NEW MEXICO STATE UNIVERSITY DEPARTMENT OF SPECIAL EDUCATION AND COMMUNICATION DISORDERS (SPED & CD)

POLICIES FOR PROMOTION AND/OR TENURE

Revised 2017

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NEW MEXICO STATE UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION AND COMMUNICATION DISORDERS
POLICIES FOR PROMOTION AND TENURE

RELATIONSHIP TO
UNIVERSITY AND COLLEGE POLICIES

This document sets forth expectations, policies and procedures related to the documentation and evaluation of faculty for promotion in rank and/or tenure (i.e., issuance of a continuous contract) in the Department of Special Education and Communication Disorders (SPED-CD) at New Mexico State University (NMSU). These policies align with the University's guiding principles, criteria, and policies on promotion and tenure as well as current College of Education (CoE) core values and policies. University policies regarding promotion and tenure supersede policies of SPED & CD and the CoE.

The Department of SPED & CD decisions regarding promotion in rank or the granting of tenure are based on merit. They are consistent with the University policies on equal employment opportunity and academic freedom as well as the CoE's six Core Values (*excellence, integrity, leadership, diversity, transparency, & innovation)*. The ranks of instructor, assistant professor, associate professor, or professor as used in this document are consistent with policies of the CoE and defined within the *Promotion and Tenure Policy for New Mexico State University*.

This document (a) provides general statements regarding expectations of faculty members in SPED & CD for successful applications for promotion and tenure, (b) provides departmental-level guidance on collection and presentation of material to support an application for promotion and tenure, and (c) delineates departmental-level procedures for review and evaluation of application materials.

DEPARTMENTAL STATEMENTS

DEPARTMENTAL VISION STATEMENT
The vision of the Department of SPED & CD is dedication to excellence and best practices for serving children and adults with diverse needs.

DEPARTMENTAL MISSION STATEMENT
The mission of the Department of SPED & CD is to provide leadership to positively impact the lives of children and adults with diverse needs. This mission is accomplished through the preparation of individuals and advancement of knowledge to provide optimal services in a variety of settings. The mission is actualized through best practices in teaching, supervision, research/creative activities, and service. The focus is on quality, responsiveness to cultural and linguistic diversity, individual needs, and the integration of specializations.

DEPARTMENTAL VIEW OF COLLEGIALITY

The faculty members in the Department of SPED & CD value attainments in teaching, research and creative activity, and service to the department, college, university, broader community and profession. The department's mission of providing leadership that positively impacts the lives of persons with diverse needs can take place only within an environment that is characterized by strong, positive, professional relationships.

DEPARTMENTAL VIEW OF TEACHING AND ADVISING

The teaching of students is central to the mission of the CoE at NMSU. Effectiveness in teaching and advising is an essential criterion for appointment, advancement, and tenure. Teaching and advising commonly include:

1. Dissemination of knowledge that is within a faculty member's area of expertise.
2. Skill in stimulating students to think critically and to apply knowledge to human problems.
3. The integration of relevant domestic and international information into class content.
4. The preparation of students for careers in specific fields of study.
5. The creation and supervision of appropriate field or clinical experience.
6. Skilled advisement of undergraduate and graduate students.

The Department of SPED & CD prepares individuals through degree programs that provide services to children and adults with diverse needs. The department provides training in best practices as mandated by licensure requirements from the New Mexico Public Education Department, the American Speech-Language-Hearing Association, the Council for Exceptional Children, the Association for Education and Rehabilitation of the Blind and Visually Impaired, and other national professional associations and learned societies. Of particular importance are degree programs that serve the following:

1. Special Educators (undergraduate and graduate training)
2. Special Educators with Bilingual/Multicultural specialties (graduate training)
3. Speech-Language Pathologists (undergraduate and graduate training)
4. Speech-Language Pathologists with Bilingual Endorsements or English as a Second Language (ESL) concentration (graduate only).
5. Educators for Students who are Visually Impaired (graduate training)
6. Post-Secondary Faculty and Researchers (graduate doctoral training)

The department also provides instruction to students in other departments who are pursuing aligned interests. These departments include:

1. Counseling and Educational Psychology (undergraduate)
2. Kinesiology and Dance (undergraduate)
3. Curriculum and Instruction (undergraduate)

DEPARTMENTAL VIEW OF SCHOLARSHIP

New Mexico State University is a Doctoral/ "Higher Research Activity" institution, as classified by the Carnegie Foundation for the Advancement of Teaching. In the Department of SPED &

CD and the CoE, tenure track, and tenured faculty member efforts and assignments may vary according to each faculty member's strengths, department needs, and particular career paths and position descriptions. Generally, however, and with rare exception, tenured/tenure track faculty members are expected to consistently engage in scholarship and creative activities that are judged by their peers. College faculty members typically do not have a scholarship expectation.

SCHOLARSHIP

For the purpose of this document, "scholarship" is defined as an original intellectual work (primary source) that is documented (online or in print), and has been reviewed by a community of our peers (peer reviewed), and is broadly disseminated (made publically available). Therefore, scholarly work should address intellectual, scientific, and aesthetic or creative issues that result in the replication and extension of a faculty member's line of inquiry. Please refer to Appendix A for further elaboration.

DEPARTMENTAL VIEW OF SERVICE AND EXTENSION

Faculty service is critical to the success of NMSU in serving its central missions. Service is defined as involvement in community, state, regional, national, and international activities in one's field of knowledge, as well as by contributions made to the department, college, and university at NMSU. In the Department of SPED-CD, service is a key responsibility of all faculty members. As faculty members become more experienced, it is expected that they serve on committees that address issues of relevance to the member's unit, institution, and community (NMSU – Policy Manual, 2015 - *5.20*).

Faculty members engage in activities designed to build collaborative relationships that are responsive to state and local concerns. That is, to build local capacity in terms of needs assessment, to facilitate program development, and to assist in the evaluation of program goals (as needed). Faculty members work with state, national, and international agencies by providing in-service training, consultation, and information. In addition, the Edgar R. Garrett Speech and Hearing Center provides clinical services to the Las Cruces community. Faculty also sponsor a variety of clubs and organizations related to the department's mission. These clubs and organizations include but are not limited to:

1. American Sign Language Club (ASL)

2. Association of Educators and Rehabilitators of the Blind and Visually Impaired (AER)

3. Graduate Student Organizations

4. Golden Key Honor Society

5. Hispanic Educators Association
6. National Student Speech-Language-Hearing Association (NSSLHA) Phi Delta Kappa (PDK)

7. Student Council for Exceptional Children (SCEC)

8. Student Learning Disabilities Association (SLDA)

9. Student National Education Association (SNEA)

DEPARTMENTAL VIEW OF GOVERNANCE AND LEADERSHIP

Academic leadership is defined as conceptually distinct from positions of authority. It is defined as the performance of four functions: (a) contributing to the advancement of the institution and to the profession it represents, (b) participating in the distribution of responsibility among the membership of a group, (c) empowering and mentoring group members, and (d) aiding the group's decision-making process (New Mexico State University, *College of Education Policies for Promotion and Tenure*, 2008, p. 23).

Governance, as a defining characteristic of the professorate, is the vehicle for promoting coherence in mission and service to society at large. It ensures the collective wisdom of the professorate (the intellectual knowledge, professional skills, values, and attitudes) is preserved.

Faculty members have the potential to impact their fields at the state, national, and international levels. Such impact is an important consideration when a faculty member is being considered for promotion to full professor. Individuals seeking promotion to full professor should demonstrate special stature in their discipline and substantial strengths in all areas; teaching and advising, research and creative activity, and service and extension.

DEPARTMENTAL SUPPORT
FOR ANNUAL PERFORMANCE EVALUATION

TRANSPARENCY OF PROCEDURES

The Department, College of Education, and University have approved policies for the annual review of faculty and for promotion and tenure review. Every Department member should receive a copy of these policies upon employment in the Department.

MENTORSHIP FOR FIRST-YEAR FACULTY

The Department is committed to ensuring faculty success. As part of the support process, the Department Head will assign mentors to new faculty members (college and tenure track). Mentoring has several purposes:

1. Familiarize faculty with college and university procedures.

2. Introduce faculty to opportunities for research and creative activity.

3. Offer guidance in the process for performance evaluation.

4. Introduce faculty to University community resources (e.g., Teaching Academy, Educational Research and Budgeting Office, Research Clusters)

5. Offer guidance in course design and student advising.

Additionally, mentors who share research interests with the faculty member may choose to collaborate in dissemination activities such as in-service training, grant writing, presentations, and manuscripts. New faculty members are encouraged to maintain the relationship informally in subsequent years as well as seek advice and input from other senior faculty.

CONSULTATION WITH SENIOR FACULTY

Consistent with the Department's view of the importance of good citizenship and a professional collegial atmosphere, all senior faculty members are committed to the informal exchange of experiences and ideas with junior colleagues. All faculty members are encouraged to seek input from colleagues regarding issues and processes in the academic community.

For example, during annual performance reviews faculty will be made aware of strengths and any weaknesses in the areas of teaching and advising, research and creative activity, service and extension, and leadership (for those seeking advancement to full professor). Such formative feedback will enable faculty to work with senior faculty and the department head to address these concerns that may arise. Senior faculty also participate in the support process by providing colloquia on documentation for performance evaluation, mid-term review, promotion and tenure documentation, and other topics as needed.

DEPARTMENTAL PROCEDURES
FOR ANNUAL PERFORMANCE EVALUATIONS

ALLOCATION OF EFFORT (AoE)

Allocation of Effort (AoE) documents the relative amount of effort that faculty members, regardless of rank or position, devote to the various aspects of their duties (e.g., teaching, scholarship, extension/outreach, and service). During the fall semester of each academic year, SPED & CD faculty members prepare, in consultation with the Department Head, an AoE document as part of their annual evaluation process. This document will be incorporated into the Annual Performance Evaluation Portfolio, the Third-year Review process (see Mid-Probationary in this document), and in promotion and tenure portfolios for tenure track faculty and promotion portfolios for tenured and college faculty.

ANNUAL PERFORMANCE EVALUATION PORTFOLIO

During the fall semester of each academic year, faculty members must prepare an individual portfolio, the **Annual Performance Evaluation Portfolio (APEP)** that documents their activities in the areas of teaching and advising, research and creative activity, service and extension, and governance and leadership for the previous **calendar** year.   This APEP should include documentation showing evidence of presentations, publications, and course development. Sample portfolios will be made available to faculty members upon their request.

Following the annual review of the APEP, faculty may add a written response regarding any comment contained in the portfolio review. This written response will remain in record with the annual portfolio review.

GUIDELINES FOR ASSEMBLING THE ANNUAL PERFORMANCE EVALUATION PORTFOLIO (APEP)

The APEP should clearly illustrate the faculty member's effectiveness in the teaching, research/scholarly activities, and service. The faculty member will submit this APEP each year to the Department Head and to the department P&T committee (Department Faculty Affairs Committee). The APEP is due in the spring semester and will include all activity pertaining to the **previous calendar year**. The following narrative provides some general guidelines for assembling the portfolio.

Contents of Portfolio

The faculty member's Annual Faculty Portfolio will be organized into a **single 3-ring binder**. At a minimum, the APEP must contain the following six sections:

1. Executive Summary

2. Curriculum Vita (CV)

3. Allocation of effort

4. Teaching evidence

5. Research evidence

6. Service evidence

Executive Summary - The summary should offer a concise narrative of employment history, allocation of effort, teaching philosophy, research agenda, disposition towards service/outreach, and other explanations/elaborations in the narrative that the candidate believes best informs/presents the depth and nature of their work. In addition, the summary should include any event (e.g., leave or sabbatical) that may further explain the candidate's efforts. The summary should be self-reflective and contain challenges as well as how the candidate has met each challenge.

Curriculum Vita (CV) – The CV should correspond in form with typical CVs that have been successfully sent to the college to support current tenured faculty. The NMSU Teaching Academy has examples of CVs and Appendix B offers guidelines.

Allocation of Effort (AoE) – The AoE should describe the candidate's achievements for the prior year and the proposed AoE for the current year. A signature (and date) from the Department Head and faculty member are required.

Teaching Evidence – Documentation of a minimum of THREE sources of evidence of teaching effectiveness are required. The NMSU Policy Manual lists possible sources of evidence (see 5.90.4.1.1 *Evaluation of Teaching*). This document also offers examples of required and optional evidence (See - Evidence for Teaching in this document)

Research/Scholarly/Creative Evidence (include work in progress). Include completed projects and/or evidence of work in progress (see – Departmental Evidence for Promotion and Tenure - Scholarship – Required and Optional Evidence in this document)

Evidence of Service – Include letters (e-mail) that invite your appointment as well as those correspondences that thank you for your service. In the absence of letters/e-mail, provide a summary sheet indicating the organization, term of service (dates), and a brief description of your accomplishments while serving.

ANNUAL DEPARTMENTAL EVALUATION OF TENURE TRACK FACULTY

Evaluation by the Department Head
Faculty performance in the areas of teaching and advising, research and creative activity, and service and extension as documented in the individual portfolio and set forth in the Allocation of Effort will be evaluated against set criteria in each area (See Appendix G for Department of Special Education & Communication Disorders Annual Performance Guidelines and Evaluation Criteria).

Review by Departmental Promotion and Tenure Committee (Faculty Affairs)
The Departmental Promotion and Tenure Committee will complete annual portfolio review of tenure track faculty members' portfolio documents and make formal written statements regarding each faculty member's progress towards promotion and tenure based upon their submitted portfolio.

The review will offer the Departmental Promotion and Tenure Committee's opinion of faculty members' progress toward tenure (or tenure and promotion). The committee will arrive at this opinion by comparing the faculty member's annual review portfolio with their expected progress toward tenure, or tenure with promotion, given the year (and term) of their appointment as a tenure track faculty member. In addition, the committee will utilize the currently approved Promotion and Tenure Guidelines of the New Mexico State University (NMSU), and NMSU College of Education (COE) and Department of Special Education and Communication Disorders (SPED-CD) documents as benchmarks for progress.

ANNUAL DEPARTMENTAL EVALUATION OF COLLEGE FACULTY

Evaluation by the Department Head
The evaluation process for College Faculty is based on performance compared to the job description, the Allocation of Effort form, and documentary evidence. A basic element of the promotion process for College Faculty is the job description that details duties and responsibilities. The job description serves as a basis for measuring performance in the promotion process. The job description will be part of the College Faculty member's permanent file.

TIMELINES FOR EVALUATION BY DEPARTMENT HEAD

Date	Activity
Fall Semester - November 1st	Faculty must update Digital Measures for prior calendar year
Fall Semester (Last day of final exam week)	Faculty must update annual CV and APEP
Spring Semester - (First Day of Instruction)	- Tenure track faculty submit APEP to Promotion and Tenure Committee through the Department Head - All faculty must submit AoE and current CV to the Department Head
Spring Semester (Prior to - last day of final exam week)	Faculty must schedule annual review meeting with Department Head

TIME LINES FOR REVIEW BY PROMOTION AND TENURE COMMITTEE

Spring Semester - (First Day of Instruction)	Faculty will submit APEP to the Department Promotion and Tenure Committee
Spring Semester (Final day of instruction)	Promotion and Tenure Committee will respond to faculty regarding APEP

COLLEGE COUNCIL (Faculty Affairs)
MID-PROBATIONARY REVIEW

Tenure track faculty who have completed three calendar years (five academic semesters) *are now required* (2016) to submit in spring of the fourth calendar year a packet to the College Faculty Affairs Committee for review of their progress toward promotion and tenure.

Mid-probationary review material is typically submitted to the College Faculty Affairs Committee on or before the first week of April. However, specific deadlines vary depending on the approved faculty calendar.

Faculty must advise the Department Head in January of the sixth semester of their intent to submit materials for their Mid-Probationary Review. In this way, the Department Head may assist the faculty member in preparing for their review.

PROCEDURES FOR SUBMISSION OF MID-PROBATIONARY REVIEW

Tenure track faculty members who have completed three calendar years (five academic semesters) submit in spring of the fourth calendar year the following material to the College Council Faculty Affairs Committee:

1. A one page letter from the candidate requesting a review; conveying synopsis of accomplishments in teaching, research, and service; and stating plans for future growth.

2. Current academic vita.

3. Copies of the AoE and faculty performance evaluation summaries from the Department Head for the 3 year period.

4. Material must be submitted to the CoE, College Council Faculty Affairs Committee by the first Monday of the week of in April (spring semester).

Outcomes Analysis Decision

The **College Faculty Affairs Committee** will review information submitted during the month of April and make a decision that there is clear evidence of progress toward tenure, and tenure with promotion, or that progress toward tenure is not shown. The Faculty Affairs Committee will also provide the candidate with a narrative of strengths and areas for growth for each of the three areas (teaching, research and creative activity, service).

DEPARTMENT PROMOTION AND TENURE APPLICATION PROCESS

Tenured and tenure -track faculty seeking to be promoted and tenured will advise the Department Head and the chair of the Department Promotion and Tenure Committee of intent during the spring semester. Faculty seeking promotion and tenure will follow the College's Policies regarding time frame and specifics about the application packet.

College faculty seeking to be promoted will advise the Department Head of intent during the spring semester. The Department Head in consultation with the Component Head will select a Convener from among senior tenured faculty to serve as Chair of the promotion committee.

If University, College, or Departmental missions, goals or promotion and tenure criteria are changed during a candidate's promotion and tenure cycle, the candidate indicates in writing the policy that is to be used in the tenure/promotion evaluation process. This written statement is to be included in the promotion/tenure evaluation materials.

Faculty seeking promotion and tenure will abide by the portfolio guidance for core and supplementary materials provided in the *College of Education Policies for Promotion and Tenure* (2008, pp. 30-32). Faculty members wishing to view portfolio examples prior to application may make the request through the Department Head who will arrange for a viewing. Faculty seeking promotion and tenure will submit the portfolio to the Department Head.

The faculty member will have an opportunity to review all items included in the portfolio. Access is accomplished by making an appointment with the Department Head for the purpose of material review. Once the portfolio has been submitted to the Department promotion and tenure committee, nothing may be changed, added, or deleted from it without the knowledge of the candidate, Department Head, and the Department committee for promotion and tenure.

DEPARTMENT PROMOTION AND TENURE ASSURANCES

Confidentiality

Strict confidentiality of materials, deliberations, and decisions of the departmental Promotion and Tenure committees will be observed. None of the materials, forms, discussions, concerns, or other elements dealing with specific candidates being evaluated for promotion, tenure, third year review, or annual review will be divulged to persons other than the Department Head or the specific faculty member when appropriate. Members serving on these review committees will sign a confidentiality oath at the time of service (see Appendix C).

Repository

The Office of the Department Head is the repository for portfolios, records, votes, and recommendations regarding faculty review. Material addressing annual performance evaluation, third-year review, promotion, or tenure will be kept there until such time it is returned to the faculty member.

Department Promotion and Tenure Committee

Except for the Department Head, all members of the Department holding associate rank or higher and tenure serve on the Department Promotion and Tenure Committee.

Committee members must hold a rank at least equal to the rank for which the faculty member is applying. In the event that fewer than the required three tenured and appropriately ranked members are available to serve within the department, the departmental representative on the College Faculty Affairs Committee will request volunteer(s) from the current College Faculty Affairs Committee to serve on the departmental committee to satisfy the requirement. Deliberations and voting will be conducted among committee members only and in closed sessions. Voting will be made in person by secret written ballot and recorded by the Chair.

Committee members will -
1. Provide a fair and equitable review of annual and third year material.

2. Offer formative feedback on annual and third year material.

3. Serve as mentor to junior faculty.

4. Provide fair and equitable review of intent to seek promotion and tenure.

5. Provide fair and equitable review of promotion and tenure material.

6. Provide a vote and summative comments on promotion and tenure.

The Chair of the committee will -
1. Ensure all abide by confidentiality and administer the oath.

2. Coordinate needed review meetings or meetings with the Department Head or Dean as requested.

3. Consult with the Department Head on promotion and tenure matters.

4. Seek assistance from the College, as necessary, for recruiting members to serve on the Promotion and Tenure Committee.

5. Provide to the Department Head a summary letter of review for each tenure track faculty member's APEP. This statement will reflect the majority view as well as dissenting opinion or concerns.

Department Promotion Committee for College Faculty

The appointed chair of the promotion committee (selected by the Department Head in consultation with the Component Head) will invite all permanent college-track faculty members in the department to serve on the promotion committee. Committee members must hold a rank at least equal to the rank for which the faculty member is applying. In the event that fewer than the required three appropriately ranked members are available to serve within the department, the chair will request volunteers from the college. Deliberations and voting will be conducted among committee members only and in closed sessions.

Voting will be made in person by secret written ballot and recorded by the Chair.

Committee members will -
1. Provide a fair and equitable review of promotion material.

2. Provide a vote and summative comments on promotion.

The Chair of the committee will –

1. Ensure all abide by confidentiality and will collect written assurances of such from each member (see Appendix C.).

2. Coordinate needed review meetings or meetings with the Department Head or Dean as requested.

3. Consult with the Department Head on matters pertaining to the review of the applicants.

4. Seek assistance from the College for recruiting appropriate members to serve on the Department Promotion and Tenure Committee (as needed).

5. Provide to the Department Head a statement of recommendation for each individual reviewed for promotion and tenure, with reference made to the specific numerical count; quality of teaching, research, service, or leadership. This statement will be written appropriate to the applicant's job description, their allocation of effort, and in accordance

with NMSU policy regarding academic freedom (see NMSU Policy Manual – section 5.05) This statement will reflect the majority view as well as dissenting opinion or concerns.

Department Head Roles and Responsibilities

The Department Head is responsible for informing departmental faculty regarding types of materials needed for annual faculty performance reports, third-year reviews, and applications for promotion and or tenure. In addition to the specific duties delineated in the College of Education policy, the Department Head serves as the repository for all materials concerning faculty evaluation. The Department Head receives and processes written requests for additional information from promotion and tenure portfolio evaluators.

The Department Head will obtain at least two review letters from a list of potential external reviewers submitted by the faculty member. This list will contain a minimum of five outside professional contacts who are at or above the rank being sought and who are knowledgeable about the faculty member's discipline. The Department Head, in conjunction with the Department promotion and tenure committee, will identify at least five additional potential external reviewers from which at least two additional letters will be obtained.

The Department Head will submit a letter to the external reviewer requesting an assessment of the faculty member's performance along with the following material:
1. A copy of the curriculum vita.

2. A record of the faculty member's teaching and advising, research and creative activity,

   service and extension, and leadership accomplishments.

3. A copy of the faculty member's pertinent publications.

4. A copy of the Department's promotion and tenure policy.

Additionally, the Department Head will provide external reviewers the following instructions:
1. A request for a brief statement regarding the individual's qualifications for serving as a reviewer.

2. A request that the reviewer indicate the relationship between the candidate and reviewer.

3. Notification that the faculty member will have an opportunity to read the letter of assessment.

4. Notification that third parties, in the event of an EEOC or other investigation into a tenure or promotion decision, may review letters.

DEPARTMENTAL PROMOTION
AND TENURE EVIDENCE

Teaching (and advising), research (and creative), and service (and extension) are inter-related activities rather than mutually exclusive categories. In depicting scholarly accomplishments, faculty members must be afforded the flexibility to choose how they will depict each area. The items that appear in the sections that follow are illustrative. The appearance of an item in one area (i.e., textbook authorship under teaching and advising) does not mean that an individual cannot choose to place that item under a different area (i.e., research and creative activity) when such choice more accurately reflects the faculty member's priorities, responsibilities, and allocation of effort.

TEACHING AND ADVISING

The Department of Special Education and Communication Disorders (SPED & CD) recognizes and values the contribution of excellence in teaching and advising. As such, SPED & CD faculty members can only be promoted (or tenured with promotion) when there is clear evidence of effective performance as educators. The following section describes for the reader the kinds of evidence that the faculty member may include in their portfolio.

Teaching

Department faculty members can be promoted and tenured only when there is clear evidence of effective performance in the teaching role. Evidence falls into two categories; required evidence and optional evidence

Required Evidence
The following three items must be submitted as evidence of teaching.

1. Extent of teaching which includes a list of courses taught on campus and through distance education, frequency, and number of students enrolled in each course.

2. Student evaluations which include a quantitative summary of student questionnaires and qualitative summaries of student comments on questionnaires and/or interviews with students. If a negative pattern is apparent, evidence of responses to concerns is required.

3. Reviews of class instruction and materials by peers or colleagues.

Optional Evidence
The following items are considered optional. The choice is at the discretion of the applicant, and the applicant may select more than one additional source of evidence.

1. Recognition of teaching excellence which may include teaching awards, nominations for awards, and invited lectures at institutions of higher education other than NMSU.

2. Narrative describing an instructional innovation which may include syllabi, instructional materials, web pages, instructional cases, models for student outcomes evaluation, etc. Please include narrative and example of materials.

3. Curriculum development (program and course content). This includes major course revision (e.g., new textbook adoption, combining offerings, changing course sequence offering, etc.).

4. Inclusion of instructional technology which may include collaborations and networking, peer instruction in technology use, course web sites, instructional software development, etc.

5. Clinical and/or field supervision which may include student teaching, practicum at on-campus or external sites, etc.

6. Scholarship in support of teaching (textbook writing, manuals).

7. Professional development that enhances teaching.

8. Non-credit instruction (guest lectures, workshops, in-service training).

9. Instructional materials evidence (syllabi, tests, and class materials development).

10. Narrative reflection of instructional challenges as well as measures taken to address noted challenges.

11. Other anecdotal information (unsolicited letters, commendations, or honors bestowed or nominated by students, colleagues, or administrators).

Advising

Faculty advising within the Department that has a pedagogic function should include the following required evidence as well as any of the optional documentation the faculty member chooses.

Required Evidence

Number of students advised formally:
1. Master's, Educational Specialist, or Doctoral students.

2. Student Research Projects Directed (e.g., Dissertation Director, Ed.S. Project Director, Thesis Director, Honors Thesis Director).

Optional Evidence

1. Supervision of doctoral projects in the scholarship of discovery, engagement, integration, or teaching.

2. Doctoral committee membership (qualifying, comprehensive, proposal, and defense) Individual student contacts (e.g., career advisement, mentoring, independent studies supervision).

3. Success of one's present or former students which may include course connected student projects, student presentations or publications, career achievements, etc.

4. Mentor for special projects (e.g., McNair Scholar, Honors Student, Hot Topics, etc.)

SCHOLARSHIP (RESEARCH AND CREATIVE)

The importance placed on research and creative activity within the Department is consistent with the policies of the College of Education and the position expressed in the *Tenure Policy for New Mexico State University*, 2008, which states that high quality scholarship "reflects the University's mission as the state's land-grant university, serving the needs of New Mexico's diverse population through comprehensive programs of teaching and advising, scholarship and creative activity, extension and outreach, and service. It addresses the breadth and diversity of scholarly and creative activity among faculty, staff, and students through which this mission is fulfilled, "(p. 16). Within the Department, all tenured and tenure track faculty are expected to pursue a continuous agenda of research and/or creative activity unless relieved of such responsibility through a negotiated allocation of effort with the Department Head.

The record of research and creative activities provides evidence of an individual faculty member's scholarly productivity. Evidence of research/creative activity should demonstrate insight into current trends in the discipline. Works should be presented in several different forums and/or publications. A research focus should be established with evidence of single author or lead authorship in publications and creative works.

Required Evidence

1. The required ***expectation*** in the area of scholarship is that the candidate should produce one research or scholarly work per year for every 25% of effort allocated for scholarship shown in their AoE and averaged over five consecutive years. Evidence of the quality of research should be demonstrated by originality and innovation as well as usefulness to the discipline, industry, or public sector.

   For example, faculty whose AoE remained at .25 throughout their five years as an associate tenure track faculty should submit, at a minimum, five peer-reviewed articles in print.

   Of equal importance is the quality of the published work. Support for the quality of the candidate's scholarly work ultimately falls upon the candidate. Quality in science is not an absolute, it is an argument and that argument considers both qualitative and quantitative inquiry. That argument is supported by either the rigor of analysis shown in a qualitative investigation or the framing and investigation of a sound theoretically/empirically driven

rationale in a quantitative study.

2. Venues for publication are show in Appendix F.

Optional Evidence

1.Work in progress: Faculty should include work in progress. Documentation for such work must include:
   a. Letter (e-mail) acknowledging receipt and status of print submittal.
      i. If request for re-submittal include re-submittal plan.
   b. Draft of article not yet submitted for publication.
   c. Letter (e-mail) of approved Institution Review Board (IRB) research plan.
   d. Written rationale for IRB plan not yet submitted (in process).

SERVICE AND EXTENSION
Department faculty can be tenured (or tenured and promoted) only when there is clear evidence and documentation of effective service, outreach, or extension (see Appendix A for examples of what might be submitted as evidence of service).

Required Evidence
1. Letter (e-mail) inviting you to offer service.

2. Letter (e-mail or your own narrative) describing the term (dates) of service and your accomplishments.

Optional Evidence
1. Include other forms of service not included in Appendix A with required evidence.

GOVERNANCE AND LEADERSHIP
The governance and leadership exhibit should contain information showing initiative, perseverance, originality, and skills in human relations.

It is expected that evidence included under teaching and advising, research and creative activity, and service and extension may also be included in the display of leadership; but any duplication should be so noted. The following types of information are appropriate for documentation of leadership in an application:

1. Evidence of scholarship, publications, and research and creative activity beyond that required for adequate performance as an associate professor.

2. Review letters addressing leadership abilities and impact on the field. Note: At least three of these letters must be from outside of the University and three of the letters must be scholars at the professor rank.

3. Leadership positions in the Department, College, and University. Leadership positions in national or international professional organizations.

4. Appointments such as editor, guest editor, or member of an editorial board.

5. Consultant to nationally-visible initiatives, visiting professor, or keynote speaker at national and international conferences.

6. Book reviews or scholarly citations highlighting the impact of one's research and creative activity.

7. National/international technical assistance, consulting, or other activities that would indicate that the faculty member has attained national and/or international stature.

8. Grant proposals that have been written, funded, and directed by the faculty member.

9. Mentorship of junior and senior faculty that facilitates their assuming greater leadership and governance responsibilities within the Department, College, and University.

10. Directing and sustaining reform and faculty-generated change in policies and practices that impact the professoriate.

11. Representing faculty, impacting policy, and effecting change at the University level.

DEPARTMENT PROMOTION AND TENURE PORTFOLIO

The *College of Education's Policies for Promotion and Tenure* provide detailed description of the time frame of promotion and tenure application, withdrawal rights, credit for prior service, and general departmental and faculty responsibilities.

Additionally, the *College of Education Policies for Promotion and Tenure* provide an overview of the application and review process, including assembly of application materials and supplementary material, the departmental promotion and tenure committee, the college-level promotion and tenure committee, and the outcome and appeal process. The Special Education/Communication Disorders Department follows the College policies referenced above during each stage of the process.

Teaching (including advising), scholarship, and service (including outreach and extension) are inter-related activities, not mutually exclusive categories. The integration of these elements is ideal, and faculty members are expected to discuss the manner in which their scholarship informs their teaching and how their teaching informs their research. In addition, academics have a history and an expectation to provide service to their institution and to the community. Evidence of effective teaching, scholarship, and service is documented in the Faculty Portfolio that is submitted as application for promotion and/or promotion and tenure.

GUIDELINES FOR ASSEMBLING THE PROMOTION AND TENURE PORTFOLIO

The following outline provides guidance for assembling the promotion and tenure portfolio. The purpose of this portfolio is to support the tenure and promotion for tenure track faculty seeking tenure or tenure with promotion to associate professor.

In accordance with department, college and NMSU guidelines, the candidate is responsible for submitting a promotion and tenure portfolio comprised of two separate binders: 1.) a core document binder and, 2.) a documentation file binder.

The Core Document Binder requires very specific information. This information must be presented in a specific sequence (see - Core Document Binder). The Document File Binder includes support (or further elaboration, see Support Document Binder) of the material contained in the Core Document Binder. This information must be offered in a separate binder.

Core Document Binder

Core Document as defined by NMSU Policy Manual (03/14/2011) is a document submitted in the portfolio for promotion or tenure that includes several specific elements: a routing form, cover sheet, table of contents, curriculum vitae, executive summary, department head and dean letters, prior and current allocation of effort statements, annual performance evaluations, summary of teaching evaluations, and letters of support. (See Sections - 5.90.5.1 and 5.90.5.5 of the 2013 NMSU Policy Manual).

The Core Document Binder must contain the following ten specific items. The inclusion of the following core document elements must be presented in this order and 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).

4. A table of contents.

5. Candidate's executive summary.

6. Candidate's curriculum vitae

7. Annual performance evaluations for the period under review, including the allocation of effort statements, the goals and objectives forms, written statements submitted by the faculty member as a part of the annual performance evaluations, the supervisor's written comments, and any response made by the candidate to the supervisor's written

comments. Numerical rankings, ratings, or vote counts should be removed. (See also Sections 5.90.3.3 and 5.90.5.1 of the 2013 NMSU Policy Manual).

8. Candidate's most recent complete conflict of interest form.

9. SPED & CD Department's mission statements.

10. External review letters

   o Note - External review letters, once received, become part of the application file. The faculty member may review the letters but cannot cull non-complimentary reviews from the application packet.

   o External reviewers must not have had experience as mentors, instructors, or research collaborators with the candidate. It is best to find external reviewers who are knowledgably of the content (teaching and research) that pertains to the candidate's instructional assignment and research focus.

Support Document Binder

The Support Document Binder elaborates on the core document by providing in-depth documentation of achievements described in the Core Document. The supporting material binder should chronicle evidence in support of teaching, research, and service presented in the Core Document. This Support Document Binder is not routed beyond the College Promotion and Tenure Committee, but is available for review.

If this is an application for tenure, the candidate is to include evidence of contributions since starting at NMSU, 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 candidate is responsible for submitting a promotion and tenure portfolio comprised of a Core Document and a Support Document Binder to the Department Head of Special Education & Communication Disorder by the specific deadline. Once the binders (both Core Document and a Support Document Binders) are received at the Office of the Dean of College of Education, no changes, additions, or removal, are allowed.

TIMELINES FOR PROMOTION AND TENURE APPLICATION EVALUATION

*May 15th	Candidate notifies dept and college, and provides list of potential reviewers to DH
*Aug 15th	Candidate submits portfolio to dept
	Candidate submits electronic version of Executive Summary, CV, and writings to DH

Sep 20th	External reviews are received and portfolio is ready for dept P&T review
Oct 10th	Dept P&T review is complete and portfolio moves on to college
	DH notifies applicant if department "recommended" or "not recommended"
Dec 31st	College review should be complete
April 30th	University review should be complete, decision should be made.

PROVISIONS FOR DOCUMENT REVIEW AND POSTING

The Department will review the promotion and/or tenure policy every three years under the guidance of the Department Head and the chair of the promotion and tenure committee. In addition, following any change in the University or the College policy, the Department will update the departmental policy in accordance with the University or College change. In the event of changes in the policy, faculty within a promotion and or tenure cycle will designate in writing the chosen policy.

The Department will make available to each faculty member the promotion and/or tenure policy and all other Department goals, mission and vision statements, etc. that may relate to either promotion or tenure. These documents will be provided in hard copy by the Department Head and made available through the Department website along with appropriate links to the University's promotion and tenure documents and the College's promotion and tenure documents.

This document was developed by the Faculty Affairs committee of the Department of Special Education and Communication Disorders in consultation with the Department Head.

This document was approved by the Faculty of the Department of Special Education and Communication Disorders vote (8 for; 1 against) on _____.

Approved by Department Head, on _____

Approved by the Dean of the College of Education, on _____

Appendix A

The following are examples of research and creative activities that might be submitted as evidence of research/creative activity. The list shown is in hierarchical order of importance. The list is not exhaustive.

1. Publications - Peer Reviewed
   Journal Article (Single author, 1st author or lead author after student); international/national publication
   Journal Article (Co-author); international/national publication
   Journal Article (Single author, 1st author or lead author after student); regional publication
   Journal Article (Co-author); regional publication
   Journal Article (Single author, 1st author or lead author after student); state publication
   Journal Article (Co-author); state publication
   Book Chapter (1st author)
   Book Chapter (Co-author)

2. Publications - Non Peer Reviewed (NPR)
   Book (Single author, 1st author)
   Book (Co-author)
   Book (Editor)
   Book (Co-Editor)
   NPR - Journal Article (Single author, 1st author or lead author after student); international/national publication
   NPR - Journal Article (Co-author); international/national publication
   NPR - Journal Article (Single author, 1st author or lead author after student); regional publication
   NPR - Journal Article (Co-author); regional publication
   NPR - Journal Article (Single author, 1st author or lead author after student); state publication
   NPR - Journal Article (Co-author); state publication
   Book Chapter (1st author)
   Book Chapter (Co-author)
   Technical Report/Technical Assistance Document (Single author, 1st author)
   Technical Report/Technical Assistance Document (Co-author)
   Newsletter Article (Single author, 1st author or lead author after student); international/national publication
   Newsletter Article (Co-author); international/national publication
   Newsletter Article (Single author, 1st author or lead author after student); regional publication
   Newsletter Article (Co-author); regional publication
   Newsletter Article (Single author, 1st author or lead author after student); state publication
   Newsletter Article (Co-author); state publication

Book Review (Single author, 1st author)
Book Review (Co-author)

3. Presentations - Peer Reviewed and Non Peer Reviewed (note – Peer Reviewed are weighted higher than Non Peer Reviewed Presentations)
This section includes researched-based seminars, technical sessions, poster sessions, etc. Documentation should specify the format of the presentation.

International/National Presentation (Single author, 1st author or lead author after student)
International/National Presentation (Co-author)
Regional Presentation (Single author, 1st author or lead author after student)
Regional Presentation (Co-author)
State or Local Presentation (1st author or lead author after student)
State or Local Presentation (Co-author)

4. Other Published Research-Focused Scholarly Works

Test Development/Publication
Educational Materials Development/Publication
Electronic/Technology Development and Innovations

Appendix B:

The following are examples of Service and Extension. The list shown is in not in hierarchical order of importance. All contributions are equal in importance. The list is not exhaustive.

- Contributions to governance
  - Appointment by the Provost to boards/councils
  - Membership in college or university governance councils
  - Membership in departmental, college, and/or university level committees

- Contributions to public policy
  - Witness (expert witness testimony for legislative or executive bodies)
  - Program or policy analysis reports for local, state, national, or international governmental agencies

- External committee work that is representative of one's academic interests or expertise
  - Local, state, national and/or international committees
  - Appointments, roles, contributions, and chair positions
  - Invitations and acknowledgments of service

- Internal committee work
  - University, college, departmental, and/or program-related committees
  - Appointments, roles, contributions, and chair positions
  - Selective review committees

- Interactions or partnerships with K-12 schools and community agencies
  - Partnership activities
  - School or community personnel involvement
  - Seminars, presentations, and professional development activities
  - Needs identification and program development
  - Technical assistance in documenting changes in clientele knowledge, skills, etc.
  - Community program evaluation

- Consultation
  - Volunteer
  - Paid
  - Technical/advisory support (public schools, community agencies)

- Faculty enhancement
  - Colloquia presented within the Department or for other departments
  - Mentoring of other faculty members within the Department or other departments
  - Reviewer for manuscripts, conference proposals, or grant proposals
  - Editorial responsibilities

- Involvement with professional organizations
  - Participation in governmental meetings or federal review panels

Roles in organizing professional conferences (local, state, national)
Conference attendance
Roles as session chairs
Offices held
Membership

- Administrative activities to facilitate coordination of programs
    Development of interdisciplinary programs
    Development of web tools, pages, announcements
    Management of clinical and field supervisors

- Activities related to public and civic service
    Public performance related to departmental mission (e.g., Special Olympics, career days, art shows)
    Speeches

- Activities related to students
    Advisor to student organizations
    Active involvement with student groups
    Recognition from student groups
    Presentations to student groups
    Recruitment and retention activities
    Attendance at graduation ceremonies

- Activities that contribute to the academic, social, political, or cultural climate on campus
    Speaker forums
    Honors and awards
    Invited presentations (i.e., guest lecturer, guest speaker)

- Research Consultation and Mentoring
    Journal Editor
    Journal Associate Editor
    Editorial Board
    Ad Hoc Reviewer
    External Funding Project Consultant

Statement of Appointment – Department P&T Committee

As a member of the Department of Special Education and Communication Disorders Promotion and Tenure Committee, I accept my responsibility to protect the integrity of the review process. Accordingly, I pledge, by my signature, to adhere the following code of responsibility, accuracy, confidentiality, and integrity:

I pledge to respect the absolute confidentiality of all faculty reviewed in this committee. I will not reveal to anyone unless specifically authorized by the Department Head or this committee any information presented or discussed. I will avoid permitting personal interests to distort or misrepresent the facts in all communications or discussions. I will be fair and unbiased and guard against inaccuracies, carelessness, bias and distortion in communications or discussions.
I will diligently review all relevant materials to facilitate group discussions. I consider the content and intent of this statement to be a matter of personal and professional responsibility.

_____   _____

NAME   DATE

Appendix D: Suggestions for Executive Summary

Introduction: Try to strike the right balance between too much technical jargon and a clear explanation of the different facets of your career/discipline. State your career goals, highlight your major contributions to date, and present a clear vision of where you're heading in the near future. Include dates of hire, important events that have guided you, discussion of your employment history, etc.

Research/Scholarship section: Tell the reader what it is that you do, why you're excited about your career/discipline, and why it's an interesting (valuable) line of inquiry. What are the principle scientific questions that drive your research interests? What is your vision for your future research? Describe how your research has made an impact. That is, describe how your collected line of inquiry has impacted your profession as well as other professions associated with your field. Describe how your research has informed your teaching and if appropriate, describe how your research has made an impact on the region or on the community. While it is helpful to note the number of presentation/publications achieved since joining the faculty at New Mexico State University it is also important to note your work prior to joining this institution.

When highlighting your research productivity, explain co-authored publications, especially when you take secondary authorship on all matters associated with your writing. Express to the reader your choice of publication. Explain why this particular journal was a good fit for your work. Clarify to the reader how your research agenda is tied into your teaching and the importance of your work as a contribution to your area of inquiry.

Include authorship of books or book chapters. Please be explicit regarding your contribution including an in-text citation of your work (APA style). Clarify for the readers how your expertise as an author supports your research agenda.

Fully describe both peer-reviewed and non-peer reviewed presentations as international, national, state/regional. Include reference to the professional organization where the contribution was made and describe how that organization contributes to your line of research.

Finally, include grant activity. List all activity including support of a grant award as well as responsibilities as a grant Principal Investigator.   List the title of your project, the name of the grant, the institution that awarded the grant, the amount of the grant, and the years covered by the grant.

Teaching section: Describe your philosophy regarding teaching. If appropriate, describe how your teaching informs your research and how your research supports your teaching. That is, describe how your own instructional successes or disappointments drew you towards your current research agenda. In addition, describe how you have utilized your own research findings within your instruction.

If appropriate, you might prepare a table that summarizes your teaching activity semester by semester (including course number, course title, number of students, graduate/undergraduate

and course evaluation information); acknowledge if the course is co-taught.

Mention your teaching effectiveness and state your growth in this area. Include both a quantitative and qualitative summary of your teaching accomplishments. Summations of student evaluations are appropriate here. Make reference to your teaching excellence and highlight your teaching (e.g., work in labs, new syllabus developments, awards, media articles about your work, and course websites).

Share your mentoring experience here, advising/advising load, new course development, on-line or face-to-face instruction, etc. Make statement(s) regarding your work with graduate students, especially any work with doctoral students. Provide a narrative about your leadership role.

Service section: Provide a summary of your service contributions to the department, college and/or university, and profession (including leadership roles and dates of service). Describe how your service contributions support the mission of the Department of Special Education/Communication Disorders (SPED & CD), the College of Education (COE), and New Mexico State University (NMSU). State what your role and responsibility was in service committees or whether you provided a leadership. Explain to the readers how your service has played a role in supporting your work.

The NMSU Teaching Academy website has posted three examples from the college of education (see – https://teaching.nmsu.edu/promotion-and-tenure-narratives/)

Suggestions for Curriculum Vita

- **Identifying Information**: name, business address, business phone numbers and NMSU e-mail address. Do not include date of birth, marital status, number of children, or other information that is not relevant.

- **Areas of Interest***:* a listing of your varied academic interests and research.

- **Education**: Begin with your most recent or expected degree. List your degrees including major emphasis and the dates of completion (or expected date) in reverse chronological order (most recent first). Also include your minors, subfields, and honors. You may also include the titles of your dissertation or thesis here.
    - Example:
        - 2017 New Mexico State University, Las Cruces, NM, Ph.D., Special Education with distinction, concentration in cognitive theory. Dissertation title: *Factors supporting speech comprehension with individuals who have hearing loss: A cognitive load perspective.*

        - 2001 University of New Mexico, Albuquerque, NM, M.S., Speech-Language Pathology, with distinction, concentration in adult cognitive disorders.

        - 1994 California State University, San Diego, CA, B.S., Speech-Language Pathology.

- **Awards, honors, fellowships, scholarships, and grants**: List grants received, honors bestowed upon you for your work, and awards you may have received for teaching or service. Membership in honorary societies belongs in this section too, unless they have already been listed under your "Education" section.

- **Professional experience**: This category is often divided into several possible categories such as "Research Experience," "Consulting," "Fieldwork," "Teaching Experience," or "Postdoctoral Work," as well as many others, depending on your discipline. Reverse chronological order is again the rule.

- **Publications, invited papers, exhibits, conference presentations, etc**: This category may be modified to read "Papers and Publications," "Programs and Workshops" or other titles that accurately reflect the professional work you have produced in your discipline. These should be arranged in reverse chronological order and may be subdivided into sections. List all items by international, national, state and/or regional. You may include works in progress.

- **Teaching**: List the courses you have taught and topics that indicate your present and future research directions. You should indicate whether these courses were undergraduate/graduate, on-line or face-to-face instruction, new course development, mentoring experience of graduate students and evaluative information, etc.

- **Academic Service**: List all departmental and university groups, committees, or task forces on which you served. Student groups are valid as well. You should demonstrate leadership or membership experience. If relevant to the position, community service may be included.

- **Scholarly or Professional Memberships affiliations**: a listing of the professional organizations of which you are a member. If you have held an office or position in a particular organization, state it here. Document your role as a chair or member.

Appendix F: **Examples of Professional Journals in SPED-CD**

(NOT ALL INCLUSIVE – NOT RATED)

Action in Teacher Education
American Journal of Audiology
American Journal of Speech-Language Pathology
Annals of Dyslexia
British Journal of Visual Impairment
Educational Action Research
Educational Technology Research & Development
International Journal for the Scholarship of Teaching and Learning
International Journal of Higher Education
International Journal of Teaching and Learning in Higher Education
Issues in Teacher Education
Journal of Blindness Innovation and Research
Journal of Clinical Linguistics and Phonetics
Journal of Computers in Mathematics and Science Teaching
Journal of Curriculum and Teaching
Journal of Education and Learning
Journal of Education for Teaching
Journal of Education Higher Education
Journal of Educational Psychology
Journal of Evidence-Based Practices for Schools (JEBPS)
Journal of Phonetics
Journal of Speech, Language, and Hearing Research
Journal of Teacher Education
Journal of the Acoustical Society of America
Journal of the Scholarship of Teaching and Learning
Journal of Visual Impairment and Blindness
Language, Speech, and Hearing Services in the Schools
Learning and Teaching In Higher Education
Learning Disabilities Research and Practice
Learning Disabilities: A Contemporary Journal
New Directions for Teaching & Learning
Psychology Journal
Remedial and Special Education
Research and Practice for Persons with Severe Disabilities
Research in the Schools
Studying Teacher Education
Teacher Education and Special Education
Teacher Education Quarterly
Teacher Education, Special Education
Teachers and Teaching: Theory and Practice Journal
Teaching and Teacher Education
Teaching Education

Teaching Exceptional Children
Teaching in Higher Education
The Journal of the Learning Sciences
The National Teaching and Learning Forum
The Review of Higher Education
The Teacher Educator
Theory Into Practice

Note: This list is not inclussive of all possible journal venues.

Appendix G: **Guidelines for Faculty Planning of their annual AoE and Rubric for Faculty Assessment of the AoE**

The following is intended to provide faculty members in the department of SPED & CD with guidance in the preparation of their annual AoE plans and annual AoE reports, and ultimately assist faculty with their overall professional development.

AoE Annual Plan:

Each year, the faculty member will submit his/her annual AoE plan (see timeline). In preparing the AoE plan, the faculty member will identify the relative weight for each component of their AoE. Each of the content areas of their AoE must be identified in the New Mexico State University Policies regarding Promotion and Tenure (i.e., Instruction, Scholarship, Service, Outreach and Leadership). The sum of the AoE plan must equal 100%. Once the document is submitted to Department Head, the AoE plan is discussed with the Department Head, who may then request certain changes to the plan as well as to the allocation of effort. Once the AoE plan is agreed upon by both the faculty member and the applicant, the AoE plan is signed and dated by both parties.

The department recommends that the AoE plan include a summary table that identifies specific measurable goals for each content area included in the plan. It is also recommended that the goals established reflect an ongoing assessment process, incorporating results of summative and formative self-evaluation from previous year(s) annual reports (where applicable). Furthermore, the AoE plan should also reflect expectations of the faculty member's growth within their discipline as well as their vision for their growth within their discipline.

It is also recommended that the AoE plan be contiguous with the previous year(s) annual plans (i.e., prior year AoE), and that the faculty member, in concert with the department head, discuss the AoE plan in the context of the previous year's annual report/evaluation.

AoE Guidelines Tenured and Tenure Track Faculty
The expectation of the University is that a typical allocation of effort for tenured/tenure track faculty would involve the following:
1. 40 – 50 % instruction

2. 25 - 40% scholarship

3. 20 - 25% service

AoE Guidelines College Faculty
The expectation of the University is that a typical allocation of effort for college faculty would involve the following:
1. 75-100% instruction (9-12 credit hours instruction per semester)

2. 0-25% scholarship

3. 0-25% service

The allocation of effort for College faculty members is typically 75%-100% instruction (equivalent of a minimum of 9 – 12 credit hours per semester). The University also includes leadership and outreach as domains within allocation of effort. Therefore, the inclusion of these two categories must vary depending upon the assignment of the faculty member.

General guidelines/recommendation for Instruction

Typically, instruction refers to the assignment of formal coursework. However, in determining the allocation of effort, faculty members, in consultation with the Department Head, may include factors such as the number of courses taught, the numbers of students taught, the number of contact hours with students, and may also consider other factors such as supervision of independent study, student teaching, and other practical/clinical experiences, etc. Given the broad scope of programs within the department, the approach to determining allocation of effort in instruction may vary from program to program, but should be consistent within the program (venues see – appendix F).

> **Tenured/Tenure track:** The allocation of effort for instruction for tenured/tenure track faculty is determined in consultation with the Department Head. The university indicates that 40% is typical. Ideally, the allocation should not exceed 50%; however, there are occasions when departmental needs dictate an allocation of effort in excess of this level. Circumstances may arise where tenured faculty in particular, may request an increase in teaching load and a decrease in research responsibilities. But even in these cases, for purposes of evaluation, instructional activities of tenured/tenure track faculty cannot be weighted at greater than 66% of the allocation of effort.

> **Non-tenure track:** Typically, non-tenure track faculty members (i.e., College Faculty) are employed primarily for instructional purposes, although in some cases they may also have significant leadership or research roles. Therefore, it is expected that the "College" or non-tenure track faculty member will have an instructional allocation of effort of 75%-100%. Any allocation of effort below 100% must be negotiated with the Department Head.

General guidelines/recommendation for Scholarship

Scholarship is meant to convey research or creative activity resulting in original contributions to the discipline. Examples of scholarship are shown in Appendix A. In addition, participation in dissemination of findings at regional, national, and international conferences is expected of the tenured/tenure track faculty member. Other activities such as the preparation of grant proposals may be considered in determining allocation of effort and evaluating Scholarship as long as a commitment to dissemination is part of proposed plan (see this document P&T Evidence Scholarship).

> **Tenured/Tenure track:** The minimum allocation of effort (AoE) for scholarship should be 33%. Any allocation for scholarship less than this must be negotiated and documented in the faculty member's AoE. Significant leadership or service responsibilities should not infringe upon the faculty member's scholarship. Therefore, faculty is encouraged to

decline such opportunities in order to preserve their research and teaching effort. Research allocation of effort less than 33% represents a significant threat to the research mission of this institution. Only in rare instances may tenured faculty negotiate a smaller percentage of time (less than 33%) for scholarship and this smaller allocation of effort for research cannot extend beyond two consecutive semesters.

Non-tenure track: Typically, non-tenure track faculty members do not have significant scholarship expectations. However, in some cases, these individuals are engaged in scholarship activities and their productivity in this area must be recognized. The effort allocated to scholarship among non-tenure track faculty should not exceed 25%.

General guidelines/recommendation for Service

All faculty members are expected to participate in service to the department, college, university and community. The Department recommends that all full-time faculty members (including tenured/tenure track and non-tenure track faculty) serve on 2-3 standing committees. It is expected that tenured faculty members and non-tenure track faculty with 5 years of service or more demonstrate a willingness to take on leadership roles on university, college, and departmental committees. Other evidences of service include service to professional organizations, serving as a reviewer and/or editor for scientific journals. In addition, serving on community advisory panels and the like may be considered in "Service" and/or may also be considered in "Outreach." In addition, many faculty members rightfully include advisement of students in the service component of their AoE annual plan. As a general guideline, service should not exceed 20% of the faculty member's allocation of effort.

General guidelines/recommendation for Outreach and Extension

Generally, outreach is considered to be any activity that engages the faculty member with the community outside of NMSU in a fashion that is consistent with the "land-grant mission" of the university. This could include community lectures, sitting on boards, providing continuing education, etc. In addition, certain types of sponsored programs designed to deliver products or education to the community at large may be best reflected in the outreach section, particularly if there is not a strong research component to the project. Faculty members are not required to include outreach as an element of their allocation of effort.

General guidelines/recommendation for Leadership

Faculty members are expected to demonstrate leadership in all areas of their work, including instruction, scholarship and service. This makes interpretation of this area of effort rather vague in some respects. For the purpose of the Department's approach to developing the annual plan to evaluating productivity it is recommended that the faculty member include specific administrative responsibilities in the allocation of effort in leadership. Serving as a program director, director of a large program project, or assuming leadership roles for professional organizations are a few examples of the kinds of activities that could be considered in the area of "Leadership." Otherwise, faculty members are not necessarily required to include Leadership in their annual plans.

Evaluation of Faculty Member's Productivity

The purpose of the faculty evaluation is professional development. This evaluative process should be collaborative, including the faculty, Department Head, and Dean. The process should provide faculty with feedback that can be utilized to evaluate progress towards established goals, to revise existing goals, and/or establish new goals that will advance the faculty member, the department, college and university. The process begins with a self-evaluation of the faculty member that is provided to the Department Head (fall semester). The Department Head then prepares a departmental evaluation that is discussed with the Dean and then discussed with the faculty member. Whereas by policy the departmental report is discussed with the Dean prior to being discussed with the faculty member, all faculty members are encouraged to meet regularly with the Department Head to discuss progress towards the fulfillment of the goals in the AoE annual plan. Therefore, faculty members are advised to meet with the Department Head early during the academic year to discuss their self-evaluations prior to submitting them in November.

Preparation of the Annual Report

The annual report should reprise the goal statements listed in the annual plan, and should indicate whether the goal has been "met," "partially met," or "not met." The report should include narratives that, at a minimum, describe: barriers or other determining factors that affected the execution of any partially met or unmet goals; lessons learned that may influence future goals; emphasize certain successes, including accomplishments that were not included in the plan and therefore exceed expectations. The annual report narrative should also point towards the goals for the upcoming year's annual plan.

Supporting Material The annual report requires certain supplemental materials. Included in these are:
1. The faculty members current CV

2. Updating Digital Measures to reflect current status

Materials that support each content area are as follows:

Instruction

The university promotion and tenure policies identify at least 4 sources of evidence of effective teaching and require faculty to include at least three of these in the promotion and tenure portfolio. While the annual evaluation does not require this of the faculty members, it is strongly recommended that faculty member's incorporate at least three sources of evidence of effective teaching, and that they incorporate these in their professional portfolios. These include, but are not necessarily limited to: (a) evidence from the instructor; (b) evidence from other professionals; (c) evidence from students; and (d) evidence of student learning. Furthermore, faculty members are not constrained as to the maximum sources of evidence.

Scholarship

Faculty members should include copies of manuscripts and grant proposals in their portfolios and indicate the status (e.g., published/funded, in press, in review, etc.). Likewise, written, audio, pictorial, and video documentation of other creative works (e.g. choreographies) should be

included in the faculty portfolios when possible. While it is not required for the departmental evaluation, faculty members are encouraged to include indices that offer support for their work (i.e., impact/citation factors, number of citations, role on projects, etc.). However, while such indices are encouraged, your narrative explaining the impact of your research provides a much stronger source of evidence for your research productivity.

Service and Outreach
Typically the evaluation of Service and Outreach will rely on the faculty report and CV (see Departmental Promotion and Tenure Evidence – Service and Extension).

Leadership
The evaluation of Leadership will rely primarily on the faculty report and CV (see Departmental Promotion and Tenure Evidence – Leadership).

Timelines Annual Report

Fall semester – first day after fall break	• Submit the annual report with summary table and narrative. Submit to the Department Head electronically (WORD, RTF, or PDF format). • Submit current CV
November 1st	• Update digital measures
Fall Semester – end of finals week	• Update portfolio

Evaluation Criteria
The following rubric is used to evaluate faculty in the five content areas of the allocation of effort forms and in the overall evaluation of the faculty member. The definitions may have a different meaning for the different elements of the allocation of effort. For example high quality of service and scholarship might imply a national impact, whereas with instruction it might not.

- Exceeds expectations (5 points) = The faculty member demonstrates exemplary quantity and quality of work. The use of the term implies that the faculty member has taken initiative to engage in work that significantly exceeds that which is agreed upon in the annual plan/allocation of effort. Moreover, the work of the faculty is regarded as being consistently of a high quality.

- Meets expectations with excellence (4 points) = The faculty member has executed all elements of the annual plan content area with consistently high quality work.

- Meets expectations (3 points)= The faculty member has executed the annual plan content area with only minor deviation and /or executes all of the content area plan with most of the work being of a high quality.

- Partially meets expectations (2 points) = The accomplishments of the faculty are generally consistent with the content area plan, but there may be one or more goals that are partially unmet or that the quality of the work, while acceptable, needs improvement with respect to certain goals.

- Does not meet expectations (1 points) = The annual plan was not well executed in this content area. This could indicate that either the quality of work or the quantity of the work fell significantly below the proposed annual plan, and must improve in order to achieve an acceptable standard.

Overall score

Each component score is multiplied by the allocation of effort for that content area and then summed to give an overall evaluation score. The overall scores are interpreted as follows:

- >450 = Exceeds expectations

- 390-450 = Meets expectations with excellence

- 290 -389 = Meets expectations

- 200 - 289 = Partially meets expectations

- < 200 = Does not meet expectations

Evaluation Feedback

The Department Head will provide a written evaluation of the faculty member. The evaluation will include a rating in each content area according to the criteria above. The narrative of the evaluation will highlight the significant accomplishments of the faculty member in each content area and will also identify any areas of concern that might exist. Finally, the evaluation will include a statement regarding the progress of the faculty member towards tenure and/or promotion.

The Department Head will review the evaluation with the faculty member. Following the review, the faculty member will be asked to sign the document indicating that the Department Head has discussed the evaluation with him/her. Signing the document does not convey agreement with the content. Faculty members who do not agree with any part of the evaluation or who wish to clarify certain elements of the evaluation are encouraged to respond in writing. Their concerns will be included as addenda to the evaluation. The evaluation report should be included in the faculty member's portfolio.

Evaluation as it Pertains to Tenure/Promotion and Merit

The departmental evaluation will certainly be an important source of information with regard to matters such as promotion, tenure, and merit pay increases. However, the Department Head position is not the sole factor in such decisions. Faculty should be aware that the opinions of other entities such as tenured faculty members in the Department, the College Promotion and Tenure committee, the Dean of the College of Education, the Provost, and external reviewers may formulate independent opinions regarding such matters.