

**College of Agricultural, Consumer and Environmental Sciences**  
**Criteria for Promotion and Tenure**  
**August 13, 2018<sup>1</sup>**

**1. Introduction**

The following document is intended to help principal units within the New Mexico State University (NMSU) College of Agricultural, Consumer and Environmental Sciences (ACES) develop criteria for tenure and promotion that are specific to each unit and are compliant with NMSU's promotion and tenure policies. Principal units shall adhere to all policies and processes regarding promotion and tenure as detailed in the Promotion and Tenure policy for New Mexico State University (Chapters 9.30 – 9.36, New Mexico State University Administrative Rules and Procedures) hereafter referred to as NMSU P&T Policy.

Information in each section of this document (ACES Criteria for Promotion and Tenure) supplements information in the correspondingly numbered section of NMSU P&T Policy. NMSU P&T Policy details policy and procedures of the promotion and/or tenure process that apply to all principal units of the university. ACES policy provides additional policy and procedural information that applies specifically to principal units within the college. In developing criteria for promotion and/or tenure, principal units must abide by the tenets set forth in both documents.

The NMSU P&T Policy frequently refers to the principal unit as the department and the principal-unit administrator as department head. Because ACES comprises administrative units in addition to and other than academic departments, the term principal unit should be substituted for the term department, and the term principal-unit administrator should be substituted for the term department head, when those terms occur in the university document. Each faculty member is responsible for following the policies and procedures in the University, College and Principal Unit documents.

ACES non-tenure-track faculty (NTTF) members, in general, have qualifications commensurate with the corresponding ranks of tenure-track faculty (TTF) members. (See Appendix 1 for non-tenure-track faculty promotion guidelines.) A NTTF member's performance is evaluated annually using the same evaluation process as outlined for TTF members. Therefore, ACES includes NTTF in its promotion and tenure policy, and all references to TTF in the NMSU P&T Policy should be replaced with the more inclusive term, faculty, when applied to the college except in the case of tenure. Principal-unit promotion and tenure guidelines should be provided for all faculty, tenure- track and non-tenure-track.

The NMSU ACES provides comprehensive programs to New Mexicans in agriculture, family and consumer sciences, youth, natural resources and the hospitality and tourism industries. These programs are delivered through statewide, integrated efforts in teaching, research, and outreach and extension. The granting of tenure or promotion to the rank of associate professor or professor

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<sup>1</sup> Revision approved by the College of Agricultural, Consumer and Environmental Sciences effective March 1, 2014 replaces the original version dated June 11, 2008 and the revision approved June 1, 2013. College name change amendments completed November 14, 2011.

represents a prediction by the university that the individual concerned will continue to make substantial contributions to the college and its land-grant mission, and the individual's profession.

## **2. Conflict of Interest in the Promotion and Tenure Committee**

Principal-unit and college promotion and tenure committee members have the responsibility to avoid actual conflicts of interest and the appearance of conflicts of interest. Prior to deliberations, the committee chair will review with the committee the matter of conflict of interest. Any member of the committee who has a conflict of interest with respect to a case will request recusal for that particular case by submitting a request to the chair of the committee.

A two-thirds majority of committee members may vote to recuse a committee member who has an actual or apparent conflict of interest but does not request recusal. The chair of the committee will submit a memo indicating the recusal to the dean or principal-unit administrator, as appropriate.

A conflict of interest is defined as any case in which an objective outsider would reasonably suspect a conflict of interest that would result in an inability to be objective and fair in the assessment of a candidate's record.

Recusals will be noted in any reporting of the committee vote counts.

## **3. Performance Evaluation**

The annual performance reviews of tenure-track faculty, includes written details relating to assigned duties (i.e. the teaching and advising, scholarship and creative activity, service, extension and outreach and apportionment). The reviews also include separate statements addressing progress toward tenure and toward promotion including steps that should be taken to strengthen the faculty member's case.  
(ARP 9.35 Part 5 B.4).

## **4. General Statements**

Promotion of faculty members and issuance of continuous contracts are matters of utmost importance to any university. Criteria by which ACES faculty members are evaluated defy simple enumeration because most have unique professional skills, as well as teaching, research and/or extension responsibilities. The land-grant philosophy under which NMSU functions dictates that faculty members participate in various service and leadership activities. Therefore, promotion and/or tenure evaluations must consider the individual's professional performance in light of the agreed-upon allocation of effort and specified service and leadership functions.

Evaluators will strive to evaluate candidates in the most fair and even manner possible, taking into consideration that all evaluation criteria do not apply uniformly to all disciplines and candidates. Many faculty members have professional specialties that are unique within ACES; others share a specialty with only a few university faculty members. In general, the candidate being evaluated should demonstrate professional stature and the ability to communicate with

relevant clientele. The candidate's level of ability in these areas should be consistent with the rank or tenure status being sought. In addition, the candidate should demonstrate the ability to communicate and work effectively with colleagues, administrators and staff. Candidates seeking promotion and/or tenure are encouraged to document collaborative efforts in the areas of extension, research and teaching.

## **5. ACES Promotion and Tenure Evaluation**

Within the college, candidates for promotion and/or tenure will be evaluated by their (1) principal-unit promotion and tenure committee, (2) principal-unit administrator, (3) college promotion and tenure committee and (4) dean. At all levels of evaluation, judgments must be made based on an individual's responsibilities and performance. These judgments should recognize that each faculty member has a unique responsibility within the college. Likewise, the candidate must be aware that advancement through the academic ranks requires not only excellence in the candidate's discipline, but also evidence of developing the professional stature and maturity of view expected of those in the professorial ranks. Those applying for promotion and/or tenure are, therefore, responsible for providing the basis for appraisal of their performances, professional maturity and likelihood of continued contributions.

Each principal unit in ACES shall develop criteria for promotion and/or tenure. To achieve fairness, transparency and broad-based participation, all parties must base decisions on the documentation called for by university, college and principal-unit policies.

For continued success of NMSU and ACES, in particular, junior faculty members must be encouraged and nurtured to develop their talents. Senior faculty members should consider it part of their responsibilities to assist in this mentoring process. Principal unit promotion and tenure guidelines must define the unit's mentoring process.

Critical to the ACES process of evaluation for promotion and/or tenure is the allocation-of-effort statement (See ARP 6.61 Faculty Assignments - General). Each year, in consultation with the principal-unit administrator, faculty shall complete and sign an allocation-of-effort statement with mutually agreed-upon changes made during the year, as needed (Appendix 2). This form for the upcoming year shall be completed at the time of the faculty member's annual performance evaluation and may be revised during the year. The allocation-of-effort statement reflects an individual's goals and objectives as they relate to the university's mission and the principal unit's expectations and will be used as the basis for evaluation. All levels of the promotion and/or tenure process will acknowledge and respect variations among individual allocation-of-effort statements.

### **5.1. Credit for Prior Service**

Newly recruited faculty or faculty transferring from other NMSU colleges will be evaluated for promotion and / or tenure in accordance of NMSU ARP. The ACES P&T committee has no role in this process.

### **5.2. Mid-Probationary Review**

Principal units must review all packets submitted by faculty who are not fully promoted. The annual review provides 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 by the principal unit's P&T committee is formative, intended to assist tenure-track faculty in achieving promotion and / or tenure and should take into account the allocation of work effort during the 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. The promotion and / or tenure review by the principal unit's P&T committee are independent of the annual performance evaluation and contract renewal reviews conducted by the Principal Unit Administrator.

Faculty should submit their portfolio according to the timeline specified by the Provost's office. A formative review of the portfolio will be conducted by the principal unit and the Department Head, which will be forwarded to the ACES P&T Committee along with the portfolio when necessary.

## **6. Criteria for Promotion and Tenure**

Within ACES a diverse faculty embraces all aspects of the land-grant university mission. Applicants for promotion and/or tenure in ACES may include faculty members in academic, extension and research positions at the main campus, auxiliary campuses, agricultural science centers, program sites or county extension offices. Applicants are to be evaluated based on contributions to include activities related to teaching and advising, scholarship and creative activity, service, and extension and outreach. ACES recognizes and values all of these roles, whether assumed by TTF or NTTF members and criterion for evaluation will be the same for both groups.

Each principal unit shall set forth specific criteria and guidelines, as well as timelines, for promotion and/or tenure within that unit, consistent with annual performance evaluation criteria. Each principal unit is responsible for setting and defining criteria for each of its faculty groups, including tenure-track and non-tenure-track faculty. These criteria may be the same or different for each group based on the roles defined for each group within the principal unit. It is the responsibility of the dean to ensure that criteria set by principal units are fair and balanced within the college such that overall workload and efforts are equitable.

### **6.1. Leadership**

While a faculty member's performance must be evaluated through their contributions to teaching and advising, scholarship and creative activity, service, extension and outreach, leadership is an important component. Leadership must not be considered as a separate area to be evaluated. Rather, when applicable, its value should be considered in how they affect performance in one or more of the Four Areas of Faculty Effort.

### **6.2. Teaching and Mentoring**

Principal units should create definitions of terms such as effectiveness in teaching. It is advisable to generate objective and measurable definitions of such terms. Check with the NMSU P&T

Policy for clarity and examples of how to interpret such constructs. Principal units should choose a definition of effectiveness in teaching that adheres to university standards. However, they can place a higher degree of value on those aspects of the university criteria that they value most and a lower value on those that do not meet with their working philosophies.

NMSU P&T Policy gives examples of teaching and advising activities. The list is not exhaustive, and in ACES, there may be many more definitions of teaching and advising. As such, principal units have the opportunity to use definitions given in the university manual or develop additional definitions (or modification of such) to define precisely the teaching and advising activities in which their members participate. Furthermore, evaluators, at all levels, will acknowledge the allocation-of-effort statement when evaluating activities. All levels of the promotion and/or tenure system will acknowledge and respect definitions of activities and allocations of effort, as outlined by principal units.

#### **6.2.1.Evaluation of Teaching**

Principal units should give special attention to allocation of effort and the relative importance of each component of teaching-effectiveness evidence. The resulting guidelines for evaluating teaching that are determined by each principal unit should reflect the teaching outcomes that are valued most by that unit. In addition, the guidelines should reflect the relative importance of the different components for each individual under review. Materials appropriate for evaluating teaching should include: (a) evidence from the instructor, (b) evidence from other professionals, (c) evidence from students, and (d) evidence of student learning. It is not necessary for all four types of evidence to be used, but in accordance with state law, at a minimum, student evaluations and one other form of evidence must be used.

#### **6.2.2.Evaluation of Mentoring**

ACES recognizes advising as a vital role for the faculties of academic departments. Principal units are encouraged to develop faculty advising evaluations that include administrator, peer and student input.

### **6.3. Scholarship and Creative Activity**

NMSU and ACES recognize the four scholarships of discovery, teaching, engagement and integration. ACES requires principal units to recognize the four scholarships and to recognize individual faculty members' academic freedom in emphasizing particular areas within the four scholarships. For example, a faculty member in a discovery-oriented principal unit should not be penalized for emphasizing the scholarship of teaching provided this activity has been incorporated into the individual's allocation-of-effort statement and applicable standards of excellence are applied.

Principal units define what constitutes allowable products of scholarship, bearing in mind that university policy recognizes that the University's mission is to serve New Mexico's diverse populations and that the creation and dissemination of scholarship products using technology must be evaluated using appropriate criteria.

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

Principal units define criteria for evaluating the products of scholarly and creative activities including those that involve joint authorship or interdisciplinary efforts. Numerical scoring schemes such as simple counts of publications or pages in publications, even if weighted by some other measure such as a journal impact factor, are not an acceptable substitute for thorough, thoughtful, critical and constructive evaluation of the products of scholarly activity. Principal units are discouraged from relying exclusively on any numerical formula (and candidates are discouraged from relying upon them) in decisions regarding promotion and tenure.

Refer to NMSU P&T Policy (9.31 – Part 3, D2) for suggested evaluation criteria.

## **6.4. Extension and Outreach**

NMSU P&T Policy combines outreach with extension (9.31 – Part 3, E), but ACES differentiates between outreach and extension.

### **6.4.1. Extension**

In ACES, there are numerous faculty members who are part of the Cooperative Extension Service (CES). Faculty positions include administrators, specialists, county agents and program coordinators. Extension faculty members are an integral part of the NMSU system and of ACES. The role of county extension agents is unique in that they work for their respective counties as well as for the university. Program coordinators run specific extension programs that may or may not be county-based. Specialists provide support for county extension agents and program coordinators. Appointments for these individuals may vary in percentage of time allocated as well as in type of assignment, such as teaching, research or extension.

Extension faculty achieve scholarly excellence by generating and applying knowledge to address community needs through mutually beneficial collaborations between NMSU and its partners, stakeholders and the public. Extension program excellence and scholarship guidelines can be found in **Appendix 3**.

#### **6.4.1.1. Evaluation of Extension**

NMSU P&T Policy describes eight general components of extension scholarship that may be applied to extension faculty members. Principal units will provide specific criteria for evaluating CES faculty.

There are common elements that ACES principal units could include in their evaluation of evidence of professional maturity in extension programming such as:

- Expertise in subject matter
- Ability to relate subject matter to broader fields

- Leadership in program development
- Professional services to extension programming
- Reputation among current and former clientele
- Reputation among peers
- Insight into future needs of society and directions of discipline by developing programs based on locally identified needs, concerns, and/or issues, targeting specific audiences;
- setting goals and objectives for the program;
- reviewing current literature and/or research for the program;
- planning appropriate program delivery;
- documenting changes in clientele knowledge, behaviors, attitudes, and/or skills;
- conducting a reflective critique and/or evaluation of the program;
- validation of the program by peers and/or stakeholders; and
- communicating results to stakeholders and decision makers. through Texts, publications and other materials published or developed for Extension education

#### **6.4.2.Outreach**

Outreach involves external linkages with private and jurisdictional entities in which faculty members' roles are contingent upon their professional capacities. Outreach may be seen as part of the NMSU public relations effort, and while it does not have a direct and immediate measurable benefit for NMSU, it enhances the status of NMSU in the community and the state. Outreach activities may benefit affiliated professional service organizations as well as help build long-term relationships between NMSU and its stakeholders. Faculty who conduct outreach programs generate and apply knowledge to address community needs without necessarily engaging community input. Examples of outreach that principal units might consider include technology transfer, presentations at grower meetings or field days, advice to industry, presentations to K-12 audiences or student recruitment.

Outreach activities differ from extension activities in that they are not provided or delivered by the New Mexico CES, but may include CES. In addition, input from clientele is not necessarily sought in regard to outreach activities, but is always a part of extension activities. Outreach activities differ from service activities in that they are external and do not directly benefit NMSU in the immediate future.

##### **6.4.2.1. Evaluation of Outreach**

ACES principal units will provide specific criteria for evaluating outreach activities for faculty members. This evaluation will differ from the evaluation of extension because these efforts are uniquely different in this college.

The weight given to outreach activities during evaluation may vary considerably based on the candidate and the significance of the activity. Evaluation should focus on the activity's importance relative to the candidate's professional expertise, the work's creative and intellectual merits and the potential impact on stakeholders.

## **6.5. Service**

Service related to a faculty member's professional knowledge or area of expertise is an essential component of ACES's mission. Service may be to students (prospective and enrolled), the institution (department, college or university), government agencies (local, state, national or international), professional organizations, industry, stakeholders or the community. Examples of service that principal units may consider for promotion and/or tenure decisions include a candidate's participating in departmental faculty and committee meetings, contributing to the formulation of academic and administrative policies/programs, participating in departmental activities such as review of self-study documents and curriculum revision. Other examples are student recruitment, working with industry to secure internships, permanent employment or other support for students (i.e., monetary and otherwise) and generating positive publicity. College and university service also can include work in non-departmental college or university committees, graduate council and faculty senate. Examples of professional service include holding positions in professional associations, serving on editorial review boards or as editor of a professional journal, writing articles for newsletters and participating in media activities. Public service examples include volunteer assistance or appointment to government agencies or boards, involvement in public service organizations or community service activities, and collaboration with state, national and international agencies and organizations. Service to industry, stakeholders and the community may include assistance to producer and trade organizations, involvement in civic organizations and participation in community projects.

### **6.5.1.Evaluation of Service**

Service is very important to the overall ACES mission and is expected of all faculty members. The weight given to service activities during evaluation may vary considerably based on the candidate and the significance of the activity. The evaluation's focus needs to be on the activity's importance relative to the candidate's professional expertise, the work's quality and expectations placed on the candidate at the time of hiring and during annual reviews.

ACES principal units will provide specific criteria for evaluating service for faculty members.

## **7. Roles and Responsibilities during the Promotion and / or Tenure Process**

See Appendix 4 for a flow chart depicting the ACES promotion and / or tenure process.

Candidates normally submit their portfolio in their sixth contract year according to administrative guidance. Tenure-track faculty are evaluated for promotion and tenure simultaneously. The probationary period commences at the beginning of their first annual contract.

Candidates applying for promotion to Professor shall have their progress evaluated annually by the Principal Unit Promotion and Tenure Committee.

See ARP 9.25 Part 9, for the approximate time line to submit the Tenure and Promotion portfolio. Precise dates are developed by ACES and the principal unit. See appendix or



reference the ACES webpage for a precise timeline. Principal units are encouraged to submit the completed portfolio with all required transmittal forms to the college as soon as possible.

### **7.1. Principal-Unit Administrator (PUA)**

The principal-unit administrator's role includes those duties enumerated in sections 1 – 13 of 9.35.5.B of NMSU P&T Policy.

In the case of candidates with split appointments among principal units, all principal-unit administrators must review independently the candidates' portfolios.

Each administrator involved in the process will consult with all other involved administrators to ensure a complete review of each candidate. Each administrator will submit a letter of evaluation to the dean.

### **7.2. Principal-Unit Promotion and Tenure Committee (PU P&T)**

The principal-unit promotion and tenure committee will perform the duties enumerated in in section 9.35.5.C of NMSU P&T Policy.

In addition,

- 1) The committee must consist of a minimum of three members.
- 2) The committee will refer to university promotion and tenure guidelines regarding structure and function.
- 3) If a full complement of committee members is not available in the principal unit, the unit must have a written process for selection of additional members from a comparable unit.
- 4) In the case of a candidate with a split appointment among principal units, all promotion and tenure committees from principal units in which the candidate shares appointment must review the candidate's portfolio pertaining to the appointment in their principal unit.
  - a) The candidate will follow the guidelines of the primary principal unit (that with the greatest percentage of the appointment) regarding the format used in preparation of the portfolio.
  - b) The recommendation of each principal-unit promotion and tenure committee will be shared only with that unit's principal-unit administrator and the college promotion and tenure committee.

### **7.3. College Promotion and Tenure Committee**

The ACES promotion and tenure committee will perform its duties as enumerated in section 9.35.5.D of NMSU P&T Policy, paragraphs 1 through 7, under the heading, College Promotion and Tenure Committee.

In addition,

- 1) The college committee will be composed of a representative from each academic and each extension department, three from county CES faculty, one each to represent agriculture, family and consumer sciences, and 4H and Youth Development, and three from non-Tenure-Track Faculty, one each to represent teaching, research, and Extension faculty.
  - a) All college committee members must hold the rank of professor and be elected by ballot by September 1 within their respective principal units or the faculty groups they represent. Members must not be appointed by their principal-unit administrator.
  - b) The term length for college committee service will be three years, with terms commencing on September 1. Individuals may succeed themselves.
  - c) To maximize continuity and experience among members of the college committee, a staggered rotation schedule was established in which the terms for one third of the members expire each year.
  - d) Per ARP 9.35.3.H and 9.35.5.E, the ACES Dean will consult with Non Tenure Track Faculty (NTTF) regarding the constitution of a NTTF Promotion Committee. Whether or not a separate committee is formed, the guidelines for promotion will be the same as for tenure-track faculty and guidelines for committee membership will be the same as for the ACES P&T Committee with representation from each academic and Extension department having fully promoted NTTF.
- 2) From this elected body, the chairperson of the college committee will be appointed annually by the dean.
- 3) Members of the committee may participate in all deliberations of the committee, but may not vote on members of their own Principal Unit.
- 4) Non-tenure-track faculty members of the committee are only eligible to vote on promotion of college-track faculty (9.34.3.J), but they may participate in discussions about tenure -track faculty.
- 5) Deliberations and voting of the committee will be conducted in closed session only among committee members. However, the committee may invite the PUA and PU P&T Committee chair for comments and input prior to opening deliberations on a candidate. No PUA nor PU P&T Chairs may be present when the committee discusses or votes on any candidate.

#### **7.4. Dean**

The dean will perform the duties outlined in section 9.35-5.E in the NMSU P&T Policy, under the heading, Dean.

In addition, the dean

- 1) Ensures that the review by the principal-unit promotion and tenure committee is fair and follows the policies and procedures as outlined by the university and college.
- 2) Ensures that a promotion and tenure policy specific to the college is reviewed and revised every three years and that the policy complies with university policy.
- 3) Ensures return of the Portfolio to the candidate after a final decision has been reached. This will normally be in July.

- 4) Informs the candidate of the ACES P&T Committee decision.

## **8. Portfolio Preparation**

In accordance with principal-unit, college and university guidelines, the candidate is responsible for submitting a copy of a promotion and tenure portfolio composed of a core document and documentation file. The principal unit also submits an electronic version of the core document to the college (See definition in NMSU P&T Policy) and to the Provost's office. The following core document elements must be submitted in this order. The combination of items 4 through 6 shall not exceed 50 pages:

- 1) A routing form with spaces for the required signatures (See Appendix 5.)
- 2) A cover sheet indicating the candidate's name, current rank, department and college, and rank to which the applicant is applying to be promoted or tenured.
- 3) Any written documentation generated throughout the promotion and tenure process, including annual recommendations from the principal-unit promotion and tenure committee and the numerical vote counts of the promotion and tenure committee(s); these materials will be provided by evaluators at each step of the process (See NMSU P&T Policy, Section 9.31)
- 4) A table of contents
- 5) Candidate's executive summary (Summary should include well-reasoned summary of the candidate's interests, responsibilities, competence, contributions, ongoing activities and noteworthy circumstances.)
- 6) A curriculum vitae (See Appendix 6.)
- 7) Annual performance evaluations written by the principal-unit administrator and/or supervisor for the period under review, including the allocation-of-effort statements and written statements submitted by the faculty member as a part of, or in response to, the principal-unit administrator or supervisor's comments. Numerical rankings, ratings or vote counts must be removed from annual performance evaluations.
- 8) External reviews. Principal units will determine how external reviews will be handled.
- 9) Once the core document has been submitted to the College, any requested change, addition or deletion should be submitted to the PUA along with a letter of transmittal. The PUA and the P&T Committee Chair will present this information to the College Committee when it meets about this candidate.

## **9. Appeals**

Specific details of the appeals process can be found in ARP 9.35, Part 9. All candidates for promotion and/or tenure should familiarize themselves with university procedures.

In general, when a faculty member alleges a violation of policy or due process with regard to promotion and/or tenure, the NMSU Faculty Grievance Review Board, after review by appropriate administrators through the executive-vice-president and provost, convenes to hear the appeal.

Peer review is an inherent part of the promotion and / or tenure process. The advisory judgments of the principal-unit and college promotion and tenure committees, principal-unit administrator, dean and executive vice president and provost are not, in themselves, appealable. Under the terms of the Civil Rights Act of 1964, such judgments are reviewable insofar as they may be discriminatory; otherwise, appeals of promotion and/or tenure decisions may be based only on violations of procedure or due process that are provided in the NMSU Policy Handbook. In all instances, the NMSU Faculty Grievance Review Board will attempt to resolve all complaints on an informal basis.

## **APPENDIX 1.**

### **Non-Tenure-Track Faculty Promotion Guidelines**

#### **Role and Status of Non-Tenure-Track Faculty (NTTF)**

Non-tenure-track faculty (NTTF), research faculty and college-rank faculty are synonymous terms for ACES faculty members who hold non-tenure-track positions in research, extension, teaching or other assignments, including administration. Individuals in the NTTF classification may be employed full-time or part-time, with regular or temporary status. All appointments and renewals are subject to program need and the availability of funding. NTTF positions may involve a range of responsibilities that do not encompass the full scope of traditional tenure-track obligations; therefore, it is of utmost importance that job responsibilities be clearly identified at the time of initial hire and thereafter in annual allocation-of-effort statements.

#### **Qualifications**

In general, persons appointed to NTTF positions should have qualifications commensurate with the corresponding rank of tenure-track faculty (TTF). The NMSU Administrative Rules and Procedures, section 9.18 provides clarification as to the qualifications for appointment to NTTF positions. In accordance with those guidelines, ACES may elect to hire new faculty members or reassign existing employees to appropriate NTTF junior ranks, or promote faculty members to NTTF senior ranks, based on the attainment of a qualifying degree or equivalent experience.

#### **Split Appointments of NTTF**

Appointments to NTTF positions may be split among research, extension, teaching and/or administration.

#### **Rights and Responsibilities of NTTF Regarding Promotion**

Evaluation of NTTF applications for promotion should focus on the specific position responsibilities and areas of appointment in research, extension, teaching and/or administration. Professional activities, including service, extension and outreach, and leadership also should be evaluated. In NTTF promotion considerations, the total contribution of the faculty member to the mission of the principal unit, college and/or university should be considered.

An NTTF member's performance will be reviewed annually by the identified principal-unit administrator using the same evaluation process as outlined for TTF or as determined by the principal unit. As with TTF applications for promotion, the annual performance review will be an integral part of the NTTF promotion document.

The promotion process for NTTF will be administered according to the guidelines in the ACES Criteria for Promotion and Tenure. In this regard, there will be no differences in the promotion process between NTTF and TTF NMSU ARP 9.18).

All NTTF members are afforded the same protections and privileges of academic freedom afforded TTF (9.35.2.C). NTTF are not restricted in the pursuit of scholarship and program excellence in order to demonstrate and achieve qualifications pursuant to promotion.

## **APPENDIX 2**

### **Allocation of Effort**

Relative importance and allocation of effort are specific terms defined in NMSU's Administrative Rules and Procedures (ARP) section 9.30. Principal units have the authority to define allocation of effort in areas such as scholarly activity, extension and teaching. Principal units have the opportunity to assign varying degrees of value to activities that are important to the principal unit and the individual. This allocation-of-effort statement reflects an individual's goals and objectives as they relate to the NMSU mission and the principal unit's expectations. All levels of the promotion and / or tenure process will acknowledge and respect variations among individual allocation-of-effort statements. Individuals will be evaluated according to their respective allocations of effort.

#### **Allocation-of-Effort Statement**

This document defines the percentage of effort, agreed upon by the faculty member and principal-unit administrator or supervisor, that the faculty member will devote to each of the major categories of teaching and advising or its equivalent, scholarship and creative activity, service, extension, outreach and other assigned duties (ARP section 9.30). The faculty member and principal-unit administrator must review/amend this document each year. Mid-year revisions are permissible when significant changes in responsibilities occur.

Percentages of Effort for Upcoming Year:

Appointment	% of Effort <sup>2</sup>	Agreed-Upon Goals and Objectives
Scholarship and Creative Activity <sup>3</sup> :		
Extension <sup>4</sup>		
Research		
Teaching		
Teaching (Instruction) & Advising (Include course level, semester credit hours, student enrollment and statement of what is considered a full teaching/advising load, if applicable)		
Outreach		
Service		
Other		
Total	100%	

Principal-unit administrator<sup>5</sup> \_\_\_\_\_ Date \_\_\_\_\_  
Candidate \_\_\_\_\_ Date \_\_\_\_\_

<sup>1</sup> These allocations may be similar or different from the cumulative percentages of FTE that constitute an individual's salary.

<sup>2</sup> Scholarship and Creative Activity may include efforts in Research, Teaching or Extension.

<sup>3</sup> Scholarship and Creative Activity stemming from Plans of Work.

<sup>5</sup> All forms for candidates with split or joint appointments need a signature from each of their principal-unit administrators.

### **APPENDIX 3**

#### **Extension Program Excellence and Scholarship**

**New Mexico State University Extension Faculty** achieve scholarly excellence by generating and applying knowledge addressing community needs through mutually beneficial collaborations between NMSU and its partners, stakeholders and publics. The following are extension's benchmarks of scholastic excellence:

##### **Definition of Extension Program Excellence**

1. Developing educational programs based on locally identified benchmarks (needs, concerns and/or issues)
2. Targeting audiences
3. Setting goals and objectives
4. Reviewing current literature and/or research
5. Planning appropriate program delivery
6. Documenting clientele knowledge, behaviors, attitudes and/or skill changes (transformational education)
7. Conducting a reflective critique of program(s)
8. Validating programs by peers
9. Communicating results broadly

##### **Core Competencies of Extension Faculty**

1. Subject-matter expertise
2. Networking and communication skills
3. Program development, delivery and evaluation skills

##### **Collaborative Nature of Extension Program Excellence**

1. Extension faculty network with university research and teaching faculty in identified areas of program discovery, development and delivery.
2. Extension faculty collaborate with others to identify local needs, garner resources, discover and adapt new knowledge, design and deliver programs, assess clientele knowledge, behaviors, attitudes and/or skill changes and communicate program results.

##### **Benchmarks for Validating Extension Program Excellence**

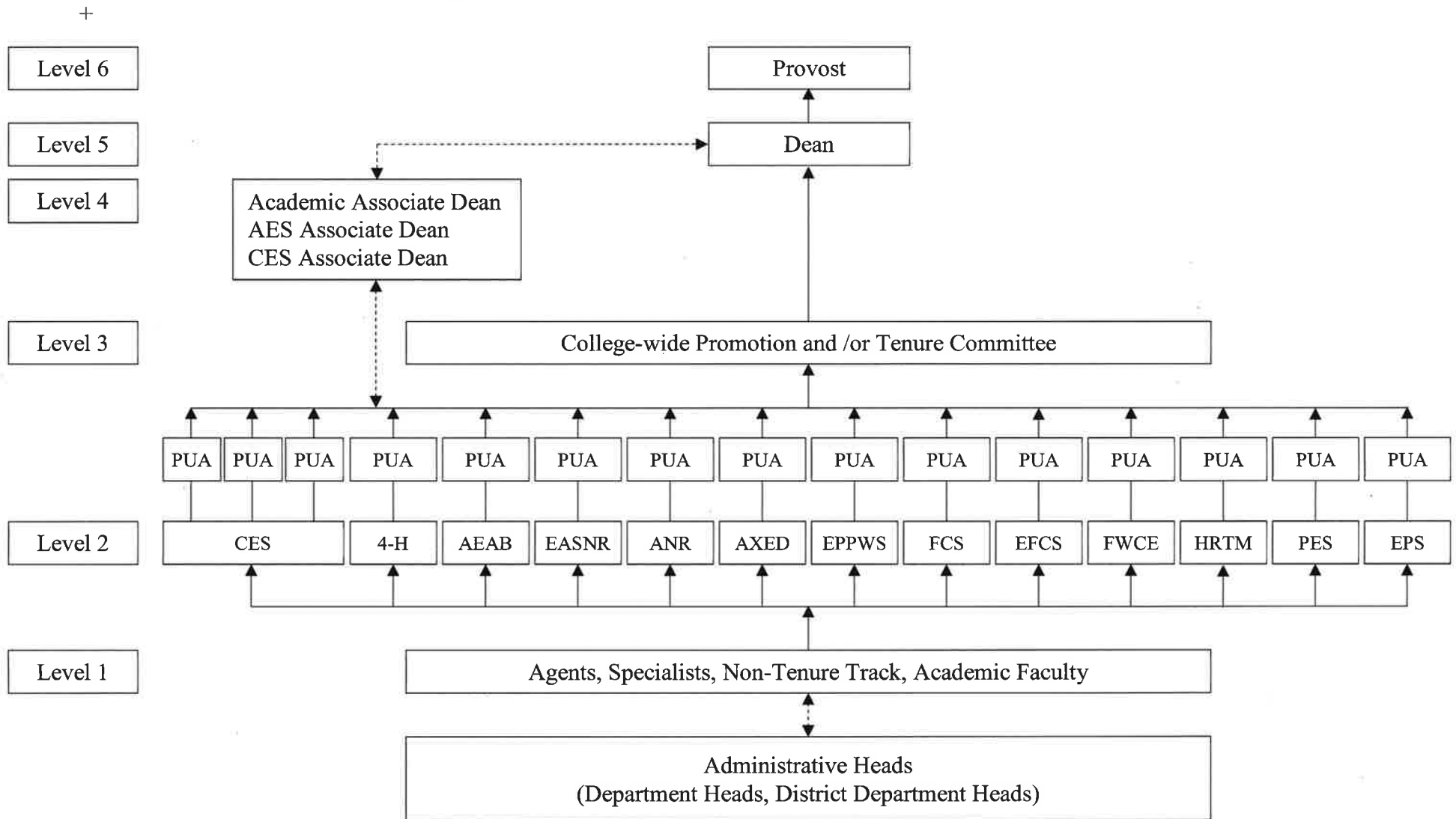
1. Address clientele needs, concerns and/or issues
2. Provide clientele with useful breadth and/or depth of knowledge
3. Produce planned changes in:
  - Social, economic and/or environmental conditions
  - Learning or behavior
4. Create insights regarding target audiences



#### Documenting Extension Program Excellence

1. Document process of identifying local needs and situation
2. Document program objectives
3. Document impacts related to program objectives
4. Cite the research base for educational program methods
5. Document feedback to the research community
6. Document program results measured against benchmarks
7. Communicate through peer-reviewed means and audience-oriented media

# Appendix 4. ACES Flow of Promotion and/or Tenure Review



**APPENDIX 5      College of Agricultural, Consumer and Environmental Sciences  
Faculty Promotion &/or Tenure Portfolio Routing Form**

(Maintain in the candidate's portfolio; Provide copy for candidate with each additional signature.)

☐ Promotion to Associate Professor      ☐ Tenure      ☐ Promotion to Professor

Faculty Candidate: \_\_\_\_\_

Receipt of Portfolio by PUA/PUA Signature: \_\_\_\_\_ Date   /   /

PUA adds External Review Letters to the portfolio.

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PORTFOLIO Made Available to Principal Unit P&T Committee Chair by PUA

Received by P&T Chair/Chair Signature: \_\_\_\_\_ Date   /   /

RECOMMENDATION OF PU COMMITTEE: Recommend / Do not Recommend

**PU P&T CHAIR Signature:** \_\_\_\_\_ Date   /   /

**PU P&T CHAIR Signature:** \_\_\_\_\_ Date   /   /

\*Joint Appointments require more than one signature

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RECOMMENDATION OF PUA (s)

Recommend / Do not Recommend PUA Signature: \_\_\_\_\_ Date   /   /

Recommend / Do not Recommend PUA Signature: \_\_\_\_\_ Date   /   /

\*Joint Appointments require more than one signature

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PORTFOLIO (including PU recommendations) made available to ACES P&T Committee through the Academic Associate Dean

Received by: \_\_\_\_\_ Date   /   /

RECOMMENDATION OF ACES P&T COMMITTEE: Recommend / Do not Recommend

**ACES P&T Committee Chair Signature:** \_\_\_\_\_ Date   /   /

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PORTFOLIO (including PU and ACES Committee recommendations) delivered to the Dean by the Academic Associate Dean

Received by: \_\_\_\_\_ Date / /

RECOMMENDATION of DEAN: Recommend / Do not Recommend

**Dean's Signature:** \_\_\_\_\_ Date / /

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PORTFOLIO Delivered to Provost

Received by: \_\_\_\_\_ Date / /

RECOMMENDATION OF PROVOST: Recommend / Do not Recommend

Provost's Signature: \_\_\_\_\_ Date / /

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**Faculty Signature** \_\_\_\_\_ Date / /

## APPENDIX 6

### Curriculum Vitae Format

**A candidate, with the assistance of the principal-unit administrator, is responsible for preparing the portfolio (made up of the core document and documentation file) for submission to the principal-unit P&T committee. The core document will be forwarded through the standard evaluation channels, while the documentation file will be reviewed at the principal-unit level and be available for review upon request at subsequent levels. The documentation file should contain examples of scholarly and creative work. Candidates should complete those sections below appropriate to their allocations of effort. Material should be reported in one section only.**

#### I) General

- A. Name
- B. Current rank/present position
- C. Principal unit
- D. College
- E. Educational background
- F. Previous professional experience

#### II) Allocation of Effort

Annual percent teaching, research, extension, outreach, service, leadership and other assigned responsibilities for each year (present your annual allocation of effort in tabulated form using your annual allocation of effort forms)

Allocation of Effort (%)							
Year	Scholarship			Teaching (Instruction) & Advising	Outreach	Service	Other
	Extension	Research	Teaching				

#### III) Scholarship and Creative Activities for the period under review

##### A. Extension scholarship and creative activities

1. Candidate should provide a narrative that describes the candidate's extension philosophy and program goals and demonstrates the ability to generate, transmit and apply research-based knowledge with the intent of improving others' quality of life. Extension scholarship and creative activity is demonstrated by developing educational programs that meet needs identified by the community and that maintain mutually beneficial collaborations between NMSU and its partners, stakeholders and the general public.

2. Evidence of extension scholarship and creative activity for the review period should focus on significant accomplishments within the candidate's documented plan(s) of work as follows: (Refer to **Appendix 3** – Extension Program Excellence and Scholarship.)

a) Major programming efforts

- i. Situation statements of programming needs as identified by advisory groups and clientele
- ii. Description of target audiences
- iii. Description of candidate's role in programming
- iv. Clear, concise documentation of program efforts related to identified goals and objectives in areas such as:
  - ☐ Educational programs, workshops and trainings
  - ☐ County agent or specialist interactions
  - ☐ Curriculum development
  - ☐ Development of public relations tools, including print, radio and television media
  - ☐ Grants secured and maintained
  - ☐ Partnerships developed and agency or community collaborations
  - ☐ Teaching resources, curriculum and tools
  - ☐ Web site development and electronic resources
- v. Evaluation (process, outcomes and/or impacts)

b) Publications

- i. Publications developed individually or in collaboration with others. Organize by type beginning with the most recent year. Consult a standard bibliographic reference for a citation style that is complete and accurate. Copies of publications may be included in the candidate's documentation file.
- ii. A state-level extension publication that has gone through a peer review process and has been assigned an appropriate extension number for identification is considered a publication. The publication must be cited as an original or adapted work.
- iii. At the county level, a publication that has been developed, produced and reviewed by colleagues in support of an educational program and required a high degree of original work by the extension faculty member may qualify as a publication. The publication must be cited as an original or adapted work.
- iv. Publications may include, but are not limited to, the following:
  - ☐ Conference papers
  - ☐ Educational popular or trade publications
  - ☐ Educational program materials
  - ☐ Electronic media and educational tools (PowerPoint presentations requiring major effort, Web site development, eXtension curricula, conference proceedings via the Internet)

- ☐ Extension bulletins, circulars and guides
  - ☐ 4-H curricula, project books and green tops
  - ☐ Graduate thesis
  - ☐ Newsletter articles
  - ☐ Peer-reviewed publications
  - ☐ Refereed journal articles and abstracts
  - c) Professional presentations and activities: (Note: Candidate's role should be indicated, such as invited speaker, moderator, panel member, paper or poster presenter, review team, task force member or other role.)
    - v. CES in-service trainings
    - vi. Civic groups
    - vii. Annual CES conferences
    - viii. Judging venues
    - ix. Professional societies and organizations
    - x. Trade organizations
  - d) Special honors, awards or other recognition of excellence in extension
- B. Research scholarship and creative activities**
1. Candidate should provide a narrative describing the candidate's research scholarship and creative activities as evidenced by research philosophy and program goals, professional merit and expertise, as well as the impact that the scholarship and creative activities are making in New Mexico and the candidate's discipline. The results of this activity will normally find expression through accepted channels or media in the candidate's respective area(s) of expertise.
  2. Evidence of research scholarship and creative activities:
    - a) List of research areas, titles and sources of funding
    - b) Nature and scope of research areas including responsibility in the above projects
      - i. Scientific leadership roles (Explain nature of responsibilities.)
      - ii. Administrative leadership roles (Explain nature of responsibilities.)
      - iii. Other
    - c) List of research products and creative achievements
      - i. List of publications grouped by type. Citation style may follow any form used in the candidate's discipline; all citations must be complete and accurate. Candidate should have a copy of each publication in the documentation file:
        - ☐ Books
        - ☐ Book chapters
        - ☐ Experiment Station publications
        - ☐ Extension circulars
        - ☐ Juried exhibitions
        - ☐ Proceedings
        - ☐ Popular or trade publications

- ☐ Refereed journal articles
  - ☐ Review articles
  - ☐ Technical reports
  - ☐ Other publications such as published abstracts
  - d) Papers and/or posters presented before professional societies (Indicate if “invited.”)
  - e) Speeches and talks, other than those listed above, related to research activities
  - f) Invited grant-review panels, task forces, etc.
  - g) Special honors, awards or other recognition of excellence in research
- C. Teaching scholarship and creative activities
1. Candidate should provide a narrative that demonstrates the ability to develop, test and evaluate new teaching ideas and products. The results or outcomes from such activities will be presented as products (See 2 below.).
  2. Evidence of teaching scholarship
    - a) Books and manuals
    - b) Educational magazines
    - c) Handbooks or workbooks
    - d) Invited panels, review teams or task forces
    - e) Presentations (e.g., local, regional, national)
    - f) Refereed journal articles
    - g) Refereed Web-based educational materials
    - h) Other publications such as abstracts
  3. Possible areas of teaching scholarship
    - a) Comparing and contrasting various modalities for delivery of instruction
    - b) Creating, revising and/or testing assessment tools
    - c) Developing new educational strategies
    - d) Developing and testing educational materials
    - e) Educational consulting
    - f) Empirically testing a pedagogical model

#### IV) Teaching And Advising For The Period Under Review

- A. Candidate should provide a narrative covering the candidate’s teaching and advising responsibilities, teaching and advising philosophy, and the impacts of these activities. This statement should describe the candidate’s expertise in the discipline; skill in arousing interest and evoking responses in students; and skill in stimulating students to think critically, to understand the interrelationship of fields of knowledge and application of the knowledge to real-life problems.
- B. Evidence of teaching and advising
  1. Teaching responsibility
    - a) General instruction area
    - b) Nature of courses taught (e.g., service type vs. for majors)
    - c) Special instructional aids and facilities used (e.g., technology, case studies, help sessions, field trips)



- d) Nature of subject matter (e.g., stable, changing, affecting preparation effort required)
- 2. Teaching load (Items a through e should be in a table format.)
  - a) Percentage of allocation of effort for teaching
  - b) Undergraduate courses taught (regular semesters and summer)
  - c) Graduate courses taught
  - d) Number of students per course
  - e) Number of course credits and student credit hours produced
- 3. Teaching performance
  - a) Peer evaluations
  - b) Student course evaluations (Summarize in table format; original student evaluations should not appear in the core document.)
  - c) Letters from former students
  - d) Self-improvement activities related to teaching
  - e) Other evidence
- 4. Professional service to teaching
  - a) Development of instructional resources for others
  - b) Assistance to other teachers, researchers and courses (guest lectures, etc.)
  - c) Committee memberships related to teaching at the departmental, college, university, regional or national levels
  - d) Relevant consulting activities
- 5. Special honors, awards or other recognition of excellence in teaching
- 6. Academic advising
  - a) Methods used
  - b) Number of undergraduate advisees
  - c) Number of graduate advisees
  - d) Number of international-student advisees
  - e) Special advising activities
  - f) Effectiveness (student and peer evaluations/input)
- 7. Other advising services to students
  - a) Greek organizations
  - b) Honor societies
  - c) Judging teams
  - d) Research projects
  - e) Student clubs
  - f) Other

**V) Outreach for the period under review**

- A. Candidate should provide a narrative that demonstrates the ability to generate, transmit, apply and preserve knowledge for the direct benefit of external audiences in ways that are consistent with NMSU's mission. This narrative will describe the candidate's work with advisory groups, volunteers, stakeholders, agencies, K-12 students and educators, and organizations in developing collaborations and implementing program objectives. By its

very nature, the impact of outreach contributions is difficult to assess. Because impact analysis may not be possible, evidence of activity is important. Supporting letters and other assessments are encouraged.

**B. Evidence of outreach (The following is not an exhaustive list.)**

- 1) Technology transfer
- 2) Presentations to stakeholders
  - (a) Grower-group field days
  - (b) K-12
- 3) Recruitment and mentoring activities
  - (a) Types and numbers of recruitment activities
  - (b) Mentoring of students (e.g., hosting interns)

**VI) Service For The Period Under Review**

- A)** Candidate should provide a narrative that demonstrates the ability to serve the principal unit, college, university and the broader clientele community. Service generally includes contributions to the organization and development of the principal unit, college and university, and service to any local, state, national or international agency or institution needing the specific benefits to be derived from the candidate's professional knowledge and skills (e.g., committee memberships, task forces, mentoring other faculty and meetings attended). By its very nature, the impact of service contributions is difficult, if not impossible, to assess. Because impact analysis may not be possible, evidence of activity is critical. Supporting letters and other assessments are encouraged.

**B) Evidence of service:**

- 1) Principal unit
- 2) College
- 3) University
- 4) Community
- 5) State
- 6) Nation
- 7) International
- 8) Profession
- 9) Special honors, awards or other recognition of excellence in service

**VII) Other for the period under review**

- C)** Candidate should provide a narrative that describes involvement in leadership and other professional activities that are useful to the university, contribute to the growth and development of the faculty member, and/or produce benefits in areas not encompassed or reported in previous sections of the curriculum vitae. Types of activities that are appropriate for inclusion in this section could include administrative assignments (e.g.,

task force chair with separate appointment line or release time, chair of the faculty senate, or acting department head for a limited time period); international activities; professional development; or anything that does not clearly fit in one of the previous sections of the curriculum vitae.)

**D)** Evidence of activity in this area must not have been reported in previous sections of the curriculum vitae and should focus on the following:

- 1) Type of activity, including duration and level of involvement
- 2) Measures of utility, contribution or benefit expressed in a format that is comparable to other forms of evidence that are acceptable for other sections of the curriculum vitae.

