

**FUNCTIONS AND CRITERIA**  
**Interdisciplinary Studies Department**  
**New Mexico State University**

Table of Contents

1. Mission Statements .....	2
2. Functions.....	2
2.1 Teaching and Advising .....	3
2.2 Scholarly and Creative Activities .....	3
2.3 Service.....	4
2.4 Outreach and Extension .....	4
3. Criteria for Annual Performance Evaluation .....	4
3.1 Areas of Review .....	4
A. Teaching and Advising .....	4
B. Scholarship and Creative Activity .....	6
C. Service.....	8
D. Outreach and Extension .....	8
E. Leadership .....	9
3.2 Procedures.....	9
4. Promotion and Tenure.....	10
4.1 Criteria .....	10
4.2 Procedures .....	11
4.3 Portfolio .....	14
A. Core Document .....	14
B. Documentation File.....	15
4.4 Roles and Responsibilities .....	16
A. Candidate .....	16
B. Department Head .....	16
C. Department Promotion and Tenure Committee.....	17
5. Confidentiality .....	18

# FUNCTIONS AND CRITERIA

## Interdisciplinary Studies Department

### New Mexico State University

#### October 2019

## 1. MISSION STATEMENTS

### **New Mexico State University**

The mission of the New Mexico State University system is to serve the diverse needs of the state through comprehensive programs of education, research, extension and outreach, and public service. As the state's land-grant and space-grant university, and as a Hispanic-Serving Institution, NMSU fosters learning, inquiry, diversity and inclusion, social mobility, and service to the broader community.

### **College of Arts and Science**

The College of Arts and Sciences is the intellectual core of New Mexico State University, providing cutting-edge academic programs supported by active research and creative activities. The College provides the foundational education for every NMSU student and a wide array of degrees preparing students to be life-long students, knowledgeable and responsible citizens of our world.

### **Interdisciplinary Studies Department**

The Interdisciplinary Studies Department is consistent with the land-grant mission of NMSU and that of the College of Arts and Sciences. The mission of the Interdisciplinary Studies Department is to promote broad interdisciplinary inquiry and education in order to address complex questions across multiple disciplines and intellectual traditions.

The department recognizes diversity in its many forms. This is reflected in the degree programs the department houses, which includes the Bachelor of Applied Studies (BAS), the Bachelor of Individualized Studies (BIS) and Gender and Sexuality Studies (GSS). Interdisciplinary Studies is also home to NMSU's College Assistance Migrant Program (CAMP). The department is committed to creative and critical pedagogies and scholarship within a collaborative and supportive academic environment.

The mission of the Interdisciplinary Studies Department and Gender and Sexuality Studies entails four broad, often overlapping functions: **teaching; scholarship and creative activity; extension and outreach; and service.** Our purpose in teaching is to deliver the highest quality education to our undergraduate and graduate students, including training in theoretical perspectives, methods of research, inquiry and analysis, instruction in creative forms, and experiential learning activities. In scholarship, our aim is to advance knowledges and to make that relevant to our many constituents through presentation, publication, and engagement. Our focus in extension and outreach is to make our knowledge and skills available and relevant across the state and region. Our intention in service is to engage in activities supportive of program/departmental, college/university, community and professional endeavors, while recognizing our special commitment to the peoples of New Mexico.

## 2. FUNCTIONS

The Interdisciplinary Studies Department currently offers the following academic degree programs:

- **Gender and Sexuality Studies (GNDR):** (1) a Bachelor of Arts in Gender and Sexuality Studies, (2) an undergraduate minor in Gender and Sexuality Studies, and (3) a graduate minor in Gender and Sexuality Studies.

- **Individualized Studies (BIS):** a Bachelor of Individualized Studies, giving students opportunities to develop their own degree programs appropriate to their unique education and career goals.
- **Applied Studies (BAS):** a Bachelor of Applied Studies, a flexible pathway of study for community college graduates with technical and applied degrees from an accredited institution, focusing on maximizing credit transfer and creating a program appropriate to students' unique education and career goals.
- **International Studies:** an undergraduate minor enabling students, regardless of their major area of study, to develop a broad understanding of the rapidly changing global environment by providing a curriculum that encompasses the social, political, cultural and economic forces at work in an increasingly interdependent world.

The Interdisciplinary Studies Department is also home to NMSU's **College Assistance Migrant Program (CAMP)**. CAMP is a federally funded program assisting migrant or seasonal farm work students to attend college.

## 2.1 Teaching and Advising

Effective teaching and advising are essential to the department's mission and core tenure and promotion criteria. Teaching and advising responsibilities include all forms of university-level instructional activity and may include, but not be limited to, preparation for and teaching a variety of courses, seminars, and other academic learning experiences; non-credit workshops and other informal instructional activities; course and program development; team or collaborative teaching; web-based instruction; supervision of student research; service on graduate student committees; supervision of internship experiences; production of course materials, textbooks, web pages and electronic aids to learning; and others determined in consultation with the Department Head and, in the case of those working toward promotion and/or tenure, the Chair of the Interdisciplinary Studies Promotion and Tenure Committee (P & T Committee).

Regular tenured and tenure-track faculty members have a normal teaching load of nine credit hours per semester (unless assigned extraordinary advising, scholarship, service, outreach or administrative responsibilities). For full-time college-track faculty, 12 credit hours per semester is the typical teaching load. Annual performance reports should reflect each semester's teaching and advising efforts.

## 2.2 Scholarly and Creative Activities

The Department's framework for practicing as well as identifying and interpreting scholarship and creative activity is grounded in Boyer's concept of the four scholarship types:

- **Discovery** – the processes and outcomes associated with disciplinary inquiry and exploration intended to expand the realm of legitimate discourse within and through the development of new knowledge and skills.
- **Teaching** – the dynamic, reciprocal, and critically reflective processes among teachers and students at the university and in the community in which their activity and interaction enriches and transforms knowledge and skills, taught and learned
- **Engagement** – the myriad ways to proactively offer and employ knowledge and skills to matters of consequence to the Department, College, University, and community.
- **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.

No single form of scholarship is predominant as each in its own way is integral to the mission of the Department and University. Tenured and tenure-track faculty are expected to pursue ongoing scholarship. These activities are varied in scope and detailed below in the section on criteria for evaluation. Annual performance reports should reflect each year's scholarship efforts and creative activities.

### **2.3 Service**

Service is an essential component of the university's mission and requires that the faculty member contribute to the organization and development of the university, primarily by working in departmental, College or University-level committees, or through relevant service to faculty members' disciplines. This may include holding office in professional associations, serving on editorial boards, or serving as a manuscript peer-reviewer. Relevant service is further described below in the section on criteria for evaluation. Annual performance reports should reflect each year's service efforts.

### **2.4 Outreach and Extension**

Outreach and extension are essential to the university's mission because they disseminate new knowledge, technologies, and best practices to the public and serve as a basis for sustainable, community-oriented, informal education. Outreach can include service to external local, state, national, or international agencies, organizations, communities, or institutions needing the faculty member's professional knowledge and skills. Annual performance reports should reflect each year's outreach and extension activities.

## **3. CRITERIA FOR ANNUAL PERFORMANCE EVALUATION**

NMSU's Administrative Rules and Procedures (APR) 9.30 – 9.36 govern the Annual Performance Review and the Faculty Promotion and Tenure Review processes.

### **3.1 Areas of Review**

The performance of each regular faculty member, including College Faculty, must be evaluated at least once a year based on contributions to four main areas of faculty effort: teaching and advising, scholarly and creative activities, service, and extension and outreach (ARP 9.31), as well as leadership, where applicable. Leadership can take place within each area of faculty effort (ARP 9.24).

The amount of effort that faculty members regardless of rank or position devote to the various aspects of their duties necessarily varies, and any evaluation or promotion and tenure process will recognize these variations (ARP 9.31). Of paramount importance is sustained achievement and clear indication that faculty members will continue to serve the functions of the department and mission of the university throughout their career. Allocation of Effort statements also guide the yearly assessment of progress toward promotion and tenure.

**A. TEACHING AND ADVISING.** Teaching and advising are central to the department's mission, and it is anticipated that they will typically account for 60% of a tenured or tenure-track faculty member's Allocation of Effort when teaching six courses across the academic year. Typically, College Faculty allocate 90% effort to teaching. This percentage is used when evaluating teaching in the Annual Performance Review, as well as progress toward promotion and tenure.

#### **Description of Teaching Activities**

Teaching responsibilities include all forms of university-level instructional activity, on and off campus, and include but are not limited to preparation for and teaching of a variety of courses, seminars, and other academic learning experiences; non-credit workshops and informal instructional activities; course and program

development; team or collaborative teaching; web-based instruction; supervision of student research; service on graduate student committees; supervision of practicum experiences; production of course materials, textbooks, web pages and electronic aids to learning; and others determined in consultation with the Department Head and Chair of the P & T Committee.

**Evaluation Criteria for Teaching.** The following are activities to be considered in the evaluation of teaching: development of new courses reflecting emerging research and current issues; revision of existing courses reflecting emerging research, current issues, and pedagogies; articulation of student learning objectives and outcomes; development of effective teaching skills; successful interaction with students.

The Department of Interdisciplinary Studies follows the college policy on the amount of evidence required for evaluation for tenure-track and college-track faculty members. Currently, tenure-track faculty and college track faculty provide three forms of evidence, and tenured faculty provide two forms of evidence. Multiple forms of evidence are useful in a comprehensive assessment of teaching effectiveness and include, but are not limited to:

- a. **Student Evaluations (REQUIRED):** Each semester, faculty members administer formal student evaluation forms in each of their classes. These evaluation forms include the required questions from the College of Arts and Sciences. Summative results of student evaluations are required for college-track, tenure-track, and tenured faculty.
- b. **Self-Evaluations:** Memos reflecting on each course taught are especially encouraged. Such reflections can take into account student learning in light of such aspects as syllabi, student learning objectives, activities and assignments; descriptions of and rationale for new course preparations as well as new pedagogical approaches or course improvements; results of assessments of student learning;
- c. **Other Forms of Evaluations:** Classroom observation assessments; nomination for or receipt of teaching honors and awards; grant proposals written and grants funded for pedagogical or curriculum development; evidence of participation in and learning from faculty development workshops and seminars; descriptions of facilitation and presentation in faculty development workshops and seminars.

### Description of Advising Activities

Faculty advising may take the form of assisting undergraduate or graduate students in the selection of courses or career consultation as well as assisting students in educational programs on and off campus, serving as faculty adviser to student groups, along with other relevant forms.

### Evaluation Criteria for Advising

The following activities are central to the evaluation of advising: availability to students through a presence within the department throughout the semester; comprehensive knowledge of degree requirements for relevant academic programs; when applicable, knowledge of minors and majors outside of the department for cross-disciplinary programs with which the faculty member is affiliated.

Multiple forms of evidence are useful in assessing advising effectiveness and include, but are not limited to:

- a. documentation of the number of students advised, type of advising, and time spent in university or college level advising sessions;
- b. documentation reflecting the level of informal advising occurring when a faculty member chooses to advise in an ad hoc fashion (e.g., the number of new majors advised, or the number of students advised not on a faculty member's assigned advisee list);
- c. documentation of the number of graduate committees chaired along with membership on graduate committees within and outside the department;

- d. when applicable, documentation of student advising in cross-disciplinary programs with which the faculty member is affiliated.

**B. SCHOLARSHIP AND CREATIVE ACTIVITY.** Tenured and tenure-track faculty negotiate their percentage of effort for scholarship. The department generally expects 30% for scholarship allocation. This percentage is used when evaluating scholarship in the Annual Performance Review as well as progress toward tenure and promotion. Scholarship and creative activity are both an activity and product, employing dynamically interacting processes of discovery and creation, teaching and dissemination, engagement and application, and integration, in the pursuit of fulfilling the mission and vision of NMSU. The Department's framework for identifying and interpreting scholarship and creative activity is grounded in the Boyer's concept of the four scholarships:

- a. **Discovery** – involving the processes and outcomes associated with disciplinary inquiry and exploration intended to expand the realm of legitimate discourse within and through the development of new knowledge and skills.
- b. **Teaching** – the dynamic, reciprocal, and critically reflective processes among teachers and students at the university and in the community in which their activity and interaction enriches and transforms knowledge and skills, taught and learned.
- c. **Engagement** – the myriad ways to proactively offer and employ knowledge and skills to matters of consequence to the Department, University, and community.
- d. **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.

Each form of scholarship is vital to the department's ability to achieve its mission. Although some scholarly work can be considered more substantive than others (e.g., a grant proposal funded as opposed to submitted or a peer-reviewed journal article as opposed to a typical book review), it is incumbent upon each faculty member to demonstrate that a scholarship achievement is significant within their field of expertise, open to peer review, and has been or is being disseminated. The relative focus of a faculty member on one scholarship form or another varies; it is fundamentally unfair to expect the same focus from each faculty member.

Consequently, evaluation of the performance of a candidate for tenure and promotion to any rank will focus on an indication of sustained scholarship and creative activity appropriate to the faculty member's discipline beyond a particular tenure or promotion decision, and its connection to the Department, College, and University missions.

Assessment of achievement related to scholarship and creative activity is guided by a faculty member's Allocation of Effort agreement, and there is no expectation that a faculty member meets each and every criterion below. In their Annual Reports and their Promotion and/or Tenure portfolio, faculty members are responsible for articulating how a specific activity or achievement represents scholarship or creative activity, along with explaining its significance.

Scholarly and creative activities and products should maintain the spirit of being public; be subject to judging, peer review, or other forms of community assessment; and remain available for use and adoption by the broadest community.

### **Description of Scholarship and Creative Activities**

Evidence of achievement includes but is not limited to:

- a. Traditional expressions such as refereed journal articles, book chapters, books and monographs.
- b. Acceptance of work into a juried festival, workshop, or similar venue.
- c. Critical review of an activity in a nationally recognized journal.

- d. Critical review by a recognized national or regional publication routinely reviewing scholarly and creative activity.
- e. Written evaluation of a scholarly or creative activity by a prominent professional practitioner. (e.g., a pertinent practitioner evaluating a film festival, animated film, zine, or scholarly relevant performances, products, or activities not typically peer-reviewed by a scholar).
- f. Positive recognition by a major award-granting organization.
- g. Presentation of scholarly or creative works at academic conferences.
- h. Invited scholarly lectures in one's field.
- i. Grant proposals submitted.
- j. Funded grants.
- k. Critical book review or other essay or creative work published in an academic or professional journal
- l. Extended essay published in a major newspaper or popular journal
- m. Dissemination of scholarship in reviewed online venues
- n. Integral collaboration with public service agencies and organizations to identify programmatic needs, design programs, implement programs or evaluate programs
- o. Production of multi-media products, film, creative presentation or performance
- p. Creating general or popular definitions of concepts in the scholar's field for public consumption
- q. Scholarly and/or new translations
- r. Textbook and textbook-related published contributions

### **Evaluation Criteria for Scholarship and Creative Activity**

The following descriptors can be used in the evaluation of Scholarship and Creative Activity:

- a. The activity supports the missions of the Program, Department, College, and University.
- b. The activity is individually or collaboratively authored or edited.
- c. The activity's purposes, goals, and objectives are clear. The objectives are realistic and achievable. The activity addresses important questions in the scholar's field, broadly defined.
- d. 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/or reflective understanding.
- e. Appropriate and ethical methods are used for the activity, including principles of honesty, integrity, and self-critique. The methods chosen are appropriate and applied well.
- f. 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.
- g. The activity and outcomes have been presented appropriately, ethically, and effectively to the constituent audience(s).
- h. One's peers and/or constituent audience(s) judge the activities and outcomes meritorious and significant.
- i. 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 the scholar's own work. The scholar uses this assessment to improve, extend, revise, and integrate subsequent work.
- j. The scholarship integrates teaching, service, and/or outreach functions.
- k. The activity integrates or applies for scholarship in the provision of professional expertise in the scholar's field, broadly defined.

- l.** The activity represents systematic inquiry into the creation of an innovative academic program or curricular design derived from specific expertise, training, or research derived from scholarly knowledge.
- m.** The activity represents systematic inquiry into academic program assessment and evaluation and innovative faculty development derived from specific expertise, training, or research derived from scholarly knowledge.

**C. SERVICE.** Service is essential to the Department, College and University mission and to a faculty member's professional profile and affiliations. Tenured, tenure-track faculty, and College Faculty negotiate their percentage of effort for service. The department generally expects 10% for service allocation. This percentage is used when evaluating service in the Annual Performance Review as well as progress toward tenure and promotion. The type and amount of service a faculty member performs should be determined in consultation with the Department Head. Active, civil, and collegial participation in departmental governance is a minimum expectation.

### **Description of Service Activities**

Evidence of achievement includes, but is not limited to:

- a.** Membership on or chairing of Department, College, and University committees.
- b.** Engagement in the oversight and development of Department's programs.
- c.** Committee membership or other service to professional organizations.
- d.** Membership on local, state, or national boards and community organizations.

### **Evaluation Criteria for Service Activities**

The following descriptors can be used in the evaluation of service:

- a.** Contribution to the governance, tasks, organization and development of the Department and its programs (required).
- b.** Contribution to the governance, tasks, organization, and development of College or University.
- c.** Contribution to any local, state, national, or international agency, professional organization, or institution needing and benefiting from a faculty member's professional knowledge and skills.
- d.** Consistent civil and collegial interaction with colleagues and constituents.

**D. EXTENSION AND OUTREACH.** This activity allows scholars to offer expertise to a broader community, so extension and outreach are uniquely collaborative within and across disciplines as well as the agencies and constituents who are beneficiaries of this activity. This activity is integral to the land-grant mission of the program, department, college, and university. The Allocation of Effort for outreach is negotiated annually by faculty members and typically does not exceed 10%.

### **Description of Extension and Outreach Activities**

Evidence of achievement includes but is not limited to:

- a.** Documents demonstrating collaborative activity to identify the programmatic concerns, issues and needs of specific constituent groups.
- b.** Documents demonstrating collaborative activity resulting in identification of best practices relative to identified concerns, issues and needs of specific constituent groups.
- c.** Documents demonstrating programmatic changes of and programmatic outcomes for specific constituent groups consequent to collaborative activity.
- d.** Technical reports prepared and presentations made to and on behalf of specific constituent groups as a result of collaborative activity.
- e.** Validation by peers and stakeholders attesting to the contribution of collaborative activity.



### **Evaluation Criteria for Extension and Outreach**

The following descriptors can be used in the evaluation of extension and outreach:

- a. Collaboration with community, regional, state, or national organizations in efforts to address relevant issues.
- b. Collaboration with community, regional, state, or national organizations to design and/or implement programs, policies, or other directions for change.
- c. Provision of professional expertise in the scholar's field, broadly defined.

**E. LEADERSHIP.** The development of leadership skills and engagement when possible are essential to the Department, College and University missions and to the faculty member's professional affiliations. Leadership takes place and is reflected within the Scholarship, Teaching, Service, and Extension and Outreach areas described above.

### **Description of Leadership Activities**

Evidence of achievement includes but is not limited to:

- a. Evidence of leading overt initiatives in contributing to the mission of the Department, College, University, or the faculty's discipline(s).
- b. Evidence of leading 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, or external organizations and agencies in ways contributing to their respective missions.

### **Evaluation Criteria for Leadership Activities**

The following descriptors can be used in the evaluation of leadership:

- a. Moving beyond participation to direct, coordinate, or guide some aspect of the activities integral to the Department, College, and/or University mission.
- b. Where applicable, moving beyond participation to direct, coordinate, or guide some aspect of the activities of professional/academic organizations in the faculty's discipline(s), broadly defined.
- c. Providing peer mentoring or role-modeling for colleagues regarding civil, collegial, and collaborative approaches to faculty governance.

## **3.2 Procedures**

All articulated criteria and procedures are subject to review and an update at least every five years. A faculty member may elect, in writing, to be reviewed for promotion and tenure according to the criteria in force at the time the tenure-track process begins or in any subsequent updated version of those criteria.

- a. Each faculty member is evaluated by the Department Head in the fall of each year based upon information provided in the College's Annual Performance Evaluation Form.
- b. The College Dean subsequently reviews the results of each faculty member's Annual Performance Evaluation Form and the Department Head Appraisal of Annual Performance Evaluation. Results of the evaluation are discussed with the Department Head during an annual review in February of the following year, after the Department Head's discussion with the Dean.
- c. The final Department Head Appraisal of Annual Performance is provided in writing to each faculty member after the Department Head's annual review with the Dean and discussed in an additional individual meeting, at which time plans for the Allocation of Effort for the subsequent academic year can be discussed. The annual review is considered complete when the faculty member and the Department Head sign off on it, ideally at the individual meeting.

- d. Each faculty member may submit a written statement in response to an Annual Performance Evaluation that is entered into a faculty member's permanent personnel file.
- e. Following completion of this process, each faculty member submits to the Department Head a final Annual Allocation of Effort Form for the subsequent year, provided by the College. This document serves as an organizational guide for each faculty member throughout the subsequent year and becomes the basis for conducting the Annual Performance Evaluation. Should unforeseen opportunities or circumstances emerge during the applicable year, the Allocation of Effort statement may be revised using the same approval process described below:
  - 1. For probationary tenure-track faculty, an agreement of these allocations will be attained in consultation with the Department Head and Chair of the Department P & T Committee.
  - 2. For tenured faculty, an agreement of these allocations will be attained with the Department Head.

#### **4. PROMOTION AND TENURE**

Promotion and tenure are the means by which the Interdisciplinary Studies Department, the College of Arts and Sciences, and New Mexico State University reward and retain faculty demonstrating sustained accomplishment in teaching and advising; scholarship and creative activity; service to the program/department, college, and university; and engagement with the broader community in support of the land-grant mission of the department, college, and university. The criteria and processes for tenure and promotion decisions in the Department are articulated below. All criteria for promotion to any rank and tenure and the related processes outlined in this document are superseded by the NMSU Faculty Promotion and Tenure ARP 9.35 and are aligned with the College of Arts and Sciences Promotion and Tenure Policies and Procedures Handbook (Fall 2018).

##### **4.1 Criteria**

###### **Promotion to 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 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, and extension and outreach. Leadership within any of these four effort areas, though not a separate category, can enhance a candidate's portfolio. 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. Furthermore, a candidate is expected to demonstrate sustained commitment to civility, collegiality, and professional integrity in all aspects of Department, College, and University service. The relative importance of each area varies across candidates according to the cumulative Allocation of Efforts statements.

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

## Promotion to 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). To qualify for promotion to Professor, a faculty member must demonstrate a strong impact on her or his field of specialization since promotion to Associate Professor, showing national and/or international recognition and/or influence. Scholarly or creative evidence of achievement might include a monograph or the equivalent: four or more creative or scholarly publications, either produced or accepted, including but not limited to articles or book chapters; edited collections or major editorial work; film; and editions. These products—produced by major university, academic, or commercial presses, or peer-reviewable digital or other related venues—demonstrate the scholar’s ongoing contributions to the profession.

Those moving to rank of Professor will have demonstrated through consistent and continuous accomplishments that they have 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 ranks empowering and enabling them 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, extension and outreach. Leadership is expected within at one or more of these four effort areas and will enhance a candidate’s portfolio. 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 statements. 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 civility, collegiality, and professional integrity in all aspects of department, college, and university service.

Although at the Professor level, faculty members do not submit a progress report for review by the Department’s P & T Committee, other processes and timelines follow those listed for tenure and promotion to Associate Professor. One exception is that five, as opposed to three, external reviewers are required for the Professor level portfolio.

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.

## 4.2 Procedures

The typical probationary process for a new tenure-track faculty member is six consecutive years. Some flexibility is possible by obtaining credit for previous years’ experience in university 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 Department Head, Department P & T Committee, College Dean and Provost at the time of hire. Options for extending or shortening the Probationary Period are possible and are described in the NMSU ARP 9.35.

### Annual Pre-Tenure Review

The annual process 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:

- a. During the Spring Semester, the Department P & T Committee reviews the portfolio of each probationary tenure-track faculty member and submits a written recommendation to the

- Department Head indicating progress towards promotion and/or tenure as well as the strengths and weaknesses in each of the areas assessed for promotion and tenure.
- b. During the Spring Semester, the Department Head informs the candidate in writing of the P & T committee annual recommendation for promotion and tenure and continuous contract as well as their own Department Head recommendation.
  - c. The annual promotion and tenure recommendations from the P & T Committee and Department Head become a permanent part of a candidate's portfolio.
  - d. The Department Head will meet annually with each candidate to discuss the annual written assessments.
  - e. Each candidate seeking promotion and/or tenure will incorporate their goals for the upcoming year into the annual Allocation of Effort Form. This will become a guide for assessing the next year's progress toward promotion and/or tenure.
  - f. The Department Head must provide candidates going up for tenure and/or promotion the latest versions of policies for this process in the Spring preceding the application.
  - g. The Department Head will see that the Tenure and Promotion policies for the department are posted on the departmental website and that a link to College and University policies is made available there as well.

### **Post-Tenure Review**

Any Post-Tenure Review of a tenured faculty member must be done in accordance with section NMSU's ARP 9.36 . Specifically, tenured faculty members annually participate in and receive an extensive examination of their teaching, their research and scholarly output, and their service and outreach as part of the annual review process.

- a. A Mid-Probationary Review is optional but encouraged for probationary (pre-tenure) faculty members. This review may be requested by a probationary faculty member and will be conducted in accordance with the NMSU ARP 9.35—Faculty Promotion and Tenure Review—when requested. This mid-probationary review is in addition to and complements the required annual review of all probationary faculty members, which offers feedback on progress toward meeting requirements for promotion and/or tenure to make clear recommendations for progress or resolutions suggested in any areas of concern. The formative mid-probationary option offers a more substantive review that can include constructive feedback from external reviewers and from the Faculty Affairs Committee as a means to reflect expectations for promotion and/or tenure. The optional mid-probationary review does not impact merit pay or contract continuation decisions.

For the mid-probationary review process, faculty should prepare a complete promotion and/or tenure portfolio in light of Department and College guidelines following the standard timelines for the actual promotion and/or tenure process.

Probationary faculty members electing to undergo the mid-probationary review should make a request in writing to the Department Head during the preceding Spring semester and submit the portfolio materials to the Department early in the Fall semester.

Reviews will be conducted following the same processes and procedures as for a regular promotion and tenure case. The portfolio including the recommendations from both the Department Head and the P & T Committee are then submitted in mid-Fall semester, as are the actual submissions of portfolios for promotion and/or tenure.

- b. During the Spring of the fifth consecutive year of probationary service, a faculty member will be notified by the Department Head and Chair of the P & T Committee that it is time to review and finalize their accumulated portfolio of “core” and supporting documents as outlined in the NMSU ARP 9.35—Faculty Promotion and Tenure Review. If a faculty member does not apply for tenure in the fifth year, or extended year as appropriate, and does not submit a letter of resignation, the faculty member’s employment will terminate with the expiration of the current annual (“Temporary”) contract. More information about the portfolio, known as the “core” document, and the documentation file is provided below.
- c. In an application for tenure and promotion, 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.
- d. The candidate’s Documentation File will be kept in a locked office, the main office of the department.
- e. A candidate may review all items included in the portfolio assembled prior to the review by appropriate committees, administrators, and/or external reviewers. Nothing will be changed, added, or deleted from the portfolio without knowledge of the candidate. A candidate has 5 days to add to a portfolio any correction of factual errors following each stage of the evaluation.
- f. 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. A candidate shall prepare a letter requesting withdrawal from further consideration. The letter shall be transmitted to the Dean. 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. Withdrawal from consideration for tenure must be accompanied by a letter of resignation submitted to the Dean. The resignation shall be effective no later than the end of the sixth-year contract period.
- g. A minimum of three written external assessments of the candidate’s scholarship for tenure and/or promotion to associate professor and five assessments for promotion to full professor will be compiled from solicited external reviewers selected in consultation with the Department Head, Chair of the P & T Committee, and the candidate. At least one reviewer recommended by the candidate for tenure and/or promotion must be included so long as no conflict of interest exists. The Department Head is responsible for handling any conflicts of interest in the selection of reviewers (ARP 9.35). The candidate is allowed to list people not to include as reviewers. If the Department Head contacts somebody on the candidate’s list of people they wish not to be a reviewer, the Head must justify the importance of selecting the reviewer, as well as notify the Chair of the P & T Committee and the Candidate. The Department Head must clearly articulate and document why this decision was made (APR 9.35).

The Department Head will contact reviewers to solicit external reviewer letters. A reviewer will be a highly regarded expert in one or more aspects of the candidate’s work and must be able to offer an objective assessment of the candidate’s work. A reviewer must be working at a university on par with NMSU or within a Department of similar status, size, and program options, share at least one area of expertise represented within the candidate’s P & T scholarship material and not to be co-author or co-investigator with the candidate on prior or current scholarship. When a reviewer holds a tenured position, it should be at or above the rank sought by the candidate.

The Candidate Portfolio sent to external reviewers must remain identical across all external reviewers. Items included in the Candidate Portfolio sent to external reviewers should be built in accordance with requirements from the College Dean and other documents as jointly agreed to by the Department Head, Chair of the P&T Committee in consultation with Department Promotion and Tenure Committee members, and the Candidate. If an external reviewer feels unable to render an assessment based on the material received, that reviewer should not be included in the process.

Only external letters of review solicited from the individuals agreed to by the Department Head, Chair of the P&T Committee, and the Candidate are included in the materials reviewed during final P&T deliberations. External letters of review received after the P&T Committee completes its deliberations will not be included in the Candidate's portfolio. In the event that an unsolicited letter of review is received by the Department Head prior to completion of the P&T Committee deliberations a candidate may request the Department Head to allow the letter to be included in the Candidate's portfolio. The final decision to include or not include an unsolicited letter in a Candidate's portfolio rests solely with the Department Head.

- h. The Department Head and Chair of the P & T Committee will forward to all external reviewers the candidate's chosen representation of her or his scholarship, a copy of the department's *Criteria for Promotion and Tenure Document*, and a cover letter informing each external reviewer that their written assessment reflects their judgment of the presented scholarship's quality and fit with the department's Criteria document and that a copy of the written assessment is provided to the candidate and becomes a permanent part of the candidate's portfolio. Reviewers will be notified that the candidates are allowed to review all materials in their complete portfolio.
- i. During the sixth year, the faculty member makes a case for tenure and/or promotion through the core document and documentation file. Then, a review is conducted by the university in accordance with the timeline provided in the *University Timeline for Promotion and Tenure* of the University Policy document. Those awarded tenure are granted a continuous contract at the end of their sixth year, while those not awarded tenure are given a one-year terminal contract for their seventh and final year of employment at NMSU.

### 4.3 Portfolio

Candidates should follow university guidelines for preparing their Promotion and Tenure Portfolio (ARP 9.35). This portfolio consists of the Core Document and supporting Documentation File.

#### A. CORE DOCUMENT.

University guidelines (ARP 9.35) specify the inclusion of the following Core Document elements in this order:

1. A routing form developed by the college with spaces for the required signatures (add link to form).
2. A cover sheet indicating the candidate's name, current rank, department and college.
3. Any written documentation generated throughout the promotion and tenure process, including the numerical vote counts of members of the promotion and tenure committee(s).
4. A table of contents.
5. Candidate's executive summary.
6. A curriculum vitae.
7. Annual performance evaluations for the period under review, including the Allocation of Effort statements, the goals and objectives forms, written statements submitted by the faculty member as a part of the annual performance evaluations, the supervisor's written comments, and any

- response made by the candidate to the supervisor's written comments. Numerical rankings, ratings, or vote counts should be removed.
8. Principal Units' mission statements.
  9. Letters from External Reviewers.

A major component required of the candidate for the Core Document is the Executive Summary, no longer than 3,000 words. This Executive Summary should provide separate sections dedicated to teaching, scholarship, service, and outreach. Candidates should provide sufficient information to allow committees to measure relevance and contributions in all areas evaluated and to see demonstrated growth. More specific requirements for the Executive Summary follow:

- a. 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. Specifically,
- b. Discussion of teaching and advising should include a reflection of teaching effectiveness, professional development and impact on students' learning.
- c. Discussion of scholarship and creative activities should be formulated with reference to the model articulated in the NMSU policy.
- d. Discussion of service should formulate the vision of impact within the unit, the College, the institution, and the broader community.
- e. Discussion of outreach, if any, should formulate the vision of impact within the unit, the College, the institution and the broader community.
- f. Achievements and contributions in the different relevant 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.
- g. If appropriate, the summary should provide evidence of leadership achieved in the various areas of effort.

## **B. DOCUMENTATION FILE.**

Supplementary materials provided by the candidate related to areas of faculty activity. Contents may include:

- a. Student evaluations for the years being evaluated.
- b. Supporting teaching materials. These may include copies of syllabi, assignments, exercises, quizzes, exams, copies of student work; responses to student work; written communication with students; letters of support from students; written observations of the candidate's teaching from colleagues; and so on.
- c. Materials documenting professional development activities. These may include awards and certificates; examples of creative or professional work produced in this time period; notes from seminars, meetings or conferences attended, and so on.
- d. Materials documenting the candidate's service contributions. These may include letters of recommendation written for students; committee membership lists; awards and certificates; thank you letters for contributions; emails or memos documenting contributions; work such as minutes, proposals, or letters produced for University committees or civic organizations; materials created for professional presentations; programs from performances; news stories about the candidate's service or outreach activities; and so on.
- e. Letters of recommendation from colleagues and/or students familiar with applicant's work (Optional)

For promotion to Full Professor, two copies of the Core Document along with the Documentation File should include the same materials as listed for the previous rank but with additional evidence and discussion of leadership in any relevant areas of effort in addition to successful, superior teaching.

#### **4.4 Roles and Responsibilities during the Process**

##### **A. CANDIDATE.**

1. Maintains a curriculum vitae and a cumulative personal record of the activities and accomplishments affecting the application for promotion and/or tenure.
2. Reviews their personal portfolio in relation to the criteria for promotion and/or tenure and seeks guidance from the Department Head, Chair of Department P & T Committee, and if desired other senior faculty.
3. Can in accordance with college procedures request and provide materials required in the optional mid-probationary review.
4. Provides the Department Head with a written list of potential outside references from which letters of evaluation may be requested.
5. Where appropriate, requests extensions of the probationary period in accordance with ARP 9.35.
6. Where appropriate, requests the review process be terminated at any time prior to review by the Executive Vice President and Provost as provided by ARP 9.35.
7. Will, when appropriate, submit a rebuttal to correct factual errors within 5 days of receiving the P&T Committee and Department Head recommendations.
8. Will when appropriate, submit a rebuttal to correct factual errors within 5 days of receiving the College P&T Committee and the Dean recommendations.

##### **B. DEPARTMENT HEAD.**

1. Establishes and monitors a process for tenured faculty to mentor the candidate in developing the best case for promotion and/or tenure.
2. Provides leadership in the collaborative writing and maintenance of department promotion and tenure policy.
3. Provides initial information, timelines, and copies of all written guidelines regarding promotion and tenure expectations and policies to all new and continuing faculty members on a regular basis. Also informs candidates of the rights to due process, appeal and informal processes for conflict resolution in promotion and tenure—all procedures of the Department of Interdisciplinary Studies shall comply with ARP 3.25, Discrimination, Harassment, and Sexual Misconduct on Campus and ARP 10.60, Review of Faculty Grievances.
4. In the annual performance review of all tenure-track faculty, includes written detail relating to assigned duties (i.e., teaching and advising, scholarship and creative activity, service, extension and outreach, leadership, and allocation of effort across these activities). The review is to be formative in nature and includes separate statements addressing progress toward tenure and toward promotion including steps that should be taken to strengthen the faculty member's case.
5. Provides leadership in establishing agreed upon department guidelines for an annual review of probationary tenure-track faculty by the Program P & T Committee. This review is separate from and independent of, the Department Head's annual review of each faculty member.
6. Assists probationary tenure-track faculty who have completed five academic semesters—or, for an optional mid-probationary review, any part-time equivalent—in preparing for promotion.



7. When mitigating circumstances arise, explores with a candidate the need for a time extension (see ARP 9.35). With the approval of the candidate, seeks recommendation from the Dean and approval from the Executive Vice-President and Provost to extend the probationary period.
8. Provides assistance and guidance to faculty applying for promotion and/or tenure. Reviews the portfolio of candidates and, where needed, makes recommendations for improvement.
9. Sees that the Department P & T Committee submits all required recommendations for candidates seeking tenure and/or promotion.
10. Writes an independent evaluation/recommendation concerning each candidate's case for promotion and/or tenure in relation to the department criteria. 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.
11. Provides candidates written copies of the recommendation of the Department P & T Committee and the Department Head. This notification must occur prior to passing the promotion and/or tenure application on to the Dean and College P & T Committee.
12. Places the Department Head's recommendation in the candidate's portfolio.

### **C. DEPARTMENT COMMITTEE.**

The Department maintains a standing committee referred to as the Department Promotion and Tenure Committee (P & T Committee) comprised of at least three tenured faculty members elected by the department at large. One Department member shall be selected by the P & T Committee as Chair and the College Dean appoints one external member or as many as needed to attain a three-person committee. All tenured faculty are eligible to serve on the P & T Committee unless there is an identified conflict of interest or prior commitment that prevents the faculty member from participating in all deliberations, with participation in all deliberations a requirement for serving on the committee (College of Arts & Sciences Promotion & Tenure Policies & Procedures, 2.5, Conflict of Interest, Fall 2018). For purposes of promotion to rank, only faculty possessing the rank under consideration or higher may vote. Committee members can attend sessions by a confidential electronic method with permission of the committee chair. Committee members must take part in the deliberations in order to vote. Committee members may vote via confidential electronic methods with the permission of the committee chair.

The Department Head and, if requested, the Dean will meet with the Department P & T 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 tenure decisions (including annual recommendations and a final decision) must occur within the closed P & T Committee meeting venue.

It is College policy that if the committee membership determines through vote or consensus that there is sufficient evidence of a potential for conflict of interest, a given committee member may be asked to remove themselves from specific deliberations about a given candidate.

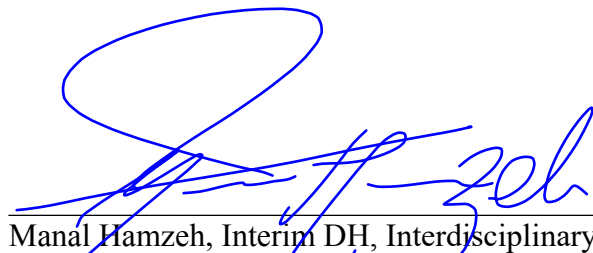
1. Examines and reads the portfolio of each candidate.
2. Evaluates the candidate according to departmental criteria.
3. Considers the candidate's department assignment and role apportionment as specified in the candidate's Employment Contract and accumulated Allocation of Effort statements.
4. Performs an annual review providing formative, specific, and detailed information regarding the pre-tenured faculty member's progress toward promotion and/or tenure, including steps that should be taken to strengthen the faculty member's case. This review is separate from and independent of, the Department Head's annual review of each faculty member.


5. Ends deliberation of candidate's material by compiling faculty members' anonymous written ballots, aggregating and tabulating them (include in the Core Document).
6. Makes recommendations to the Department Head pertaining to faculty members seeking promotion and/or tenure based on the candidate's portfolio and Department Criteria.
7. Records in each candidate's recommendation the Committee's vote totals.
8. Ensures that the Committee's recommendation is included in the candidate's portfolio.
9. Participates in the optional mid-probationary review process, providing formative feedback to candidates.
10. Provides ongoing mentorship and support as needed or requested by a probationary tenure-track faculty member.
11. Reviews the University conflict of interest policies to assure none exist or are perceived to exist.

After the Department P&T Committee has reviewed and made a recommendation, the College Faculty Affairs Committee reviews the case first and makes a recommendation to the Dean, and the Dean then makes an independent recommendation prior to moving the materials on to the Provost.

## 5. CONFIDENTIALITY

All materials pertaining to a candidate's P&T process will remain confidential whether deliberations are focused on an annual report or final review for promotion and tenure. Each meeting of the P&T Committee will start with a statement on the confidentiality of all materials and the subsequent proceedings whether the purpose of the meeting is for annual review or final review for promotion and tenure. The chain of responsibility, with respect to confidentiality, for a candidate's material begins with the chair of the departmental P&T Committee who is responsible for the materials while those materials are under review by the departmental P&T Committee. The Department Head becomes the custodian of the confidentiality of a candidate's materials once the P&T Committee has completed its deliberations and the candidate's materials along with the Committee's recommendation are delivered to the Department Head. Once the portfolios are forwarded to the college level, confidentiality will be ensured by the Dean and the chair of the College P&T Committee.

  
 \_\_\_\_\_ 10/16/2019  
 Manal Hamzeh, Interim DH, Interdisciplinary Studies Department/Date

  
 \_\_\_\_\_ 10/11/2019  
 Enrico Pontelli, Dean, College of Arts & Sciences/Date