

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



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## Amendments – Recent Revisions

(Document history revisions: see last page in this document)

02/28/20

1. Page 14. 4.1 One faculty member from our department will serve on the College P & T Committee.
2. Page 14. 4.2 Department guidelines for P & T packet submission.
3. Page 20. Annual performance review. Addition of required table as part of P & T Committee annual review letter.
4. Page 20. Annual performance review. Following university policy, the annual review is based on the year's accomplishments and not the cumulative accomplishments.

06/21/20

1. NMSU Administration Rules and Procedures (ARP) AY 18/19 cited in document.

06/26/20

1. Appendix D (Promotion and Tenure Checklist). Inserted Provost checklist with AY 18/19 procedures.
2. Appendix E (External Review Letter). Revision of external review wording with AY 18/19 procedures.

07/13/20

1. Page 13. 4.1 Service on College P & T Committee changed from two-year to three-year term in document.
2. Page 17, 19, and 21. Addition of ePortfolio summary (e.g., Watermark, a web based faculty activity reporting summary [an upgraded Digital Measures], to be used by NMSU)
3. Page 19 and 21. Addition of Key Performance Indicators (KPIs). Faculty members must align the AOE goals with NMSU's LEAD 2025 strategic plan with quantitative outputs to the KPIs.
4. Criteria and Standards. Section 3.2. The section is shortened with reference to NMSU ARP AY 18/19, Section 9.3.

## NMSU Department of Public Health Sciences

### Policies, Standards, and Procedures for Annual Performance Review, Third-Year Mid-Probationary Review, Promotion & Tenure, and Post-Tenure Review

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## **1. Introduction**

- 1.1 This document incorporates the Common Elements as required by NMSU's Promotion and Tenure Policy. The Department of Public Health Sciences guidelines are also aligned with the Administration Rules and Procedures (ARP) from NMSU Academic Year (AY) 18-19 Guidelines and the College of Health and Social Service's Promotion and Tenure Guidelines. However, in all cases, NMSU's Promotion and Tenure Policy takes the place of the Promotion and Tenure Policies of both the College of Health and Social Services and the department.

The Promotion and/or Tenure process must be adhered to in the strictest manner abiding by the departmental, college, and university policies. At any time during the process, the Dean of the College (or comparable administrator) and/or the Department Head may meet with the Department P & T Committee to discuss procedural matters.

## **2. Department Mission Statement and Goals**

- 2.1 The department's mission is to provide academic, professional, and service excellence in preparing public health professionals who will demonstrate competent leadership, innovation, and technical expertise at local, state, national levels, with particular emphasis along the U.S./Mexico border, tribal, and rural health communities.

### ***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. Provide high quality teaching, advising, and supervision to students enrolled in departmental programs.
5. 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. Provide quality service to appropriate units in the university, relevant disciplines and similar fields, and appropriate professional organizations;
  - a. 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 extension and outreach efforts. Leadership and administrative efforts will be included under service.

### **3. Criteria and Standards**

3.1 NMSU promotes excellence in teaching, scholarship and creative activity, and service.

#### **3.2 Criteria - The Professional Ranks**

The department information for ranks of instructor, college faculty, affiliate faculty, assistant professor, associate professor, and professor is in accordance with NMSU ARP 9.33 – [Effective AY 18/19] Faculty Promotion and Tenure: The Professorial Ranks.

#### **3.3 Standards (in accordance with NMSU ARP 9.31 – [Effective AY 18/19])**

##### **Teaching**

1. Teaching is central to the mission, purpose and objectives of 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. This evaluation of teaching shall be adaptable to differences among disciplines and be both formative (process oriented to improve teaching skills) and summative (evaluation of teaching skills).
3. 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.

##### **4. Evidence of Quality in Teaching**

The evaluation of teaching provides sources of evidence including student evaluations, peer review, and self-reflection to increase the validity of appropriateness and relevance of the evaluation.

- a. Student evaluations. The evaluations are obtained for all classes in all program areas for each semester including summer sessions. The university student evaluation instrument is a standardized questionnaire including open-ended questions.
- b. Outside course peer review. Instructors in the department are required to have a peer-evaluation annually for at least one of their courses. This observation can be done using a face-to-face course or an on-line course. The reviewer can be a faculty member inside or outside the department. Reviewers are required to submit an overview of their observation, highlighting strengths of the instruction, and, if needed, suggestions to improve instruction to the faculty member. The faculty members must include the peer review as part of the annual review performance packet.
- c. Self-reflection. The self-reflection includes a summary of any creative and effective use of innovative teaching methods, unique and informal student

learning evaluations, and curricular innovations that are encouraged and constructively evaluated. One important aspect of innovation in teaching is the use of web-based or web-enhanced curricula and courses to meet the changing needs of students enrolled in the departmental programs.

- d. Other supporting material may be submitted for each course taught and for each of the comprehensive exam and/or thesis committee that the faculty served/chaired. Advising and mentoring students at all levels is an important aspect of teaching and faculty members shall demonstrate evidence of this activity.
- e. 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.
- f. The candidates may choose to submit some of the following materials or other additional materials listed:
  - Tests or syllabi
  - Supplementary materials (e.g., handouts, class assignments, class activities)
  - Evidence of course review and update
  - Evidence that course activities that are linked to course objectives
  - Construction of new courses
  - Course reading lists
  - Grade distributions
  - Feedback to students
  - Evidence of subject knowledge and ability to communicate
  - Evidence of ability to motivate students
  - Evidence of interest in subject matter and in teaching
  - Unsolicited comments from students
  - Listing of steps taken to improve teaching (e.g., inviting colleagues to attend class and provide feedback; attendance at workshops or seminars designed to improve instruction)
  - Peer observation, including (a) direct observation of and resultant written comments concerning, classroom teaching or (b) written assessment of classroom materials
  - Other relevant materials such as QM Internal Reviews
  - Teaching Academy professional development
  - Teaching awards and/or recognition

5. Evidence of advising students includes but is not limited to:

- Unsolicited comments from students
- Article submitted in collaboration with students
- Conference presentation with students
- Scholarly and creative activity and publishing with students
- Mentoring of students

- Documentation of progress made by advisees
- Documentation of timely responses to students, request for help or information
- Students awards
- Other relevant materials

#### Scholarship and Creative Activity

1. Scholarship and creative activity 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.
2. The evaluation of scholarly and creative activity involves demonstration of quality and quantity of work, its significance, extent of its dissemination, and utility.
3. By engaging in and advancing scholarly and creative activity, faculty members demonstrate their abilities through activities and processes, as well as products that are appropriate to the discipline and published or presented in relevant forums.
4. Evidence of Quality Scholarly Engagement
  - a. Scholarly engagement is defined as 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. There may be variation in current terminology (public scholarship, scholarship of engagement, community-engaged scholarship).
  - b. Scholarly engagement involves two categories for scholarly productivity (primary category) and scholarly activities (secondary category) with evidence of sustained productivity.

#### Primary Category of Scholarly Engagement – Scholarly Productivity

- Evidence of scholarly productivity includes scholarship such as peer-reviewed articles, scholarly books, and grants. Peer-reviewed publications are expected as scholarly productivity evidence.
- Tenure-track faculty provide demonstrated contributions and must have an on-going specific line of independent research at NMSU during the probationary period.
- Prior to NMSU appointment, tenure-track faculty may have research publications or accomplishments as evidence of scholarship and creative activity. The accomplishments have credit but do not replace or substitute for a record of publications or accomplishments during the NMSU probationary period.
- Collaborative scholarship productivity and activities with student involvement are also valued as strengths for scholarship and creative services.
- Quality and quantity of scholarly achievement are important. Quality refers to journal's academic reputation, academic reputation of conferences, authorship position of faculty members, etc. Publications with first, second, or senior authorship are expected for a portion of the publications. First authored publications add strength to the annual review since the

publications indicate a level of research independence.

- Faculty member's roles in grant funding can include principal investigator, co-principal investigator, or a significant role (with indication of contribution and time commitment). External (public and private) funding is preferred to internal funding.
- Efforts to submit grants, although some may be 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.

#### Secondary Category of Scholarly Engagement – Scholarly Activities

- Evidence of scholarly activities that grow out of research include regional/state/national/international presentations at professional conferences or creative activities such as video productions.
- Other evidence includes but is not limited to:
  - Citation of candidate's work by other scholars. Metrics such as the candidate's i10-index, h-index, and total citations, may be included. Candidates can quote such index measures from multiple sources (Google Scholar, Research Gate, etc.).
  - Presentation abstracts or paper presentations. The presentations are usually listed in CV Presentation Section. Publication of abstracts or paper presentation in proceedings should be clearly marked by the candidate in the CV as abstracts or papers with the conference information.

5. The department supports the Boyer Model of Scholarship which includes the scholarship of engagement (Appendix C). The term "scholarship of engagement" is an emergent concept first used by Ernest Boyer in a 1996 article by that title.
  - a. 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.
  - b. The model 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).
  - c. 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.

#### Service, Extension and Outreach

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.

2. Service is important for tenure-track faculty. Service cannot substitute for achievement in scholarship and creative activities and teaching.
  - a. The type and amount of service that faculty members perform 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.
3. Service to the profession is by involvement in and service to local, regional, national, or international professional associations and/or organizations.
4. Evidence of Quality in Service

Evidence of service, outreach, and extension activities appropriate for evaluation includes but is not limited to:

- a. Department, college, and university
- b. Profession
- c. Local or State Community

Examples include (not in ranking order):

- Serving on department, college, or university committees or task forces
- Serving on the Faculty Senate or Graduate council and similar bodies
- Advising student organizations
- Developing and/or conducting Staff/faculty in-service
- Guest lecturing
- University liaison to other universities and colleges
- Judging academic competitions
- Sponsored service (accreditation efforts for departmental programs)
- Administrative work as assigned
- Recommendation letters for students
- Service on external agencies, commissions, foundations, etc.
- Professional society memberships
- Elected and/or appointed officers in professional associations
- Reviewer or planner for professional conferences
- Conference or society committees
- Journal editorship and reviewers
- Textbook reviews
- Speeches, workshop, and invited presentations at professional meetings (non-refereed talks and non-refereed papers)

- Guest lecturing
  - Sponsored professional service (officers in professional associations)
5. Extension and outreach service refer primarily to sharing professional expertise with parties outside the university including serving on boards of community agencies.
- a. Extension is 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. Outreach entails an organized and planned program of activities offered to residents 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.
  - c. 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 ]
  - d. 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. 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. The AOE goals must align with LEAD 2025 strategic plan with quantitative outputs.
  - e. 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.
  - f. 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 ]

## 6. Evidence of Quality in Extension and Outreach

The examples of outreach include but are not limited to:

- a. Speeches, workshops, training and presentations for schools/community agencies
- b. Newspaper editorials, interviews
- c. School/community/government projects, boards, committees, or offices
- d. Other unsponsored service (e.g., evaluation of school/community/government

- programs, judging science fairs)
- e. Invited grant review panels

The examples of extension include but are not limited to:

- Class based community projects
- Students' driven community work supervision, e.g., field experience
- Service learning projects
- Provide advice/guidance to community entities
- Invited presentations
- Proposal, policy, or core document development, modification or support
- Outreach service to the greater community
- Speeches, workshops, and invited presentations for schools/community agencies
- Newspaper editorials, interviews
- School/community/government projects, boards, committees, or offices
- Other unsponsored service (e.g., evaluation of school/community/government programs, judging science fairs)

## 7. Leadership

- a. Leadership is a key element of public health practice. 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.
- b. 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.
- c. With this information, our promotion and tenure process should serve to facilitate and recognize one's leadership contributions to the department, university, community, and the profession. The objectives related to leadership should be incremental through the ranks. The following indicators may help ascertain these objectives.

## 8. Role of Academic Ranks in Leadership

### a. Assistant Professors

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.

The examples of leadership for assistant professors include but are not limited to:

- Willingly serve on department and college-level committees
- Volunteer to serve on committees or boards in the community
- Seek appointments to committees within the professional organization even if at the local or state level.

Service to any of these entities will help the faculty members 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

Having passed the promotion and tenure process, associate professors will then be embarking on a two-fold leadership agenda. The first area is to assist junior faculty in developing their leadership skills and activities. The second area is to seek out actively 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.

The examples of leadership for associate professors include but are not limited to:

- Successfully chairing committees within the boundaries of the academic institution.
- Chairing/presiding over community advisory boards and committees.
- Take advantage of leadership opportunities within the professional organization(s)
- Be available to serve on committees and boards associated with the state department of health.

c. Full Professors

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.

The examples of leadership for full professors include but are not limited to:

- Effective leadership (e.g., chairing) department standing Departmental Committees
- Evidence of excellence chairing departmental search committees.
- Evidence of successful leadership to local health organizations.
- Quality leadership while chairing professional committees/ boards at the regional or national level
- Evidence of collaboration with or mentoring junior faculty in the department.
- A national presence in the professional field by virtue of products on the national stage, i.e., committee work, national publications, board of directors.

9. It should be noted that some of the above may not exist in previous employment for faculty members. 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.

#### **4. Procedures for Submission and Evaluation**

##### **4.1 Department P & T Committee Formation**

- a. All tenured faculty members in the department, except the Academic Department Head, are eligible to serve on the Department and College P & T Committees.
- b. If there is an inadequate number of tenured faculty (less than three) to constitute a Departmental Committee, the Academic Department Head will solicit participation from tenured faculty members from outside the department, under the direction and guidance of the Departmental P & T committee.
- c. The Academic Department Head calls the first meeting of the Department P & T Committee each fall. The committee members select a P & T Committee chair each year. Subsequent meetings will be called by the committee chair.
- d. Within the first two weeks of the start of the academic year, the Academic Department Head will distribute a ballot that includes the names and ranks of all faculty members eligible for the College P & T Committee. One faculty member will be elected to serve on the College P & T Committee based on the College's policy.
- e. One tenured faculty member in the department will be elected to serve on the College P & T Committee for a three-year term. The representative can choose to serve one additional consecutive term on the College P & T Committee. The representative cannot serve on the Departmental P & T Committee for the department P & T packet review.
- f. The election will be completed via secret ballot with completed ballots returned to the Department Administrative Assistant (or designee) for counting and reporting to the Academic Department Head.

##### **4.2 Submission Process for P & T Portfolio**

1. The university establishes the dates for the P & T portfolio submission (Appendix G). Faculty members complete their fifth year and commonly submit their portfolio at the beginning of the sixth year as a candidate for Associate Professor. The department establishes guidelines for the P & T portfolio submission to the department.

No later than the middle of May, faculty members inform Academic Department Head of intent to submit material for promotion/tenure/3rd year review for Fall.

No later than the middle of June, faculty members must identify and submit to the Department Head three external reviewers (name, title, university, email address).

No later than the middle of September, faculty members submit P & T portfolios to Department Head. The Academic Department Head checks submission for completed packets.

No later than the beginning of October, the Academic Department Head submits faculty materials for Promotion/Tenure/3rd Year Review to Departmental P & T Committee.

No later than the end of October, the Department P & T Committee submits reports to the Academic Department Head.

2. If the policy should change during a faculty member's pre-tenure or pre-promotion period, the faculty member may choose in writing one of the policies for evaluation purposes.
3. The Academic Department Head is responsible for initiating the promotion and tenure process to Associate Professor or Full Professor for eligible faculty in the department. However, faculty members may submit their name to the Department Head for early consideration. Faculty members must meet the minimum eligibility requirements.
4. During the sixth year, assistant professors typically are evaluated for promotion and tenure simultaneously, having submitted their portfolio at the beginning of that year. However, assistant professors 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.
5. In the spring semester, faculty who are eligible for consideration for promotion in the fall should meet with the Academic 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 and deadlines for submitting portfolios for promotion.
6. The Department Head and candidate compile a list of four names separately to identify people who will serve as external reviewers for the candidate's portfolio. The Department Head requests recommendations from the P & T Committee. Letters from at least eight external reviewers must be requested.
  - The Department Head will keep the P & T Committee alerted on who has agreed to submit letters. A minimum of four (4) letters must be returned.
  - Reviewers should be scholars in the candidate's area of scholarly and creative activity and should not be former mentors, professors, or close colleagues.
  - A copy of a sample letter to the external reviewer is included in Appendix E.
  - The candidate will not have an opportunity to know of the contacts selected by the Department Head/P & T Committee, know who has responded, or read the letters prior, during or after a decision has been rendered. The candidate may read the letters after the final P & T packet review by the Provost is completed.
  - Every effort should be made to eliminate biases for or against the candidate.
  - Each reviewer shall receive a copy of the candidate's current vita, copy of the candidate's "written narrative summary of qualification", and two or three articles published by the candidate. Each reviewer will also receive a brief description of the promotion and tenure policies at NMSU and in the Department.
  - Reviewers receive instructions to include the following requests for a brief statement regarding
    - 1) individual's qualifications for serving as a reviewer
    - 2) relationship between the candidate and reviewer
    - 3) notification that the candidate, faculty review committee, and administrators may have an opportunity to read the letter of assessment
7. The candidate submits the portfolio to the Academic Department Head on the date determined by the Academic Department Head and no later than the close of

the business day.

- a. The Department Head will then inform the Departmental P & T Committee of the availability of the materials for review.

#### 4.3 Portfolio Preparation

1. Candidates must present a portfolio of materials in support of their promotion and appropriate supporting materials such as documented evidence of quality in teaching, scholarly and creative activity, and service. Candidates follow the university protocol and checklist for portfolio preparation. (Appendix D).
2. Candidates may add additional supporting documentation to the original portfolio as and when they become available. However, the inclusion of non-essential documents is discouraged.
3. Candidates should have access to sample portfolios for review and preparation from the NMSU Teaching Academy.
4. The Department P & T Committee is required to verify that each candidate's portfolio is complete. If portfolios are not complete, the Department Head will work with the faculty member to revise the portfolio. If 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.
5. The portfolio can be modified by either the candidate, the Department Head, or at the request of the Department 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.

#### 4.4 Evaluation

1. The process of Promotion and/or Tenure, and annual/mid-probationary review, must be held to the highest standards of confidentiality. All Department P & T Committee members will 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 Tenure Committee members and the Department Head during the review process.
3. The Department P & T Committee members will check out, review, and return the portfolios 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. The Department P & T Committee members will complete review by designated date.
4. The Department Head shall establish, maintain, and communicate to the

candidate the location, storage, access, and review process of the submitted portfolio.

5. Deliberations and discussions of candidate's portfolio will take place in committee meetings. Each candidate's accomplishments in the areas of teaching, scholarly and creative activity and service is evaluated with respect to the quality of accomplishments, not merely quantity and within the context of the candidate's role and responsibilities. The AOE should be taken into consideration for performance as the deliberations take place.
6. If additional information is required by the committee, the committee chair will advise the Department Head who will subsequently contact candidate in writing.
7. Discussion should be objective and should adhere to the consideration of the established criteria. The committee must be careful not to infuse personal beliefs, biases, or issues that are not indicative of one's qualifications for promotion and tenure.
8. 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 yes/no/abstained votes for promotion or tenure or both promotion and tenure.
9. The P & T Committee chair submits a summary of the voting results with a short narrative summary conveying the major considerations to the Academic Department Head.
  - This narrative includes comments and concerns expressed by committee members.
  - The letter shall have the committee's signatures indicating concurrence.
  - The narrative must reflect the majority review, contain specific recommendations or suggestions addressing the department's criteria in each area required for P & T, and allow for dissenting opinions and explanation.
10. Members of the Department P & T Committee expressing dissenting opinions may (but are not required) file a Minority Report stating their disagreement with the majority's assessment of the candidate.
11. Minority reports are warranted in situations where dissenting opinions have not been reflected by the overall recommendation document and/or there are concerns about due process.
12. Minority reports are submitted following the written guidelines.
  - a. If a minority report is filed, the P & T Committee member must file the report with the Department Head and the P & T Committee Chair within two business days of the majority report. The report will be made available for review by all the members of the Department P & T Committee.
  - b. The P & T Committee may not respond to the minority report. The minority report must be included in the individual's dossier along with the majority report as it moves forward to the College P & T Committee, Dean, and the Provost.

13. The Academic Department Head will make his/her own recommendation after receiving the recommendations of the Department P & T Committee. The Department Head will write a letter summarizing the recommendation and numerical vote of the Departmental Promotion and/or Tenure committee. 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 candidate's portfolio to the Dean's office.
14. The Academic Department Head forwards both recommendation letters and signed routing form (Appendix F) to the College P & T Committee.

#### 4.5 Mid-Probationary Review

1. The university establishes the dates for the mid-probationary review. Faculty must submit their mid-probationary review portfolio to their department head by mid-January.
2. 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).
3. 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.
4. The Department Head shall initiate the third-year review process for eligible faculty and helps the tenure-track faculty members follow guidelines for preparation. The following items should be provided in the portfolio for the Third-Year Review:
  - Curriculum Vitae (CV) – see Annual Review for details
  - Three-page overview on accomplishments since arriving at NMSU
  - Evidence of Quality Teaching (student evaluations)
  - Annual faculty peer teaching evaluations
  - AOE forms for each academic year
  - Student evaluations
  - ePortfolio summary (e.g., Watermark, a web based faculty activity reporting summary [an upgraded Digital Measures], to be used by NMSU)
5. The Department Head and P & T 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.
6. When portfolios are complete, the P & T Committee Chair shall notify P & T Committee members and set the date for the first committee deliberations.
7. The evaluation criteria 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 main 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 taken 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.
8. The Department P & T Committee chair shall prepare a report, approved by other committee members, and submit the report to the Academic Department Head.
    - This report shall discuss satisfactory or unsatisfactory areas, strengths and improvement areas of the faculty member's 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.
  9. The Academic Department Head, after receiving the recommendations of this committee, shall make his/her own recommendation in a report and forward both reports to the Dean of the College.
  10. The Academic Department Head will meet with the faculty member to share the recommendations made by the committee and provide guidance and direction for future work.
  11. 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.
  12. 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.

#### 4.6 Annual Performance Review

1. The College of Health and Social Services establishes the dates for the annual performance review.
2. The Annual Performance evaluation provides documentation of expectations and a record of faculty's annual performance. The evaluation is relative to stated goals in Allocation of Effort (AOE) documents. Faculty members must align the AOE goals with NMSU's LEAD 2025 strategic plan with quantitative outputs to the Key Performance Indicators (KPIs).
2. The annual performance evaluation review includes the candidate's annual performance, accomplishments, and products in the areas of teaching, scholarship and creative activities, and service. The cumulative performance evaluation review only pertains to purposes of promotion and tenure review according to the university policies.
3. Faculty prepare annual review documentation at the end of the year for the review process. It is the faculty member's responsibility to document activities and accomplishments over the previous year when preparing the annual report. Faculty shall keep 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.
4. Faculty submit documents to the Academic Department Head including:
  - Copy of the Calendar Year AOE Form
  - Current CV. The CV includes:
    - Research section: funded and not-funded grants with title, funding agency, effective dates, total amount, PIs and Co-PIs, and role of faculty member. Presentation abstracts or paper presentations are usually listed in CV Presentation Section. Publication of abstracts or paper presentation in proceedings should be clearly marked by the candidate in the CV as abstracts or papers with the conference information. Publications under review and in progress are listed in separate sections (not under Publications).
    - Teaching section: course name and number, semester, classroom or online, and number of students
    - Service section: research grant reviewer work is included in this section
  - Copy of Upcoming Year AOE Form (may not be available)
  - A two-page overview on highlights of the faculty member's activities
  - The Department Annual Performance Self-Assessment (Appendix A)
  - Student evaluations for each course
  - Faculty peer teaching evaluation (annual department requirement to have at least one peer evaluation each year)
  - ePortfolio summary (e.g., Watermark, a web based faculty activity reporting summary [as upgraded Digital Measures], to be used by NMSU)

4.7 Annual Performance Review Evaluation (9.31 – [Effective AY 18/19] Annual Performance Evaluation – Regular Faculty)

1. When annual reviews for tenure-track faculty by the Academic Department Head are complete, the Academic Department Head shall notify P & T Committee members and send electronically the annual review documentation.
2. The P & T Chair will set the date for the first committee discussion for the annual progress of tenure-track faculty.
3. The P & T Chair will provide a brief written report to the Department Head indicating consensus of the committee whether the non-tenured, tenure-track faculty members are meeting expectations toward tenure/promotion or not meeting expectations toward tenure/promotion for the categories of scholarship and creative activities, teaching, and service (includes Extension & Outreach). Each category receives a rating of satisfactory or unsatisfactory for accomplishments based on the goals listed on the AOE forms and consensus of the P & T Committee as outlined in the university policy.
4. The P & T Chair is required effective 2020 to include the table with note (see Table 1 below) in the annual performance review letters with a narrative summary for tenure-track faculty members.

Tenure Track Faculty – Annual Performance Review Based on AOE Goals		
Directions: place X in box (meeting or not meeting AOE goals)	Unsatisfactory – does not meet AOE goals	Satisfactory – meets AOE goals
Scholarship & Creative Activities		
Teaching		
Service (includes Service and Extension & Outreach)		
<i>Note: This annual review may not be the candidate's cumulative performance, accomplishments, and products in the areas of teaching, scholarship and creative activities, and service for purposes of promotion and tenure review according to the university, college, and department policies.</i>		

Table 1. Required Table to be in P & T Committee's Letter for Tenure-Track Faculty

5. For example, one candidate lists a goal of three manuscript submissions on the approved AOE form for scholarship. The candidate completes four manuscript submissions and the reviewer rates annual review as satisfactory.
6. The P & T Chair sends electronically the tenure-track faculty report(s) to the Academic Department Chair.
7. The tenure-track faculty members meet with the Academic Department Head and review their written evaluations from the P & T Committee and the Academic Department Head. They sign the evaluation form indicating that the evaluation was discussed with them. They receive a copy of the signed form.
8. All faculty members are expected to teach, provide service, and engage in scholarly and creative activities - the combination and relative quantity of which is expected to

differ according to the AOE goals agreed upon between the faculty member and the Academic Department Head.

- Efforts and accomplishments in scholarly and creative activity, teaching, and service are the principal means to evaluate and allocate rewards to departmental faculty. An ePortfolio is used as a web-based faculty activity reporting document such as Watermark (upgraded Digital Measures).
  - Among untenured and tenured professors, some may select to prioritize scholarly and creative activity over teaching and service. Others may balance efforts relatively evenly across the three categories.
  - Among tenured professors, some may have heavy commitments to service activities and 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.
9. 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/or promotion.
  10. If faculty members feel that the evaluation is not reflective of their performance, or that the evaluation process was improper, they may appeal their evaluation in accordance with University policy.
  11. In keeping with the mission of the department and the diversity of the faculty and the students, there is an emphasis on the transparency of the process among faculty, led by the Department Head, and modeled by senior faculty members. The integral components in scholarly and creative activity, teaching, and service involve collegiality, constructive feedback, and faculty participation.

#### 4.8 Allocation of Effort (AOE) Document

1. The College of Health and Social Services establishes the annual due dates for AOE forms to be submitted to the department head.
2. To ensure transparency of the review process, the AOE document shall serve as the guide for annual reviews and consideration for promotion and tenure. Faculty utilize an AOE form developed each academic year collaboratively by faculty member and Academic Department Head.
3. Faculty members must align the AOE goals with NMSU's LEAD 2025 strategic plan with quantitative outputs to the Key Performance Indicators (KPIs). Faculty members complete the AOE form and submit their signed AOE form to the Academic Department Head for review, approval, and signature. Copies are sent to the Dean's Office for review, approval, and record.
4. Faculty members receive a copy of the executed and signed AOE forms in a timely manner from their Academic Department Head and maintain these copies in their files. The signatures of the Academic Department Head and the Dean of the College

on the AOE form indicate their acknowledgement of the appropriateness of the faculty member's plan. The plan should be considered an agreement between the faculty members and those responsible for evaluating progress of faculty members in the future.

5. 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.
6. The AOE form is not to be considered a rigid contract. 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. 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.

#### 4.9.1 Collegiality

1. The department places a high value in collegiality when assessing faculty performance. Collegiality is defined as "Demonstrated willingness and ability to work effectively with colleagues to support the mission of the institution and the common goals both of the institution and academic organizational unit."
  - a. 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.
  - b. 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.

Evidence of collegiality in teaching includes but is not limited to:

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

Evidence of collegiality in scholarly and creative activity includes but is not limited to:

- Collaborating on scholarly and creative activity projects
- Participating in scholarly and creative activity groups, lectures series, etc.
- Interdisciplinary efforts
- Providing consulting to colleagues
- Assisting students and faculty with obtaining participants for scholarly and creative activity
- Reviewing and critiquing colleague's or student's papers and grants
- Sharing information
- Publishing with students as scholarly and creative activity
- Providing action research and creative activity or evaluation for schools or groups that may not produce publishable results
- Giving appropriate credit or authorship to colleagues or students
- Willing to assist others

Evidence of collegiality in service includes but is not limited to:

- Willing to take on tasks
- Providing assistance informally by performing "behind the scenes" tasks
- Collaborating with other colleagues in a problem-solving capacity when dealing with professional concerns or problems
- Attending and participating responsibly and willingly in faculty meetings, on committees, through assignments, and with other university service activities

#### 4.10 Transparency of Process

University Promotion and Tenure Policy information regarding transparency of process may be found in NMSU ARP 9.30 – [Effective AY 18/19] Overview of Faculty Evaluation, Promotion and Tenure Rules; Definitions; Periodic Rules Review.

#### 4.11 Constructive Feedback

1. The department 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.
2. 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.

#### 4.12 Post-Tenure Review

Post-tenure review in the Department of Public Health Sciences for teaching, research and scholarly output, and service as part of the annual review process is conducted in accordance with NMSU ARP 9.36 – Faculty Post Tenure Review.

#### 4.13 Remediation Procedures

If a candidate is not making satisfactory progress, one or more members of the

Departmental P & T Committee shall be identified as a mentor.

1. It will be the mentor's responsibility to help guide the candidate toward successful progress in the following year(s).
2. 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.

#### 4.14 Revision, Approval, and Posting of Departmental P & T Guidelines

At least every three years the Departmental P & T Committee will:

- initiate a review of the procedures
- bring forward to the department recommendations for changes

The department will vote on changes for the P & T policies.

1. 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 he/she will be evaluated.
2. The faculty member's decision must be submitted to the Department Head in writing. Integrating portions of difference policies is not permitted.

## Appendix A.

### Annual Department Evaluation Form

#### PHS Self-Evaluation Form

Name of Tenured or Tenure-Track Faculty Member: \_\_\_\_\_

Ratings in each area may indicate:

5 = Exemplary (Greatly Exceeds Expectations)

4 = Excellent (Exceeds Expectations)

3 = Good (Meets Expectations)

2 = Fair (Fails to Meet Expectations; needs improvement)

1 = Poor (Needs Significant Improvement)

Area	Rating (1-5)	% of workload	Multiply rating x % of workload
Teaching and Advising			
Scholarship			
Service, Outreach, Leadership			
Outreach			
Leadership			
Sums/Final Rating:			

Perceived Strengths:

Perceived Areas for Improvement:

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

## **Appendix B.**

### **Confidentiality Statement<sup>1</sup>**

#### **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.

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Name (Print)

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Date

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Signature

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

## Appendix C.

### Boyer's Model of Scholarship

The four areas of Boyer's Scholarship and definitions of engagement are outlined in Appendix. The four areas are 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. Some overlap in the subcategories listed below may occur and a particular scholarly and creative activity may fall under more than one subcategory.

***Discovery-Inquiry Based:*** A scholarly and creative activity of inquiry involves investigation aimed at the discovery of new knowledge within one's own discipline or area of study. In many ways, inquiry has the ability to serve as the basis for other forms of scholarships.

***Integration Based:*** A scholarly and creative activity of integration makes meaningful connections between previously unrelated topics, facts, or observations. Activity in this area can result in presentations and/or publications.

***Application Based:*** A scholarly and creative activity of application adds to existing knowledge in the process of applying intellectual expertise to the solution of practical problems, and often results in written products that are shared with other people in the discipline or field of study.

***Teaching based:*** The scholarly creative activity in this sub-category focuses on transforming and extending knowledge about pedagogy in one's discipline. 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." Innovative contributions to teaching, insofar as they are published or presented in appropriate forums can constitute scholarly and creative activity in this subcategory.

#### NOTE:

- 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.

Table 1. Boyer Model of Scholarship		
Type of Scholarship	Purpose	Measures of Performance
Discovery/ Inquiry	Build new knowledge through traditional research.	Publications Producing and/or performing creative work within established field. Creating infrastructure for future studies. Grant proposals. Development, submission, and funding of grant proposals Funded and/or unfunded research activity Presentation at professional meetings
Integration	Interpret the use of knowledge across disciplines.	Publications Preparation of comprehensive literature review Writing a textbook for use in multiple disciplines. Collaborating with colleagues to design and deliver a core course. Cross-disciplinary synthesis Conceptualization of an integrative framework within a discipline Presentation at professional meetings
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. Development of content-based seminars Assistance for technical and research-based info Evaluation of public or private sector institutions Program development and evaluation
Teaching	Study teaching models and practices to achieve optimal learning.	Advancing learning theory through classroom research. Developing and testing instructional materials. Authorship of a textbook or educational article in one's discipline Presentations at professional meetings on innovative approaches to teaching in one's area of expertise and/or interest 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.		

## Appendix D.

### Promotion and Tenure Portfolio Checklist for Required Contents in the Core Document

Per NMSU Rule 9.25 Part 5 (Pre-AY 18/19) or Rule 9.35 Part 6 (Effective AY 18/19), the following items are required for all promotion and tenure portfolios. To facilitate review, please place all items in the portfolio in the order below. This list is adapted from NMSU Rule 9.25 Part 5 (Pre-AY 18/19) or Rule 9.35 Part 6 (Effective AY 18/19).

- ☐ Tab A. Routing form developed by the college or community college with spaces for required signatures
- ☐ Tab B. A cover sheet indicating the candidate's name, current rank, department, and college or community college
- ☐ Tab C. Written documentation generated during the promotion and tenure process (see below for additional information)
  - Contract Status Change form, including vote tallies for department and college promotion and tenure committees (Pre-AY 18/19: 9.25 5.C; Effective AY 18/19: 9.35 6.A.3), plus signature of department head and dean. ● All promotion and tenure committee evaluations, including:
  - Department committee recommendation (Pre-AY 18/19: 9.25 3.C.7; Effective AY 18/19: 9.35 5.C.7) o College committee recommendations (Pre-AY 18/19: 9.25 3.D.7; Effective AY 18/19: 9.35 5.D.6) o Community college committee or committees (Pre-AY 18/19: 9.25 Part 3; Effective AY 18/19: 9.35 Part 5) ● Written recommendation from:
  - Department head (Pre-AY 18/19: 9.25 3.B.10; Effective AY 18/19: 9.35 5.B.11) or program director or division head (Pre-AY 18/19: 9.23.8 A2; Effective AY 18/19: 9.32.7) o Dean or Community College President (Pre-AY 18/19: 9.25 3.E.6; Effective AY 18/19: 9.35 5.E.6)
  - As needed: documentation of credit for prior service (Pre-AY 18/19: 9.23 6.A; Effective AY 18/19: 9.35 2.A) or extension (Pre-AY 18/19: 9.23 6.B; Effective AY 18/19: 9.35 2.B) or reduction (Pre-AY 18/19: 9.23 6.C; Effective AY 18/19: 9.35 2.C) of probationary period (required if credit for prior service or extension or reduction of probationary period was requested).
  - Documentation of additional portfolio reviews (Pre-AY 18/19: 9.25.3 B8, C8, D7; Effective AY 18/19: 9.35.5 B8, C8, D7).
- ☐ Tab D. A table of contents
- ☐ Tab E. Candidate's executive summary
- ☐ Tab F. A curriculum vitae
- ☐ Tab G. Annual performance evaluations for the period under review (Pre-AY 18/19: 9.25 5.G; Effective AY 18/19: 9.35 6.A.7) for additional information)
- ☐ Tab H. The most recent conflict of interest form
- ☐ Tab I. Principal units' mission statements
- ☐ Tab J. External reviews

#### Additional items

- Each college and campus needs to forward all applicable guidelines for promotion and tenure to the Provost's Offices.

Adopted: ARP 9.25, Part 5 - 07/15/2008; ARP 9.35, Part 6 - 08/13/2018

Source: NMSU, Office of the Provost, <https://provost.nmsu.edu/promotion-and-tenure/>

## **Appendix E.**

### **Sample Letter to External Reviewers**

[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, and potential for further growth and achievement.

If you agree, we will forward you a copy of [CANDIDATE] curriculum vitae, two-three of [his/her] more recent research articles, and 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. You will also provide 1) a brief statement regarding your qualifications for serving as a reviewer and 2) the relationship between you and the candidate. The university notifications indicate that the candidate may have an opportunity to read the external review letter and third parties may review letters in the event of an investigation into a tenure or promotion decision.

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.

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 [DATE] if you would be willing to be an external reviewer for [CANDIDATE]. We are both very appreciative of your time and assistance.

## Appendix F.

### 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.

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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.

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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.

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Signature of Academic Head	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.

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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.

## Appendix G. Calendar for P & T

### Evaluation, Promotion, and Tenure 2019–2021

Dates derived from the *Administrative Rules and Procedures of New Mexico State University* are indicated in bold. Other dates are suggestions and should be set as needed to meet department and college needs (Pre AY 18/19: 9.20 B7; Effective AY 18/19: 9.35.10). Additional intermediate deadlines in this process (e.g., transmission of P&T documents to department and college committees) are set at the discretion of the colleges and departments. Intermediate deadlines and changes to this timeline to meet department and college scheduling needs must be communicated to faculty in a timely manner.

	<b>2019-2020</b>	<b>Proposed 2020-2021</b>
Department heads distribute evaluation materials to faculty; department heads confer with faculty regarding goals, promotion, and tenure (Pre AY 18/19: 9.20 B.1; Effective AY 18/19: 9.31.5 B)	September 2019	September 2020
Recommendation from department heads to deans on promotion and continuous contract (Including Contract Status and Dossier Status Review form; Pre AY 18/19: 9.20.2; Effective AY 18/19: 9.31.5)	September 30, 2019	September 28, 2020
Completed evaluation forms returned by faculty to department heads. Evaluation of instruction for fall semester may be submitted after the end of the semester (Pre AY 18/19: 9.20 B.3; Effective AY 18/19: 9.31.5 D)	November 1, 2018	October 30, 2020
Completed evaluation forms submitted to deans by department heads (Pre AY 18/19: 9.20; Effective AY 18/19: 9.31.5 D)	November 8, 2019	November 6, 2020
Deans inform faculty in writing of the recommendation of the College P&T Committee and the dean (Pre AY 18/19: 9.25.9 F; Effective AY 18/19: 9.35.10 F and 9.35.5 A7, A8)	January–February 7, 2019	January–February 5, 2021
<b>Conferences between Provost and Deans regarding promotion and tenure (Pre AY 18/19: 9.25.9 G; Effective AY 18/19: 9.35.10 G)</b>	<b>March 2020</b>	<b>March 2021</b>
Salary process begins in collaboration with Human Resource Services and the Budget Office	April 2020	April 2021

Source: NMSU, Office of the Provost, <https://provost.nmsu.edu/promotion-and-tenure/>

## Department P & T Guidelines Document History

### Revisions:

Developed by Department Faculty: Fall 2008 and Spring 2009

Approved by Department Faculty: May, 2009

Approved by Academic Department Head: June, 2009

Approved by College Dean: June, 2009 Effective Date: July 1, 2009

Revised: Fall, 2013 Approved by Department: November 13, 2013

Revised: May 1, 2017 Approved by Department: May 10, 2017

Approved by College Dean: September, 2017

05/01/17

1. Page 7. Departmental P & T Committee Membership and Procedures. Section C.
2. Page 16. Addition of Minority Report wording.
3. Replacement of wording for specific semester deadlines to submit documentation with wording "by designated dates". Replacement in entire document.
4. Appendix. Addition of the current College of Health and Social Services Annual Performance Review calendar.
5. Deletion of II.C.4. on page 5. "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."
6. Modification of II.E.2.a. on page 10
7. Original: 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.  
Edited: It is during this May meeting that the Department Head compiles a list of names to identify people who will serve as external reviewers for the candidate's portfolio. The P & T Committee may provide suggestions.
8. Addition of F.1.a. on page 15.
9. Addition of G.2.f.v. on page 17.

The Department is grateful for the NMSU Department of Human Performance Kinesiology and Dance sharing of their P & T document