

NMSU Community College Promotion and Tenure Policy

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Prepared by the
Community College Promotion and Tenure Policy Task Force

On May 3, 2007 the NMSU Faculty Senate passed Proposition 18-06/07. The NMSU Board of Regents ratified the new promotion and tenure policy on Sept. 7, 2007 and October 22, 2007. In

Summer 2008 a task force of community college faculty were charged with developing a promotion and tenure policy that a) would be used equitably by all four campuses, and b) would be in compliance with all policy issues inherent in NMSU's new P&T policy. This policy mirrors NMSU's policy; it has been modified to best fit the community college campuses.

Ratified by faculty vote on all four campuses: April, 2009
Approved by the NMSU Compliance Task Force July 2009

Faculty will submit their allocation of effort forms in 2009, to be evaluated on the new criteria and format the following year.

Faculty applying for promotion and tenure in 2009 will use their college's existing promotion and tenure format. In 2010 the Community College Promotion and Tenure document will be in effect.

Chapter 5

Faculty Policies

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5.90 Promotion and Tenure

5.90.1 Introduction and Philosophical Foundation

The mission of NMSU's community colleges is to provide open access to quality education, to support economic and cultural life in prescribed service areas, and to provide workforce development and contract training within respective communities in support of economic and community development. Community colleges provide traditional liberal arts education, career and technical training, contract training, community interest classes, and developmental education. Every effort is made to keep programs and curricula flexible, in order to accommodate varied and expanding community educational needs. Since the community college's primary role is teaching that leads to student learning, more emphasis is placed on teaching and related activities than the other criteria, in the evaluation process.

Promotion and tenure decisions are the means by which the community college rewards and retains its most valued teachers, sustains excellence in its instructional disciplines, and fulfills its mission to advance knowledge. All of the parties must base decisions on the documentation called for by this policy. The quality of faculty accomplishments in teaching and related activities, scholarship and creative activity, extension and outreach, leadership, and service largely determines the quality of the college as a whole. The granting of tenure or promotion to associate or full professor represents a prediction by the university that the individual concerned will continue to make substantial contributions to the profession and NMSU's community college system.

The processes involved in promotion and tenure rely upon basic principles in order to be effective. Above all, the promotion and tenure processes must be fair, transparent, and participatory. These values mean that decisions must be made without regard to race, national origin, gender, gender identity, age, disability, political beliefs, religion, marital status, sexual orientation, special friendships, or animus towards candidates, taking care to avoid conflict of interest, structural, institutional, or habitual thoughts and patterns that could lead to discrimination. NMSU's community colleges value the richness that inquiry based upon intellectual and cultural differences brings to the college community.

Criteria and procedures must be clear and readily available to all participants and must be followed by all participants at each level of the promotion and tenure process. Therefore, it is imperative that clear standards for annual performance evaluation, promotion, and tenure be articulated and broadly publicized. Faculty members are not entitled to promotion in rank or tenure based merely on years of service. Applicants for tenure or promotion must be judged on their performance of the duties assigned to them, following agreed-upon allocations of effort. The process needs to involve broad consultation by groups and individuals with successively broader views of the mission of the college, and provide the opportunity for appeal. In order to achieve fairness, transparency, and consistency, faculty will be informed of their progress in writing at each step in the promotion and tenure process.

In case of conflict, the NMSU university policy supersedes this community college policy. If the policy should change dramatically during a faculty member's pre-tenure or pre-promotion period, the faculty member may choose one of the policies for evaluation purposes.

This policy relies on the four types of scholarship defined by Ernest L. Boyer (1990) in his book *Scholarship Reconsidered*¹, namely, the scholarships of discovery, of teaching, of integration, and of engagement. Broadening the definition of scholarship (see Section 5.90.4.2) reflects the changing roles of faculty members in teaching and related activities, scholarship and creative activity, leadership, extension/outreach, and service. This document reflects an alignment in the philosophy and guiding principles with the promotion and tenure document supported by NMSU's Las Cruces Campus. In an attempt to provide consistency and fairness to promotion and tenure in the community college system, each of NMSU's two-year campuses has also worked to align their processes and expectations with one another.

This policy must remain aligned with NMSU's policy to insure a transparent application process, a fair and formative faculty evaluation, and an appeals process consistent through the NMSU system. Should NMSU change elements of their policy, the Faculty Senate representatives from the community colleges must bring that information back to their respective colleges so that the Community College P&T Task Force can be reconvened to make the necessary changes. Other changes can only be accomplished through a representative taskforce with faculty from all four campuses. The revised policy will be implemented only after a community college faculty vote. In order for the P & T document to pass, a "yes" vote of 51% per campus as well as an overall 51% (aggregate of all four campuses) is required. This policy must be submitted to and approved by the NMSU Compliance Task Force. The Associate Provost in conjunction with the Provost ratifies all changes to the Community College Promotion and Tenure policy.

Due to their differences in size and organizational structure, promotion and tenure review as well as the annual review at the Alamogordo, Carlsbad, Doña Ana, and Grants campuses follow institutionally unique processes which adhere to the same philosophical foundation and guiding principles expressed throughout this document. While this document aligns with NMSU's promotion and tenure policy, it does so without losing the integrity and spirit of a community college; the intent of this policy is to support faculty as they aspire to gain recognition for their achievements, all the while fulfilling the community college mission.

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

5.90.2 Glossary

Key terms used throughout this document are defined here.

Academic Unit – an academic unit is defined as a college, a department, an undergraduate major, a graduate degree program, or a library, whether these units are located on the main or a community college. (*NMSU Policy Manual*)

Academic Year -- beginning of Fall semester to the end of the Spring semester.

Affiliated Faculty – faculty who provide support to one or more university programs without receiving monetary compensation of any kind. (See NMSU policy 5.15.40)

Allocation of Effort – the statement of effort, agreed upon by the faculty member and department head or supervisor, that the faculty member will devote to each of the major categories of teaching and related activities, scholarship and creative activity, service, extension/ outreach, and leadership, if applicable. This allocation of effort must be approved by the faculty member and appropriate supervisor(s).

Annual Performance Review – see *Performance Evaluation*

Appeals – faculty may appeal salary increases, performance evaluations, the violation of procedures or due process regarding promotion or tenure, and involuntary termination of a temporary or continuous contract. See NMSU policy 4.05.50

Appointment Letter – letter received at time of hire stating terms of employment.

Appropriate Supervisor – because the responsibilities and duties of supervisors vary from campus to campus, each campus will define this term based on its own organizational structure.

Calendar Year – January 1 through December 31.

College Faculty – a faculty member on a regular (0.5 FTE or greater) appointment, who is not eligible for tenure. Includes regular or temporary faculty. (See NMSU policy 4.30.10, 5.15.40 and 5.90.38)

Community Service – one of the service components for promotion and tenure. Organized and planned activities that benefit local, regional and/or national, and international citizens.

Core Document – a document submitted in the portfolio for promotion or tenure that includes several specific elements: a routing form, cover sheet, table of contents, curriculum vitae, executive summary that presents a summary of the candidate's best case for promotion or tenure, narratives, letters from appropriate supervisors, prior and current allocation of effort statements, annual performance evaluations, summary of teaching evaluations, letters of support, and

appointment letter from hire. All supporting evidence is available in the candidate's documentation file. See Section 5.90.5.1 and 5.90.5.5

Curriculum Vitae – a detailed summary that reflects the candidate's educational and academic experiences that are relevant to the position.

Department or Division Chair at Carlsbad – does not usually evaluate faculty for promotion and/or tenure.

Department Chair or Program Director (at DACC) -- performs all essential functions relative to their areas, duties comparable to duties of Department Heads at NMSU. Program Directors at DACC must maintain this title because of their accreditation.

Division Head (Alamogordo) and Division Dean (DACC) -- performs all essential functions relative to their areas, duties somewhat comparable to duties of Deans at NMSU.

Documentation File – an organized collection of supplemental documents and other materials that supports, explains, or clarifies the quality and significance of the candidate's work. Administrators and committee members must have access to this file, which is stored by the Principal Unit during the evaluation. Documents can include paper, VHS, CD/DVD, graphic design, and other digital media. The items in the documentation file should support the faculty member's "best case" for promotion or tenure as well as annual evaluation.

Executive Summary – a summative report and personal statement by the candidate that addresses activities in and philosophies regarding teaching and related activities, scholarship and creative activity, service, extension/outreach, leadership, and other assigned areas. The Executive Summary is included in the promotion or tenure portfolio.

Extension – the process of defining and building relationships between communities and the university to extend college resources and intellectual expertise through coalition building, non-formal educational programs, and programs designed to address identified needs. The process of extension is initiated by a request from the community, and the services are provided by the college.

Faculty Eligible to Vote on College Promotions - tenure-track faculty and college faculty holding a rank equal to or greater than the rank to which the candidate is applying. College faculty can only vote on other college faculty members.

Faculty Eligible to Vote on Tenure - tenured faculty.

Faculty Eligible to Vote on Tenure-Track Promotions - tenure-track faculty holding a rank equal to or greater than the rank to which the candidate is applying.

Fiscal Year -- A fiscal year (or financial year, or sometimes budget year) is a period used for calculating annual ('yearly') financial statements in businesses and other organizations. NMSU utilizes a fiscal year that coincides with the State Fiscal year of July 1-June 30.

Flexibility in Tenure-Track – the extension or reduction of the pre-tenure probationary period under certain circumstances.

Formative Evaluation – an evaluation that allows for continuous feedback and improvement.

Goals and Objectives – part of the Annual Review Process. Included in the Allocation of Effort Statement. Planned activities for the upcoming evaluative year which justifies or reflects the negotiated percentages for the faculty member's allocation of effort.

Institutional Service – one of the service components for promotion and tenure. Includes service to the faculty member's department, division, college, and university.

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

Leadership – leadership is a process by which a person influences, guides, and directs others to further the mission of the college utilizing personal and professional attributes, such as beliefs, values, ethics, character, knowledge, and skills. Leadership may span all areas of evaluation, but it must be addressed specifically as a category of evaluation itself.

Letters of Recommendation – letters submitted by the applicant's direct supervisor(s) and placed into the portfolio by the Division Head, Division Dean, or VPAA while in conference with the applicant.

Letters of Reference -- letters solicited by applicant in support of his or her promotion or tenure application. These letters might be from colleagues within the applicant's division or department, letters from colleagues in other areas of the college, letters from individuals within the community or from a relevant organization, or letters from students.

Levels of Review – levels of review are defined broadly based on the organizational structure of each community college campus.

Level 1 Review -- All P&T evaluations (by department chairs, division heads, division deans, and P&T committees, as appropriate) leading up to and including review by the College P& T Committee.

Level 2 Review – College administrative review of P&T documents: Vice President of Academic Affairs, and/or President.

Level 3 Review – University administrative review of P&T documents: Associate Provost and Provost /Executive Vice President in conjunction with Community College President.

Mentor – an experienced faculty member who gives guidance to a colleague.

Mid-probationary Review – an optional, formal mid-term assessment requested by a tenure-track faculty member of their professional development and progress toward tenure. The mid-probationary review is in addition to the annual performance evaluation.

Narrative -- a document not to exceed two pages that synthesizes and analyzes the accomplishments and makes reference to the documented evidence placed in the Documentation File. A narrative is required for each evaluative category.

Nontenure-track faculty – includes affiliated, visiting, and college faculty, as defined in NMSU policy 5.15.40.

Outreach -- entails an organized and planned program of activities which are offered to citizens of New Mexico and the nation: these activities bring the resources of the university to bear in a coherent and strategic fashion for the benefit of the receiving entity. Outreach is initiated by a faculty member diagnosing a problem within the community and addressing it. In outreach the faculty member transfers knowledge and expertise to the community.

Peer Evaluation – assessment of teaching style, content, and effectiveness gained through observation by colleagues; the observations may come in such forms as classroom visits, participation in web-based courses, review of videotaped teaching, or reviews of course materials collected/created by the faculty member being reviewed. Probationary faculty will be formally evaluated by the appropriate P&T Committee as well as by their supervisors.

Performance Evaluation - an annual report prepared by the faculty member documenting activities in the areas of teaching and related activities, scholarship and creative activity, service, extension/outreach, leadership, and other assigned areas. The department chair (or other assigned supervisor) provides the faculty member with a written appraisal of the faculty member's performance.

Portfolio – consists of the core document (submitted) and the documentation file (available for review) that supports the candidate's case for promotion or tenure.

Post-tenure Review – an annual review designed to identify strengths and weaknesses of the tenured faculty member in the areas of teaching and related activities, scholarship and creative activity, service, extension/outreach, and leadership (if applicable). The Performance Evaluation generally serves the above aim; however, if deemed necessary due to deficiencies, a more extensive review may be initiated. See Section 5.87

Principal Unit – tenure home unit responsible for conducting annual faculty performance evaluations and making promotion and tenure decisions. This definition includes Departments, Divisions, Colleges, Community Colleges, Cooperative Extension Service, and the Library, but not centers, clusters, or institutes.

Probationary Period – the cumulative amount of time spent under term appointments while on the “tenure-track.” See Section 5.90.3.6

Professional Development – Involves dissemination of knowledge attained by attendance at seminars, workshops, conferences, webinars, college/university classes; the pursuit of degrees and certifications; and the engagement in individual research in the areas of specific disciplines, pedagogy, leadership, assessment and retention, diversity, and technology. This also includes conference sessions, local or in-house workshops, or university coursework if specific to teaching discipline or leadership. For evaluation purposes, professional development is a subcategory of Scholarship and Creative Activities.

Rebuttal – Faculty have the right to challenge a recommendation or evaluation during the process by writing rebuttals that are inserted into the portfolio. This rebuttal is part of the candidate's due process and supports transparency of process. This is not an official NMSU “appeal” which goes through the NMSU Appeals Board after the final promotion and/or tenure decision has been rendered. Instead it is a method of providing voice to faculty during the annual evaluation or P&T process. (Section 5.90.5.2)

Scholarship and Creative Activity– both activity and product, scholarship includes discovery through original research, integration through synthesizing and reintegration of knowledge; application through professional practice; and teaching through transformation of knowledge. (See Boyer, 1990 and Section 5.90.4.20.)

Service – one of the criteria for promotion and tenure; comprises institutional service and community service. See 5.90.4.4.

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

Teaching and Related Activities – one of the criteria for annual review and promotion and tenure; includes the physical act of instruction as well as course preparation, course and program development, student learning assessment, student advising, and more. See 5.90.4.1 for details.

Tenure - continuous contract after a probationary period to a faculty member that gives protection from dismissal without due process; the primary purpose of tenure is to protect academic freedom and offer economic security. Acceptance of tenure implies a commitment to academic pursuits and scholarly, professional performance of duties. Members of the College Faculty are not eligible for tenure.

Tenure Clock - see *Flexibility in Tenure Track*.

Tenure Home – the principal unit where tenure and rank resides or will reside.

Tenure-Track Faculty – a faculty member who is eligible for tenure but who has not yet been granted tenure.

Tenured Faculty – a faculty member who has been granted a continuous contract by the university.

Timeline -- Time table of events that outlines the process of how annual evaluation and promotion and tenure applications occur on each community college campus, as determined by the VPAA in conjunction with the College P&T Committee. This timeline will reflect the unique procedures and committees at the various campuses. See 5.90.5.9.

VPAA -- Vice President for Academic Affairs

5.90.3 Guiding Principles

These guiding principles are critical underpinnings to the promotion and tenure process in NMSU's community college system.

5.90.3.1 Faculty Participation

The selection and retention of faculty members are of utmost importance to the quality of the instructional programs at the community college, the achievement of the college's mission, and the future direction of the college. In order to ensure a fair process for recognition of excellent faculty, it shall be the policy of the community college to allow eligible faculty members on the P&T committees to vote on the promotion or tenure of candidates within their principal units, exercising collegial judgment based on an established set of criteria.

5.90.3.2 Transparency of Process

For faculty members to trust the promotion and tenure process, they need to have a clear idea of what is expected of them, how they will be evaluated, and the rules of the process. To promote the transparency of the process, the college web site will include a specific link to this promotion and tenure policy.

5.90.3.2.1 Conflict of Interest – See NMSU policy 3.19 – 3.22

5.90.3.3 Performance Evaluation

The annual performance evaluation is a component of the promotion and tenure process. This multi-layered evaluation system relies on consistent application of the policy. The performance of each faculty member, including college faculty, will be reviewed at least once a year. The performance evaluation provides documentation of expectations and a record of faculty performance relative to stated expectations. The form of the evaluation is determined by the community colleges, but it shall align with NMSU's promotion and tenure expectations. See Sections 5.90.5.1 and 5.90.6.

5.90.3.4 Allocation of Effort

The amount of effort that faculty members regardless of rank or position devote to the various aspects of their duties may vary, and any fair promotion and tenure process will recognize these variations. A successful process considers whether the faculty member is effectively serving the mission of the college, as defined by specific criteria and the individual's agreed upon goals and objectives. This means, for example, that the efforts of a faculty member made in response to administrators or committees are taken into account during promotion and tenure evaluation and are not discredited.

One faculty member may devote more time to teaching at one point than at another. The efforts of two faculty members may vary at the same points in their careers according to their particular strengths and department needs. Faculty assignments in different departments or programs may

also vary. Teaching is the fundamental activity of the community college faculty member, given that research and publication as well as extension and outreach activities are not a requirement for employment. Community college faculty are expected to teach full time; nonetheless, there may be times that a faculty member might be re-assigned to complete a project, fulfill a temporary role, or devote large amounts of time in service to the academic unit. The total percentage will be 100%. Any category can be negotiated at zero percent.

In order to ensure equitable treatment, every faculty member will complete an allocation of effort statement as part of the annual evaluation process. This statement will be negotiated between the faculty member and the immediate supervisor(s), and approved by the next level of supervision. This statement will address any re-assignment from teaching so that the faculty member is not penalized during the promotion / tenure or annual review process. When determining the allocation of effort, decisions must be made without regard to race, national origin, gender, gender identity, age, disability, political beliefs, religion, marital status, sexual orientation, special friendships, or animus towards candidates. Further, for the allocation of effort statement to be accurate and useful, administrators at all levels must understand and take an active role in avoiding institutional factors that could produce an undue burden on faculty members.

Each college shall use the allocation of effort statement. These statements shall be included in the faculty member's annual report portfolio, the tenure and/or promotion portfolio, and are reflected in the faculty member's annual goals and objectives, and all aspects of the agreed upon efforts shall be factored into the recommendation made at each step of the process. The flexibility of the allocation of effort statement allows faculty to attribute a low percentage (even a zero) to a criterion, with the supervisor's approval. This does not indicate a deficit of the faculty member that must be 'made up' the following year. A low allocation of effort is merely an accurate representation of the faculty member's goals and objectives for that year.

5.90.3.5 The Professorial Ranks

The following defines the four levels of academic rank found at the community colleges. Although applications for promotions can theoretically occur at any time, the following contains a suggested timetable for applying for promotion in the NMSU community college system. Promotion is not based solely on time in rank but is based on the criteria as stipulated below. This timetable is based on the normal institutional experiences of faculty personnel and on the expectations of a traditional academic career in regard to the establishment of competence and effectiveness in teaching and service. Also addressed below is the promotion of College Faculty. All faculty members are expected to address the criteria in 5.90.4 in their allocation of effort statements. Tenure-track faculty members are hired on yearly, renewable contracts for a maximum of seven years, except in situations as defined in section 5.90.3.6.

Instructor—demonstrates competence in the instructional area(s) through practical, applied, and/or related experience. A tenure-track instructor normally holds the minimum of a master's degree in the field of expertise. However, at the community college level experience and recognition in a career or technical field, such as appropriate national or state certification, may be considered the equivalent of a master's degree for promotion and tenure purposes. An Instructor's job primarily relates to teaching competency (or its equivalent), scholarship and

creative activities (i.e., professional development), and some service, although the instructor may also negotiate outreach/extension in the allocation of effort statement. Individuals new to this rank must demonstrate substantive evidence of likely success at the community college, including documented evidence that demonstrates improvement in instructional effectiveness. Under extraordinary circumstances, an Instructor can apply for promotion prior to the third year. However, under most circumstances, an Instructor can apply for promotion to the rank of Assistant Professor at the beginning the third full year in rank (with promotion to the rank of Assistant Professor at the start of the fourth full year of employment). At NMSU's community colleges, an Instructor is a tenure-track faculty member.

Assistant Professor—In addition to meeting the criteria of Instructor, faculty must also meet the following criteria: Demonstrated mastery within the instructional area(s) through practical, applied, and/or related experience. A tenure-track Assistant Professor normally holds the minimum of a master's degree in the field. However, at the community college level outstanding experience and recognition in a career or technical field may be considered the equivalent of a master's degree for promotion and tenure purposes.

To be considered for this rank, a person must have demonstrated the ability to teach effectively in the applicant's field. An Assistant Professor's job primarily requires continual progress in teaching competency (or its equivalent) by deepening knowledge in the teaching discipline and developing effective instructional strategies and techniques. The faculty member must continue to advance in creative activities (i.e., professional development), and service to the college and community through committees, councils, and special projects that support the community college mission through outreach/extension activities, all of which are negotiated by the allocation of effort.

Under extraordinary circumstances, an assistant professor can apply for promotion prior to the third year. However, under most circumstances, it is recommended that a faculty member apply for promotion to the rank of Associate Professor at the beginning of the third year in the rank of Assistant Professor (with promotion to the rank of Associate Professor the following year).

Associate Professor — In addition to meeting the criteria of Assistant Professor, faculty must demonstrate an expertise over a large part of the instructional area(s). An Associate Professor must demonstrate faculty and institutional leadership (such as curricular development, mentorship of colleagues, and "innovation or a new approach in design, delivery, or content that can be replicated" (Diamond, 2002). An Associate Professor is often a mid-career faculty member who has been awarded tenure. If a faculty member is initially employed at the rank of Associate Professor without tenure, the probationary period may vary depending upon agreements stipulated in writing at the time of initial hire. Once tenured, Associate Professors may hold this rank indefinitely or apply for promotion. Under extraordinary circumstances, an Associate Professor can apply for promotion prior to the third year. However, under most circumstances, it is suggested that a faculty member apply for promotion to the rank of Professor at the beginning of the third year in that rank (with promotion to the rank of Professor the following year).

Professor—Sometimes referred to as a “full professor.” This is the summit of academic rank, characterized by instructional excellence and institutional leadership in the community college. In addition to meeting the criteria of Associate Professor, faculty must also meet the following criteria: The Professor demonstrates greater command of both the breadth and depth of instructional areas, such as a knowledge and application of how the field of expertise integrates with other fields of study. Boyer defines integration as "making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way" (1990) by teaching and advising (or its equivalent), improvement in pedagogical skills, professional development as scholarship and creative activity (synthesis of knowledge of current advancements in the field), service, and extension/outreach. The Professor has also demonstrated institutional leadership through contributions of service and increased responsibility. Promotion to Professor should not be considered to be forthcoming merely because of years of service to the college, or because tenure has been awarded previously.

College Faculty -- College Faculty are eligible for promotion in rank, but they are not eligible for tenure. The criterion for promotion for College Faculty is the same as the criterion for promotion of tenure-track faculty, dependant upon the negotiated allocation of effort and the job description. (See section 5.90.3.8)

5.90.3.6 Flexibility in Tenure-Track

Normally, before being considered for tenure, eligible faculty members serve six consecutive probationary years. The probationary period begins with the first year of the contract. “New tenure-track faculty reporting for duty after the last Friday in September (12-month employees) or the second Friday in October (9-month employees) will not receive a temporary contract.... The first contract will be issued at the beginning of the next contract period, which will constitute the first year of the probationary period toward tenure.” During the sixth year, a case for tenure is made by the faculty member and considered by the university. Those achieving tenure are awarded 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. There may be exceptions, however, to shorten or lengthen the normal six-year probationary period. During the sixth year of NMSU community college employment, application for promotion may be evaluated for promotion and tenure simultaneously, having submitted one portfolio for both actions. Section 5.98 explains policy concerning tenure track and tenure-nonrenewal of contracts.

5.90.3.6.1 Credit for Prior Service

Faculty members with previous teaching and related activities, service, extension/ outreach, leadership, scholarly, and/or administrative experience at another institution may have some or all of that experience taken into consideration on appointment at NMSU. Credit for prior service must be negotiated with the campus president by new faculty and in consultation with the Chair of the College P&T Committee at the time of hire.

Prior probationary service at another institution may count towards the six-year probationary period, but usually only up to a maximum of three years. Any expedited schedule must be

recommended by the appropriate supervisors and agreed to by both the Executive Vice President/Provost, and the faculty member at the time of appointment. The details of such credit for prior service, the resulting length of the probationary period, the timing of any third-year review, and the period for the tenure application process, shall all be stated unambiguously in the appointment letter which is included in the promotion and tenure portfolio. In such cases, no extension of the probationary period will be granted unless the request falls into one of the categories mentioned in Section 5.90.3.6.2.

5.90.3.6.2 Extension of the Probationary Period

When requested in writing within one year of the qualifying event by the faculty member, leaves of absence can lead to postponement of the tenure decision date; however, modifications in that date require the recommendation of the appropriate supervisors and the approval of the campus administration. Faculty responsibilities may be negotiated when the extension is requested. An extension may be granted up to two times, so long as the total pre-tenure probationary period does not exceed eight years. Exceptions to this limit can be made under extraordinary circumstances if approved by the community college President and NMSU Provost. Candidates must be held to the same standards of performance when the probationary period has been extended as candidates whose probationary period was not extended. The probationary period may be extended, upon written request and approval, under the following circumstances:

Leave of Absence without Pay: Probationary faculty members may request in writing a leave of absence without pay, usually not to exceed one academic or fiscal year. Prior to initiating the leave, affected faculty may request in writing a probation extension of one year.

Military Leave of Absence: Deployment in the armed forces entitles the faculty member to a leave of absence to cover the term of military service. Such leave constitutes valid grounds for requesting an extension of the tenure decision date. Similarly, a faculty member's voluntary participation in a military reserve program may lead to periodic or prolonged absence sufficient to affect the faculty member's performance (e.g., annual active duty training, or active duty training or participation when a reserve unit is called to active duty) that constitutes valid grounds for extension of the tenure decision date.

Medical Leave of Absence: Probationary faculty members with a serious personal illness or providing prolonged, substantive care for a chronically ill family member may request in writing an extension of the tenure decision date, usually for one year.

Family Leave of Absence or Exceptional Family Responsibilities: Upon written request, probationary faculty members who become parents will receive a one-year automatic extension of the tenure decision date. Such an extension does not require that the faculty member take a leave of absence.

Catastrophic Events: Probationary faculty who have experienced a catastrophic event such as a fire or flood or who must aid family members in such situations may request in writing an extension of the tenure decision date.

Jury Duty: Prolonged jury service, when significantly affecting a faculty member's performance, constitutes a valid reason to petition for extension of the tenure decision date.

Extensions for other reasons may be negotiated with campus administration.

5.90.3.6.3 Reduction of the Probationary Period

Current faculty may request the length of the probationary period be shortened. The request must be in writing to the appropriate supervisor and will require positive past recommendations of the promotion and tenure committee as determined in the annual review, and positive past recommendations of appropriate supervisors. A tenure application can be made one time only. If this tenure application is not successful, the candidate's contract is not renewed according to the provisions of Section 5.98.

5.90.3.6.4 Part-Time Tenure-Track

Tenured, full-time faculty members who move to part-time status may retain tenure. Retention of tenure in such a case requires the written request of the faculty member, positive recommendations of the appropriate supervisors, and approval of the community college president and provost. While this policy encourages academic units to accommodate reasonable requests for part-time appointment, part-time appointments are not an entitlement, and requests may be turned down. Pending availability of funding and the approval of the supervisors and the administration, the faculty member may return later to full-time tenured status.

When a full-time, tenure-track position becomes part time, the time in rank is prorated based on full-time equivalent (FTE). As with full-time faculty, the maximum probationary period for part-time faculty members is the equivalent of six FTE years, with the tenure decision to be made before the end of the six full-time years of service. For example, a tenure-track candidate with a 0.50 FTE appointment must apply for tenure at the end of the 11th year. Part-time tenure-track faculty must be held to the same standards of performance relative to FTE as full-time faculty. If denied tenure, a faculty member on part-time appointment has only one year of continued part-time employment beyond the denial. Faculty members whose regular appointments are less than 0.50 FTE do not accumulate probationary time toward tenure.

When recurring state funding is available, a tenure-track, part-time faculty member may apply for a full-time tenure track position and, if hired, apply earned tenure-track FTE from prior years toward tenure and promotion in the full-time position.

Part-time tenure-track faculty members are evaluated annually using the same process and criteria as full-time tenure-track faculty.

5.90.3.6.5 Joint Appointment (with Dual Primary Responsibilities)

In appropriate circumstances, a faculty member may be appointed in two academic units. The faculty member with a joint appointment has a memorandum of understanding from all involved units. The memorandum of understanding stipulates the expected workload and allocation of

effort distributed between the two departments; identifies the principal unit where tenure resides or will reside if applicable; defines the responsibilities of the faculty member in each unit; and indicates the term of appointment. The memorandum must explain the process for performance and promotion and tenure reviews, renewal of the joint appointment, and salary increases. Each unit must provide recommendations in annual, probationary, tenure, and promotion reviews. In joint appointments with centers or institutes, the tenure home must reside in a principal unit. In joint appointments with two or more academic units, one unit must be designated, by mutual agreement, as the tenure home.

5.90.3.6.6 Employment in the NMSU Community College System

A faculty member at another NMSU community college can apply for a position in the NMSU community college system if a competitive search is conducted. Because the criteria for promotion and tenure are the same on all four community campuses, faculty who move from one community college to another may be able to negotiate tenure and rank. This determination is made in an agreement between the College President, VPAA, the faculty member, and the Chair of the College P&T (representing the consensus of the P&T Committee).

5.90.3.7 Mid-Probationary Review

Tenure-track faculty members may request a formal mid-probationary review by those principal units that make such an option available. The mid-probationary review is an optional opportunity to obtain feedback on the tenure-track faculty member's performance and is used to identify specific activities to enhance the candidate's progress toward promotion and tenure. The review is formative, intended to assist tenure-track faculty in achieving promotion and tenure and should take into account the allocation of work effort during the three years reviewed and be based upon the principal unit's criteria. The outcome must not be used as a determinant for setting merit pay or for contract continuation decisions. While this review is optional, probationary faculty members are strongly encouraged to take advantage of this option to seek information concerning their progress toward tenure as well as to gain greater knowledge about the application process. Principal units should see Section 5.90.5.4.6 for additional information.

5.90.3.8 College Faculty

College Faculty may hold ranks as described in Section 5.90.3.5 and are eligible for promotion. A College Faculty member can apply for a tenure-track position if recurring funds are available and a search is conducted. Qualifications shall include educational requirements and relevant experience. In relation to the promotion of College Faculty, an understanding of the following guiding principles is necessary:

- a) College Faculty should be evaluated for promotion based on the allocation of their effort to the areas of teaching and related activities, scholarship and creative activity, extension and outreach, service, leadership (if applicable), and the relative mix of these duties. The allocation of effort forms shall be included in the application packet so that P&T committees will be informed of the college faculty member's negotiated duties.

College faculty must meet the criteria for advancement in terms of level of education, training, and experience, as determined by each academic unit.

b) Committees for promotion of College Faculty must include College Faculty representation. Each community college will devise a procedure that parallels the procedure used for tenure-track faculty. If no eligible college faculty members are available for participation on the committee, then the community college will seek other college faculty from different NMSU community college campuses. The committee structure on the different campuses may vary given the numbers of tenured faculty and college faculty employed. A college faculty member may be added to an existing committee and participate in the review of a college faculty application, or a subcommittee comprised of college faculty and at least one tenured faculty member can be created.

c) The role played by College Faculty should be recognized in the promotion process, and the standard for promotion should be appropriate given the role of College Faculty. The College Faculty member will explain their duties and responsibilities in their executive summary so that the P&T committee members will have a clear understanding of this faculty member's unique function at the college.

d) The annual evaluation of College Faculty will be done by the immediate supervisor and is not forwarded to a promotion and tenure committee for further review, unless promotion is being considered, and the annual evaluation is part of the promotion portfolio.

5.90.4 Criteria for Promotion and Tenure

When considering applicants for promotion and tenure, serious attention will be given to performances in the applicable areas of teaching and related activities, scholarship and creative activity (i.e., professional development), service, extension and outreach, and where applicable, leadership. The relative importance of each of these areas varies according to the cumulative allocation of efforts statements. Each area is vital to the college's ability to achieve its mission, and the performance of a faculty member will be viewed as an indication of future contributions. Promotion in academic rank is recognition by faculty and administration that a peer merits an academic award. Academic ranks imply different levels of expectation in responsibility and achievement and demonstration of leadership. The granting of tenure is contingent upon demonstrated competence in a collegiate community.

Each of the criteria areas listed below requires a narrative not to exceed two pages. Faculty members are required to provide documented evidence that supports their application. Supporting documentation referred to in each narrative will be placed in the documentation file. (See glossary)

Faculty who apply for promotion or tenure must meet the expectations of rank as established in this document. All faculty members (tenure-track and college faculty) will be evaluated in the

five categories below as to whether they: do not meet expectations, meet expectations, or exceed expectations. The same evaluation criteria will also be applied when evaluating annual performance reviews.

Faculty members are required to create goals and objectives in the evaluative areas, as per the allocation of effort form. (Appendix B).

5.90.4.1 Teaching and Related Activities

Teaching is central to the community college mission. "Therefore, excellence in teaching is the means by which the vitality of the college is extended and a network of intellectual enrichment and cultural understanding is built" (Boyer, 1990). Faculty must be effective in teaching, which is an essential criterion for tenure and for advancement in rank. The teaching category includes all forms of instructional activity. Such activities are commonly characterized by the dissemination of knowledge within a faculty member's area of expertise as well as the application of knowledge in both academic and career-technical fields; skill in stimulating students to think critically and to apply knowledge to human problems; assessment of student learning; the integration and application of ethical implications into class content; advising and the preparation of students for careers in specific fields of study; and the creation and supervision of appropriate field or clinical practicum.

Responsibilities in this area may include, but are not limited to, preparation for and teaching of a variety of courses, non-credit workshops and informal instructional activities; course and program development; team or collaborative teaching; web-based instruction, both on and off campus, including all delivery systems; supervision of undergraduate research, performances, or productions; field supervision and administration of field or clinical experiences; production of course materials, textbooks, web pages and other electronic aids to learning; and others. Faculty advising may take the form of assisting students in the selection of courses or careers, assisting learners in educational programs on and off campus, and mentoring students.

5.90.4.1.1 Evaluation of Teaching and Related Activities

Because teaching is a complex and multifaceted activity, different types of evidence may be used in a comprehensive assessment of teaching effectiveness. Each form of evidence should carry a measure appropriate to its importance in evaluating teaching. Such documentation must demonstrate command of subject matter, continuous growth, and development in the subject field, the ability to organize material and convey it effectively to students, assessment of student learning, revision and updates of curricula, and the integration of scholarship (for faculty who produce scholarship) and service with teaching. Materials appropriate for evaluating teaching and related activities may include: (a) evidence from the instructor, (b) evidence from other professionals, (c) evidence from students, and (d) evidence of student learning. For promotion and tenure considerations, performance in such activities must be documented and evaluated. This documentation is contained in the documentation file, not the core document.

Faculty will provide a narrative that addresses their accomplishments in teaching. Faculty should select from, but are not limited to, the appropriate items from *Promotion, Tenure, and Faculty Review Committees* (Diamond, p. 72, 2002):

1. Knowledge and use of research on teaching and learning
2. Clearly stated learning outcomes with appropriate assessment procedures
3. Effective and appropriate use of technology
4. Appropriate mix of alternative learning strategies
5. Good organization of subject matter and course
6. Effective communication
7. Knowledge of the subject matter and teaching
8. Positive attitudes toward students
9. Fairness in assessment and grading
10. Flexibility to approaches to teaching

Faculty members are required to provide documented evidence that support the case they are making for promotion or tenure. See section 5.90.5.1 for required elements and glossary for documentation file.

Other items to be addressed could include: innovative teaching strategies, improvements in retention, best practices in teaching, classroom management, advising accessibility, student mentorship, and improvement plans.

The narrative is not to exceed two pages.

5.90.4.2 Scholarship and Creative Activity

Boyer (1990) states that scholarship relies upon the advancement of knowledge. In a traditional sense, and in a university setting, this advancement of knowledge would come as what Boyer calls the scholarship of discovery -- engaging in original research. However, Boyer points out (p. 62) that such a stereotypical definition deprives community college faculty from participating in scholarly activities. Original research is not a part of the contractual job of the community college faculty. The advancement of knowledge for community college faculty lies in the depth of their own professional development and the manner in which that knowledge is disseminated and applied. By continually studying the discipline, faculty members grow intellectually.

Boyer states (p.60) that the focus of the community college mission is teaching. While original research might be a path chosen by some individuals, faculty at the community college are expected to focus on advancement of knowledge in areas that support teaching and learning. Scholarship at the community college, then, can take many forms.

1. Scholarship as praxis -- Classroom teachers analyze the learning in their own classrooms, informing their practice and allowing them to improve and seek out new methodology.
2. Scholarship gained through professional development -- to include conferences, workshops, and coursework -- that can be directly applied to teaching, service, or leadership.
3. Original research that lends itself to publication.

4. Scholarship that is evidenced by grants obtained.

Dissemination of knowledge is inherent in the concept of scholarship. This dissemination can take place through in-house workshops, seminars and other academic learning experiences, conference presentations, public forums, or formal mentoring of junior faculty or colleagues.

1. Professional Development

"Those who teach must, above all, be well informed and steeped in the knowledge of their fields" (Boyer, p. 23, 1990). Professional development is foundational for Faculty's continued success in the areas of teaching, service, and leadership. As such, faculty should attend seminars, workshops, conferences, webinars, college/university classes; pursue degrees and certifications; and engage in individual research in the areas of specific disciplines, pedagogy, leadership, technology, assessment and retention, diversity, and technology. Professional development as applied scholarship provides opportunity for the faculty member to demonstrate 1) how such activities were applied in a meaningful way, and 2) how dissemination of knowledge has occurred. Even though original research is not required, faculty members who conduct research-related activities can document those activities in this section of the portfolio. Those activities might include both qualitative and quantitative studies, publications, affiliation with grants, and any other activity that might be associated with research.

Through professional development activities, the teaching scholar can experience the scholarship of discovery as they engage in the advancement of knowledge; the scholarship of integration as they make multi-disciplinary connections that allow for broader interpretation of information gained; and the scholarship of application in which "new intellectual understandings can arise out of the very act of application" (Boyer, 1990). Additionally, community college professional development can take various forms, including but not limited to scholarship and creative activity. Because of wide-ranging demands on NMSU's community college faculty, professional development for these employees can be institutionally focused, addressing concerns of leadership and administrative skills apart from academic disciplines. This definition reflects the college's mission, serving the needs of New Mexico's diverse population through comprehensive programs of teaching and related activities, scholarship and creative activity, extension and outreach, leadership, and service. It addresses the breadth and diversity of scholarly, and-creative and institutional activity among faculty, staff, and students through which this mission is fulfilled.

2. Creative Activities

Creative activity involves discovering and creating, teaching and disseminating, and, very importantly, applying knowledge and skills to real world concerns. This understanding is grounded in Boyer's concept of the four scholarships: (1) the scholarship of discovery involves processes, outcomes, and the passionate commitment of the community campus professoriate and others in the college to disciplined inquiry and exploration in the development of knowledge and skills; (2) the scholarship of teaching involves dynamic, reciprocal, and critically reflective processes among teachers and learners at the college and in the community in which their activity and interaction enriches and transforms knowledge and skills, taught and learned; (3) the scholarship of engagement refers to the many and varied ways to responsibly offer and employ

knowledge and skills to matters of consequence to the college and the community; and (4) the scholarship of integration is the process by which knowledge and skills are assessed, interpreted, and applied in new and creative ways to produce new, richer, and more comprehensive, insights, understanding, and outcomes.

3. Traditional Scholarship

Faculty members at the community college are not required to engage in traditional scholarship. However, it is important to recognize the achievements of faculty who do original research, publish in their disciplines or in pedagogy, and obtain grants that support their scholarly endeavors. According to Boyer, faculty engaged in traditional scholarship “demonstrate the capacity to do original research, study a serious intellectual problem, and present to colleagues the results” (p. 27).

5.90.4.2.1 Evaluation of Scholarship and Creative Activities

Faculty will provide a narrative that addresses their accomplishments in scholarship and creative activities, to include documentation of the application of knowledge gained through professional development activities, creative activities, and/or traditional scholarship.

Professional Development: Faculty will provide a narrative that addresses their accomplishments in the application of their professional development. Faculty should select, but are not limited to, the appropriate professional development activities listed below. Faculty members are required to provide documented evidence that supports the case they are making for promotion or tenure. As such, faculty members are encouraged to attend activities related to teaching, service, or leadership.

Items to be addressed could include: an increased breadth and depth of knowledge in the discipline, innovative teaching strategies, improvements in retention, best practices in teaching, technology integration, leadership, advising, research, classroom management, advising accessibility, student mentorship, diversity, online teaching and learning. In addition, faculty should address all relative field experiences as well as certifications, licensures, and course work.

Creative Activities: Faculty may provide documentation regarding conference presentations, creative publications, textbook reviews, media presentations, performances, graphic/artistic/architectural design, and other discipline-related, intellectual, creative activities. This documentation may include promotional flyers, videos, publications, photographs, CDs, DVDs, or any medium that best demonstrates the faculty member’s activity.

Traditional Scholarship: Faculty may include proof of written scholarly works (published or unpublished) if they are related to their discipline or area of expertise. In addition, faculty may include evidence of action research, grant-related research, or other scholarly endeavors.

The narrative is not to exceed two pages.

An evaluation of scholarship and creative activities, including professional development, should take into consideration the following criteria (if relevant to the activity) adapted from Diamond's² Basic Guidelines.

1. The activity's purposes, goals, and objectives are clear. Its objectives are realistic and achievable. The activity addresses important questions in the field and in the faculty member's community college campus responsibilities.
2. The faculty member brings to the activity a significant level of relevant knowledge, skills, artistry, and reflective understanding. The activity reveals a high level of discipline-related or institutional expertise.
3. Appropriate methods are used for the activity, including principles of honesty, integrity, and objectivity. The methods have been chosen wisely, and applied effectively.
4. The activity achieves its goals and its outcomes have significant impact. It breaks new ground or is innovative. It leads to further exploration or new avenues for exploration for the faculty member and for others working at the institution and in the field.
5. The activity's outcomes can be presented effectively to its various audiences.
6. The community college faculty member has critically evaluated the activity and outcomes and has assessed the impact and implications on the greater community, the college community, and on the faculty member's own work and responsibilities. The faculty member uses this assessment to improve, extend, revise, and integrate subsequent activity.

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

5.90.4.3 Extension and Outreach

Extension and outreach are essential to the college's mission because they disseminate information based on the faculty member's professional expertise to the public outside of normal academic venues; help the state by promoting economic development through the dissemination of new technologies and best practices; and serve as a basis for sustainable, community-oriented, informal education that addresses local needs through faculty affiliated with each county government in New Mexico. There are also faculty members in other units for whom extension and outreach are major components of their duties. (See Glossary for definition.)

Community college faculty will determine if their activities can be defined as service or extension and outreach when preparing the portfolios. Extension and outreach will be negotiated as part of a faculty member's allocation of effort.

5.90.4.3.1 Evaluation of Extension and Outreach

Extension and outreach work is collaborative by nature. Faculty should provide evidence of collaboration with whomever necessary to identify local needs, garner resources, discover and adapt new knowledge, design and deliver programs, assess clientele skill changes, and communicate program results. Collaborative effort should also include networking with other university faculty in identified areas of program discovery, development, and delivery, including applications to teaching and advising where appropriate. To evaluate extension and outreach scholarship for non-Cooperative Extension Services faculty the following guidelines are recommended.

Faculty must provide evidence of extension and outreach scholarship in order that these efforts are recognized. The documentation should provide evidence that the work is: (1) creative and intellectual; (2) validated by peers; (3) communicated to stakeholders; and (4) have an impact on stakeholders and the region.

Components of extension include: (1) developing programs/projects based on locally identified needs, concerns, and/or issues; targeting specific audiences; (2) setting goals and objectives for the program/project; (3) reviewing current literature and/or research for the program/project; (4) planning appropriate program delivery; (5) documenting changes in clientele knowledge, behaviors, attitudes, and/or skills; (6) conducting a reflective critique and/or evaluation of the program; (7) validation of the program by peers and/or stakeholders; (8) and communication of results to stakeholders and decision makers.

See Glossary for definitions that distinguish Extension from Outreach.

Faculty will provide a narrative that addresses their accomplishments in Extension and Outreach. The narrative is not to exceed two pages.

5.90.4.4 Service

Community college faculty members are allowed a multi-faceted view of service, thus allowing the faculty member to make a case regarding their service and its impact on their service area. Faculty members provide institutional service -- to the departments and divisions (if applicable), to their colleges, and to NMSU – and service to the community. Examples of institutional service may include serving on committees, task forces, advisory boards, advising student groups, writing and reporting on grants, editing a campus newsletter, participating in school-sponsored activities, and actively participating in many other activities. Examples of community service include, but are not limited to, service to civic and community organizations.

While service is an essential component of the mission on all campuses of New Mexico State University, the nature of the relationship between the community and the community colleges may require a definition of services more tailored to the 2-year college mission than the one currently being used on the Las Cruces campus. NMSU-Las Cruces' definition of service is

based on the writings of Boyer. Boyer distinguishes between “citizenship” and “service”. He believes all individuals are called upon to be socially and civic minded—that he considers citizenship. His definition of “service to the community” is tied to a task that would, because of the faculty member’s expertise, provide benefit to the community and perhaps even give the faculty member “real world” experience that could enhance the quality of the work within the university. For the community colleges a definition that recognizes the symbiotic relationship between the community college and the community is needed. Community colleges grow out of and into the needs of the community.

Because the mission of the community college is better served by having its faculty involved in all areas of the community, a broad inclusive definition of “community service” will be used. While the community colleges acknowledge the importance of state, national, and even global contributions of service, the community colleges typically define community service in relation to their predominate service area. The focus of the community college is much more directed toward recognizing and responding to the needs of that particular community in a timely manner. Therefore, a community college faculty member’s service to the community can be extremely beneficial to both the college and the community. Community service must be within the faculty member’s area of expertise, although all on-campus activities can be deemed appropriate, even if outside one’s area of expertise.

Regional, national, or international service is also valued and can be negotiated as part of a faculty member's allocation of effort.

5.90.4.3.2 Evaluation of Service

The type and amount of service that a faculty member performs should be determined in consultation with the appropriate administrator(s) in the faculty member's allocation of effort. All relevant activities in which a faculty member participates should receive appropriate consideration for promotion and tenure decisions. Service activities will be evaluated on the significance, quality, and duration of the activity. In addition, faculty will be evaluated upon their level of responsibility in accomplishing the task

Service involves active participation as documented in the portfolio. Faculty will provide a narrative that addresses their accomplishments in institutional and/or community service. Faculty members are required to provide documented evidence that support the case they are making for promotion or tenure. The narrative is not to exceed two pages.

5.90.4.5 Leadership

In demonstrating leadership (if applicable), candidates must show that they are furthering the mission of the college as evidenced by the candidate’s contributions to the advancement of that mission. Management in and of itself is not necessarily leadership; therefore, those who serve in administrative roles must document that considerable leadership contributions to the college have been made. Leadership responsibilities normally increase in the senior ranks, as faculty members become more familiar with the operations of the campus and have a broader experience base from which to draw. Leadership is generally recognized through college service, although

leadership in certain extension and outreach activities that are tied to the institution, or bring positive credit and recognition to the institution, may also be considered for promotion and tenure. While leadership activities may span all evaluation categories, they must be explained and documented in this section.

Specifically, community college faculty can demonstrate leadership through assuming and performing various administrative and academic responsibilities and by contributing to other activities. Among such responsibilities and activities (but not limited to the following) are: (1) performing academic unit leadership duties at the program, department, division, or college level; (2) assuming and discharging committee responsibilities (governance, search, standing, and other committees as appropriate to the particular college); (3) assuming and discharging other leadership positions on committees (recording secretary, co-chair, etc.); (4) contributing to the work of such committees through active membership (assuming responsibility for the completion of projects and assigned charges); (5) representing the campus on the NMSU Faculty Senate and on the Community College Council; (6) assuming mentoring responsibilities for colleagues and for student organizations; (7) leading professional development workshops and other workshops as necessary; and (8) influencing the institutional culture through action and advice based on an experience of the institution. The above list is not intended to be inclusive; other significant opportunities for leadership may well appear during a faculty member's career. While teaching inherently utilizes leadership skills, for promotion and tenure purposes, it will not be considered as a leadership activity.

5.90.4.5.1 Evaluation of Leadership

Leadership is characterized by: (1) contribution to the mission of the college and to the faculty member's profession; (2) participation in the distribution of responsibility among the members of a group; (3) empowering and mentoring group members; and (4) aiding the group's decision-making process. Leadership may be negotiated as part of a faculty member's allocation of effort, depending on the type of leadership provided.

Faculty will provide a maximum two-page narrative that addresses their accomplishments in leadership. Faculty members are required to provide documented evidence that supports their application. Supporting documentation referred to in the narrative will be placed in the documentation file (see Glossary). In this narrative, faculty should address how their leadership impacts the mission of the college or their academic unit.

5.90.5 Policies

5.90.5.1 Annual Performance Evaluation and the Promotion and Tenure Process / Level One and Level Two Review

5.90.5.1.1 Performance evaluations in the community colleges abide by the following policies.

1. Performance Evaluations are conducted annually.

2. A timeline is developed and followed on each community college campus. This timeline will reflect the unique differences of the campuses and will clearly define the “appropriate supervisor” for each step in the process as well as the P&T Committee(s) responsibility.
3. Faculty will follow the submission procedures as outlined on each campus timeline.
4. A supervisor meets annually with all faculty members regarding their goals and objectives, progress toward promotion and tenure, and the portfolio evaluation format.
5. Each faculty member may submit a written statement in response to both annual performance evaluations and applications for promotion and tenure. (See 5.90.5.2.5 Implementation of Process”)
6. Faculty members will sign the tracking form after meeting with the appropriate supervisor to insure that copies of all supervisory and P&T Committee evaluations have been received.

5.90.5.1.2 Performance evaluations will include the following elements:

1. An Allocation of Effort Statement. The Allocation of Effort template and the instructions will be posted on the College website along with the promotion and tenure policy. The allocation percentages will be agreed upon by the faculty member and their immediate supervisor (Grants and Carlsbad VPAA, Alamogordo Division Head, and DACC Department Chair and Division Dean) and will be approved annually by the next higher level of supervision. The allocation of effort is submitted in conjunction with the faculty member’s goals and objectives. If agreement cannot be reached, the faculty member may submit a written rebuttal through the campus’s existing chain of command, and a higher level of supervision (Grants and Carlsbad President, Alamogordo VPAA and DACC Division Dean and VPAA) may negotiate or assign the allocation of effort. If no agreement can be reached through the rebuttal process, the faculty member may appeal the unresolved allocation of effort utilizing the university appeals process. The allocation of effort statement may be altered during the year with the mutual agreement of the faculty member and supervisors to reflect changing circumstances, such as service on a particularly time-consuming committee or grant, time for scholarship and creative activity, emergency teaching and advising assignments, etc. At the minimum, the approved statement shall contain the following elements:

- a) Percentage of effort devoted to teaching and related activities, scholarship and creative activity, leadership (if applicable), service, and extension and outreach. (The total percentage shall be 100%, but any category may be zero percent.)
- b) The number of semester credit hours (to include lab or contact hours), student enrollment, and level of courses (*i.e.*, 100-level, 200-level).
- c) A statement of what the community college considers a full teaching load (and advising, if appropriate).

2. A written section submitted by the faculty member detailing and citing accomplishments in relation to the criteria for promotion and tenure. This section consists of the maximum two-page summaries of each of the criteria areas.
3. Any documentation that supports accomplishments.
4. A written review from the department chair (DACC), Division Head (Alamogordo), VPAA (Grants and Carlsbad) or comparable administrator(s) including specific commendations, concerns, and recommendations in each of the areas of performance, as well as separate comments about progress toward promotion and tenure.
5. Student evaluations applicable to the specific faculty performance evaluation.
6. Documentation of progress relevant to the five criteria areas, limited to a maximum total of 25 pages front and back.

This annual report is submitted in a one-inch binder with tabs. Report narratives are not to exceed two pages for each evaluative category. When a faculty member applies for promotion or tenure, the performance evaluation reports for the past year (and all relevant previous years) are also included in the P&T portfolio.

5.90.5.2 Implementation of the Promotion and Tenure Process

1. Each community college shall have a promotion and tenure committee: the Alamogordo, Carlsbad, and Grants community colleges do not use multi-level promotion and tenure committees; rather, promotion and tenure actions in these units begin with the college promotion and tenure committee. At the Doña Ana Community College, a division promotion and tenure committee functions in the same manner as a departmental committee, with a college committee functioning in the same way as NMSU's college P&T committee.
2. NMSU's community colleges shall collectively follow one written policy for promotion and for tenure. This policy shall be in accordance with Section 5.90.3 Guiding Principles, and shall include criteria and procedures for promotion and for tenure. This policy will be written collaboratively by representative faculty from all four community college campuses, subject to approval by the colleges' executive leadership teams as well as the Vice Provost for Community Colleges. The policy shall be compliant with the principles established through NMSU's Promotion and Tenure Policy.
3. All Promotion and Tenure Committees shall be determined through election. Faculty serving on these committees must be voter-eligible, as defined in the Glossary. Subcommittees (such as for application to full professor) can be created by an appointment by the College P&T Committee.
4. College faculty will elect one or more college faculty members from the appropriate rank(s) to serve on the promotion and tenure committee should college faculty members apply for promotion. See 5.90.3.8.Promotion for college faculty will parallel the process for promotion of tenure-track faculty, to include adding college faculty representatives to established committees.

5. Rebuttals: Faculty may write rebuttals to all evaluations, to include both annual reviews and promotion and tenure reports. Rebuttals can be made at each step of the process. The Division Dean, Division Head, or VPAA will conference with the faculty member during the process to share with them the written reviews of the department chair or program director, the dean, and all promotion and tenure committees. At DACC department chairs, program directors, and P&T committee chairs will attend these conferences. The faculty member will sign the tracking form, indicating that they have been made aware of these reports and have received copies. A written rebuttal can be made within ten (10) business days of receiving each report. The rebuttal will be addressed to the Community College President and will be date stamped by the President's secretary upon receipt. A copy of the date-stamped rebuttal will be forwarded to the Division Dean, Division Head, or VPAA to be included in the faculty member's portfolio in the faculty member's presence. One date-stamped copy will be provided to the faculty member.
6. Supervisors and P&T Committees will take into consideration the documentation provided in the documentation file. (See Glossary)

5.90.5.3 Roles and Responsibilities during the Promotion and Tenure Process

All discussions and submitted letters and portfolios are to be held to the highest standard of confidentiality. Each college will develop a timeline for promotion and tenure applications, as well as for submission of annual performance reviews, respective of the college's organizational structure, level of committee reviews, and numbers of faculty employed. Faculty may request in writing to the appropriate supervisor a 30-day extension to apply for promotion or tenure (Appendix C). All supervisors and committees will make note of the faculty member's progress toward promotion and tenure in their reviews. All those involved in the promotion and tenure process are expected to follow all P&T policies and procedures to assure consistent, transparent, and equitable application of these adopted policies. Evaluators may request additional information only if the requests are in writing and transmitted to the candidate. Supervisors and P&T committee members will take into consideration the faculty member's allocation of effort statements from annual reports when making recommendations for promotion and/or tenure.

Candidate

- a) Maintains a curriculum vitae and a cumulative personal record of the activities and accomplishments affecting the application for promotion and/or tenure.
- b) Seeks guidance from senior faculty and appropriate supervisors and mentors in order to review and revise the candidate's own portfolio in relation to the criteria for promotion and/or tenure.
- c) In accordance with college procedures, requests and provides materials required in the optional mid-probationary period review if applicable.

- d) Requests letters of reference (see glossary) and includes them in the documentation file for the promotion or tenure application. These letters should be from colleagues, students, community members, or professional organization members.
- e) Requests extension of the probationary period in accordance with Section 5.90.3.6.2.
- f) Submits a completed portfolio and documentation file in accordance with college timelines; however, once formally submitted, nothing can be changed, added, or removed without the candidate's, supervisor's, and the P&T committees' knowledge. Addition or deletion of documents must be accompanied by a written, dated memo from the candidate to the VPAA who will forward the memo to the supervisors and P&T Committee. This memo is to be placed in the candidate's portfolio.
- g) In accordance with Section 5.90.5.6, requests in writing that the review process be terminated at any time prior to review by the VPAA and Campus President. A faculty member who does not wish to be considered for a continuous contract (tenure) will submit a letter of resignation. A letter of resignation is required if the faculty member is in the fifth year of service and withdraws from tenure review.
- h) Submits rebuttal in accordance with 5.90.5.1.2 if candidate so chooses.

Community College President

- a) Consults with Division Dean, Division Head or VPAA regarding the faculty member's application for promotion or tenure. Meets with the Executive Vice President and Provost (or designee) regarding promotion and tenure cases.
- b) Conveys campus recommendations (along with his or her own) regarding candidates to the Executive Vice President and Provost. The EVPP will approve/disapprove each application and send that information to the NMSU President. The EVPP will issue a continuous contract if approved and send it to the College President, who will then notify the candidates. In case of a negative tenure decision, the EVPP will issue a notice of non-renewal.
- c) Notifies candidates in writing of their decision regarding promotion or tenure.
- d) Notifies the faculty member if the faculty member's temporary contract is not to be renewed, according to the following:
- three months or more before the end date of their contract for faculty members in their first year of service;
 - six months or more before the end date of their contract for faculty members in their second year of service; or
 - one year or more before the end date of their contract for faculty members in their third or more years of service. (NMSU policy 5.98)

The Vice President for Academic Affairs

- a) Informs the faculty member as to eligibility for tenure. Also informs the appropriate supervisors and Chair of the College P&T Committee. (Faculty eligibility for promotions is based on suggested timelines.)
- b) Monitors the process for mentoring the candidate in developing the best case for promotion and/or tenure.
- c) Provides initial information, timelines, and copies of all written guidelines regarding promotion and tenure expectations and policies to all new and continuing faculty members on a regular basis. Also informs tenure-track faculty of the rights to due process, appeal and informal processes for conflict resolution in promotion and tenure.
- d) Provides a process for training:
 - 1) all faculty in both the annual evaluation process and promotion and tenure process, qualifications of rank, allocation of effort statement; and
 - 2) all P&T committee members, including college faculty, in their duties and responsibilities.
- e) Ensures that the campus policy and process complies with the university policy.
- f) Provides a system of annual faculty performance evaluation that is both fair and transparent.
- g) Meets with Division Deans or Division Heads (if applicable) regarding promotion and tenure applications.
- h) Meets with Campus President to give input on the candidates' promotion or tenure applications.
- i) Notifies candidate and the College P&T Committee if the VPAA or Campus President intends to add documents to the portfolio before sending it to NMSU. For transparency of process, the candidate and committee(s) will have the opportunity to review all additions to the candidate's portfolio.
- j) At Carlsbad and Grants, in the annual performance reviews of tenure-track faculty, includes a written report relating to assigned duties (i.e. the teaching and related activities, scholarship and creative activity, service, leadership, extension and outreach and apportionment). The reviews also include separate statements addressing progress toward tenure and toward promotion, including steps that should be taken to strengthen the faculty member's performance. Report will document problem areas which may impede progress toward promotion and tenure.
- k) At Carlsbad and Grants, meets with faculty for the annual evaluation conference. Faculty must sign the evaluation but may submit a written rebuttal to the evaluation to the College President within 10 business days, as per the policy on rebuttals.

l) At Carlsbad and Grants, assists tenure-track faculty who have completed five academic semesters or its part-time equivalent prepare for an optional mid-probationary review (if available), at the faculty member's request.

m) At Carlsbad and Grants, negotiates with faculty the percentages in their allocation of effort statement as well as their goals and objectives.

n) Communicates to the P&T Committees the rank and status of new hires.

The Division Dean or Assistant Dean (DACC), Division Head (Alamogordo)

a) Writes an annual evaluation of all tenure-track and college faculty. At DACC this review is separate from, and independent of, the department chair's annual review of each faculty member.

b) In mitigating circumstances, explores with the candidate the need for a time extension.

c) At DACC, ensures that the division promotion and tenure committee complies with the stated timeline and submits recommendation for promotion and for tenure for all candidates.

d) Writes an independent evaluation/recommendation concerning each candidate's case for promotion and/or tenure in relation to the criteria for promotion and tenure. This recommendation may be in support of or against supporting either promotion or tenure, or both. It should address the strengths and weaknesses, and level and nature of accomplishments of the candidate. This recommendation must take into consideration the quality of the candidate's portfolio as well as any supervisory or committee recommendations that have been submitted.

e) Provides candidates with written copies of the recommendation of all promotion and tenure committees and of the recommendation of all supervisors. This notification must occur prior to passing the promotion and/or tenure application to the next level to allow the candidate to withdraw the portfolio from consideration, should he or she choose to do so. This process also allows the faculty member the right to rebut any supervisory or committee evaluation.

f) At DACC and Alamogordo, places all supervisory or committee recommendations in the candidate's portfolio after the candidate has met to receive their copies and sign the tracking form.

g) Recommends extension of the probationary period.

h) Provides oversight for the optional mid-probationary review program.

i) Approves allocation of effort statement of faculty within their supervision.

j) At DACC and Alamogordo, forwards completed promotion or tenure application portfolio containing the supervisor's recommendations to the appropriate P&T committee.

k) The division dean, division head, or VPAA may meet with the principal units' promotion and tenure committees to discuss procedural matters.

Department Chair or Program Director (DACC), Division Head (Alamogordo)

a) In the annual performance reviews of tenure-track faculty, includes a written report relating to assigned duties (i.e. the teaching and related activities, scholarship and creative activity, service, leadership (if applicable), extension and outreach and apportionment). The reviews also include separate statements addressing progress toward tenure and toward promotion, including steps that should be taken to strengthen the faculty member's performance. Report will document problem areas which may impede progress toward promotion and tenure. Places the document in the portfolio before forwarding the portfolio to the division dean, division head, or VPAA.

b) For faculty applying for promotion or tenure, prepares a letter of recommendation addressed to the Campus President and adds it to the portfolio. The faculty member is given a copy of this letter at the time of their conference with the dean and signs the tracking form to indicate receipt of all relevant documents.

c) Assists tenure-track faculty who have completed five academic semesters or its part-time equivalent in preparing for an optional mid-probationary review (if available), at the faculty member's request.

d) Provides assistance and guidance to faculty who are applying for promotion/tenure. Reviews the portfolio of applicants and, where needed, makes recommendations for improvement.

e) Meets with faculty for the annual evaluation conference. Faculty must sign the evaluation but may submit a written rebuttal to the evaluation to the College President within 10 business days, as per the policy on rebuttals.

f) Negotiate with faculty the percentages in their allocation of effort statement as well as their goals and objectives.

Promotion and Tenure Committees

Committee membership is established at each campus based on their organizational structure and size. All committee membership is determined by election. Committees will be comprised of no fewer than three members. The importance of an odd number committee is to avoid "ties" so the committee can make a majority recommendation. An alternate may be elected to read portfolios should a conflict of interest be made known. Recusal should occur when a committee member has a conflict of interest as indicated by the NMSU policy manual (NMSU policy 3.19 – 3.22). Division Heads and Division Deans are ineligible to serve on P&T Committees.

DACC uses a multi-level promotion and tenure committee structure: a division P&T committee and a college P&T committee. All other campuses have one college P&T committee. At DACC, Department Chairs and Program Directors are eligible to serve on this committee; however, they will not evaluate faculty they supervise. At DACC, one faculty member is elected

from each division, and one faculty member is elected at-large. If there are not a minimum of three eligible committee members who can vote on applications for promotion, then the Chair will appoint other eligible faculty to serve. Members on the Division Committee cannot serve concurrently on the College Committee.

The P&T Committee can create a subcommittee by appointment if those elected members are not eligible to vote on a candidate of higher rank.

A committee member permanently unable to serve will vacate the position.

The Chair may call for a vote to remove a member. Should the membership of the College Committee fall below the designated number of members, the College P&T Committee may choose to appoint a replacement until such time as an election can occur.

The steps below may not be in chronological order for all campuses.

- a) The P&T Chair will secure all portfolios and emphasize to committee members the confidentiality of all discussions, reports, and recommendations.
- b) Committee examines and reads the portfolio of each candidate, including the supervisor's evaluation. Committee evaluates the candidate according to the promotion and/or tenure standards as determined in this policy (5.90.4 and 5.90.3.5).
- c) Committee considers the candidate's teaching and workload assignment and role apportionment as specified in the candidate's contract and Allocation of Effort forms.
- d) (DACC Division P&T Committee / College P&T Committee on other campuses) performs an annual written review of all pre-tenure faculty and forwards results to the appropriate supervisor. This review is separate from, and independent of, the supervisor's annual review of each faculty member.
- e) Chair writes a report that includes recommendations pertaining to faculty members who are seeking promotion and/or tenure based on the candidate's portfolio and the promotion and tenure criteria. The report will:
 - a. reflect the majority view
 - b. contain specific commendations, concerns, and recommendations addressing the department's criteria in each of the areas required for promotion and tenure
 - c. allow for dissenting opinions containing specific commendations, concerns, and recommendations addressing the criteria in each of the areas required for promotion and tenure.
 - d. include a summary of the numerical vote.
 - e. be placed in the portfolio to be shared with the faculty member during their conference.

- f) The Chair calls for a vote from the committee. Voting must be in person. In absentia and proxy ballots are not permitted. All vote totals must be recorded in each candidate's portfolio. See Section 5.90.5.4.1.6.
- g) Chair forwards the report to the appropriate supervisor to be included in the portfolio at time of conference with candidate.
- h) (Division Committee at DACC and College Committees at other campuses) participate in the optional mid-probationary review process, providing formative, written feedback to candidates, if the campus provides this option.
- i) Division P&T Committee members at DACC serve two-year terms. Individual memberships may be staggered to insure consistency as some members rotate off the committee.
- j) College P&T Committees serve 3 year terms but can be re-elected for a second, consecutive term. The maximum number of consecutive terms will be two. However, in the case of insufficient tenured faculty numbers, term limits may be extended. Faculty will be elected to serve staggered terms so that an entire committee does not rotate off at one time. At least 3 eligible committee members will review each portfolio.
- k) The chair returns to the Division Head, Division Dean, or VPAA the candidate's portfolio and the committee's report so that the supervisor can conference with the faculty member to provide them with copies of the report and obtain their signature on the tracking form.
- l) Chair of both the Division P&T and College P&T Committees may request release time from one course from the appropriate supervisor.
- m) The Chair of the College P&T is in charge of the election of members to all P&T committees. The Chair will maintain all voting records for an entire year in case a position is vacated.
- n) The College P&T Committee, in conjunction with the VPAA, establishes a process for mentoring.
- o) At Carlsbad and Grants, the College P&T Committee provides assistance and guidance to faculty who are applying for promotion/tenure.
- p) If a college (nontenure-track) faculty member applies for a promotion, the Chair of the College P&T will hold an election among eligible college faculty members to select at least one college faculty member to serve on the College P&T committee for that specific review.

- q) The Chair insures that deliberations and voting of promotion and tenure committees will be conducted in closed session only among committee members.
- r) The College P&T Committee will provide a workshop in which sample portfolios are presented. If the portfolio of an actual person is used, the Committee will obtain written permission from the owner of the portfolio.
- s) Individual memberships may be staggered to insure consistency as some members rotate off committee.

5.90.5.4 Common Elements

The following common elements must be included in this promotion and tenure policy and be followed by all community colleges in the NMSU System. Should this document be updated or revised at some future point, these common elements cannot be eliminated from subsequent drafts.

1. A statement that university policies regarding promotion and tenure supersede community college policies.
2. Statements referencing the criteria for promotion and tenure as stated in section 5.90.4.
3. A provision permitting a candidate to temporarily suspend the promotion and tenure time process in accordance with Section 5.90.3.6.5
4. A statement regarding confidentiality of records and all committee procedures, including the manner in which confidentiality is ensured. Exceptions must be clearly indicated.
5. A method to review and update at least every three years the written promotion and tenure policies and procedures of the principal unit. A statement to the effect that if the policy should change during a faculty member's pre-tenure or pre-promotion period, the faculty member may choose one of the policies for evaluation purposes. A procedure for the faculty member to indicate the preferred criteria must be clearly delineated.
6. A procedure for the conduct of a mid-probationary review, if the college provides this option. Faculty who choose to participate in the review process must submit their portfolio according to the colleges' timeline. The portfolio shall be prepared in accordance with Section 5.90.5.5 and be reviewed by the division (DACC) promotion and tenure committee, the supervisor, and the college promotion and tenure committee. The college committee will provide to the department head and candidate a written formative evaluation of progress. The review is conducted in accordance with the principal units' promotion and tenure policy. See 5.90.3.7.
7. A procedure for electing the college promotion and tenure committee. All tenure and tenure-track faculty are eligible to vote during the election.

8. Procedure for selecting members of the division promotion and tenure committee at DACC.
9. Definition of eligibility for serving on the promotion and tenure committees. All committee members must be tenured (with the exception of College Faculty who must be elected by their peers to review applications of other College Faculty). Additionally, in instances of promotion, all voting committee members must hold a rank equal to or higher than the rank for which the candidate is applying
10. Provisions for term limits if desired for serving on the division promotion and tenure committee at DACC.
11. Provisions for term limits for serving on the college promotion and tenure committee.
12. The provision that in no case will a promotion and tenure committee be comprised of fewer than three eligible members.
13. A provision for addressing cases where there are inadequate numbers of eligible faculty to constitute a committee. The department and/or the college promotion and tenure committees may have members from outside the department.
14. The provision that the division dean, division head, or VPAA may meet with the principal units' promotion and tenure committees to discuss procedural matters.
15. The provision that the deliberations and voting of promotion and tenure committees will be conducted in closed session only among committee members.
16. A method for surveying the committees' recommendations regarding each candidate(s) via secret written ballot. Voting must be in person. In absentia and proxy ballots are not permitted. All vote counts must be recorded.
17. A method for the principal units' promotion and tenure committees to submit a letter summarizing its recommendations and the numerical vote count on each candidate to the division dean, division head, or comparable administrator. The recommendation must:
 - a. reflect the majority view
 - b. contain specific commendations, concerns, and recommendations addressing the department's criteria in each of the areas required for promotion and tenure
 - c. allow for dissenting opinions containing specific commendations, concerns, and recommendations addressing the criteria in each of the areas required for promotion and tenure.
18. A method for informing each candidate in writing of the principal units' recommendations and numerical vote count, the department head's letter, and/or the dean's or comparable administrator's letter

19. The provision that a candidate may withdraw from further consideration in accordance with Section 5.90.5.6.
20. Guidelines for preparing the portfolio (See 5.90.5.5.). The parties shall refer to the individual college policies for additional guidelines.
21. A mechanism to provide candidates with sample portfolios. If the portfolios of actual persons are used, written permission must be obtained from the owner of the portfolio.
22. A procedure for indicating how and when a candidate may change, add, or delete materials from the portfolio after the portfolio is submitted to the committee for review.
23. A statement regarding the location where the documentation file will be stored and accessed for review.
24. A procedure for indicating how and when evaluators may request additional information. All requests must be made in writing and transmitted to the candidate.
25. A procedure allowing the candidate to review all items included in the portfolio assembled prior to the review by appropriate committees and administrators.
26. A statement regarding post-tenure review in accordance with the university Policy Manual Section 5.87.
27. Reference to the appeals process as outlined in the university Policy Manual, Section 4.05.40 and 4.05.50, Human Relations – General-Appeals

5.90.5.5 Portfolio Preparation

In accordance with department and college guidelines, the candidate is responsible for submitting a promotion and/or tenure portfolio comprised of a core document and a separate documentation file. The college guidelines shall specify the inclusion of the following core document elements in this order. The combination of items 4-6 shall not exceed 50 pages:

1. A routing form developed by the College with spaces for the required signatures
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 the promotion and tenure committee(s) (provided by the P&T Chair and placed into portfolio by either the committee chair or division dean).
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, written narratives submitted by the faculty member as a part of the annual performance evaluations, the supervisor's written comments and letters of

recommendation from supervisors, and any response made by the candidate to the supervisor's written comments. Numerical rankings, ratings, or vote counts should be removed.

See also Sections 5.90.3.3 and 5.90.5.1

8. The most recent completed conflict of interest form, if available.

9. Principal units' mission statements

10. Copies of request for extension for submission or any document that explains a reduction of the probationary period.

11. Copies of all criteria narratives (teaching and related activities, scholarship and creative activity, extension and outreach, service, and leadership if applicable) included in the annual reviews. (Section 5.90.4)

The portfolio shall be placed in a 2-inch binder with cover and spine clear slipcovers. The cover and spine shall be identified with inserts by the candidate's name, the community college where employed, the position applying to (i.e. Application for promotion to the position of _____, or Application for Tenure). These inserts must be prepared using the NMSU brand initiative as well as the community college logo. Should NMSU or the community college purchase software that allows for electronic submission, this format can be altered to accommodate that type of submission. Until then, all core documents will be paper copies. The documentation file, however, can include DVDs, CDs, and other media.

5.90.5.5.1 Documentation File

The documentation file displays supplementary materials provided by the candidate related to the areas of faculty activity. This material is not routed beyond the College Promotion and Tenure Committee, but is available for review. Individual community colleges may specify a particular format or arrangement of this file. Each institution will determine where the file will be securely located while the portfolio is under review. The documentation file will not be kept in the candidate's office. (see Glossary)

If this is an application for tenure, the candidate is to include evidence of contributions since being hired into tenure track, plus evidence from other institutions if credit for prior service is applicable. If this is an application for promotion, then the candidate is to include evidence of contributions since the last promotion or tenure review.

The documentation file should include evidence of high quality teaching and related activities, scholarship and creative activities, leadership (if applicable), outreach/extension, and service. Required elements are student evaluations; classroom observations; letters of reference from colleagues, peers, former students, or external constituents; other letters as appropriate; and representative examples of syllabi. Faculty can also include any other evidence that they believe to support their application.

5.90.5.6 Withdrawal Rights and Procedures

1. A candidate may withdraw from consideration at any time 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 or

comparable administrator. All documents shall be returned to the candidate and nothing relating to the application for promotion and/or tenure shall be placed in the candidate's personnel file.

2. If the candidate is in the fifth year of service, withdrawal from consideration for tenure must be accompanied by a letter of resignation submitted to the dean or comparable administrator no later than the end of the fifth-year contract period. The resignation shall be effective no later than the end of the sixth-year contract period.

5.90.5.7 Outcomes

1. For full-time tenure-track candidates:

- a) If tenure is recommended, the executive vice president and provost will send a Contract of Employment (Continuous Appointment) Form through the dean or comparable administrator and the department head to the candidate.

- b) If tenure is not recommended, the appropriate administrator will give a signed Contract Status Form to the candidate for signature acknowledging notification of non-renewal.

2. For part-time tenure-track candidates, in addition to the provisions for full-time tenure-track candidates:

- a) If tenure is recommended, it is for the FTE as stated in the initial contract or as negotiated.

- b) If tenure is not recommended, a faculty member has only one year of continued part-time employment beyond the denial.

3. For all candidates:

- a) If promotion is recommended, the effective date is at the beginning of the ensuing contract year.

- b) If promotion is recommended, it shall be the policy of the university that all promotions shall include a salary increase, irrespective of other salary increases.

- c) In the case of a negative promotion decision, the executive vice president and provost will inform the candidate in writing.

- d) The executive vice president and provost is responsible for informing the president of the recommendations of the department head, college dean, or comparable administrator and the decision of the executive vice president and provost.

- e) The executive vice president and provost will prepare an official list of promotion and tenure decisions for distribution to relevant community college

presidents, deans, comparable administrators, the vice president for business and finance, and the director of human resources.

f) Tenure-track faculty members whose probationary contract is not renewed and who have another year before the termination of that contract do not submit a promotion and tenure portfolio during their final year. If the non-renewal is being appealed on the basis of failure to follow procedure or discrimination, then the appellant may complete a packet and have it held in suspension until the grievance is resolved. If the individual is successful in the appeal, the portfolio will be considered by the parties involved in the promotion and tenure process.

5.90.5.8 Appeals — See Chapter 4.05.40 and 4.05.50 Human Resources – General – Appeals: Procedures for appeals and grievances follow the university policies.

5.90.5.9 Community College Timeline for Promotion and Tenure

Each community college shall circulate 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. Faculty can request in writing a 30-day extension should they need more time to prepare their portfolios. In the event of a catastrophic event or other circumstances explained in 5.90.3.6.2, faculty can have their promotion or tenure application postponed. However, it is important that all faculty members (tenure-track and college faculty) adhere to the deadlines stipulated in the timeline. Faculty who turn in an application for promotion after the deadline will have their packets returned to them by an appropriate administrator so they can apply the following year.

5.90.6 Post Tenure Review – See Section 5.87 [Adopted by Faculty Senate 5/6/06; ratified by Board of Regents 9/8/06]