

New Mexico State University
Department of Chemistry and Biochemistry
Functions and Criteria for Evaluation of Faculty, Promotion and Tenure Document
Revised March 2014

I. Introduction

Promotion and tenure are the means by which the Department of Chemistry and Biochemistry, the College of Arts and Sciences, and New Mexico State University reward and retain faculty demonstrating sustained accomplishment in teaching and advising/mentoring; scholarship and creative activity; provision of service to the Department, College, University, and academic/research community; leadership; and outreach/engagement with the broader community in support of the land grant mission of the Department and University. This Document articulates the criteria and processes for tenure and promotion decisions in the Department. All criteria for promotion to any rank and tenure and the related processes outlined in this document are superseded by Section 5.90.4 and Section 5.90.3.6.5 of the NMSU Promotion and Tenure Policy document.

The process for recommending promotion and/or tenure of a faculty member in the Department of Chemistry and Biochemistry must be fair, transparent, and participatory. A clear, fair, transparent process indicates that decisions made are not discriminatory with regards to national origin, ethnicity, race, gender and gender identity, disability, age, political belief, religion, sexual orientation, marital status, special friendships, or unwarranted hostility toward candidates. Patterns of structural, institutional and/or individual discriminatory practices are to be avoided in any promotion and tenure recommendations. The Department of Chemistry and Biochemistry values the rich diversity that intellectual, disciplinary and cultural differences brings to its community.

The amount of effort faculty members, regardless of rank or position, devote to the various aspects of their duties necessarily varies, and any fair promotion and tenure process recognizes these differences. One faculty member may devote more time to teaching, or scholarship and creative activity, or outreach, or administrative duties, or some combination of these professional activities at one point in time than at another. The efforts of two or more faculty members may vary at the same points in their careers, reflective of their individual strengths, Department, College, and University needs. Consequently, it is fundamentally unfair to expect identical amounts or type of scholarship and creative activity, outreach, and service from each faculty member. The Department's tenure and promotion to any rank decision will integrate and reflect those variances through the incorporation of each faculty member's yearly allocation of effort statement reached in consultation with the Department Head, Promotion and Tenure Committee Chair, and confirmed by the College Dean.

All criteria and procedures contained within this document are subject to review and update at least every three years. A faculty member may choose to be reviewed for promotion and tenure according to the criteria approved at the time of beginning the

tenure track process or any subsequent updated version of those criteria.

II. Promotion and Tenure Criteria

Each year, as part of the promotion and tenure process, faculty members are encouraged to submit as much evidence of accomplishments as she/he finds appropriate.

Consideration of candidates for promotion and tenure must seriously examine faculty performance in the areas of teaching and advising/mentoring, scholarship and creative activities, service, outreach/engagement, and leadership when applicable. Other important aspects that must be considered as well are collegiality and civility in carrying out duties assigned. Each area is vital to the Department's ability to achieve its mission.

The mission of the Department of Chemistry and Biochemistry is:

- To improve our national recognition to match the quality of our program and to be a valuable resource to our state and community through service and outreach activities.
- To be one of the finest Graduate and Undergraduate teaching and research programs in the area of chemistry and biochemistry in the nation, and particularly in the Southwest.
- To be a leading place for faculty and students to come together and indulge in the passion of learning and discovery in a very supportive and stimulating atmosphere.

The Allocation of Efforts statements submitted by faculty and approved by the Department Head guide the yearly assessment of progress toward promotion and tenure, and establish the baseline for evaluation of performance of any faculty member applying for promotion and/or tenure. The relative importance of each area varies across candidates as documented by the cumulative Allocation of Effort Forms. There is no anticipation that the record of each faculty member will be identical in amount or type of achievement. Of paramount importance is sustained achievement and clear indication that a candidate will continue to pursue the functions and criteria of the Department throughout her/his career.

A. Teaching and Advising/Mentoring

The Department values quality teaching at the undergraduate and graduate levels as a core of the mission. Both teaching and advising/mentoring are essential components for promotion at any rank and tenure. The responsibilities for these activities may include, but are not limited to:

- a. All forms of university-level instructional activities, which may be on and/or off campus.

- b. Preparation for teaching of a wide variety of courses, which may include, seminars, workshops (both for credit and non-credit), informal instructional gatherings and other academic learning processes.
- c. Curriculum development, which may include course and/or program development.
- d. Supervision of undergraduate and graduate student research.
- e. Service on graduate student committees.
- f. Integration of technology in the classroom, such as class response systems, online homework, a class management system, such as Blackboard[®] or its equivalent.
- g. Preparation of course materials, including textbooks, web pages, ancillary materials and electronic aids to learning.
- h. Web-based instruction, both on the distance education and hybrid modalities.
- i. Collaborative or team-taught teaching.
- j. Internships opportunities for students.
- k. Other activities identified in consultation with the Department Head

Advising/Mentoring responsibilities may include, but not limited to the following activities:

- a. Helping undergraduate and graduate students in selecting appropriate courses for their academic careers.
- b. Assist in educational programs that may be on or off campus.
- c. Individual undergraduate and graduate student mentoring.
- d. Participation in research training programs.
- e. Serve as faculty advisor to student organizations and/or informal groups within and outside the Department.

1. Evaluation of Teaching (Section 5.90.4.1)

To properly evaluate teaching effectiveness, its complexity and multifaceted nature must be taken into consideration. Central to the evaluation of teaching prior to tenure and promotion are the following criteria:

Responsibilities

- a. Development of new courses that reflect current issues and emerging research areas within chemistry and biochemistry.
- b. Revision of existing courses to reflect emerging research, current issues and appropriate pedagogies.
- c. Articulation of objectives dealing with student knowledge acquisition, critical thinking and other skill development.
- d. Improvement and development of effective teaching skills.
- e. Successful interaction with students.
- f. Evaluation of student learning.

Required evidence documenting teaching effectiveness

Multiple forms of evidence are useful in a comprehensive assessment of teaching effectiveness and include, but are not limited to:

- i) Evidence from instructor (mandatory for every course): Evidence should include, but is not limited to:
 - a. syllabi, student learning objectives, activities and assignments;
 - b. description of new pedagogical approaches for existing courses;
 - c. grant proposals written and grants funded for pedagogical or curriculum development;
 - d. descriptions of facilitation and presentation in faculty development workshops and seminars focused on teaching practices;

- ii) Evidence from students:
 - a. results of student evaluations (mandatory for every course); obtained by following the departmental policy in administering student evaluations at the end of each semester; the instructor must not be present while the evaluation forms are written, and must not see or handle the forms until after grades are reported.
 - b. mid-semester student evaluations (optional);
 - c. written student comments (optional); obtained by following the departmental policy in administering student evaluations at the end of each semester; the instructor must not be present while the evaluation forms are written, and must not see or handle the forms until after grades are reported.

- iii) Evidence/Assessment of student learning*
 - a. results of assessments of student learning (optional);

- iv) Evidence from other professionals*
 - a. peer review assessments (optional);
 - b. evidence of participation in faculty development workshops and seminars (optional);
 - c. nomination for or receipt of teaching honors and awards (optional).

*one of peer reviewed or evidence of student learning success for at least one course.

Per section 5.90.4.1.1 of the policy manual, "each form of evidence should carry a weight appropriate to its importance in evaluating teaching".

Documentation to be included in the evaluation packet

Documentation that summarizes the selected (3 of the 4) categories of evidence demonstrating teaching effectiveness should be included. Student evaluation forms, summaries of assessment (e.g., pre/post-term exams or end of semester student achievement), and letters from peer evaluations should be archived in case there is a need for further evaluation.

2. Evaluation of Advising/Mentoring

Responsibilities associated with advising

Student advising is central to the Department's teaching mission. The following criteria are central to the evaluation of **Advising** across the pre-tenure and promotion period:

- a. Maintaining accessibility to students within the Department throughout the entire semester;
- b. Maintaining comprehensive knowledge of the degree requirements of the Department's academic programs;
- c. When applicable, maintenance of knowledge of minors and majors outside of Chemistry and Biochemistry for cross-disciplinary programs with which the faculty member is affiliated.

Evidence documenting advising activities

Multiple forms of evidence are useful in a comprehensive assessment of 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 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).
- c. Documentation of the number of graduate committees chaired, and 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.

Responsibilities associated with mentoring (Research: undergraduate, graduate, postdoctoral)

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

- a. Maintaining a research program/project that enhances the education and

- training of students in his/her area of expertise or related field;
- b. Facilitate the completion and success of students (graduate and postdoctoral) in their thesis/dissertation research while under his/her guidance and supervision.

Evidence documenting mentoring activities:

Multiple forms of evidence are useful in a comprehensive assessment of mentoring effectiveness and include, but are not limited to:

- a. Research productions including publications, conference participations, research presentations;
- b. Progress towards degrees measured by grades/research credit, degree milestones (exams: qualifying, comprehensive), proposal, department presentations, final defense;
- c. Fellowships, scholarships and other external funding obtained in support of professional and academic student development and/or training;
- d. Completion of thesis or dissertation;
- e. External review of thesis or dissertation;
- f. Other evidence of structured individual or group mentoring activities such as focused literature reviews, journal clubs, grant writing and professional skills development.

B. Scholarship and Creative Activity

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

- (1) **Discovery**—the process and outcomes associated with disciplined inquiry and exploration intended to expand the scope of legitimate discourse within the discipline of chemistry.
- (2) **Teaching**—the dynamic, reciprocal and critically reflective processes among teachers and learners at the university and in the community in which their activity and interaction enriches and transforms knowledge and skills being 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.
- (4) **Integration**—the processes of assessing, interpreting, and applying knowledge and skills in new and creative ways, leading to new, richer and more comprehensive understanding, insights and outcomes.

Each form of scholarship is integral to the mission of the Department and University, however, predominant emphasis is placed on Discovery and Teaching.

1. Evaluation of Scholarship and Creative Activity

The relative focus of a faculty member on one of the scholarship forms varies, and consideration of different individual faculty emphasis is required to ensure fairness in evaluation. Evaluation of the performance of a candidate for tenure and promotion at any rank must consider evidence of sustained scholarship and creative activity beyond a particular promotion and tenure decision, and its linkage to the Department, College and University mission.

The Allocation of Effort Form guides assessment of achievement related to scholarship and creative activity. Faculty members are expected to initiate and maintain a productive research program. When outside support is absent, the program must be tailored to the limitations of the Department's ability to support research activities. Given the fact that financial resources of the Department are limited, it is expected that faculty members will actively seek external support. The degree of success in these efforts will be weighted against factors such as sources and availability of funds. The department will recognize for evaluation all scholarly activities and outcomes, regardless of funding source, as summarized in sections 5.90.4.2 and 5.90.4.2.1 of the Promotion and Tenure Policy of the University Policy Manual, effective August 1, 2008.

Faculty members will meet specific criterion listed below, according to their Allocation of Effort forms, but are not expected to meet every criterion.

D) Evaluation of the Scholarship of Discovery

i) Activities recognized:

- a. The activity supports the land-grant mission of the Department, College and University.
- b. The activity has value to public agencies representing state, regional, (inter)national interests.
- c. The activity is collaborative and community based.
- d. The goals and purposes of the activity are clearly defined, achievable and realistic. Important questions in the field of study are addressed, broadly defined.
- e. The activity reveals high levels of discipline related expertise. The scholar brings a high level of skills, knowledge and reflective understanding.
- f. Appropriate and ethical methods are used for the activity, including principles of honesty, integrity and objectivity. The methods are applied effectively. It allows for replication or elaboration.
- g. The activity achieves its goals and its outcomes have significant impact. It adds consequentially to the field. It is innovative or breaks new ground. It leads to further exploration for the scholar and others.
- h. The activity and outcomes have been presented ethically, effectively and appropriately to the intended audience.

- i. Peers and/or constituent audience(s) judge the activity and outcomes significant and meritorious.
 - j. The scholar has critically evaluated the activity and outcomes and has assessed the impact and implications on the greater community, and one's own work. The scholar uses this assessment to improve, extend, revise and integrate subsequent work.
 - k. Integration of the activity with teaching, service and outreach functions is possible.
- ii) Evidence of achievement can include, but it is not limited to (in priority order):
- a. Peer-reviewed publications;
 - b. Awards received for scholarly activities;
 - c. Funded grants;
 - d. Grant proposals submitted;
 - e. Papers published in non-peer reviewed journals;
 - f. Invited contributions to symposia or published works;
 - g. Organization of symposia, either as main organizer or as a member of a group;
 - h. Papers presented at professional meetings;
 - i. Book chapters, (co)edited or (co)authored books and monographs accepted for publication;
 - j. Critical book review essay published in an academic or professional journal;
 - k. Textbook and textbook related published contributions.
 - l. Dissemination of scholarship in web pages, accompanied by evidence of external evaluation of the relative contribution of the scholarship in terms of its creative and intellectual content and potential impact for the discipline, or agencies and organizations that may be the intended constituents;
 - m. Integral collaboration with public service agencies and organizations to identify programmatic needs, design programs, implement programs or evaluate programs. A written document attesting to the significance of the scholarly contribution by peers and/or stakeholders along with research/technical reports, video documentary, or web pages created to post relevant information is evidence of the contribution; (examples include writing questions for national exams, such as GRE, AP Chemistry or other relevant professional schools entrance exams)
 - n. Development of workshops and their assessment as part of federally funded programs, such as RISE, SCORE, MARC, etc.

II) Evaluation of the Scholarship of Teaching

- i) Activities recognized:
 - a. Development of new and innovative curriculum/methodology with clear purpose, goals, and objectives that are realistically achievable and address important questions in the field, broadly defined;

- b. Authoring of textbooks and monographs in topics related to the teaching of chemistry/biochemistry.
- c. The activity's purposes, goals, and objectives are clear. The objectives are realistic and achievable. It 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 reflective understanding.
- e. Appropriate and ethical methods are used for the activity, including principles of honesty, integrity, and objectivity. The methods are chosen wisely, and applied effectively. It allows for replication or elaboration.
- 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 its constituent audience(s).
- h. One's peers and/or constituent audience(s) judge the activity 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 on one's own work. The scholar uses this assessment to improve, extend, revise, and integrate subsequent work.
- j. The scholarship integrates the teaching, service, and outreach functions.
- k. The activity integrates or applies scholarship in the provision of professional expertise in the scholar's field, broadly defined.

ii) Evidence of achievement can include, but it is not limited to (in priority order):

- a. International or nationally recognized treatises or monographs on the teaching of chemistry/biochemistry or related field;
- b. Invited or referred papers or articles in journals or edited volumes of international or national repute, on the teaching of chemistry/biochemistry or related field;
- c. Invited or refereed talks at international or national conferences on the teaching of chemistry/biochemistry or related field, with associated papers published in officially recognized conferences;
- d. Invited or refereed publications of curriculum materials;
- e. Invitations to present papers at conferences of international or national repute in chemistry/biochemistry education;
- f. Funded grants;
- g. Citations of papers in professional publications in chemistry/biochemistry education;
- h. Evidence of adoption of teaching materials developed (that include, but not limited to, curriculum, textbook, and educational web site) by other chemistry/ biochemistry departments or institutes;

- i. Honorary awards;
- j. Grant proposals submitted.

III) Evaluation of the Scholarship of Integration

i) Activities recognized:

- a. Scholarly activities by which knowledge and skills in chemistry/biochemistry are assessed, interpreted, and applied in new and creative ways, as often demonstrated in interdisciplinary research, to produce new, richer, and more comprehensive, insights, understanding, and outcomes.

ii) Evidence of achievement can include, but it is not limited to (in priority order):

- a. Awards, support letters or other documentations in recognition of the significance of the scholarly activities recognized;
- b. Books and peer-reviewed articles providing integration of knowledge developed by other researchers (e.g., original surveys).

C. Outreach and Extension (Section 5.90.4.3)

These activities are 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 Department, College and University.

1. Evaluation of Outreach and Extension

i) Activities recognized:

- a. Dissemination of information to the public, which helps promote economic development in the form of new technologies and best practices. It is the basis for sustainable, community-oriented, informal education addressing local needs.
- b. Provision of professional expertise in the scholar's field, broadly defined.
- c. Collaboration with regional, state or national organizations to address chemistry/biochemistry related issues, design and/or implement programs, policies or other directions of change.

ii) Evidence of achievement can include, but it is not limited to (no priority order):

- 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.

D. Service (Section 5.90.4.4)

Service is essential to the Department, College and University mission and to the scholar's professional affiliations. Active, civil, 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.

1. Evaluation of Service

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

- i) Professional service (includes but is not necessarily limited to):
 - a. Serving on editorial boards of scholarly journals
 - b. Serving as officials in a leadership role for professional and scientific societies or organizations;
 - c. Chairing of conferences and workshops;
 - d. Serving as program chair or conferences and workshops;
 - e. Serving as officials for professional and scientific societies or organizations;
 - f. Serving as program committee member of conferences and workshops;
 - g. Refereeing/reviewing activities for journals, conferences, and funding agencies;
 - h. Useful observations, which can be published in widely distributed publications without necessarily being publishable in referred journals;
 - i. Reviewing activities for textbooks;
 - j. Efforts to educate the public, educational institutions, various industries, and different levels of government as to the technological aspects and social implications of chemistry/biochemistry;
 - k. Provision of professional expertise in the scholar's field, broadly defined.
- ii) Service to the Community, University, College, and Department:
 - a. Chairing of departmental committees, or significant service within, such as tenure and promotion, graduate recruitment, faculty position searches, graduate and undergraduate curriculum, awards, teaching evaluation, building space, outcomes assessment, stockroom/safety, equipment, Chemical Olympiad, alumni and outreach, and any other departmental

- committee not listed here;
- b. Mentoring of non-tenured tenure track faculty;
 - c. Recruiting faculty and students;
 - d. Performing services that advance the profession, and departmental teaching and research efforts;
 - e. Actively participating in non committee departmental policy making efforts, in faculty meetings and otherwise;
 - f. Membership in College and University committees and Faculty Senate, particularly in leadership roles such as chairing such committees;
 - g. Other University and College related service, and policy-making efforts.

E. Leadership

The development and execution of leadership skills and engagement when possible are essential to the Department, College and University mission and to the scholar's professional affiliations.

1. Evaluation of Leadership

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

- a. Direct, coordinate or guide activities essential to the Department, College or University mission.
- b. Principal Investigator or Director position of federally funded programs central to research initiatives or student training programs.
- c. Direct, coordinate or guide activities of professional organizations in the scholar's field, broadly defined.
- d. Provide peer mentorship or role-modeling for colleagues in terms of civil, collegial and collaborative approaches to faculty governance.

Evidence of achievement includes, but is not limited to:

- a. Evidence of initiatives that contribute to the mission of the Department, College, University, or the profession.
- b. Evidence of initiatives that foster empowerment of colleagues in their pursuit of professional goals.
- c. Evidence of service in leadership roles and/or administrative positions in professional organizations, or within the Department, College, University, or other external organizations and agencies that contribute to their respective missions.
- d. Editor/editorial board member of a peer-reviewed, nationally/internationally recognized journal;
- e. Organizing and running a professional development workshop or conference

- (national/international, regional, local);
- f. Serving as an editor/editorial board member for a nationally/internationally recognized journal;
 - g. Directing a multi-investigator collaborative research and/or training program.
 - h. Leading a multi-investigator collaborative team engaged in research or education.
 - i. Record of mentoring tenure-track or tenured faculty within the Department, College, University, or other external institutions.

III. Annual Performance Evaluation Procedure

- A. Each faculty member will submit to the Department Head a copy of his/her Annual Performance Review Form, which is provided by the College of Arts and Sciences. As per current rules, Digital Measures must be used to generate this form. It is the responsibility of each faculty member to provide the appropriate information to the Department Head, which includes evidence of Teaching and Advising, Scholarship and Creative Activities, Outreach and Extension, Service and Leadership. This documentation should be submitted on a timely fashion, by mid October, typically.
- B. Each faculty member will also submit to the Department Head, at this time, an Annual Allocation of Effort Form, which is provided by the College. The purpose of this document is to serve as an organizational guide for each faculty member throughout the year and will become the basis for conducting the Annual Performance Review. The Allocation of Effort Form should reflect the accurate distribution of duties within each category. The faculty member and Department Head must agree upon the percentages listed for each category. It is acceptable to have a 0% effort in a category, when mutually agreeable by the Department Head and faculty, and must be approved by the Dean of the College of Arts and Sciences. A 0% effort in any category for an extended period of time might be detrimental on a promotion and tenure decision. The total effort must be equal to 100%. If the Allocation of Effort changes drastically from one year to the next, the Dean of the College of Arts and Sciences must approve it. In case of unforeseen circumstances which might result in revision of the Allocation of Effort Form, the procedure for this revision is as follows:
 - C. In the case of tenured faculty, the allocations will be reassigned in consultation with the Department Head and this agreement will be reviewed and approved by the Dean of Arts and Sciences.
 - D. For probationary tenure-track faculty the allocations will be achieved in consultation with the Department Head and the Chair of the Departmental Promotion and Tenure Committee. The Dean of the College of Arts and Sciences will review and approve these changes.

- E. For non-tenure track faculty, an agreement of these allocations will be reached with the Department Head and the Dean reviewing the agreement.
- F. The evaluation of each faculty member will be the responsibility of the Department Head and it will be done in November of every year. This evaluation will be based on information provided by each faculty member using the College's Annual Performance Review Form.
- G. The Dean, will perform review of the each individual faculty member's Annual Performance Review form. This will include the Department Head Appraisal of Annual Performance Evaluation. The results of the evaluation will be discussed with the Department Head during the annually scheduled meeting, typically in February of the following year.
- H. The Department Head will provide in writing to each faculty member the results of the evaluation provided by the Dean. Each faculty member will meet with the Department Head to discuss the results of this evaluation. If the faculty member is satisfied with the results, signature of the document will constitute acknowledgment of the validity of the evaluation and the document will be placed in the faculty's permanent personnel record.
- I. The faculty member has the right to submit a written statement in response to an Annual Performance Evaluation and this letter will be entered into the faculty's member permanent personnel record and a copy forwarded to the Dean of the College of Arts and Sciences, who will render a decision on the merits of the written response.
- J. **Appeals** See Policies 4.05.40 (for complaints of discrimination); 4.05.50 (for faculty grievances, including violation of policies or procedures); and 5.47 (for appeals from disciplinary action, including involuntary termination).

IV. Promotion and Tenure Process for Tenured and Non-Tenured Track Faculty

The Department Promotion and Tenure Process for the Department of Chemistry and Biochemistry must comply with the approved **New Mexico State University Policy for Promotion and Tenure (Section 5.90)** as ratified by the Board of Regents on 10/22/07. It must also comply with the departmental criteria presented in this document.

The Departmental Promotion and Tenure Committee (P & T Committee) must be composed of at least three tenured faculty members. In the event that there are not three tenured faculty members in the department, the Department Head will provide the Dean of the College of Arts and Sciences with a list of names of tenured faculty from other departments that in the opinion of the Department Head could evaluate the portfolio efficiently. This list should consist of at least five tenured faculty members. The Dean will then choose the appropriate number of faculty members from this list or can appoint the appropriate number of faculty members, not on the list, that the Dean feels are capable of serving in this committee. The chair of this committee is the Associate

Department Head. The chair of this committee must hold a rank equal or higher to the individual seeking promotion. If the Associate Department Head does not hold the rank of Professor, the Department Head will appoint a faculty member holding the rank of Professor to serve as chair of the committee for cases involving promotion from Associate Professor to Professor. All tenured-faculty may serve on this committee, but are not required to participate. Only faculty possessing the rank equal to or higher than the rank under consideration for promotion participates in the deliberations of the P & T committee. Proxy or absentee ballots are not allowed at any stage of the promotion and tenure decision process. The Dean of the College of Arts and Sciences appoints one external member or as many as required to reach the minimum three-faculty committee, who will have the same rights and responsibilities as the departmental members of this committee. It is incumbent to the members of this committee to thoroughly examine the supporting documentation provided by the candidate seeking tenure and/or promotion in the Department of Chemistry and Biochemistry. There is no more important decision in the academic career of a candidate than the recommendation provided by this committee to the candidate, Department Head, College and University.

Candidate's portfolios will be available for review at least two weeks (minimum) prior to the meeting by the committee. The chair of the P & T committee will be responsible for determining the date of the meeting, well ahead of the deadline set up by the College of Arts and Sciences and ensuring that committee members review the materials on a timely fashion (this includes the outside member(s)). Faculty will sign the provided sign up sheet, indicating that they have thoroughly reviewed all documentation provided by the candidate.

The Department Head and, if requested, the Dean of the College of Arts and Sciences will meet with the Department P & T committee before the start of annual recommendations or final decisions deliberations regarding a candidate (s) to discuss and clarify procedural matters. All deliberations and subsequent decisions regarding substantive content of promotion and tenure determinations (which include annual recommendations and final recommendation) must take place within the closed P & T meeting setting.

In addition, the Department has the following policies:

A. Credit for Prior Service

The department will comply with the NMSU regulations and practices in terms of recognition of credit for prior service towards the six-year probationary period. These rules can be found on NMSU Policy Manual (Section 5.90.3.6.1).

B. Extension of the Probationary Period (Section 5.90.3.6.2)

When requested in writing within one year of the qualifying event by the faculty member, leaves of absence or other extenuating circumstances can lead to postponement of the tenure decision date. The faculty members are referred to Section 5.90.3.6.2 for the

specific regulations and details regarding the process for extending the probation period.

C. Mid-Probationary Review (Sections 5.90.3.7 and 5.90.4.6)

A non-tenure tenure track or college track faculty may request a mid-probationary comprehensive performance review, which normally occurs at the end of the second year of service. The mid-probationary review is deemed unnecessary if a faculty receives two or more years of credit towards tenure, that has been approved according to NMSU regulations and practices in this regard, (refer to Section 5.90.3.6.1 for current rules dealing with credit for prior service). The review will provide feedback from the tenured faculty regarding the non-tenured track member's strengths and weaknesses. The portfolio must be submitted by mid January to the department head, and is reviewed by the department head, and the departmental and college promotion and tenure committees according to the departmental promotion and tenure policy. The college committee will provide to the department head and the candidate a written formative evaluation of progress.

D. External review letters

At least three external letters are required to be included in the portfolios for tenure and/or promotion. The Department Head, in consultation with the departmental promotion and tenure committee, and based on names put forth by the candidate, will select the external reviewers. The external reviewers should be experts of international reputation in the scholarship activities that the candidate specializes in. Candidates should consider carefully the desirability of selecting previous mentors as external reviewers. At least two of the outside reviewers should not be previous mentors or research associates. External reviewers will be asked to provide a brief statement about their relationship with the candidate. They also will be informed that third parties in the event of an EEOC or other investigation would be able to review the letters. The department head, with the assistance of the chair of the departmental promotion and tenure committee, will be in charge of soliciting external letters. The review request should include a deadline for the review letter to be returned. If a review letter arrives after the deadline, it will not be accepted. Unsolicited letters might be considered at the discretion of the Department Head in consultation with voting members of the P & T committee. Otherwise, all solicited letters received by the deadline will be included in the portfolio. The reviewers will be provided with the candidate's curriculum vita, research statement, and evidence (to be selected by the candidate) of the scholarly work and creative activities performed. In addition, the reviewers will also be provided the department's promotion and tenure policy statement, college promotion and tenure policies, and university promotion and tenure policies. The reviewers, in the process of writing the reviews, may request additional information from the candidate through the department head. The request for additional information must be made in writing and transmitted to the candidate.

E. Unsolicited Letters

Unsolicited letters can be included in the supplementary material submitted by the candidate. These letters will be available for review by all committees and administrators evaluating the portfolio submitted by the candidate. The review of these letters is at the discretion of the evaluating committees and/or Department Head, Dean of the College of Arts and Sciences and Provost.

F. Annual allocation of effort statements

In the consideration for promotion and tenure, the cumulative effect of the candidate's annual allocation of efforts statements is used in determining the relative importance of each of the categories of teaching and advising, scholarship and creative activity, outreach and extension, service, and leadership. Letters included without the consent of the Department Head and the P & T committee will not be evaluated.

G. Preparing/Reviewing portfolios

While a candidate cannot change or delete materials from the portfolio after the portfolio is submitted to the committee for review, the candidate may provide a supplement to the portfolio to the department head. The candidate will be given the opportunity to review all items included in the portfolio assembled prior to the formal review meeting of the departmental promotion and tenure committee for deliberations and voting. The candidate's portfolio will be kept in the department office, and can be accessed for review by making a request to the departmental secretary. The P&T committee, in the process of evaluating the candidate for promotion and/or tenure recommendation, may request additional information from the candidate through the department head. The request for additional information must be made in writing and transmitted to the candidate.

H. Discussion of procedure matters

The Dean and the Department Head may meet with the departmental promotion and tenure committee to discuss the procedure matters.

I. Committee's promotion and/or tenure evaluation

The committee develops written evaluations of faculty candidate's portfolios. The evaluation should include the numeric vote count, reflect the majority view, and justify the recommendation according to the departmental and university policy. Dissenting and minority view should also be reflected either in the same written evaluation, or as a separate report.

J. Voting Process

The deliberations and voting of the committee meeting regarding promotion and/or tenure recommendations should be conducted in a closed session. Individual committee

member recommendations should be obtained via secret written ballot. Absentia and proxy ballots are not permitted. Faculty members must be present for all discussion in order to vote. All vote counts must be recorded.

K. Feedback to the candidate

The department head will provide the candidate a copy of the promotion and tenure committee's written evaluations (that include the numerical vote count) and a copy of the department head's letter. A candidate may withdraw from further consideration of promotion and/or tenure in accordance with Section 5.90.5.6. The candidate may include a letter of rebuttal in the application portfolio, which will next be passed to the dean and college promotion and tenure committee.

L. Confidentiality

The promotion and tenure procedures and records are confidential. The confidentiality of the external review letters will be decided based on the existing NMSU policies on this matter.

M. Reviewing/Updating the policy

The departmental promotion and tenure policy is to be reviewed, and may be updated, at least once every three years. The Department Head will appoint special committee consisting of tenured faculty in the department, representing all the divisions of the department. This committee will be chaired by the Associate Department Head or the chair of the Promotion and Tenure Committee (typically the Associate Department Head is the chair of the Promotion and Tenure Committee, but there might be instances in which that is not the case). The policy will be revised by this committee, which will forward its recommendations to the Department Head. The Department Head can make modifications to this policy, which then will be forwarded for approval to the faculty in the department. The revised policy needs to be approved by the Dean.

N. Applicable policy

If the departmental promotion and tenure policy changes during a faculty member's pre-tenure or pre-promotion period, the faculty may elect to be evaluated under the policy before or after the changes.

A. Tenure

1. Final Recommendation Timeline and Process

- a. Normally the probationary period for a new tenure-track faculty member is six consecutive years. The department will comply with the NMSU regulations and practices in terms of recognition of credit for prior service towards the six-year probationary period. It is possible to obtain credit for

previous experience dealing with teaching and advising, scholarship and creative activities, outreach and extension, service and leadership (including administrative experience) at another institution or within NMSU. Approval of prior experience is typically limited to a maximum of three years and must be approved by the Dean of the College of Arts and Sciences (NMSU Policy Section 5.90.3.6.1). Options to extend the probationary period are possible and can be found in Section 5.90.3.6.2 of NMSU Promotion and Tenure Policy.

- b. A new tenure-track faculty may request a mid-probationary review. This review is optional and it will be conducted as outlined in section 5.90.3.7 of NMSU Promotion and Tenure Policy.
- c. Normally, in the spring semester of the fifth consecutive year of probationary service, the Department Head and Chair of the Promotion and Tenure Committee will notify faculty member(s) that a review of the portfolio “core” and supporting documents as outlined in NMSU Promotion and Tenure Policy (Section 5.90.5.4 *Portfolio Preparation* and 5.90.5.5 *Documentation File*) must be submitted for review. There might be instances in which the probationary period may vary for faculty members, based on credit toward tenure/promotion or extension of probationary periods possible under New Mexico State Policy. Information regarding flexibility in Tenure-Track can be found in New Mexico State Policy Manual (*Section 5.90.3.6*), credit for prior service (*Section 5.90.3.6.1*), extension of the probationary period (*Section 5.90.3.6.2*), and reduction of the probationary period (*Section 5.90.3.6.3*). Any faculty that can be covered under these circumstances should inform the Department Head and the Dean of the College of Arts and Sciences of this fact. If the candidate chooses not to provide the “core” portfolio and supporting documentation, a letter of resignation must be provided instead.
 - i. The candidate must include in the application for tenure consideration evidence of all contributions in the categories being evaluated since the initial appointment at NMSU. If prior service credit is applicable, evidence from other institutions and/or department/programs within NMSU must be also provided.
 - ii. The candidate has the right to review all items included in his/her portfolio at any time during the review process. Nothing can be changed, added or deleted from the portfolio without the approval and knowledge of the candidate.
 - iii. The candidate has the right to withdraw from the review process at any point, prior to the final signature of the Executive Vice President and Provost. A letter requesting withdrawal from further consideration must be signed forwarded to the Dean of the College of Arts and Sciences. All documents in the portfolio will be returned to the candidate and none of the documentation related to the application for promotion and/or tenure can be placed in the candidate’s personnel file. When a candidate is in the fifth year of service, withdrawal from consideration for tenure and/or promotion must be accompanied with an official letter of resignation.

This letter must be submitted to the Dean of the College of Arts and Sciences no later than the end of the fifth-year period. The resignation will become effective no later than the end of the sixth-year contract period.

- iv. The Department Head will solicit a minimum of three outside reviewer letters. The candidate will suggest at least five outside reviewers. These are ordinarily professionals at or above the rank being sought by the candidate. Candidates are urged to consider carefully the desirability of selecting previous mentors as external reviewers. At least two of the outside reviewers should not be mentors or research associates. If at least the Department Head cannot find three outside reviewers, the candidate will be consulted in order to obtain other external reviewers that are considered acceptable. The external reviewers will be selected in consultation with the candidate, the Department Head and the Chair of the Promotion and Tenure Committee.
 - v. The Department Head, in consultation with the Chair of the Promotion and Tenure Committee will forward to all outside reviewers the candidate's chosen representation of his/her portfolio, which will include all documentation deemed necessary by the candidate. Furthermore, a copy of the Departmental Criteria for Promotion and Tenure Document, the College of Arts and Sciences Promotion and Tenure Policies and Procedures and NMSU's Promotion and Tenure Policy will be included in the documentation forwarded to outside reviewers. Finally, a cover letter informing each reviewer that the written assessment reflect her/his judgment of the presented scholarship's quality and fit with the above mentioned documents. The outside reviewers will be informed that their written assessment is provided to the candidate and becomes a permanent component of the candidate's portfolio.
- d. A faculty member makes a case for tenure and/or promotion during the sixth year of his/her probationary period. The review is conducted by the University in accordance with the timeline provided in Section 5.90.5.9, *University Timeline for Promotion and Tenure* found in the University Policy document. Faculty members awarded tenure will receive a continuous contract at the end of the sixth year, those not awarded tenure will be given a one-year terminal contract for their seventh and final year of employment at NMSU.

2. Annual Tenure Review Timeline

- a. The annual process for promotion and tenure recommendations will take place according to the timeline provided each year by the Dean of the College of Arts and Sciences and it will also coincide with the Departmental Annual Performance Review procedure.
- b. The Departmental Promotion and Tenure Committee will review the portfolio submitted by each probationary tenure-track candidate and submits a written

recommendation to the Department Head. This recommendation would indicate progress toward promotion and/or tenure and must include strengths and weakness in each of the areas assessed for promotion and tenure. Recommendations on how the candidate should address the weaknesses found by the committee should be clearly indicated in this letter. The Department Head will conduct his/her own independent assessment of the candidate's portfolio and write an independent letter.

- c. The candidate will be informed by the Department Head in writing the results of the Promotion and Tenure Committee recommendations for promotion and tenure, whether or not a continuous contract has been recommended, as well as the Department Head's recommendation.
- d. These recommendations will become a permanent component of the candidate's portfolio.
- e. The Department Head will meet annually with each candidate to discuss the recommendations made by the Promotion and Tenure Committee, as well as the Department Head's recommendation.
- f. Each candidate seeking promotion and/or tenure will incorporate his/her goals for the upcoming year into the annual Allocation of Effort Form. They will constitute a guide for assessing next year's progress toward promotion and/or tenure.

The current timeline for Promotion and Tenure decisions is included:

3. University Timeline for Promotion and Tenure

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

A. Spring:

The department head notifies potential candidate of eligibility for promotion and/or tenure review. Department promotion and tenure committee reviews the portfolio of each faculty member and in accordance with college policies reports to the department head indicating the progress towards promotion and/or tenure as well as the strengths and weaknesses in each of the areas required for promotion and tenure.

Department head informs the candidate in writing of the department promotion and/or tenure committee recommendations.

B. June, July, August:

The candidate with support from the department and college prepares the candidate's portfolio. (*See also* Section 5.90.5.5.)

C. September:

The candidate provides the completed portfolio to the department head.

The department head makes the completed portfolio available to the Department Promotion and Tenure Committee. The portfolio can only be amended hereafter in accordance with department and college guidelines.

D. October:

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

E. October–December:

The college dean or comparable administrator transmits the Department Promotion and Tenure Committee and department head reports and numerical ballot results to the College Promotion and Tenure Committee.

The College Promotion and Tenure Committee reviews the department head's and the Department Promotion and Tenure Committee's recommendations.

The College Promotion and Tenure Committee informs the dean or comparable administrator if a department fails to follow department and/or college procedures.

The College Promotion and Tenure Committee reviews the portfolios of all tenure-track faculty members no later than their sixth year of service unless Section 5.90.3.6 applies.

The College Promotion and Tenure Committee submits a written recommendation for the candidate to the department head, candidate, and dean or comparable administrator in accordance with the college's promotion and tenure policy.

F. January–February:

The college dean or comparable administrator reviews the candidate's portfolio, makes a recommendation, and informs the candidate in writing of the recommendations of the College Promotion and Tenure Committee and the dean or comparable administrator.

The college dean or comparable administrator transmits to the executive vice-president and provost all recommendations including numerical votes.

G. March–April:

The college dean or comparable administrator meets with the executive vice-president and provost to review each candidate. The executive vice-president and provost's decision is indicated in writing.

The executive vice-president and provost informs the president of the

recommendations of the department head, college dean, or comparable administrator and the decision of the executive vice-president and provost.

H. April–May:

Final notifications of decisions are sent through the executive vice-president and provost, dean or comparable administrator, and department head to the candidate.

The executive vice-president and provost prepares an official list of promotion and tenure decisions for distribution to relevant deans, comparable administrators, the vice-president for administration and finance, and the assistant vice president for human resource services.

The dean or comparable administrator notifies the department head, who in turn notifies the faculty member.

I. August:

Promotion and tenure decisions become effective.

B. Preparing the Promotion and/or tenure portfolio

The candidate is responsible for preparing the portfolio. The candidate can seek assistance from the Department Head and/or the Chair of the Promotion and Tenure committee in preparing the portfolio. The portfolio must (1) detail the candidate's progress to outside reviewers and (2) detail progress for NMSU faculty who will review the finished product. The recommended content of the portfolio includes:

For External Review

1. Part A: Most recent and complete curriculum vitae.
2. Part B: In the case of tenure and/or promotion to Associate Professor, experience and accomplishments prior to joining NMSU.
3. Part C: Accomplishments since joining NMSU (or since last promotion, but must summarize previous progress). Dates are relevant.

A single moderate–size three ring binder should include:

1. A current curriculum vitae.
2. A statement regarding teaching philosophy.
3. A list of courses taught and overall teaching load.
4. A list of all published papers from the period under consideration.
5. A list of successful and unsuccessful grants applications.
6. A listing and brief description of outreach and extension, service and leadership activities.
7. Any other additional information that the candidate wishes to include.

For Internal Review

1. All the materials included for external review, with additional details on teaching, outreach and extension, service and leadership activities.
2. All evidence of personal accomplishments felt to be applicable to the quantity and quality of teaching contributions (all facets). The evidence can include:
 - a. Student teaching evaluations (summaries and comments submitted by students).
 - b. Peer teaching evaluations.
 - c. Departmental Teaching Evaluation Committee assessment.
 - d. Courses taught, various kinds of involvement, administrative responsibilities, thesis titles and students directed, degree levels of program supervised.
 - e. Information listed on Teaching and Advising Evaluation section of this document.
3. Evidence of Scholarly and Creative activities. A comprehensive list of which type of evidence is relevant is found in the Scholarly and Creative Activities section of this document.
4. Extraordinary efforts such as off-campus development, distance education work, curriculum development, etc.
5. Accomplishment in local, regional, national and international service.
6. Any other additional information that the candidate wishes to include.

C. Promotion

1. Associate Professor

An Associate Professor is typically a mid-career faculty member who has been awarded tenure. More often than not, promotion to the rank of Associate Professor coincides with the tenure granting decision for all probationary tenure-track faculty seeking tenure. Under special circumstances, tenure-track faculty can apply for promotion before they are seeking tenure. Application for early promotion, if denied, does not constitute termination of employment at NMSU. The candidate can apply for promotion and tenure at the end of his/her probationary period. For any faculty member initially employed at the rank of Associate Professor without tenure, the probationary period may vary depending on the agreements that were stipulated in writing at the time of the initial hire. Associate Professors that have been granted tenure can hold this rank indefinitely or apply for promotion to Professor.

Serious attention to the performance in the following areas must be given when considering a candidate for promotion to the rank of Associate Professor:

- a. Teaching and advising
- b. Scholarship and creative activities
- c. Outreach and extension

- d. Service
- e. Leadership (when applicable)

Each of these areas is vital to the Department's mission, vision and its ability to achieve these goals. Performance of a candidate for promotion is assessed in terms of how these goals are sustained and potential future contributions based on the candidate's record. Since the relative importance of each area varies across candidates, careful attention must be paid to the Allocation of Effort Forms of each candidate when discussing the merits of the promotion application.

The timeline and process is the same as that outlined for the tenure recommendation. Any candidate that receives promotion to the rank of Associate Professor at the same time that tenure is granted will be awarded a continuous contract indicating the new rank and an increase in salary as specified by NMSU policy.

2. Professor

Promotion to the rank of Professor is not automatic and should not be considered to be forthcoming merely because of years of service, or because tenure and promotion to Associate Professor was awarded. There is no specific number of years of service required to apply for promotion to Professor.

The qualities of a Professor are:

- a. Demonstrates through consistent and continuous accomplishments that she/he has a mature intellectual command of the discipline as it relates to the candidate's primary subfield within the discipline.
- b. Established record of leadership inside and outside the institution.
- c. Command and mature view of the disciplinary field as evidenced by teaching and advising (or its equivalent) or similar experience, scholarship and creative activity, outreach and extension, and service.
- d. Commitment to mentorship of faculty at lower ranks, empowering and enabling them to achieve their professional goals.
- e. Contributions to the governance and professional activities of the Department, College and University.
- f. Sustained demonstration of civility, collegiality and professional integrity in all aspects of Department, College and University Service.

When considering candidates for promotion to the rank of Professor, primary attention is given to performances in scholarship and creative activities, and leadership. Serious consideration is given to teaching and advising/mentoring, service, outreach and extension activities. Each of these areas is vital to the Department's mission, vision and its ability to achieve these goals. Performance of a candidate for promotion is assessed in terms of how these goals are sustained and potential future contributions based on the candidate's record. Since the relative importance of each area varies across candidates, careful attention must be paid to the Allocation of Effort Forms of each candidate when discussing the merits of the

promotion application.

The timeline and process is the same as that outlined for the tenure recommendation. Any candidate that receives promotion to the rank of Associate Professor at the same time that tenure is granted will be awarded a continuous contract indicating the new rank and an increase in salary as specified by NMSU policy.

D. Roles and Responsibilities during the Promotion and Tenure Process

1. Candidate

- a. Maintain and update a curriculum vitae and a cumulative personal record of activities and accomplishments affecting the application for promotion and/or tenure.
- b. Each candidate is responsible for reviewing their own personal portfolio as it relates to the criteria for promotion and/or tenure. Guidance from the Department Head, Chair of the Promotion and Tenure Committee and/or other senior faculty should be sought.
- c. Any candidate can request, in accordance to college procedures, a mid-probationary review.
- d. Provide the Department Head a written list of potential outside reviewers from which letters of evaluation may be requested.
- e. Ensure that all appropriate materials required by NMSU Policy, Section 5.90.5.5 are in the portfolio submitted for evaluation of promotion and/or tenure, the only exception been the external review letters, that would be requested by the Department Head and placed in the portfolio. The Department Head will inform the candidate when the letters have been received.
- f. When appropriate, request an extension of the probationary period, in accordance with NMSU Policy, Section 5.90.3.6.2.
- g. When desired, request termination of the review process at any time, prior to the review by Executive Vice President and Provost, as outlined in NMSU Policy, Section 5.90.5.6.

2. Department Head

- a. Establishes and monitors a process for tenured faculty to mentor candidates seeking promotion and/or tenure. The tenured faculty should help candidates in developing the best case for promotion and/or tenure.
- b. Provides leadership in the writing and maintenance of the departmental 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 inform candidates of

their rights to due process, appeal and informal processes dealing with conflict resolution in promotion and tenure decisions.

- d. Annual performance review of probationary tenure-track faculty will include written details relating to assigned duties (teaching and advising, scholarship and creative activities, outreach and extension, service and leadership, as well as the allocation of efforts for each of these activities). The review is to be formative in nature, including separate statements that address progress toward tenure and promotion, and also includes recommendations to strengthen the faculty member's case.
- e. Provides leadership in establishing guidelines for an annual review of probationary tenure-track faculty by the Departmental Promotion and Tenure Committee. These guidelines should be mutually agreeable. The review provided by this committee is separate from, and independent of, the Department Head's annual review of each faculty member.
- f. Provide assistant to probationary tenure-track faculty members who have completed five academic semesters of service or its part-time equivalent in preparing for the optional mid-probationary review.
- g. Under the appropriate circumstances, present the possibility to the candidate regarding the need of a time extension (NMSU Policy, Section 5.90.3.6.2). If the candidate approves, seek permission from the Dean of the College of Arts and Sciences for an extension of the probationary period.
- h. Assist and guide faculty members applying for promotion and/or tenure. This will include review of the preliminary portfolio submitted by candidates and when needed, offer recommendations for improvement.
- i. Places in the candidate's portfolio the received outside reviewer's letters. Evaluation of these letters must be factual, although the Department Head may wish to specifically address the content of certain letters or parts of certain letters in the review, excerpts taken out of context, to support either a positive or negative recommendation that is not in agreement with the overall recommendation of the outside reviewer are not permissible.
- j. Ensure that the Departmental Promotion and Tenure Committee submit annual recommendations for all candidates regarding tenure and/or promotion.
- k. Write an independent evaluation/recommendation regarding each candidate's case for promotion and/or tenure using the Departmental Criteria Document as the guiding principle for such recommendation. The recommendation can be in support of or against either promotion or tenure, or both. This recommendation must address strengths and weaknesses, and level and nature of accomplishments of the candidate.
- l. Make available to all candidates, in writing, copies of the Departmental Promotion and Tenure Committee and Department Head's recommendation letters. Candidates must be notified prior to forwarding the promotion and/or tenure application on to the Dean and College Promotion and Tenure Committee. Candidates will be informed that they have to right to withdraw their application for promotion and/or tenure at this time, if the choose to do so.
- m. Place copies of the Departmental Promotion and Tenure Committee and

Department Head's letters of recommendation in the candidate's portfolio.

3. Departmental Promotion and Tenure Committee

- a. Examine and read thoroughly the portfolio of each candidate. There is no more important task than careful examination of all the materials submitted for review by any candidate. The review of the portfolio must be done on a timely fashion. To that end, materials submitted by the candidate will be available to all members of this committee in advance of the scheduled meeting(s) for discussion of the merits of the candidate's application for promotion and/or tenure.
- b. Evaluate the application for promotion and/or tenure of each candidate according to the Departmental Criteria document.
- c. Consider carefully during this evaluation, the candidate's Departmental assignment and role apportionment as specified in the candidate's Employment Contract and accumulated Allocation of Effort Forms.
- d. Conduct annual reviews of tenure-track faculty and tenured faculty seeking promotion to a higher rank. This review must provide formative, specific, and detailed recommendations regarding progress toward promotion and/or tenure. Advice on how to strengthen the candidate's case should be part of this evaluation. This review is separate from, and independent of, the Department Head's annual review of each faculty member.
- e. Provide recommendations to the Department Head regarding faculty members applying for promotion and/or tenure based on the candidate's portfolio and Departmental Criteria Document. The totality of the candidate's portfolio should be evaluated fairly, including external letters. Excerpts taken out of context, to support either a positive or negative recommendation that is not in agreement with the overall recommendation of the outside reviewer are not permissible.
- f. Record Committee's vote totals for each candidate's recommendation for promotion and/or tenure.
- g. Make certain that Committee's recommendation is placed in the candidate's portfolio.
- h. When applicable, participate in optional mid-probationary review process. Formative feedback must be provided to candidates.
- i. Provide mentorship opportunities and support as needed or requested by a probationary tenure-track faculty member.

V. 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 Section 5.90.3.5, 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 Chemistry and Biochemistry, as applicable, superior teaching, and civil and collegial participation in Departmental service.

The packet prepared for the candidate to promotion must conform to the same outline indicated in this document, Section 3.1 of the College of Arts and Sciences Policies and Procedures for Promotion and/or Tenure and NMSU's Policy Manual (Section 5.90.3.8.3 and listed sections within this section). These policies apply to permanent line College Faculty appointments with no effort allocation in the area of Research and Scholarly Activities, and not positions funded by external grants or contracts.

In addition, the minimum criteria as specified by the College of Arts and Sciences must be attained. Those criteria by rank are:

A. Promotion to College Assistant Professor

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

1. Five years of continuous service as a college instructor prior to applying for promotion to the rank of College of Assistant Professor.
2. Continued annual evaluations reflecting effective teaching, civil and collegial participation in Departmental service, and professional growth activities.

Multiple forms of evidence are useful in a comprehensive assessment of Teaching effectiveness and include, but are not limited to:

Evidence from instructor: Evidence should include, but is not limited to:

- a. Syllabi, student learning objectives, activities and assignments;
- b. Description of new pedagogical approaches for existing courses;
- c. Grant proposals written and grants funded for pedagogical or curriculum development;
- d. Descriptions of facilitation and presentation in faculty development workshops and seminars focused on teaching practices;

Evidence from students:

- a. Results of student evaluations (mandatory); obtained by following the departmental policy in administering student evaluations at the end of each semester; the instructor must not be present while the evaluation forms are written, and must not see or handle the forms until after grades are reported.
- b. Mid-semester student evaluations (optional)
- c. Written student comments (optional); obtained by following the departmental policy in administering student evaluations at the end of each semester; the instructor must not be present while the evaluation forms are

written, and must not see or handle the forms until after grades are reported.

Evidence/Assessment of student learning

- a. Results of assessments of student learning (mandatory);

Evidence from other professionals

- a. Peer review assessments;
- b. Evidence of participation in faculty development workshops and seminars;
- c. Nomination for or receipt of teaching honors and awards. Per section 5.90.4.1.1 of the policy manual, "each form of evidence should carry a weight appropriate to its importance in evaluating teaching".

Documentation to be included in the evaluation packet

Documentation that summarizes all four categories of evidence demonstrating teaching effectiveness should be included. Student evaluation forms, summaries of assessment (e.g., pre- and post-term exams), and letters from peer evaluations should be archived in case there is a need for further evaluation.

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.

B. Promotion to College Associate Professor

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

1. Five years of continuous service as a College Assistant Professor prior to applying for the rank of College Associate Professor.
2. Continued annual evaluations reflecting superior teaching, involvement in professional growth activities, civil and collegial participation in Departmental service, and engagement in leadership activity.

Multiple forms of evidence are useful in a comprehensive assessment of Teaching effectiveness and include, but are not limited to:

Evidence from instructor: Evidence should include, but is not limited to:

- a. Syllabi, student learning objectives, activities and assignments;
- b. Description of new pedagogical approaches for existing courses;
- c. Grant proposals written and grants funded for pedagogical or curriculum development;

- d. Descriptions of facilitation and presentation in faculty development workshops and seminars focused on teaching practices;

Evidence from students:

- a. Results of student evaluations (mandatory);
 - i. obtained by following the departmental policy in administering student evaluations at the end of each semester; the instructor must not be present while the evaluation forms are written, and must not see or handle the forms until after grades are reported.
- b. Mid-semester student evaluations (optional)
- c. Written student comments (optional)
 - i. obtained by following the departmental policy in administering student evaluations at the end of each semester; the instructor must not be present while the evaluation forms are written, and must not see or handle the forms until after grades are reported.

Evidence/Assessment of student learning

- a. Results of assessments of student learning (mandatory);

Evidence from other professionals

- a. Peer review assessments;
- b. Evidence of participation in faculty development workshops and seminars;
- c. Nomination for or receipt of teaching honors and awards.

Per section 5.90.4.1.1 of the policy manual, "each form of evidence should carry a weight appropriate to its importance in evaluating teaching".

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.

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.

C. Promotion to College Professor

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

1. Five years of continuous service prior as a College Associate Professor prior to applying to the rank of College Professor.
2. Continued annual evaluations reflecting superior teaching, involvement in professional growth activities, civil and collegial participation in Departmental service, and engagement in leadership activity.
3. Holding a Ph.D. or its equivalent.

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

- a. Syllabi, student learning objectives, activities and assignments associated with new course preparations.
- b. New pedagogy descriptions for existing courses.
- c. Results of 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 seminar.

Evidence from instructor: Evidence should include, but is not limited to:

- a. Syllabi, student learning objectives, activities and assignments;
- b. Description of new pedagogical approaches for existing courses;
- c. Grant proposals written and grants funded for pedagogical or curriculum development;
- d. Descriptions of facilitation and presentation in faculty development workshops and seminars focused on teaching practices;

Evidence from students:

- a. Results of student evaluations (mandatory);
 - i. obtained by following the departmental policy in administering student evaluations at the end of each semester; the instructor must not be present while the evaluation forms are written, and must not see or handle the forms until after grades are reported.
- b. Mid-semester student evaluations (optional)
- c. Written student comments (optional)
 - i. obtained by following the departmental policy in administering student evaluations at the end of each semester; the instructor must not be present while the evaluation forms are written, and must not see or handle the forms until after grades are reported.

Evidence/Assessment of student learning

- a. Results of assessments of student learning (mandatory);

Evidence from other professionals

- a. Peer review assessments;
- b. Evidence of participation in faculty development workshops and seminars;
- c. Nomination for or receipt of teaching honors and awards.
- d. Per section 5.90.4.1.1 of the policy manual, "each form of evidence should carry a weight appropriate to its importance in evaluating teaching".

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.

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, professional societies, external organizations and agencies in ways contributing to their respective missions.
- d. Organizing and running a professional development workshop or conference (local/regional/national/international);
- e. Serving as an editor/editorial board member for a nationally/internationally recognized journal.

D. Evaluation of Scholarly Activities for College Track Faculty

College Faculty holding regularized teaching-track appointments will normally have no effort allocation in Research and Scholarly Activities, and are therefore not expected or required to engage in these areas. However, there are instances in which College Faculty do become significantly involved in Research and Scholarly Activities. This alternative research-track situation most commonly occurs for individuals whose positions are entirely or primarily funded by external grants or contracts, with their occasional involvement in formal class instruction. In the first case, evaluation of teaching-track College Track Faculty with regularized appointments at the time of their application for promotion may also include consideration of Research and Scholarly Activities when appropriate, following the same criteria and procedures elaborated for tenured or tenure-track faculty in section II.B.1 of this document. This provides an opportunity for

recognition to teaching-track College Faculty who are also involved in research and scholarly activities. The alternative research-track College Faculty will be evaluated annually for performance following their actual allocation of effort, and their applications for promotion will be evaluated by the same criteria and procedures elaborated for tenured or tenure-track faculty.

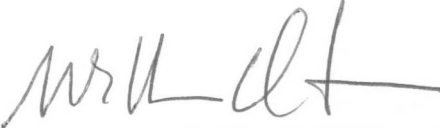
VI. Post-Tenure Review

All tenured faculty members will receive an annual review, identifying exceptional performance or serious deficiencies in one or more areas of evaluation. Exceptional performance shall be rewarded in a manner determined by the College of Arts and Sciences. Any tenured faculty member receiving two successive unsatisfactory annual reviews with identified and uncorrected serious deficiencies will receive a comprehensive Post-Tenure Review as outlined in Section 5.87 of NMSU Policy Manual.

VII. Appeals

Faculty members have the right to appeal annual performance reviews and/or promotion and tenure decisions. The appeal must follow the established NMSU policies and procedures. For complaints of discrimination, Section 4.05.40 must be followed, for faculty grievances, including violation of policies or procedures, Section 4.05.50 must be followed. Appeals dealing with disciplinary action, including involuntary termination can be found on Section 5.47 of NMSU Policy Manual.

Submitted for approval by:



Department Head

3/12/14
Date

Accepted and approved by:



Dean of the College of Arts and Sciences

3/12/14
Date