

FUNCTIONS AND CRITERIA DOCUMENT  
OUTLINING POLICIES AND PROCEDURES  
FOR  
ANNUAL EVALUATION, PROMOTION & TENURE

DEPARTMENT OF LANGUAGES AND LINGUISTICS  
NEW MEXICO STATE UNIVERSITY



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Approved by vote of the Department of Languages and Linguistics Faculty  
**September 9, 2016**  
**Revised September, 2018 to align to policy changes at University level**

Approved by Department Head of Languages and Linguistics

   
Signature Date

Amended and Approved by ~~Dean of~~ College of Arts and Sciences

   
Signature Date

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## I. Mission Statements

### A. *Institutional and College levels*

New Mexico State University is the state's land-grant university, serving the educational needs of New Mexico's diverse population through comprehensive programs of education, research, extension education, and public service. Moreover, the College of Arts and Sciences provides the foundational education for every NMSU student and a wide array of degrees preparing students to be knowledgeable and responsible citizens of our world. We promote life-long discovery and improvement of society through cutting edge research and creative activity and by fulfilling our land grant mission through outreach and engagement with the larger community.

### B. *Department of Languages and Linguistics*

Within the framework of the land-grant status of the university, the mission of the Department of Languages and Linguistics is three-fold: in terms of teaching, our goal "is to engage students in the discovery, learning, and critical study of world languages, literatures, and cultures from diverse viewpoints so that they may broaden their understanding of and make meaningful contributions to a complex, interdependent, global community." In terms of scholarship and creative work, our goal is to produce knowledge and expressions of the human experience that contribute to the understanding and experience of languages, literatures, and cultures; and in terms of service and outreach, our mission is to make meaningful contributions to the community and to society at large.

### C. *Acknowledgement of Land Grant Mission*

NMSU's Administrative Rules and Procedures (ARP) 9.31 Part 3, Section D.l.c indicates [t]his definition reflects the university's mission as the state's land-grant university, serving the needs of New Mexico's diverse population through comprehensive programs of teaching and advising, scholarship and creative activity, extension and outreach, and service. It addresses the breadth and diversity of scholarly and creative activity among faculty, staff, and students through which this mission is fulfilled.

## II. Vision and Values

### A. *Institutional and College levels*

According to the *Vision 2020 Strategic Plan*, as the state's land-grant institution NMSU has five goals which are:

1. Academics and Graduation - Provide stellar programs, instruction, and services to achieve timely graduation
2. Diversity and Internationalization - Provide a diverse academic environment supportive of a global society
3. Research and Creative Activity - Promote discovery, encourage innovation, and inspire creative achievement
4. Economic Development and Community Engagement - Drive economic, social, educational, and community development
5. Resource Stewardship - Optimize resources to effectively support teaching, research, and service

The values of the College of Arts and Sciences in support of those goals are: Accessibility, Learning and Knowledge, Rigor & Excellence, Continuity & Stability, Purpose & Place, and Transparency .

## ***B. Glossary of Terminology in Promotion and Tenure Process***

The following terms are reproduced here directly from ARP 9.30 Part 2 and are only slightly reformatted for the purposes of this document:

**A. Allocation of Effort:** The percentage of effort, agreed upon by the faculty member and department head or supervisor, that the faculty member will devote to each of the major categories of teaching and advising, scholarship and creative activity, service, extension, outreach and other assigned duties. *(See ARP 6.61 Faculty Assignments - General)*

**B. Annual Performance Evaluation:** *(See ARP 9.31 - [Effective AY 18/19) Annual Performance Evaluation - Regular Faculty)*

**C. College Faculty:** A faculty member on a regular (0.5 FTE or greater) appointment, who is not eligible for tenure, but is eligible for advancement in faculty rank (promotion). *(See ARP 6.03 Employment Categories and ARP 6.35- Non-tenure Track Faculty Appointments)*

**D. Core Document:** A document submitted in the Portfolio for promotion or tenure that includes several specific elements: a routing form, cover sheet, table of contents, curriculum vitae, executive summary, department head and dean letters, prior and current Allocation of Effort statements, annual performance evaluations, summary of teaching evaluations, external reviews and, for community colleges, letters of support. *(See ARP 9.31- [Effective AY 18/19) Annual Performance Evaluation - Regular Faculty and ARP 9.35 Part 6, "Portfolio Preparation by Candidate").*

**E. Department Head:** Department head refers to the academic department head or equivalent supervisor, which may include program coordinator or superintendent, depending upon the unit and as determined by the cognizant dean or community college chief academic officer.

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

**G. Executive Summary:** A summative report and personal statement by the faculty member that addresses the faculty member's activities in and philosophies regarding teaching and advising, scholarship and creative activity, service, extension and outreach, and other assigned areas.

**H. Extension and Outreach:** Extension involves the process of defining and building relationships between communities and the university to extend university resources and intellectual expertise through coalition building, nonformal educational programs, and applied research designed to address locally identified needs. Outreach involves an organized and planned program of activities which are offered to representative groups of citizens of New Mexico and the nation or



internationally; these activities bring the resources of the university to bear in a coherent and strategic fashion for the benefit of the receiving entity.

**I. External Reviewer:** A person from outside NMSU who writes a letter of evaluation of a candidate's Portfolio. (See ARP 9.34, Part 3.AA; ARP 9.35, Part 5.B.9.)

**J. NMSU Rules on Faculty Evaluation, Promotion, and Tenure:** Rules ARP 9.30 - 9.36 are collectively referred to as the NMSU Rules on Faculty Evaluation, Promotion, and Tenure .

**K. Four Areas of Faculty Effort:** As used in this rule and the other rules governing promotion and tenure at NMSU, the Four Areas of Faculty Effort refers to: teaching and advising, scholarship and creative activity, extension and outreach, and service. (See ARP 9.31, Part 3)

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

**M. Letters of Support:** Letters submitted to support a candidate's application for promotion or tenure that are distinct from external reviews (See Definition I. above), but serve a similar purpose at the community colleges. (See ARP 9.34, Part 3.AA.6.; ARP 9.35, Part 10.C.)

**N. Mid-Probationary Review:** A formal, non-mandatory mid-term assessment requested by a Tenure-Track Faculty member of their professional development and progress toward tenure. The Mid-Probationary Review is in addition to the annual performance evaluation.

**O. NMSU Rules on Faculty Evaluation, Promotion, and Tenure:** ARP 9.30-9.36 of the Administrative Rules and Procedures of NMSU posted at [arp.nmsu.edu](http://arp.nmsu.edu) .

**P. Peer Evaluation:** Assessment of teaching style, content, and effectiveness gained through observation by colleagues; the observations may come in such forms as classroom visits, participation in web-based courses, review of videotaped teaching, or reviews of course materials collected/created by the faculty member being reviewed.

**Q. Performance Evaluation:** An annual report prepared by the faculty member documenting activities in the areas of teaching and advising, scholarship and creative activity, extension and outreach, service, and other assigned areas. The department head provides the faculty member with a written appraisal of the faculty member's performance.

**R. Portfolio:** Consists of the Core Document and Documentation File that supports the candidate's case for promotion or tenure. A Portfolio is also sometimes referred to as a dossier.

**S. Post-tenure Review:** An annual review designed to identify strengths and weaknesses of the tenured faculty member in the areas of teaching and advising, scholarship and creative activity, service, extension, outreach and other assigned areas. The Performance Evaluation generally serves the above aim; however, if deemed necessary due to deficiencies, a more extensive review may be initiated. (See ARP 9.36 - [Effective AY 18/19) Post-Tenure Review.]

**T. Principal Unit:** A tenure home unit responsible for conducting annual faculty performance evaluations and making promotion and tenure recommendations . This definition includes

Departments, Colleges, Community Colleges, Cooperative Extension Service, and the University Library, but not centers, clusters, or institutes.

**U. Probationary Period:** The cumulative amount of time spent under term appointments while on the "tenure-track." (See ARP 9.36 - [Effective AY 18/19) Post-Tenure Review].

**V. Research:** See Scholarship

**W. Research Faculty:** A faculty member on a regular (0.5 FTE or greater) appointment, who is not eligible for tenure, but is eligible for promotion among the faculty ranks. (See ARP 6.03 Employment Categories and ARP 6.35 - Non-tenure Track Faculty Appointments)

**X. Scholarship:** Both creative activity and product, scholarship includes discovery through original research; integration through synthesizing and reintegration of knowledge; application through professional practice; and teaching through transformation of knowledge. (See Boyer, 1990 and ARP 9.31 Part 3.D. "Scholarship and Creative Activity".)

**Y. Service:** Contribution to the institution and development of the university, as well as provision of service to local, state, national, or international agency or other organization in need of the faculty member's professional expertise.

**Z. Supporting Documents:** Material available to the Promotion and Tenure Committee in the Documentation File that serves to further support, explain, or clarify the Core Document.

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

**AB. Tenure Home:** The Principle Unit where tenure and rank resides or will reside.

**AC. Tenure-Track Faculty:** A faculty member in their pre-tenure probationary period, eligible for tenure but who has not yet been granted tenure, sometimes also referred to as "candidate" (as are faculty members seeking promotion).

**AD. Tenured Faculty:** A faculty member who has been awarded tenure by the executive vice president and provost.

### ***C. Department of Languages and Linguistics***

The Department of Languages and Linguistics will continue to respond to the changing needs of our students and the wider community in the areas of teaching, scholarship, service, and outreach, particularly with a commitment to increasing the awareness of linguistic and cultural diversity.

ARP 9.31 Part 3 Section A states: **Serious attention must be given to performance in the Four Areas of Faculty Effort:** teaching and advising, scholarship and creative activity, service, and extension and outreach. The relative importance of each of these areas varies according to the cumulative Allocation of Effort statements. Each area is vital to the university's ability to achieve its mission, and the performance of a faculty member will be viewed as an indication of future contributions.



## **1. Teaching and Advising**

Our objective is to help our students develop strong writing, reading, and critical thinking skills and to become communicative in languages in addition to English. We feel that learning a second language involves a strong commitment to understanding and appreciating the culture of the people who speak it. With this in mind, we teach students to respect cultural and linguistic diversity. We train teachers to understand and use current approaches to language, literary, and linguistic instruction. At the graduate level, we provide advanced education in the study of literature, linguistics, translation, language teaching methodology, cultural studies, film, and the development of professional writing and communication abilities for many purposes. We accomplish these goals through face-to-face and online courses at both the undergraduate and graduate levels.

## **2. Scholarly and Creative Activity**

The Department of Languages and Linguistics seeks to advance knowledge and enrich culture through scholarship and creative activity. The Department recognizes a wide range of scholarly practices, including but not limited to critical, cultural, and literary and linguistic studies of - texts; creative writing; translation; studies of language and communication; and scholarship on teaching, language assessment, program development, and learning.

## **3. Service**

The Department of Languages and Linguistics supports the University through participating actively in shared governance at all levels of the University by assisting other units of the University in developing resources and infrastructure, enhancing their professional knowledge and skills, and contributing to the development of curriculum. The Department also actively contributes to the advancement of their disciplines by participating in local, regional, national, and international professional organizations and activities.

## **4. Outreach and Extension**

The Department of Languages and Linguistics supports the local, state, national, and international communities through public outreach. We support the teaching of language arts in the schools and the enjoyment of literary and language studies within our communities. We promote the use of effective communication in private and public spheres, with the goal of enhancing the lives of citizens at home, in the community, and in the workplace.

# **III. Functions of the Department of Languages and Linguistics**

The Department of Languages and Linguistics is one of the most diverse departments at New Mexico State University. We offer courses in seven languages other than English, including Spanish, French, German, Portuguese, Chinese, Japanese, and Arabic. Within these languages' sections, we teach topics under the broad umbrella of literature and language. In our 100-200 lower level division courses we focus on cultural and linguistic competency. In our upper division courses, we offer courses in literature, linguistics, pedagogy, translation, and film. Students can



graduate with a major or minor in Foreign Languages (with options in French, German, and Spanish) and a supplementary major in Chicano/a Studies, Latin American Studies, or Linguistics. We also offer a Master of Arts in Spanish, focusing on literature or linguistics, which can be completed on campus or online.

The Department of Languages and Linguistics' responsibilities and roles derive from its mission, vision, and goals. In accordance with the traditional faculty roles, each faculty member is responsible for teaching, research, and service in the Department of Languages and Linguistics. However, the Department recognizes that the three areas often overlap and reinforce each other. This approach is supported by the Boyer model <sup>1</sup>, which seeks to integrate the many duties of a faculty member, including the scholarships of discovery, integration, engagement, and teaching. In evaluating a faculty member's performance in the annual review process, as well as in consideration of application for promotion and/or tenure, the Department Head and Promotion and/or Tenure Committee will focus on a faculty member's contribution to the functions established by the Boyer's model in addition to the quality of their contributions.

The following material provides further detail about the distribution of departmental responsibilities and activities and criteria for evaluating them relative to these areas. The percentage of effort noted in each category is that which is most frequently chosen. However, while the total must equal 100%, individual faculty members may seek approval from the Department Head and Dean of Arts and Sciences to modify their level of allocation of effort for each area.

### ***A. Teaching and Advising Functions***

Every faculty member is expected to provide a high quality learning experience in their courses. According to ARP 9.31 Part 3 Section C

A faculty member employed on the Cruces (Main) Campus budgeted exclusively from I&G funds will normally be responsible for the equivalent of teaching 12 credits per semester. The faculty member may be expected to participate in some scholarly and creative activity, professional and/or public service, or internal service to the university. **Significant work of this kind reduces the faculty member's responsibility for formal instruction.**

ARP 9.31 Part 2 section b indicates that workload may vary according to a variety of factors: "The efforts of two faculty members may vary at the same points in their careers according to their particular strengths and department needs. Faculty assignments in different departments will also vary. For example, a department or program must not impose similar expectations for scholarship and creative activity, service, extension, or outreach from a faculty member teaching one class a semester as from another faculty member teaching three classes a semester or several large lecture classes."

Most courses taught in the Department of Languages and Linguistics at both the undergraduate and graduate levels, are three credit courses, with the exception of a few 100-level courses that are four credit courses. Prior to the Fall of 2016, all tenured and tenure-track faculty within the Department of Languages and Linguistics without consideration of the above-mentioned conditions, taught a

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

three-course load per semester, having received a 25% reduction of the standard teaching load with the expectation that the faculty member would be actively engaged in research. Similarly, College-track faculty, who are not required to engage in scholarship and creative activities taught a four-course load per semester. Full-time Tenure Track faculty retained the three course per semester load although they reported devoting only 55-60% of their efforts to teaching on their allocation of effort statements. In similar fashion full-time College-Track faculty taught four courses, representing a 100% teaching load, yet reported a lesser percentage on their Allocation of Effort forms in order to include service and outreach opportunities. In order to better align efforts in teaching and advising with a more consistent metric for all faculty, the percentages used for the annual Allocation of Effort Statements will represent the proportion of FTE that their anticipated yearly course load represents. A four course teaching load per semester will be equated with 1.0 FTE.

Consistent with ARP 9.31 Part 2 section A: The amount of effort that faculty members regardless of rank or position devote to the various aspects of their duties necessarily varies, and any promotion and tenure process will recognize these variations. **A successful process considers whether the faculty member is effectively serving the mission of the university, as defined by a department's criteria and the individual's agreed upon goals and objectives. This means, for example, that the efforts of a faculty member made in response to administrators or committees are taken into account during promotion and tenure evaluation.**

The Department of Languages and Linguistics recognizes and values the variety of teaching and advising activities that occur beyond scheduled class times and acknowledges that these activities contribute to students' successful academic outcomes. The Department further acknowledges that faculty members who have graduate faculty status and devote a third or more of their course obligations to teaching in graduate programs have substantial scholarship expectations in order to maintain their graduate faculty status plus have substantial and regular obligations beyond graduate instruction including actively participating in the admissions and mentoring of graduate students as well as preparing and grading Master's and or Doctoral level exams and directing and serving on thesis-based and non-thesis based graduate exam committees.

The Department of Languages and Linguistics has developed a list of Course Credit Equivalencies (CCEs) that recognize the diverse activities that require the investment of expertise of faculty in the advancement of student learning at all levels. Beginning in the Fall of 2016, the following guidelines have been applied to determine the teaching load of faculty. Tenured and Tenure-track faculty will continue to receive a 25% reduction from the standard University four course load for the semester for the purposes of engaging in Scholarly and Creative activities as long as they continue to at least meet expectations in their Annual Performance Evaluations, however a Tenured or Tenure-Track faculty member's teaching load may be increased if they fail to meet expectations for Scholarly and Creative Activity. College-Track faculty will normally not receive such a reduction unless they engage in significant Scholarly and Creative activities. Reductions in the teaching load for both Tenured and Tenure-track faculty and College-Track faculty can be earned by the accumulation of CCEs, however, in no case will the teaching load for any regular College-Track, Tenured, or Tenure-Track faculty member be reduced to less than .5 FTE or two courses per semester. The Department acknowledges in the distribution of teaching load that newly hired faculty may receive an initial reduction in teaching load as assigned by the DH and Dean.

Course Credit Equivalencies will represent a proportion of a three-credit hour course at the undergraduate level. CCEs can be banked, however they retain no real monetary value and cannot be exchanged for monetary compensation. CCEs are normally earned in Fall and Spring semesters. Once the faculty member has accumulated at least three CCEs, the faculty member is eligible to



exchange them for the replacement of one 3 credit undergraduate course, however, given the fluctuating needs of the department and the availability of resources, the final determination of the course load in any given semester will be made by the DH with the approval of the Dean. Recently hired tenured or tenure-track faculty are normally not eligible to begin to use their CCEs until they have completed their third year of teaching. Faculty may not receive a reduced teaching load, by means of an exchange of CCE or other arrangement made by the Dean, and simultaneously teach an additional course as an overload and receive compensation.

Faculty will have the responsibility of adequately documenting the activities for which they anticipate receiving CCE credit and reporting these activities to the DH. Credit for any responsibilities that are shared (e.g. team-taught courses, co-chairs of thesis committees, etc.) will be allocated proportional to the percentage of the contribution of each individual. Faculty who regularly teach graduate level courses must fully and conscientiously participate in the admission, advising, and examination of graduate students in the program in order to receive full CCE credit for the graduate-level courses they teach. Faculty who occasionally teach a graduate-level courses but do not participate in the other functions of the graduate program will receive a lesser amount of CCE credit. Since DHs are 12-month employees, they are exempt from the CCE formula.

Activities per semester	Course Credit Equivalency (CCE)
Each <b>course</b> numbered 450 or above taught by an active member of Dept's Graduate Committee with at least 5 graduate students whether taught independently or in combination with an undergraduate course.	1.0
Each <b>course</b> numbered 450 or above with 20 graduate students or more enrolled taught by active member of Dept.'s Graduate Committee	1.5
Supervision of undergraduate honors theses, McNair projects (per student)	.2
Director of Graduate Program	.6
Chair of Master's Thesis or Doctoral Dissertation (per student) (per credit hour?)	.5
Member of Master's Thesis or Doctoral Dissertation Committee (per student)	.3
Chair or Member of non-Thesis Master's Committee (per student)	.1
Coordination of courses (Supervision of TAs) Credit per semester per independent section supervised (courses taught by supervisor do not count toward total)	.1
Undergraduate Independent Study Courses (per student per credit hour)	.2
Graduate Independent Study Courses (per student per credit hour)	.3
Teaching a 100-level 4-credit course	1.0
First time a course is taught online	1.0
Passing a QM informal review	.5
Passing a QM formal review	1.0
First time a course is taught face-to-face	1.0
Receipt of teaching award	.5
Receipt of grant for pedagogical or curricular development	.4

## ***B. Scholarly and Creative Functions***

The Department is strongly committed to scholarly and creative activities. Each tenured or tenure-track faculty member will conduct scholarly and/or creative activities that result in the public dissemination of high quality work as judged according to the professional standards of various disciplines within languages, literature, and linguistics. A tenured or tenure-track faculty member in the Department who teaches nine hours per semester will normally be assigned a 30% responsibility for scholarly and creative activities. College-track faculty are normally not required to conduct scholarly and/or creative activities as part of their duties.

Specific responsibilities for scholarly and creative activities include the following: developing an active agenda of scholarship or creative work, contributing to disciplinary knowledge (print or electronic), and presenting at professional conferences. Responsibilities may also involve (as appropriate) seeking and obtaining external funding and involving students in professional projects. In addition, a faculty member may engage in scholarship related to program development that will lead to publication.

## ***C. Service Functions***

The Department values service to the profession, the University, and the Department. While the service contributions of college track faculty members will be taken into consideration along with their contributions in the area of teaching, a tenured or tenure-track faculty member's service responsibility does not carry the same weight as one's teaching and scholarly responsibilities. The rewards of tenure and promotion cannot be offered to a tenured or tenure-track faculty member whose primary contributions are service related. A tenure-track faculty member who teaches nine hours per semester will normally be assigned a 10% service responsibility; the proportion of service responsibilities may be higher for college track faculty.

Specific service responsibilities normally include serving on Department committees, participating in College and University committees, and supporting one's discipline through appropriate professional activities. Tenured faculty members bear the additional responsibility of sitting on the Department's Tenure and Promotion Committee and providing departmental and University leadership. In addition, faculty may engage in administrative work, such as directing the graduate program or a supplementary major, coordinating one of our lower division language programs, editing an academic journal, or engaging in community service.

## ***D. Outreach and Extension Functions***

Extension and outreach are essential to the University's mission because they help disseminate new knowledge, technologies, and best practices to the public, and serve as a basis for sustainable, community-oriented, informal education. Faculty members bring their professional skills and expertise to the benefit of the community in a number of ways, such as coordinating readings, giving lectures to the general public, developing community programs, working in the schools, and providing professional consultation. Because the nature of each faculty member's expertise varies, not every faculty member is expected to participate in outreach activities to the same degree. The allocation of outreach is negotiated annually by the faculty member and the Department Head and may range from 0-30%.



## **A. Roles & Responsibilities**

The Department of Languages and Linguistics recognizes that, in order to fulfill the missions that guide both our Department and the University, we rely on and progress from the contributions of individuals in many different roles. Listed here are the classifications of individuals who are eligible for promotion and/or tenure. Additional classifications and specific duties and responsibilities of individuals are outlined, often in greater detail, in various sections of the NMSU ARP and the College of Arts and Sciences Policies and Procedures for Promotion and/or Tenure. Sections of these documents will be referenced in the current document where appropriate.

### **College Faculty (ARP 6.35 section A)**

The titles of college instructor, college assistant professor, college associate professor, and college professor are used for non-tenure-track faculty hired primarily to teach courses for the university, although they may at times serve in an administrative or supervisory capacity or be assigned to research.

1. College faculty must have master's degrees or equivalent experience in the field but do not always have terminal degrees.
2. Regular College Faculty appointments are renewable annually for an unlimited time. Although employing units are not obligated to renew or to give a reason for nonrenewal of a college faculty contract, hiring departments are encouraged to promote an environment of stability by renewing contracts of college faculty when warranted by the need of the department and the performance of the faculty member.
3. College faculty members shall be evaluated annually.
4. Regular college faculty are eligible for salary increases and promotion to the next rank according to policies, procedures, and criteria set by the university and their colleges and departments. (*See Employment Base and Status below*).
5. College faculty are listed in the university catalogs under their assigned departments and are eligible for privileges accorded other faculty, such as ID cards, library privileges and faculty parking.
6. College faculty are eligible to apply for membership in the graduate faculty and, if accepted, supervise theses and dissertations while a member of the graduate faculty.
7. College faculty are eligible to serve as principal investigators on grants and proposals.
8. As provided for in the Faculty Senate Constitution, college faculty can serve on the Faculty Senate.

### **Research Faculty (ARP 6.35 section B)**

The titles of research assistant professor, research associate professor, and research professor are used for persons who are hired to engage in research activities and have qualifications similar to those held by tenure-track faculty of comparable ranks.

1. A clear statement of justification as to why it is in the university's best interest to grant research faculty status will be noted on the hiring forms by the department head and forwarded through the academic dean to the executive vice president and provost for each research faculty appointment.
2. Salaries are normally contingent on external funding, though a department or college may fund the salary of a research faculty member from internal funds for a short time while external funds are being sought.
3. Research faculty members are evaluated annually and are eligible for salary increases and promotion to the next rank according to policies, procedures, and criteria set by the university and their colleges and departments.



4. Research appointments are renewable annually for an unlimited time provided funding is available and annual evaluations demonstrate acceptable job performance.
5. Research faculty are listed in the university catalogs under their assigned departments and are eligible for privileges accorded other faculty, such as ID cards, library privileges and faculty parking.
6. They are eligible to apply for membership in the graduate faculty and, if accepted, supervise theses and dissertations or serve as the dean's representative while a member of the graduate faculty.
7. Research faculty may serve as principal investigators on grant proposals.
8. At the discretion of their department head or equivalent administrator, they may retain their research faculty status without pay while funding is being sought.

## **Tenure Track Faculty**

The following descriptions are excerpted and nominally modified from section ARP 9.33, Parts 1-4:

### **INSTRUCTOR**

- A. Demonstrates expertise within their discipline through practical, applied, and/or related experience.
- B. 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.
- C. Instructors may be working toward a terminal degree.
- D. An instructor's job description primarily relates to teaching or its equivalent and usually does not include scholarship and creative activity. E. An instructor is not eligible for tenure.

### **ASSISTANT PROFESSOR**

- A. Tenure-Track Assistant professors normally holds the highest terminal degree in their field of expertise.
- B. Outstanding experience and recognition in a professional field may be considered the equivalent of the terminal degree.
- C. 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.
- D. Assistant professors are Tenure-Track Faculty members hired on a yearly, renewable contract for a maximum of seven years.
- E. During the sixth year, assistant professors typically are evaluated for promotion and tenure simultaneously, having submitted their Portfolio at the beginning of that year.
- F. 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.
- G. A faculty member may only apply for tenure once.

### **ASSOCIATE PROFESSOR**

- A. An associate professor is often a mid-career faculty member who has been awarded tenure.
- B. 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.

- C. Once tenured, associate professors may hold this rank indefinitely or apply for promotion.
- D. 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.
- E. In accordance with the Principal Unit's timelines, a faculty member may present a promotion Portfolio in any given year.
- F. An associate professor must demonstrate competence, continuous progress, and a command over a large part of the academic field.
- G. It is expected that evidence showing high quality of teaching and advising, scholarship and creative activity and/or extension and outreach or service has been provided and is current.

## **PROFESSOR**

- A. A professor, sometimes referred to as a "full professor," has established disciplinary, intellectual, and institutional leadership.
- B. The professor demonstrates command of the disciplinary field as evidenced by teaching and advising, scholarship and creative activity, extension and outreach, and service.
- C. Faculty members initially hired at the rank of professor are often awarded service credit or awarded tenure on appointment.

### **Joint Appointments \_;**

In accordance with ARP 9.35 Part 4, faculty at any rank indicated below may be designated as a jointly appointed to an additional department. In such cases a Memo of Understanding between the departments and the faculty member will outline the roles and responsibilities of the faculty member and each participating department. ARP 9.35 Part 4 specifies the details that must be included in the Memo of Understanding.

## **IV. Policies of the Department of Languages and Linguistics**

As a unit within the College of Arts and Sciences and New Mexico State University, the Department of Languages and Linguistics will initiate policies consistent with the principles, policies and procedures outlined in the NMSU ARP and the College of Arts and Sciences Promotion and Tenure Policies and Procedures document. In the case of conflict or inconsistencies, the departmental document is superseded by both the College and University policies.

In particular, consistent with the principles stated in the 2015 College of Arts and Sciences Promotion and Tenure Policies and Procedures document, the Department of Languages and Linguistics will act accordingly to ensure:

1. Fairness, transparency, and participation.
2. Decisions are made without regard to race, ethnicity, national origin, gender, gender identity, age, disability, political beliefs, religion, marital status, sexual orientation, special friendships, or animus towards the candidates.
3. Avoidance of conflicts of interest, structural, institutional, or habitual thoughts or patterns and any other discriminatory practices.
4. All applicants for tenure and/or promotion are evaluated on their performance of the duties assigned to them, following agreed-upon allocation of effort.



5. Recognition of the potential for continued excellence and sustained contributions to the profession, the college, and New Mexico State University.

### ***A. Revision of Functions, Criteria, Policies and Procedures Document***

In accordance with these principles, the Department's Functions, Criteria, Policies and Procedures will be reviewed, modified if needed, and voted on by faculty at least once every three years. Renewal of the document and/or changes to the document will be made by allowing sufficient time for review of the current document by all college faculty, tenured and tenure-track faculty. A committee, appointed by the Department Head and including the Department Head will be in charge of reviewing the document for consistency with current University and College policies and for authoring the proposed revisions. Proposed modifications to the document should be submitted to all departmental college faculty, tenured and tenure-track faculty for comment and review for a period of no less than one week. Renewal of the current document and/or modifications to the document should be discussed and voted on by paper ballot by all college faculty, tenured and tenure-track faculty who wish to participate. A simple majority will suffice for approval of the renewed or modified document.

Once the Department has approved the document, the Department Head will forward it to the Dean of the College of Arts and Sciences for approval at the college level. The document will come into force from the date of the dean's signature of approval and will be referenced and identified by that date. All faculty members will be provided electronic copies of the current document with printed copies made available upon request. The Department Head will provide an electronic copy of the current document to faculty in the spring of the year they formally announce their intention of seeking tenure and/or promotion. Access to the current document will be provided via the departmental web site; the web site will also provide a link to the Provost's page regarding promotion and tenure procedures. The Department will also maintain an archive of all previously approved versions of the document.

All faculty members in a pre-tenure and/or pre-promotion status will have the option of choosing any of the versions of the document that are currently or had previously been in force during any time since their hire for evaluation purposes. The candidate will be required to include a copy of the policy document in the portfolio if the selected version is different from the most recent one. Should the candidate choose a version of the policy that is different from the most recent one, the candidate should indicate to the Department Head and the Chair of the Promotion and Tenure Committee in writing, the version of the policy document that should be used for evaluation purposes prior to sending out the candidate's materials to outside reviewers.

### ***B. Confidentiality of Records and Proceedings***

Consistent with the statement in section 2.7 of the College of Arts and Sciences Promotion and Tenure Policies and Procedures "[a]ll the committees and parties involved in the evaluation of promotion and tenure cases will guarantee the confidentiality of records, deliberations, and recommendations. . . . Accepting appointment to the Department tenure and promotion committee indicates agreement to confidentiality."

In accordance with such policies, all committee members agree to not discuss or reveal information regarding the cases being considered to anyone except the other members of the committee and/or the Department Head or Dean as needed. Moreover, the Department Head and Chair of the

Promotion and/or Tenure Committee will ensure that all of the candidate's documentation shall be accessible for review within departmental offices during normal business hours and either the Department Head or Chair of the Promotion and Tenure Committee will be present while the documents are being reviewed. During non-business hours the candidate's documentation shall be stored in a locked space accessible only to the Department Head or Chair of the Promotion and Tenure Committee.

### ***C. Conflict of Interest***

Consistent with section 2.5 of the College of Arts and Sciences Promotion and Tenure Policies and Procedures, members participating on the Department's Tenure and Promotion Committee should be free of any conflict of interest as defined in the ARP 3.02. If at any time a conflict of interest arises, the faculty member should inform the Department Head and Chair of the Promotion and Tenure Committee and recuse him/herself from the discussions and vote of the case to which the conflict pertains. In the event that the individual does not recuse him/herself the condition should be reported to Department Head and Chair of the Promotion and Tenure Committee as soon as it is known or to the Dean if the conflict involves the Department Head and Chair of the Promotion and Tenure Committee. The procedures outlined in section 2.5 of the College of Arts and Sciences Promotion and Tenure Policies and Procedures will be followed. Recusals will be noted in the committee vote counts.

### ***D. Collegiality***

Section 2.8 of the College of Arts and Sciences Promotion and Tenure Policies and Procedures indicates that "[c]ollegiality is an expectation of all faculty members and it is essential in maintaining a positive academic environment that promotes learning, discovery and communication." As noted in that same section, collegiality does not reflect either conformity with others' view or an aspect of one's personality, rather it reflects one's ethical conduct characterized by "civility in the academic environment, respect for students, colleagues and staff, integrity of intellectual inquiry, concern for the needs and rights of students and community members, and awareness of workplace safety and regulations."

In addition to these principles, all who work in the department have the right to exercise their tasks without fear of being physically or psychologically intimidated by other members of the department who perpetrate the intimidation for reasons of coercion or power. Accordingly, although the college policy is expressed in the context of the faculty, the current elaboration pertains not only to faculty but also to adjuncts, staff, and graduate assistants. In those instances in which a member of the Department of Languages and Linguistics is confronted in an uncomfortable and unwelcome way and feels threatened by the incident, the aggrieved member has recourse to the steps outlined in the following guidelines:

- a. Confronts the person responsible for the incident and asks that it not occur again.
- b. The aggrieved member may opt to report the incident to the Department Head and provide any available documentation (if the perpetrator is the Department Head, then the complainant reports directly to the Office of the Dean)
- c. The Department Head meets with the person responsible for the situation and attempts to settle the issue
- d. The Department Head subsequently documents the conversation, giving a copy each to the aggrieved person, the person responsible for the incident, the Dean, and the appropriate officer in Human Resources.



The department values collegiality and recognizes that its breaches inevitably incur negative consequences in the well-functioning of the departmental unit. Section 2.8 of the College of Arts and Sciences Promotion and Tenure Policies and Procedures states that "[t]he College thus values and expects collegiality of faculty members in all activities. Faculty members are expected to provide adequate evidence of collegiality related to their primary areas of evaluation."

### ***E.Appeals***

Candidates for tenure and/or promotion are provided the opportunity to appeal decisions if they perceive a violation of policy or due process. In such cases the process outlined in section ARP 3.25 or ARP 10.60 will be followed.

## **V. Criteria for Evaluation**

According to ARP 9.33, "College and Research Faculty will be eligible to be considered for advancement in rank, but are not eligible for consideration for tenure. ". College faculty will be evaluated for promotion based on the allocation of their effort in the areas of teaching and advising, service, extension, outreach, creative activity, or a relative mix of these duties reflecting Boyer's four scholarships. The standard for promotion will be appropriate for the role of each college faculty member being reviewed and in concordance with the minimum qualification outlined in the ARP 9.18.

Faculty members in the tenured and tenure-track positions are expected to strive for high quality in scholarly and creative activities, teaching and advising, outreach, and service. Additionally, in the senior ranks, faculty members are expected to demonstrate the quality of leadership. As noted in section ARP 9.31, Part 3.B, leadership encompasses aiding the college or University in meeting its mission, sharing responsibilities, providing mentorship and empowerment to others. The expected qualifications for promotion and tenure within the faculty ranks are outlined in the description of faculty roles above.

The Department's broad framework for identifying, interpreting and evaluating a faculty member's contributions in all of these areas is grounded in Boyer's concept of the four scholarships:

- (1) **Discovery** - involving the processes and outcomes associated with disciplined inquiry and exploration intended to expand the realm of legitimate discourse within the discipline;
- (2) **Teaching** - the dynamic, reciprocal, critically reflective processes among teachers and learners at the University as well as in the community in which their activity and interaction enriches and transforms knowledge and skills, taught and learned;
- (3) **Engagement** - the myriad ways to proactively offer and employ knowledge and skills to matters of consequence to the Department, University, and community; and
- (4) **Integration** - the processes of assessing, interpreting, and applying knowledge and skills in new and creative ways to produce new, richer, and more comprehensive insights, understanding, and outcomes.

The activities valued and possible forms of evidence candidates may present to demonstrate their effectiveness in each of these areas is listed below.



## ***A. Teaching and Advising***

As noted in ARP 9.31 Part 3 Section C,

"The teaching and advising category includes all forms of university-level instructional activity, as well as advising undergraduate and graduate students, both within and outside the university community. Such activities are commonly characterized by the dissemination of knowledge within a faculty member's area of expertise; skill in stimulating students to think critically and to apply knowledge to human problems; the integration and application of relevant domestic and international, social, political, economic, and ethical implications into class content; the preparation of students for careers in specific fields of study; and the creation and supervision of appropriate field or clinical practicums. ... Faculty advising may take the form of assisting undergraduate or graduate students in the selection of courses or careers, assisting learners in educational programs on and off campus, mentoring students, serving as faculty adviser to student groups, research and teaching advising, as well as other forms."

The Department values teaching and advising activities that strive to fulfill the mission of the Vision for the Baccalaureate Experience and employ nationally recognized standards such as the Quality Matters Rubric.

### **1. Evaluation of Teaching and Advising**

Teaching and Advising activities valued by the Department of Languages and Linguistics include the following :

- a. development of new courses or revision of existing courses reflecting emerging research and current issues and developing pedagogies;
- b. articulation of objectives for student knowledge acquisition and critical thinking and other skill development;
- c. development of effective teaching skills;
- d. mentoring students in their progress in their programs of study;
- e. development of assessment tools and participation in assessment processes.

### **2. Evidence of Effective Teaching and Advising**

Evidence of effective Teaching and Advising includes, but is not limited to

- a. syllabi conforming to requirements found at <http://artsci.nmsu.edu/syllabus/faculty-staff/faculty-resources/syllabus-requirements>, student learning objectives, activities and assignments associated with new course preparations;
- b. the development of new courses and the teaching of existing courses in new formats;
- c. reflections on and/or alterations made in teaching practices based on assessments of student learning;
- d. results of student evaluations;
- e. peer review assessments <sup>2</sup>;
- f. nomination for or receipt of teaching honors and awards;
- g. grant proposals written and grants funded for pedagogical or curriculum development;
- h. evidence of participation in faculty development workshops and seminars;

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<sup>2</sup>For the purposes of evaluating teaching, peer review refers to the written evaluation of teaching materials and/or synchronous or asynchronous teaching session(s), performed by a college track, tenured or tenure-track faculty member with at least three years' teaching experience at the university level.

- i. descriptions of participation, facilitation and presentation in faculty development workshops and seminars;
- j. documentation specifying the number of students advised, type of advising, the departmental and/or cross-disciplinary programs for which advice was given, and time spent in University or college level advisor training and advising sessions;
- k. documentation specifying informal advising occurring in an ad hoc fashion because a faculty member chooses to spend significant time accessible to students (e.g. the number of new majors advised or the number of students advised not on a faculty member's assigned advisee list);
- l. documentation of the number of graduate committees chaired, and membership and degree of participation on graduate committees within and outside the Department.
- m. participation in professional development seminars, workshops, long-courses, and formal course evaluations that are teaching-related (e.g. Teaching Academy workshops, OCIP cohorts, QM reviews, program level assessments)

## ***B. Scholarly and Creative Activities***

Consistent with section 2.2 of the College of Arts and Sciences Promotion and Tenure Policies and Procedures and ARP 9.31, Part 3, Section D, the Department of Languages and Linguistics expects faculty members to excel in the creation of new knowledge in any of the recognized forms of scholarly and creative activities, as specified in the NMSU Promotion and Tenure Policy document. There is an expectation that scholarly and creative activities contribute to the creation of new knowledge recognized, accepted, and applauded by a community of users, practitioners, and/or researchers and educators. The faculty member will be evaluated on the quality of his/her scholarly and creative activities, efforts extended to disseminate knowledge.

. All forms of scholarship are vital to the Department's ability to achieve its mission. The Allocation of Effort Form (aka "Goals Statement") guides assessment of achievement related to scholarship and creative activity. Consequently, there is no expectation that a faculty member meet each and every criterion below, however, the Department values members that strive to make contributions in a variety of areas to demonstrate both the breadth and depth of their expertise.

### **1. Evaluation of Scholarship and Creative Activity**

ARP 9.31 Section D.1.b defines scholarship and creative activity as products which " ... are typically public, open to peer review, and available for use by others, but may also include classified projects, protected intellectual property or other confidential materials. Scholarship and creative activity can take many forms, including but not limited to refereed publications and patented intellectual property. At NMSU's community colleges, scholarship and creative activity includes scholarship that is also evidenced by professional development activities that disseminate knowledge to the college's learning communities." Furthermore ARP 9.31 Section D.1 directs the criteria by which scholarly and creative activity is to be evaluated:

All scholarly activity and outcomes, regardless of funding source, must consider the following criteria adapted from Diamond<sup>3</sup>:

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<sup>3</sup> Diamond, Robert M. (2002). Serving on promotion, tenure, and faculty review committees: A faculty guide, 2<sup>nd</sup> ed.). Bolton, MA: Ankar Publishing.



- a. The activity's purposes, goals, and objectives are clear. The objectives are realistic and achievable. It addresses important questions in the field.
- b. The activity reveals a high level of discipline-related expertise. The scholar brings to the activity a high level of relevant knowledge, skills, artistry, and reflective understanding.
- c. Appropriate methods are used for the activity, including principles of honesty, integrity, and objectivity. The methods have been chosen wisely, and applied effectively. It allows for replication or elaboration.
- d. The activity achieves its goals and its outcomes have significant impact. It adds consequentially to the field. It breaks new ground or is innovative. It leads to further exploration or new avenues for exploration for the scholar and for others.
- e. The activity and outcomes have been presented appropriately and effectively to its various audiences.
- f. The activity and outcomes are judged meritorious and significant by one's peers.
- g. The scholar has critically evaluated the activity and outcomes and has assessed the impact and implications on the greater community, the community of scholars, and on one's own work. The scholar uses this assessment to improve, extend, revise, and integrate subsequent work.

## 2. Evidence of Achievement in Scholarship and Creative Activity

The list below is organized by the typical amount of time that one must invest into scholarly and creative activity, starting with activities that require significant amounts of time to those that require less time. Exceptions to this are to be expected since some activities, though seemingly requiring little time to complete, may involve significant amounts of work (e.g. an encyclopedia entry that requires extensive research to be written). Since single-authored works take considerably more time to complete than co-authored works, these weigh more with respect to scholarly achievement. It is the faculty member's responsibility to indicate percentage of time dedicated to a co-authored work. Furthermore, peer-reviewed scholarship and creative activity is normally valued over non-peer-reviewed scholarship and creative activity as it is more rigorous and requires engagement with other experts in the field. Faculty seeking promotion and tenure should normally focus their attention to producing items listed in parts **a.** and **b.** below.

Evidence of achievement in Scholarship and Creative Activity includes, but is not limited to:

- a. edited or authored books, professional journals, textbooks, workbooks, anthologies, monographs, and translations of these types of works;
- b. journal articles, book chapters, critical essays, review essays, short stories, poetry, plays, photo essays, multimedia or mixed media presentations, and translations of these types of works;
- c. book reviews and translations of these types of works;
- d. translations of published or publicly displayed or distributed technical documents such as manuals, brochures, reports, and museum displays;
- e. contributions to and creation of scholarly reference works such as encyclopedias, dictionaries, and almanacs;
- f. scholarly contributions to professional conferences in the form of papers delivered, workshops presented, and panels organized;
- g. grants, contracts, and other forms of external funding submitted and/or funded;
- h. previously unpublished submissions to scholarly contests, such as regional, national, and international book awards.

Considering how long the period between acceptance and publication can last, the committee shall place equal value on an accepted work for publication as one that has already been published. However, each Department member is responsible for providing proof of an accepted publication that has yet to be published. For the purposes of annual evaluation, faculty may list and receive only a total of two years' credit for a single publication: once in the year it was first accepted for publication, and once in the year that it was actually published. If the manuscript was accepted after the Annual Performance Report was submitted, the faculty member may list it as accepted on the following year's Annual Performance Report.

The quality of the work, the impact on the discipline, and the audience for which the work is intended are significant factors that should be given broad consideration in evaluating scholarly and creative activity. In the case of co-authored works, it is the candidate's responsibility to clarify his/her percentage of contribution to the publication and explain what his/her responsibilities entailed. Therefore, it is incumbent upon the member being evaluated to demonstrate, through externally verifiable sources, the value of his/her scholarly and creative contributions in the manner in which it was disseminated, whether it be in printed form, electronic format, or as a mixed or multi-media project.

Some suggested forms of evidence include, but are not limited to, the stature of the venue in which the work appears (e.g. the distinction of the publisher, the circulation rate of a print or electronically distributed medium, the acceptance rate of articles, etc.); the print or electronic citation rates that the work receives (exclusive of the author's citations of his/her own work). Journals that require submissions to be vetted by scholars in the field prior to publication ("peer-reviewed" or "refereed") are valued. Additionally, an external evaluation of the relative contribution of the scholarship after publication, written by peers at another institution and/or stakeholders or organizations that may be the intended constituents is another valuable form of evidence. Such reviews should address the work in terms of its creative and intellectual content, potential impact on the discipline or intended constituents, and scholarly contribution.

### **C. Service**

According to section 5.4.1 of the College of Arts and Sciences Promotion and Tenure Policies and Procedures,

Service relates to contributions that a faculty member makes to the institution or professional organizations requiring the specific professional knowledge and expertise of the faculty member, to address a particular task or problem that is dependent on such specific knowledge. Although there are differences in expectations among departments, and within each department among faculty ranks, each faculty member is expected to provide professional service as specified by the Departmental Functions and Criteria Statement. Activities that do not benefit the profession or the University or are not related to a faculty member's professional role and expertise will not be considered as evidence of professional service.

Service is essential to the Department, College and University mission and to the scholar's professional affiliations. Active and collegial participation in departmental governance is a minimum expectation. The type and amount of service a faculty member performs should be determined in consultation with the Department Head and Chair of the Promotion and Tenure Committee.



## 1. Evaluation of Service

The following criteria are central to the evaluation of **Service** across the pre-tenure and promotion period:

- a. contribution to the governance, tasks, organization, and development of the Department and its programs is essential;
- b. contribution to organizations or institutions related to one's profession at the local, state, national, or international needing and benefiting from a faculty member's professional knowledge and skills;
- c. consistent collegial interaction with all colleagues and constituents.

## 2. Evidence of Achievement in Service

Evidence of achievement in Service includes but is not limited to:

- a. membership on departmental, college, and University committees;
- b. engagement in the oversight and development of Department programs;
- c. committee membership or other service to professional organizations;
- d. membership on local, state, or national boards and community organizations.

## *D. Extension and Outreach*

ARP 9.31 Part 3 Section E. 1. b indicates that "Extension and outreach work is collaborative by nature. Faculty should provide evidence of collaboration with whomever necessary to identify local needs, gather resources, discover and adapt new knowledge, design and deliver programs, assess clientele skill changes, and communicate program results. Collaborative effort should also include networking with other university faculty in identified areas of program discovery, development, and delivery, including applications to teaching and advising where appropriate."

## 1. Evaluation of Extension and Outreach

Suggested forms representing extension and outreach in ARP 9.31 Part 3 Section E. 2. b are as follows:

- developing programs based on locally identified needs, concerns, and/or issues; targeting specific audiences;
- setting goals and objectives for the program;
- reviewing current literature and/or research for the program;
- planning appropriate program delivery;
- documenting changes in clientele knowledge, behaviors, attitudes, and/or skills;
- conducting a reflective critique and/or evaluation of the program;
- validation of the program by peers and/or stakeholders; and
- communicating results to stakeholders and decision makers.



## Z. Evidence of Achievement in Extension and Outreach

According to ARP 9.31 Part 3 Section E. 2. a, evidence of achievement in Extension and Outreach should document that the activity is:

- creative and intellectual;
- communicated to stakeholders; and
- have a beneficial effect on stakeholders and the region.

## E. Leadership

The development of leadership skills and engagement when possible are essential to the Department, College and University mission and to the scholar's professional affiliations. ARP 9.31 Part 3 Section B states that "Leadership must not be considered as a separate area to be evaluated. Rather, when applicable, its value should be considered in how they affect performance in one or more of the Four Areas of Faculty Effort." Similarly, section 5.6.1 of the New Mexico State University College of Arts and Sciences Promotion and Tenure Policies and Procedures document,

The College recognizes an *integrative* definition of leadership. A leader is viewed as an individual who actively provides support, selection, training to one or more members of the academic community, building on their diverse set of skills and abilities, and enabling them to focus their skills and energy in concerted and coordinated efforts that advance the mission and objectives of the institution. Following the definition proposed by the Kellogg Foundation [Leadership Reconsidered: Engaging Higher Education in Social Change, 2000], a leader is an individual who can recognize talent and enable others to foster change, not for its own sake but directed to achieving future desired conditions.

### 1. Evaluation of Leadership

The following criteria are central to the evaluation of **Leadership** across the pre-tenure and promotion period:

- a. moving beyond participation to direct, coordinate or guide some aspect of the activities integral to the Department, College, and University mission.
- b. where applicable, moving beyond participation to direct, coordinate or guide some aspect of the activities of professional organizations in the scholar's field, broadly defined.
- c. providing peer mentorship or role-modeling for colleagues regarding collegial and collaborative approaches to faculty governance.

## Z. Evidence of achievement in Leadership

According to section 5.6.2 of the New Mexico State University College of Arts and Sciences Promotion and Tenure Policies and Procedures document:

1. Collaboration:
  - a. Working with others to envision and move toward directions for change that are inclusive and shared;
  - b. Modeling and promoting teamwork.
2. Consistency and Integrity:
  - a. Applying principles of fairness and equity;
  - b. Modeling words through behavior;

- c. Encouraging collegiality.
- 3. Empowering Others:
  - a. Encouraging and enabling others to work toward shared goals;
  - b. Committing to action that removes institutional barriers to this work.
- 4. Service Orientation:
  - a. Using position to benefit others rather than one's self-interest.
- 5. Applying Disciplinary Knowledge and Skill:
  - a. Using knowledge and skill based in one's academic work to bridge theory and practice;
  - b. Understanding individual events in a larger context.
- 6. Critical Thought:
  - a. Creating working environments that promote analysis of existing practice and the exploration of new ideas.

Faculty members who wish to demonstrate leadership should provide evidence that distinguishes their work from management in these ways.

## VI. Annual Performance Evaluation Procedures

### *A. Submission of Annual Performance Report*

Each tenure track and college track faculty member must submit an annual performance report in the fall at the time prescribed by the Department Head via Digital Measures consistent with the format supplied by the College of Arts & Sciences, and in keeping with the most recent instructions disseminated by the College. In preparing their report, faculty must describe the activities in which they engaged beginning with end of summer of the previous year and continuing through the end of the summer of the current year (precise dates will be set by the Dean's office). and must demonstrate the relationship between these activities and their stated goals for the year and/or their long-term goals toward promotion and/or tenure. The Department Head prepares an appraisal of the faculty member in November based on the report.

The faculty member's annual performance report submitted in Digital Measures and the Department Head's appraisal are subsequently discussed with the College Dean beginning in the month of February. A copy of the final appraisal is given to the faculty member who is given the opportunity to discuss it with the Department Head. The performance evaluation should be signed by the faculty member as acknowledgement of its receipt. If there is a disagreement regarding the appraisal, the faculty member may submit a written statement to the Department Head in response to the annual performance evaluation as indicated in ARP 9.35 Part 9..

### *B. Annual Allocation of Effort Statement (aka "Goal Statement")*

All tenure-track and college-track faculty must complete an annual goal statement and meet with the Department Head at the time recommended by the Dean's Office, frequently the meeting in the Spring. Short term or annual goals should be discussed in relation to long term goals and the faculty member's progress toward promotion and tenure. The Department Head and the faculty member will discuss and determine the annual percentages and distribution of effort that will be assigned to teaching and advising, scholarly and creative activity, service, and extension and



outreach. The document should be signed by the faculty member and Department Head to indicate their agreement to the goals and allocations it outlines. Any variations from the standard allocations in the department must be approved of by the dean. Similarly, any changes to the Allocation of Effort statement after it has been signed by the faculty member and the Department Head must be approved of by the Dean.

ARP 9.31 Section 2 C indicates that the Allocation of Effort statement should ensure the equitable treatment of all individuals:

"When determining the Allocation of Effort, decisions must be made without regard to race, national origin, gender, gender identity, age, disability, political beliefs, religion, marital status, sexual orientation, special friendships, or animus towards candidates. Further, for the Allocation of Effort statement to be accurate and useful, administrators at all levels must understand and take an active role in avoiding institutional factors that could produce an undue burden on untenured faculty members."

### ***C. Annual Review of Progress toward Tenure and Promotion***

Each Spring, the Department Promotion and Tenure Committee will meet to evaluate the progress of all members who are on tenure-track and not yet tenured. College-track faculty and tenured faculty who have not yet reached their final promotion may also request an evaluation. The documents to be submitted for this review are the core document (portfolio) containing most current versions as well as previously submitted versions of required documents (listed below) and the supplemental file of supporting evidence.

According to section 3.4 of the College of Arts and Sciences Promotion and Tenure Policies and Procedures

... the goal is to provide faculty members with an honest assessment of the progress toward reaching the goal of applying for promotion and/or tenure. The assessment should take into consideration all activities performed since day one of the promotion and/or tenure application, and account for any credit toward promotion and/or tenure that the faculty may have been granted upon hire. For example, a typical regular untenured Assistant Professor will be assessed during the Spring Promotion and Tenure review on all the activities that have been performed since the time of her/his hire; faculty members seeking promotion to the next rank will be assessed on all the activities since the previous promotion. Each faculty member is expected to maintain a portfolio for promotion and/or tenure, which includes the main components of the core document for promotion and/or tenure. The minimum required components of the portfolio are:

- Up to date curriculum vitae, organized according to the guidelines provided in this document;
- Copies of all previous Spring Promotion and Tenure reviews from the department
- Promotion and Tenure committee and the Department Head;
- Copies of all previous APRs; ..
- Copies of all previous Department Head annual performance appraisals;
- [Optional] Updated narrative describing philosophy, activities and accomplishments in the four areas of Scholarship & Creative Activities, Teaching and Advising, Professional
- Service, and Outreach, according to the guidelines specified in this document.

The College requires faculty members to arrange and organize the portfolio according to the guidelines in Section 8, in order to create consistency within the Department and to facilitate transition to the complete core document at the time of application for promotion and/or tenure.

The Spring review is composed of two steps. The first step is a thorough review performed by the Department Promotion and Tenure Committee, leading to a written assessment. The assessment should identify strengths and weaknesses with respect to meeting the expectations for promotion and/or tenure, as specified in the Departmental Functions and Criteria Statement, the College Promotion and Tenure Policy and the ARP. The evaluation should be comprehensive and substantive and provide a clear set of specific recommendations.

The second step is an independent review by the Department Head; the review should cover the same period and provide an independent assessment of the progress toward promotion and/or tenure.

If the candidate wishes to respond to any items in either the review conducted by the Department Promotion and Tenure Committee and/or the review conducted by the Department Head, the candidate should provide that response within 5 working days of the receipt of the review to which the candidate wishes to offer a response.

## **VII. Promotion and Tenure Application Process for Tenured and Non-tenured Tenure Track Faculty**

The Department Promotion and Tenure Application Process is superseded by ARP 9.30-9.36. All Department decisions regarding promotion and tenure must comply with that document as well as the departmental criteria articulated within this document, *Functions and Criteria Document Outlining the, Policies and Procedures for Annual Evaluation, Promotion and Tenure for the Department of Languages and Linguistics, New Mexico State University*.

### ***A. Promotion and Tenure Committee***

#### **1. Composition of Departmental Promotion Committee for Non-Tenure Track (College Track) Faculty**

The Promotion Committee for non-tenure track (College) faculty members will be comprised of a minimum of three departmental members plus one member from outside the Department. All non-tenure track faculty holding a rank equivalent to or higher than that of the rank sought by the candidate(s) seeking promotion may serve on the committee. In the event of a lack of sufficient eligible college-track faculty members to serve, the Department Head will appoint members from tenured faculty members until the minimum of three members is met. The outside member will be appointed by the Dean and may be either a College track or tenured faculty member. All members will have the same voting rights and privileges. There are no term limits for membership on the committee with the exception of the Committee Chair. The Committee shall elect its Chair for a three-year term by majority vote from among members on the College Promotion Committee. Normally, the vote should take place as the last item of business in the Committee's last meeting in the Spring of the last term of the current Chair. The outgoing Chair



finalizes the duties and responsibilities of the Committee through the end of Spring including preparing and distributing the written evaluation of the candidates under review, informs the Department Head of the selection of the incoming Chair, and passes on any relevant information and materials to facilitate a smooth transition of the Committee's responsibilities to the incoming Chair. Normally, while working in conjunction with the Department Head and the outgoing Chair on any issues that may arise in the late Spring and over the Summer, the incoming Chair will fully assume responsibilities of the Committee in the Fall.

## **2. Composition of Tenure Track Promotion and Tenure Committee**

The Departmental Promotion and/or Tenure Committee is comprised of all departmental tenured faculty except the Department Head. This committee will have one faculty member from another Department in the College, appointed by the Dean. This outside member will have the same voting privileges and other rights as the departmental committee members. If the Department cannot form a Committee of at least three members, including the external member, the Dean will appoint the additional external members. The Committee shall elect its Chair for a three-year term by majority vote from among the Languages and Linguistics faculty on the Promotion and Tenure Committee. Normally, the vote should take place as the last item of business in the Committee's last meeting in the Spring of the last term of the current Chair. The outgoing Chair finalizes the duties and responsibilities of the Committee through the end of Spring including preparing and distributing the written evaluation of the candidates under review, informs the Department Head of the selection of the incoming Chair, and passes on any relevant information and materials to facilitate a smooth transition of the Committee's responsibilities to the incoming Chair. Normally, while working in conjunction with the Department Head and the outgoing Chair on any issues that may arise in the late Spring and over the Summer, the incoming Chair will fully assume responsibilities of the Committee in the Fall. Departmental tenured faculty serve on the committee without term.

## **3. Policies Regarding Service on Departmental Promotion and/or Tenure Committees**

All Department Promotion and/or Tenure Committee members have the responsibility to keep themselves informed regarding the most current Departmental, College, and University policies and procedures regarding Annual Review, Promotion and/or Tenure. The Chair of the Promotion and/or Tenure Committee should lead the Committee in the review of the University's Conflict of Interest Policy at their first meeting of the Spring, at any time a new member is added, and under any other circumstances the Chair feels a review of the policy is warranted. The Department Head and, if requested, the Dean will meet with the Department Promotion and/or Tenure Committee prior to commencement of annual recommendation or final decision deliberations regarding a candidate(s) to discuss and clarify procedural matters.

All deliberations and subsequent decisions regarding substantive content of promotion and/or tenure decisions (including annual recommendations and final decision) must occur within the closed Promotion and/or Tenure Committee meeting venue. Members may attend by electronic means with permission from the chair. All voting must take place in person via a secret written ballot and/or by confidential electronic method and a written record of the vote count must be kept by the Committee Chair. Proxy or absentee ballots are not allowed at any stage in the promotion and/or tenure process. For purposes of promotion to rank, only faculty possessing equal rank or higher may vote.

If additional information is needed from the candidate by the Department Promotion and/or Tenure Committee during the review process, the Chair of the Committee may submit a written request to the Department Head, who will forward the written request to the candidate. The candidate will have 10 working days to respond to the request.

Once the Committee's deliberations and voting have been finalized, the Committee prepares a written report. The Committee's report is to be submitted to the faculty member and the Department Head within four weeks of the Committee's vote.

For the purposes of annual review of tenure, the Committee's report will consider primarily the evidence presented by the candidate for the current cycle of evaluation, generally the previous 12 months, to indicate the candidate's progress towards promotion and/or tenure, however the report may reference efforts of previous review cycles to contextualize the candidate's overall efforts. The review will evaluate the strengths and weaknesses the candidate displays in each of the areas assessed for promotion and tenure according to the criteria outlined in the current Functions, Criteria, Policies and Procedures document. This review will include highlights or summaries of events, activities and outcomes that the Committee deems representative of their evaluation but will not presume to provide a comprehensive list of all achievements. The report will also provide a statement recommending the renewal or the non-renewal of the probationary member's contract.

For the purposes of tenure and/or promotion, the report will include a summary of the Committee's recommendations and a numerical count of the votes recorded. The recommendations in the Committee's letter must reflect the majority view, must contain specific commendations, concerns, and recommendations addressing solely the Department's criteria in each of the areas required for promotion and tenure, must provide allowances for dissenting opinions containing specific commendations, concerns, and recommendations addressing solely the Department's criteria in each of the areas required for promotion and tenure.

## **B. Promotion and Tenure**

### **1. Annual Review of Probationary Faculty on Progress toward Promotion and Tenure**

- a. The annual review probationary faculty for promotion and tenure deliberations occurs in accordance with the timeline provided each year by the College Dean and closely coincides with the Department's Annual Performance Review process. Specific dates may vary.
- b. During the Spring, the Department Promotion and/or Tenure Committee reviews the portfolio of each probationary tenure-track faculty member in accordance with the Allocation of Effort statement submitted by the faculty member as well as the current departmental Functions, Criteria, Policies and Procedures document. If the tenure-track faculty member elects to use a previous version of the document for evaluation, s/he should inform the Department Head and the Chair of the Promotion and/or Tenure Committee of his/her preference in writing on or before submitting a *Portfolio* for review.
- c. During the Spring Semester the Department Head prepares a separate and independent written appraisal of the probationary tenure-track faculty member's progress towards promotion and/or tenure as well as the strengths and weaknesses in each of the areas



assessed for promotion and tenure according to the criteria for evaluation as outlined in the current Functions, Criteria, Policies and Procedures document, and provides a statement recommending the renewal or the non-renewal of the probationary member's contract.

- d. The Department Head provides copies of both the Promotion and Tenure Committee's report and the Department Head's appraisal to the faculty member within four weeks of their completion. If the candidate wishes to correct factual errors in either report, s/he has five working days in which to do so in writing in a memo to the Department Head and Chair of the Promotion and Tenure Committee. The annual promotion and tenure recommendations from the Promotion and/or Tenure Committee and Department Head become a permanent part of a candidate's portfolio as will any memos written by the candidate correcting factual errors.
- e. The Chair of the Promotion and/or Tenure Committee and Department Head will meet annually with each probationary tenure-track faculty member to discuss the annual written assessments and provide clarification of any points.
- f. If the faculty member feels that policies and/or procedures were violated and/or his/her rights to due process were infringed upon in either the Promotion and Tenure Committee's or Department Head's assessments the faculty member may pursue an appeal in accordance with ARP 9.35 Part 9.

## **2. Probationary Period**

As indicated in ARP 9.35 Part I, "Before being considered for tenure at NMSU, eligible faculty members with or without previous experience from other institutions of higher education serve five years of the pre-tenure probationary period prior to applying for tenure during the sixth year of the probationary period. The six year probationary period may be reduced or extended, in accordance with the guidelines in Part 2, and with the proper approvals. The probationary period begins with the first contract for a full academic year."

### **a. Flexibility in Probationary Period**

The typical probationary process for a new tenure-track faculty member is six consecutive years, however, applications for promotion and/or tenure are typically initiated during the fifth year of this probationary period. Some flexibility is possible by obtaining credit for previous years' experience teaching and advising, service, outreach, scholarship, and/or administration at another institution or within NMSU. Incorporating years of prior experience, typically limited to three years, requires the approval of the College Dean (see ARP 9.35 Part 2 Section A).

Likewise, individuals with extenuating circumstances may request to extend their probationary period. The options for extending the Probationary Period such as Leave of Absence with or without pay due to various circumstances including military, medical or family obligations, catastrophic events and/or jury duty are possible and are described in ARP 9.35 Part 2 Section B. Individuals may also seek to apply for promotion and/or tenure earlier than their fifth year of their probationary period as outlined in ARP 9.35 Part 2 Section C.

It should be noted that in the flexibility awarded for the probationary period, only the time at which the tenure process is initiated is modified, not the procedures nor the criteria used for evaluation.

## **b. Mid-Probationary Review**

In the Department of Languages and Linguistics mid-probationary review is optional. Tenure track faculty **may** initiate a mid-probationary review in the Spring semester of their third year by informing the Department Head and the Chair of the Promotion and Tenure Committee in writing. The purpose of the review is to provide tenure-track faculty with substantial feedback on their cumulative performance towards tenure in order to support them regarding their progress and performance. The review is **optional** and is intended to assist the faculty member in their preparation of a case for tenure.

If requested, such a review will be conducted in accordance with section 5.90.3.7 of the NMSU Promotion and Tenure Policy. Consistent with that policy, the Department requests that tenure-track faculty who request this review assemble a portfolio which documents their teaching, research, and service activities. The guidelines for this portfolio are found in Section 5.90.5.5 of NMSU's Policy Manual. The portfolio will be reviewed by both the Department Head and the Promotion and Tenure Committee. These evaluations are done separately.

## **c. Final Year of Probationary Service**

During the Spring of the fifth consecutive year of probationary service a probationary tenure track faculty member will be notified by the Department Head and Chair of the Promotion and/or Tenure Committee regarding departmental deadlines for applying for tenure and/or promotion. If it is the faculty member's intention of pursuing tenure and/or promotion, such a request should be made in writing and directed to the Department Head. The Department Head and/or Chair of the Promotion and/or Tenure Committee will direct the faculty member in assembling a portfolio of core documents as outlined in the NMSU Promotion and Tenure Policy (5.90.5.4 *Portfolio Preparation* and 5.90.5.5 *Documentation File*) and supporting documents as outlined in the same policy document. This portfolio of core documents is also known as the "one-inch binder". The Department Head and/or Chair of the Promotion and/or Tenure Committee will provide candidates with access to sample portfolios (with prior approval of the owner) or direct candidates to where sample portfolios can be accessed.

The portfolio will be reviewed by both the Department Head and the departmental Promotion and Tenure Committee. These evaluations are done separately. In addition to their Annual Evaluations, the Department Head and Promotion and Tenure Committee will make recommendations to the candidate indicating any changes that may be implemented by the candidate to present the best case for tenure and/or promotion.

Additional reviews will be conducted at the departmental, college, and University levels in accordance with the timeline provided in ARP 9.35 Part 10..

## **d. Outcomes of Reviews of Tenure and/or Promotion**

Decisions regarding Tenure (when eligible and applicable) and Promotion are made by the Executive Vice President and Provost once reviews and recommendations at all levels have been conducted. The following outcomes are possible as a result of



these decisions according to the following sections reproduced in modified form from ARP 9.35 Part 8:

#### **Tenure**

1. If the decision is to award tenure, the executive vice-president and provost will send a Contract of Employment (Continuous Appointment) Form through the dean or comparable administrator and the department head to the candidate.
2. If the decision is to not award tenure, the department head will give a signed Contract Status Form to the candidate for signature acknowledging notification of non-renewal.

#### **Promotion**

1. If the decision is in favor of promotion, the effective date is at the beginning of the ensuing contract year.
2. If the decision is in favor of promotion, it shall be the policy of the university that all promotions shall include a salary increase, irrespective of other salary increases.
3. In the decision is not in favor of promotion, the executive vice-president and provost will inform the candidate in writing.
4. The executive vice-president and provost is responsible for informing the Chancellor of the recommendations of the department head, college dean, or comparable administrator and the decision of the executive vice-president and provost.
5. The executive vice-president and provost will prepare an official list of promotion and tenure decisions for distribution to relevant deans, comparable administrators, the vice-president for administration and finance, and the assistant director of human resource services.
6. Tenure-track faculty members whose probationary contract is not renewed and who have another year before the termination of that contract do not submit a promotion and tenure Portfolio during their final year. If the nonrenewal is being appealed on the basis of failure to follow procedure or discrimination, then the appellant may complete a packet and have it held in suspension until the grievance is resolved. If the individual is successful in the appeal, the Portfolio will be considered by the parties involved in the promotion and tenure process.

### **3. Policies Regarding Documentation for Tenure**

#### **a. Candidate's Rights**

- i. In an application for tenure, the candidate is to include evidence of contributions since starting at NMSU, plus evidence from other institutions or departments/programs within NMSU if credit for prior service is applicable.
- ii. A candidate may review all items included in her/his portfolio at any point in the review process, including material that the candidate has prepared, letters from external reviewers, and evaluations of the candidate by the departmental Promotion and Tenure Committee, the Department Head, the Arts and Sciences Faculty Affairs Committee, the Dean of the College of Arts and Sciences, the Provost, the President and any other entity who might review and add to the candidate's portfolio. Nothing will be changed, added, or deleted from the portfolio at any time without knowledge of the candidate.

- iii. A candidate may elect to withdraw from the review process at any point prior to the final signature of the Executive Vice President and Provost in accordance with ARP 9.35 Part 7 sections A and B reproduced here.. A candidate shall prepare a letter requesting withdrawal from further consideration. The letter shall be transmitted to the dean or comparable administrator. All documents shall be returned to the candidate and nothing relating to the application for promotion and/or tenure shall be placed in the candidate's personnel file. If the candidate is in the fifth year of service, withdrawal from consideration for tenure must be accompanied by a letter of resignation submitted to the dean or comparable administrator no later than the end of the fifth-year contract period. The resignation shall be effective no later than the end of the sixth-year contract period. If a faculty member does not apply for tenure in the fifth year, or extended year as appropriate, and does not submit a resignation letter as contemplated by this rule, the faculty member's employment will terminate with the expiration of the current annual ("Temporary") contract.
- iv. A candidate has the right to add, change, or delete materials from the portfolio after it has been sent the departmental Promotion and/or Tenure Committee for review. Both the Department Head and Promotion and/or Tenure Committee Chair should be advised of any additions, changes or deletions made to the portfolio to ensure that both the Department Head and the Committee are evaluating the candidate on the latest materials. Should any substantive changes be made to the content of the portfolio after the Department Head and/or Promotion and/or Tenure Committee have made their assessments, then the Department Head and/or Promotion and/or Tenure Committee should re-evaluate their assessment in light of the new material and modify their assessments as needed. Nonetheless, the candidate should be mindful of the Department Head and Promotion and Tenure Committee's need to finish the evaluation process at the departmental level in a timely manner to meet deadlines set by the College.

## **b. External Letters**

- i. The candidate will submit a list of a minimum of five names, contact information, academic rank, and area of expertise to the Department Head and Chair of the Promotion and/or Tenure Committee as potential outside reviewers prior to the meeting of the Promotion and Tenure Committee in the Spring (usually early March) of candidate's fifth year. Additionally, candidates may submit names of individuals whom should not be considered as external reviewers. The candidate's list of suggested reviewers will be supplemented by names of potential reviewers suggested by the Department Head and members of the Promotion and Tenure Committee.

All external reviewers should be free of real or perceived conflict of interest. At least one reviewer, as long as no conflict of interest exists, will be selected from candidates suggested list of reviewers. The Department Head will be responsible for managing any issues regarding conflict of interest that arises regarding external reviewers .

Idea lly, prior to the end of the month of May of the candidate's fifth year, the Department Head and/or Chair of the Promotion and/or Tenure Committee will contact all suggested nominees for their willingness to participate in the evaluation



of the candidate. The Chair of the Promotion and Tenure Committee, in consultation with the Committee and the Department Head, will select a minimum of five individuals that meet the qualifications for external reviewers who have expressed willingness to review the candidate's materials.

- ii. The Department Head will forward to all external reviewers the candidate's *curriculum vitae*, promotion narrative for the area of scholarship, and copies of publications, a copy of the version of the Department's *Function & Criteria* document that the candidate has elected to be used for the purposes of evaluation, and a cover letter.
- iii. According to ARP 9.34 Part 3.AA.6, the cover letter must include the following:
  - 1) a request for a brief statement regarding the individual's qualifications for serving as a reviewer; 2) a request that the reviewer indicate the relationship between the candidate and reviewer; 3) notification that the candidate will have an opportunity to read the letter of assessment; and 4) notification that in the event of an EEOC or other investigation into a tenure or promotion decision, that third parties may review letters. Potential reviewers must not include any professors who served on the candidate's Ph.D. dissertation committee or with whom the candidate has co-authored more than two publications.

In addition to these requirements, the cover letter will instruct each external reviewer to provide a written assessment reflecting her/his judgment of the presented scholarship's quality and fit with the included *Function & Criteria* document. The cover letter also informs the reviewer of the date by which the assessment should be submitted, that a copy of the written assessment will be provided to the candidate and that the assessment becomes a permanent part of the candidate's portfolio. A reasonable effort will be made by the Department Head to ensure that letters from external reviewers arrive by the deadline specified in the Department Head's cover letter. Letters from external reviewers that arrive after the deadline, but prior to the deliberations by the Promotion and Tenure Committee will be considered by the Department Head and the Promotion and Tenure Committee and will be included in the candidate's portfolio. However, once the Promotion and Tenure Committee's deliberations have ended and a vote has been taken, no additional letters will be considered by the Promotion and Tenure Committee, by the Department Head, nor included in the candidate's portfolio.

- iv. All letters of assessments received from external reviewers solicited through the above procedures will be included in the candidate's portfolio; however, there must be a minimum of three written external assessments of the candidate's scholarship to be included in the portfolio for the portfolio to advance for review by the College.
- v. If any letters are received regarding the candidate's case that were unsolicited according to the above procedures, the candidate may elect to include these letters in his/her supporting *Documentation File*; however, they will not enter into the "core document" or *Portfolio* for consideration.

#### 4. Post-Tenure Review

Consistent with section ARP 9.36, all tenured faculty members participate in the same Annual Performance Review, receiving an appraisal from the Department Head. However,

the policy indicates that [F]or a tenured faculty member who receives two successive unsatisfactory annual reviews with identified and uncorrected serious deficiencies, this rule provides a mechanism to establish a remedial program for correcting the deficiencies. The legislation to which this rule responds is particularly concerned with the quality of teaching, and that fact shall be considered when taking any action under this rule. In particular, faculty whose teaching needs improvement will be urged to take advantage of "programs designed to assist faculty members in enhancing their teaching skills." (NMSA 1978, Section 21-1-7.1) The procedures to be followed in such a case are provided in *ARP* 9.36 Parts 3-7.

### ***C. Promotion of College Faculty***

College faculty members are integral to the Department's ability to fulfill its mission. A person holding a College Faculty appointment is eligible for advancement in rank but not eligible for tenure. College faculty may attain the ranks outlined in *ARP* 6.35, College Instructor, College Assistant Professor, College Associate Professor, and College Professor.

Evaluation for promotion is based on achievement relative to the annual Allocation of Effort Form with special emphasis on demonstrating ongoing efforts to remain abreast of emerging research and development in the field of Languages and Linguistics, superior teaching, and collegial participation in Departmental service. In addition, the minimum criteria as specified by the College of Arts and Sciences must be attained.

#### **1. Promotion to College Assistant Professor**

- a. The following criteria are central to the evaluation for promotion to College Assistant Professor: Five years of continuous service as a college instructor.
- b. Continued annual evaluations reflecting effective teaching and collegial participation in Departmental service, and professional growth activities.

Evidence of **effective teaching** across the promotion period include but are not limited to:

- a. syllabi conforming to requirements found at <http://artsci.nmsu.edu/syllabus>, student learning objectives, activities and assignments associated with new course preparations;
- b. new pedagogy descriptions for existing courses;
- c. reflections on and/or alterations made in teaching practices based on assessments of student learning;
- d. results of student evaluations;
- e. peer review assessments;
- f. nomination for or receipt of teaching honors and awards;
- g. grant proposals written and grants funded for pedagogical or curriculum development;
- h. evidence of participation in faculty development workshops and seminars;
- i. descriptions of facilitation and presentation in faculty development workshops and seminars;

Evidence of **effective service** across the promotion period include but are not limited to:

- a. membership on college and University committees;
- b. engagement in the oversight and development of Department programs;
- c. committee membership or other service to professional organizations;
- d. membership on local, state, or national boards and community organizations.



## 2. Promotion to College Associate Professor

The following criteria are central to the evaluation of promotion to **College Associate Professor**:

- a. Five years of continuous service at the rank of College Assistant Professor.
- b. Continued annual evaluations reflecting effective teaching, involvement in professional growth activities, collegial participation in Departmental service, and engagement in leadership activity.

Evidence of **effective teaching** across the promotion period includes but is not limited to:

- a. syllabi conforming to requirements found at <http://artsci.nmsu.edu/syllabus>, student learning objectives, activities and assignments associated with new course preparations;
- b. new pedagogy descriptions for existing courses;
- c. reflections on and/or alterations made in teaching practices based on assessments of student learning;
- d. results of student evaluations;
- e. peer review assessments;
- f. nomination for or receipt of teaching honors and awards;
- g. grant proposals written and grants funded for pedagogical or curriculum development;
- h. evidence of participation in faculty development workshops and seminars;
- i. descriptions of facilitation and presentation in faculty development workshops and seminars;

Evidence of **effective service** across the promotion period includes but is not limited to:

- a. membership on college and University committees;
- b. engagement in the oversight and development of Department programs;
- c. committee membership or other service to professional organizations;
- d. membership on local, state, or national boards and community organizations.

Evidence of **effective leadership** across the promotion period includes but is not limited to:

- a. evidence of taking overt initiative in contributing to the mission of the Department, College, University, or the profession;
- b. evidence of overt initiatives to foster the empowerment of colleagues in their pursuit of professional goals;
- c. evidence of service in a leadership/administrative capacity within the Department, College, University, external organizations and agencies in ways contributing to their respective missions.

## 3. Promotion to College Professor

The following criteria are central to the evaluation for promotion to **College Professor**:

- a. Five years of continuous service at the rank of College Associate Professor.
- b. Continued annual evaluations reflecting highly effective teaching, involvement in professional growth activities, collegial participation in Departmental service, and engagement in leadership activity.

Evidence of **effective teaching** across the promotion period includes but is not limited to:

- a. syllabi conforming to requirements found at <http://artsci.nmsu.edu/syllabus>, student learning objectives, activities and assignments associated with new course preparations;
- b. new pedagogy descriptions for existing courses;
- c. reflections on and/or alterations made in teaching practices based on assessments of student learning;

- d. results of student evaluations;
- e. peer review assessments;
- f. nomination for or receipt of teaching honors and awards;
- g. grant proposals written and grants funded for pedagogical or curriculum development;
- h. evidence of participation in faculty development workshops and seminars;
- i. descriptions of facilitation and presentation in faculty development workshops and seminars;

Evidence of **effective service** across the promotion period includes but is not limited to:

- a. membership on college and University committees;
- b. engagement in the oversight and development of Department programs;
- c. committee membership or other service to professional organizations;
- d. membership on local, state, or national boards and community organizations.

Evidence of **effective leadership** across the promotion period includes but is not limited to:

- a. evidence of taking overt initiative in contributing to the mission of the Department, College, University, or the profession;
- b. evidence of overt initiatives to foster the empowerment of colleagues in their pursuit of professional goals;
- c. evidence of service in a leadership/administrative capacity within the Department, College, University, external organizations and agencies in ways contributing to their respective missions.

## ***D. Promotion of Tenure-track Faculty***

### **1. Promotion to the Rank of Associate Professor**

An Associate Professor is typically a mid-career faculty member who has been awarded tenure. The process of promotion to the rank of Associate Professor typically coincides with the tenure decision for all probationary tenure-track faculty seeking 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 to the rank of Professor.

When considering candidates for promotion to the rank of Associate Professor, serious attention is given to performances in the applicable areas of teaching and advising, scholarship and creative activity, service, outreach, and where applicable, leadership. Each area is vital to the Department's ability to achieve its mission, and the performance of a candidate for promotion is assessed in terms of indication of sustained future contribution to that mission. The relative importance of each area varies across candidates according to the cumulative Allocation of Efforts Forms.

The timeline and process are the same as that outlined for the tenure decision. A candidate receiving promotion to Associate Professor receives a continuous contract indicating the new rank and an increase in salary as specified by NMSU policy.



## 2. Promotion to the Rank of Professor

Promotion to the rank of Professor should not be considered to be forthcoming merely because of years of service (there is no specific minimum number of years of service required), or because tenure and promotion to Associate Professor has been awarded.

A Professor demonstrates through consistent and continuous accomplishments that she/he has a mature intellectual comprehension of the discipline as it relates to the candidate's primary subfield within the discipline, an established record of leadership inside and outside the institution, and a sustained commitment to the mentorship of faculty at lower rank, empowering and enabling them as they work to achieve their professional goals. When considering candidates for promotion to the rank of Professor, serious attention is given to performances in the applicable areas of teaching and advising, scholarship and creative activity, service, outreach, and where applicable, leadership. Each area is vital to the Department's ability to achieve its mission, and the performance of a candidate for promotion is assessed in terms of indication of future contribution to that mission. The relative importance of each area varies across candidates according to the cumulative Allocation of Efforts Forms. Of particular importance is the candidate's commitment to sustained mentorship of probationary tenure-track faculty, significant contribution to the governance and professionally related service activity of the Department, College and University as well as sustained demonstration of collegiality in all aspects of Department, College, and University service.

The process and timeline for promotion to Professor is the same as that outlined for the tenure decision. A candidate receiving promotion to Professor receives a new continuous contract indicating the new rank and an increase in salary as specified by NMSU policy.

### *E. Roles and Responsibilities during the Promotion and Tenure Process*

The roles and responsibilities of different constituents are delineated in the guidelines provided in ARP 9.35 Part 5 section A. These guidelines are reproduced below with slight modifications.

#### 1. Candidate

- a. Maintains a curriculum vitae and a cumulative personal record of the activities and accomplishments affecting the application for promotion and/or tenure.
- b. Reviews the personal Portfolio (organized per Part 12 of ARP 9.35) in relation to the criteria for promotion and/or tenure and seeks guidance from senior faculty and the department head.
- c. In accordance with college procedures, requests and provides materials required in the mid-probationary periodic review.
- d. Applies for tenure by submitting to the department head in the spring of the candidate's fifth year, or other time as previously negotiated, their Portfolio including both the Core Document and Documentation File in the format as specified in Part 6 of this rule. If a faculty member/candidate does not apply for tenure in the fifth year, or extended year as appropriate, and does not submit a resignation letter as contemplated by this rule, the faculty member's employment will terminate with the expiration of the current annual "Temporary Contract".
- e. Provides the department head with a written list of potential External Reviewers from which letters of evaluation may be requested. The candidate may provide the department

- head with a list of people they wish not to be reviewers. This item only applies to tenured and Tenure-Track Faculty.
- f. Requests extensions of the probationary period in accordance with Part 2. B. of ARP 9.35.
- g. Has, upon receipt of the recommendation of the Department Promotion and Tenure Committee and of the head, five working days to add to the Portfolio any correction of factual errors in either recommendation.
- h. Has, upon receipt of the recommendations of the College Promotion and Tenure Committee and of the dean, five working days to add to the Portfolio any correction of factual errors in either recommendation.
- i. In accordance with Part 7 of ARP 9.35, requests that the review process be terminated at any time prior to review by the executive vice-president and provost.

## 2. Department Head

- a. Establishes and monitors a process for a tenured faculty to mentor the candidate in developing the best case for promotion and/or tenure.
- b. Provides leadership in the collaborative writing and maintenance of department promotion and tenure policy.
- c. Provides initial information, timelines, and copies of all written guidelines regarding promotion and tenure expectations and policies to all new and continuing faculty members on a regular basis. Also informs Tenure-Track Faculty of the rights to due process, appeal and informal processes for conflict resolution in promotion and tenure.
- d. In the annual performance reviews of Tenure-Track Faculty, includes written details relating to assigned duties (i.e. the teaching and advising, scholarship and creative activity, service, extension and outreach and apportionment). The reviews also include separate statements addressing progress toward tenure and toward promotion including steps that should be taken to strengthen the faculty member's case.
- e. Provides leadership in establishing agreed upon department guidelines for an annual review of Tenure-Track Faculty by the department's promotion and tenure committee. This review is separate from, and independent of, the department head's annual review of each faculty member.
- f. Assists Tenure-Track Faculty who have completed five academic semesters or its part-time equivalent in preparing for an optional Mid-Probationary Review.
- g. In mitigating circumstances, explores with the candidate the need for a time extension. (See Part 2. B. of ARP 9.35) With the approval of the candidate, seeks permission from the dean to extend the probationary period.
- h. Provides assistance and guidance to faculty who are applying for promotion and/or tenure. Reviews the Portfolio of applicants to ensure its completeness and compliance with Part 6 of ARP 9.35, and, where needed, makes recommendations for improvement.
- i. The department head, in consultation with the Promotion and Tenure Committee, will select a list of potential External Reviewers and will contact them. The department head must contact at least one reviewer from the candidate's list provided that they are qualified to be reviewers based on the unit's policy. The department head must ensure those contacted to review the candidate's Portfolio



do not have a conflict of interest. If there is a perceived conflict of interest the department head needs to justify why the reviewer has no conflict. If the department head contacts somebody on the candidate's list of people they wish not to be a reviewer, the head needs to justify the importance of selecting the reviewer.

- J. Sees that the department promotion and tenure committee submits recommendations for tenure and for promotion for all candidates.
- k. Writes an independent evaluation/recommendation concerning each candidate's case for promotion and/or tenure in relation to the criteria for promotion and tenure. This recommendation may be in support of or against supporting either promotion or tenure, or both. It should address the strengths and weaknesses, and level and nature of accomplishments of the candidate.
- l. Provides candidates written or electronic copies of the recommendation of the department promotion and tenure committee and of the recommendation of the department head. This notification must occur prior to passing the promotion and/or tenure application on to the dean and college promotion and tenure committee.
- m. Places the department head's recommendation in the candidate's Portfolio.

### **3. Department Promotion and/or Tenure Committee**

- a. Examines and reads the Portfolio of each candidate.
- b. Evaluates the candidate according to department promotion and/or tenure standards.
- c. Considers the candidate's department assignment and role assignment as specified in the candidate's position description and Allocation of Effort Forms.
- d. Performs an annual review of Tenure-Track Faculty following departmental guidelines and forwards results to department head and dean or equivalent administrator. This review is separate from, and independent of, the department head's annual review of each faculty member.
- e. Makes recommendations to the department head pertaining to faculty members who are seeking promotion and/or tenure based on the candidate's Portfolio and departmental criteria.
- f. Records in each candidate's Portfolio the committee's vote totals. (See ARP 9.34, Part 3 Q. and S.)
- g. Places the committee's recommendation in the candidate's Portfolio.
- h. Participates in the optional Mid-Probationary Review process, providing formative feedback to candidates.

### ***D. Organization of Core Document (Portfolio)***

The following sections are copied directly from sections 8.1, 8.1.1 and 8.1.2 of the New Mexico State University College of Arts and Sciences Promotion and Tenure Policies and Procedures document and are consistent with ARP 9.35 Part 6.

The college expects the organization to be followed precisely, to ensure consistency. The material is composed of two parts:

- a. A **core** document, which contains the information submitted to the Dean's Office.
- b. A **supplemental** documentation file, to be retained in the Department Office under the control of the Department Head. (Both sets of material may be included in review at the department level according to department policy.)

The core document submitted to the Dean's Office for review beyond the department level should be organized in a 1" three-ring binder, with a spine label identifying the candidate's name. Two binders are required in the Dean's Office: an *Original* and one *Copy*. The original and the copy should be clearly distinguished. The following information is to be included in the binders with an index tab for each section. Observe that NMSU Policy requires that items 3, 5 and 6 collectively do not exceed 50 pages. Tabs can be used to separate the different sections, but no plastic sheet-covers/containers should be used. The structure of the portfolio is summarized in the table below.

- A. **College Routing Form** (with signature): *This document will be added by the Dean's office*
- B. **College Promotion and/or Tenure Cover Sheet** (indicating candidate's name, current rank, Department and College)

**C. Table of Contents**

**D. NMSU Contract Status and Dossier Review Form**

**E. Promotion and/or Tenure Process Documentation**

1. *Departmental Promotion and/or Tenure Recommendation.* The recommendation should include the numerical vote counts (separate for promotion and/or tenure) and signatures of all members of the Promotion and Tenure Committee. The recommendation should provide a comprehensive review of the discussion and address all perspectives that emerge during the development of the recommendation, including dissenting opinions.
2. *[Optional] Minority Report:* members of the Promotion and Tenure Committee expressing dissenting opinions may include a minority report; minority reports are warranted in situations where their dissenting opinions have not been adequately reflected by the overall recommendation document and there are concerns about violations of due process. It is, in general, inappropriate for a minority report to simply reaffirm a dissenting vote, as dissenting opinions should be properly captured in the general report from the Promotion and Tenure committee.
3. *Department Head Recommendation.*
4. *Faculty Affairs Committee Promotion and/or Tenure Recommendation or College-Track Faculty Promotion Committee Promotion Recommendation.* The recommendation should include the numerical vote counts (separate for promotion and/or tenure, as applicable) and signatures of all members of the committee. The recommendation should provide a comprehensive review of the discussion and address all perspectives that emerge during the development of the recommendation, including dissenting opinions. *This document will be added by the Dean's office.*
5. *Dean's Recommendation.* *This document will be added by the Dean's office.*
6. *[Optional] Candidate's Rebuttal:* following NMSU procedures, candidates can provide a document providing clarifications and/or offering a rebuttal to the departmental recommendations.
7. *Documentation of credits for prior service* (as per ARP 9.35 Part 2 A), extension (ARP 9.35 Part 2 B) or reduction (ARP 9.35 Part 2 C) of probationary period.
8. *Documentation of additional portfolio reviews* (e.g., mid-probationary review).



**F. Candidate's executive summary** (maximum of 3,000 words)

- The document should provide separate sections dedicated to teaching and advising, scholarly and creative activities, service and outreach.
- The document should demonstrate the candidate's philosophy in the various areas of effort, along with a reflection of the work performed in each area.
- Achievements and contributions in the different areas should be discussed and placed in the context of the overall philosophy and goals of the candidate. It is recommended that the summary provides a framework for interpreting and contextualizing the content of the candidate's curriculum vitae.
- If appropriate, the summary should provide evidence of leadership achieved in the various areas of effort.
- Discussion of scholarship and creative activities should be formulated with reference to the model articulated in the NMSU policy.
- Discussion of teaching and advising should include a reflection of teaching effectiveness, professional development and impact on students' learning.
- Discussion of service should formulate the vision of impact within the unit, the College, the institution and the broader community.
- Discussion of outreach should formulate the vision of impact within the unit, the College, the institution and the broader community.

**G. Candidate's comprehensive Curriculum Vitae** with complete information about the status of and dates for all work, indicating relevance and contribution, organized in two parts:

- The first part should articulate all the activities and accomplishments since the date of the previous promotion (i.e., for the period for which the candidate is being evaluated).
- The second part should summarize the activities and accomplishments relative to the periods preceding the last promotion. This part should be concise and highlight only contributions that are relevant to place the content of part 7.a in context. It is recommended that the curriculum be described along the same areas of target evaluation (i.e., teaching and advising, scholarly and creative activities, professional service, extension and outreach). For each area, sufficient information should be provided to measure relevance and contributions.

**H. Annual Evaluations and Reports.**

1. **Faculty Annual Performance Reports** for the entire period under review, properly signed.
2. **Faculty Allocations of Effort** for the entire period under review, properly signed.
3. **Department Head's Appraisals** of candidate's annual performance for all years in the period under review. Numerical rankings, ratings or vote counts should not be included. This should include written statements submitted by the candidate as part of, or in response to, annual performance evaluations, supervisor's comments, and any response made by the candidate.
4. **Promotion and Tenure Progress Reports** for the entire period under review:
  - a. Departmental Promotion and Tenure Committee's Reports for the period under review. *Numerical rankings, ratings and vote counts should not be included.* It is the responsibility of the Department Head to ensure that rankings and ratings are properly removed.
  - b. Department Head's Recommendation on progress toward promotion and/or tenure for all previous years in the period under review.

**I. The most recent Conflict of Interest statement** for the candidate.

**J. Promotion and Tenure Policies.**

1. A signed copy of the departmental **Functions and Criteria statement** the candidate selected for the promotion and/or tenure process.
  2. The **College Promotion and Tenure Policy** document the candidate selected for the promotion and/or tenure process.
- K. **External Reviews:** the external reviews (see also Section 8.2) should be organized as follows:
1. A copy of the letter that the department head and/or the chair of the Department Promotion and Tenure Committee have used to request the external review.
  2. A document describing the background and qualifications of the external reviewers and the relationship (if any) of external reviewers to the candidate.
  3. The external letters. Review letters should be signed and on letterhead- printouts of scanned letters are also acceptable; the use of printouts of emails is discouraged. Deviations from this format should receive previous approval from the Dean's office.

The core document should be self-contained and not rely in an essential manner on external links and URLs. If the candidate is applying for tenure, then the portfolio should include evidence of contributions since starting at NMSU, plus evidence of efforts at previous institutions if credit for prior service has been granted. If the candidate is applying for promotion, then evidence of contributions since the last promotion or tenure review should be included.

The faculty member has the primary responsibility to maintain records of activities and accomplishments and for providing all relevant evidence of qualification for the promotion and/or tenure being sought. Both the faculty member and the department head are required to maintain records of the annual goals and allocation of effort statements, annual reports and appraisals, and annual evaluation of progress toward promotion and tenure. mentoring faculty members in the development of successful cases for promotion and/or tenure, in conformance with University Policy. The Department Head will provide guidance and assistance to faculty members who are applying for promotion and/or tenure and will review the portfolios and core document for completeness and quality. Other members of the Promotion and Tenure Committee may assist the Department Head in this process.

### **Supplemental File**

As indicated in ARP 9.36 Part 6 B, the candidate should prepare a supplemental file to provide additional evidence in all areas of faculty activities. The candidate may ask to see a sample "box" and portfolio, and the department head will find an appropriate sample, procuring written permission from the person owning the materials. The candidate's material should be maintained in the Department Head's Office and should be made available to the Faculty Affairs Committee, the College -Track Faculty Promotion Committee, the Dean, and the Provost upon request. This material should not be routed to the Dean's Office. The content of the supplemental document should be expressed according to the four areas of allocation of effort (Teaching and Advising, Scholarly and Creative Activities, Service, Outreach). The College does not prescribe the specific content of the supplemental file, but recommends that each department articulate the content and structure of the supplemental file in their Functions and Criteria statement. Examples of material that could be included in the supplemental file are:

- Detailed course-level student evaluations;
- Detailed peer-reviews of courses and other external forms of evidence of teaching effectiveness;
- Copies of peer reviews or juried/judged reports of grant proposals, journal articles, and of other forms of scholarly and creative activities;



- External letters acknowledging service activities;
- Letters and other forms of evidence documenting recognitions and awards;
- Other unsolicited review letters if permitted by the departmental Functions and Criteria Statement.

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