU P & T Policy 5.90.4)

- A. College Rank faculty, who hold full-time positions are eligible to go up for promotion. College Rank faculty are not permitted to obtain tenure. The procedures to follow promotion for college rank faculty are identical to that of tenure-track faculty. The Department will follow the College's P & T document.

November 13, 2013

Appendix A.
Current and Proposed Annual Evaluation

Appendix B.
Confidentiality Statement¹

Department of Public Health Sciences Promotion and Tenure Committee

As a member of a Department Promotion and Tenure Committee, I accept my responsibility to protect the integrity of every prospect and candidate and of the process itself.

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

- a) I pledge to respect the absolute confidentiality of all prospective candidates. I will not reveal to anyone unless authorized by University officials the name of, or any information about any candidate before or after the committee completes its work.
- b) I will avoid permitting personal interest to distort or misrepresent the facts in all written communications and/or discussion.
- c) I will be fair and unbiased and I will guard against inaccuracies, carelessness, bias, and distortion made through either emphasis or omission of information
- d) I will diligently review all relevant materials prior to group discussions.
- e) I consider the content and intent of this statement to be a matter of personal responsibility.

Name (Print)

Date

Signature

¹ This form was taken from the Department of Human Performance Dance and Recreation, NMSU

November 13, 2013

Appendix C.

Sample Letter to External Reviewers

November 13, 2013

Sample Letter

[CANDIDATE], [CURRENT RANK] of Public Health Sciences, is being considered for promotion to Associate Professor/Professor/tenure this year at New Mexico State University. I would very much appreciate your assessment of [CANDIDATE] professional performance.

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

If you agree, we will forward you a copy of [CANDIDATE] curriculum vitae, along with two-three of [his/her] more recent research articles, along with a brief summary of the promotion and tenure protocol for our department. This material will be sent to you around the middle of July. You would have until [DATE] to send your letter. It would be helpful if your letter could rate [CANDIDATE] contributions in comparison with others you have known at the same stage of professional development. Also in this letter you would need to describe the nature of your association with [CANDIDATE] and your qualifications as a reviewer. Note that tenure at NMSU is defined as 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.

[CANDIDATE] has agreed to waive [his/her] right to review all letters. Thus, your letter will only be viewed by parties associated with the decision to award tenure. However, it should be noted that your letter may possibly be seen by the candidate or other third parties in the event of an Equal Employment Opportunity Commission or other investigation into her tenure decision.

We are aware of the imposition that this inquiry provides; however, we assure you that guidance from professionals like yourself is vital to our decision-making process. Please notify me by email (EMAIL) by Friday, June 30, 20XX if you would be willing to be an external reviewer for [CANDIDATE]. We are both very appreciative of your time and assistance.

November 13, 2013

Appendix D.
Routing Sheet

November 13, 2013

**Department of Public Health Sciences
Routing Sheet**

The portfolio attached has been developed in accordance with the department, college, and university promotion and tenure guidelines.

Signature of Candidate	Date	Printed Candidate's Name
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As chair of the Department of Public Health Sciences' P & T Committee I verify that the committee has reviewed the above candidate's portfolio. Our recommendations are included in a separate file.

Signature of Chair, Dept P & T	Date	Printed Name
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I have reviewed the above candidate's portfolio. My recommendation is included in a separate file.

Signature of Academic Head, Department of Public Health Sciences	Date	Printed Name
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The College's P & T Committee, of which I serve as chair, have reviewed the above candidate's portfolio. Our recommendations are included in a separate file.

Signature of Chair, College P & T	Date	Printed Name
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I have received the reports from the above-mentioned committees regarding the candidate in question.

November 13, 2013

November 13, 2013

Appendix E.
Calendar for P & T

November 13, 2013

Calendar for P & T*

May 10	Deadline for faculty to inform Department Head of intent to submit material for promotion/tenure/3 rd year review for Fall. Each faculty must identify four external reviewers at this time.
June 15	External reviewer selection for each faculty member being reviewed finalized by Department Head.
August 31	Deadline for receipt of external review letters
September 15	Faculty submit P&T portfolios to Department Head
September 30	Department Head submits Faculty materials for Promotion/Tenure/3 rd Year Review to Departmental P & T committees
October 15	Department P&T Committees Reviews Due to Department Head
November 2	Department Head transmits reviewed portfolios to Associate Dean
November 7	College P&T Committee Meets
November 14	College P&T submits review votes and documenting letter to Dean
January 10	Dean's review of P&T portfolios complete and letters prepared
January 15	Dean meets with Department Heads regarding outcome of P&T/3 rd Year reviews
January 18	Dean transmits letters to faculty regarding P&T/3 rd Year reviews
March-April	Dean presents P&T decisions to Provost (paperwork submitted 5 days in advance)
April 30	Official decision letters sent from Provost's office

*If due date falls on a weekend, substitute next work day.

November 13, 2013

Appendix F.
Calendar for Annual Evaluation

November 13, 2013

Calendar for Annual Evaluation*

October 5	Department Head recommends continuing contacts to Dean
November 5	Faculty submits material for Annual Performance Review and Allocation of Efforts Forms for upcoming year (Jan 1 to Dec. 31) to Department Head.
November 15	Meetings with Department Head and faculty regarding Allocation of Effort and Annual review material completed.
December 10	Evaluation Material, Department Head's Evaluation and Allocation of Effort forms due to Dean
December 18	Dean meets with Chairs regarding evaluation and allocation of effort forms
December 20	Chair provides approved Allocation of Effort forms to Faculty

*If due date falls on a weekend, substitute next work day.