

**Department of Counseling & Educational Psychology**  
**College of Health, Education, and Social Transformation** (effective July 1, 2021)  
**New Mexico State University**  
**Promotion and Tenure Policy for Tenure-track Faculty**

This document is based on the College of Education's 2020 Promotion and Tenure Guidelines prepared by the College of Education 2020 College Council.

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## **Department of Counseling & Educational Psychology (CEP) Promotion and Tenure Policy for Tenure-track Faculty**

### **INTRODUCTION**

New Mexico State University's (NMSU) Promotion and Tenure Policy requires all departments to have their own promotion and tenure policy. Toward this end, the Counseling and Educational Psychology (CEP) Department was asked to develop a promotion and tenure policy that complies with the University's and College of Education's (CoED) 2020 policies. The CEP Department's Faculty Affairs Committee modified the CoED's Promotion and Tenure Guidelines to create this document. To ensure University-wide consistency, the CEP Department's and College of Education's promotion and tenure policies are aligned with NMSU's promotion and tenure policy and incorporates the University's *Common elements to be included in the principal units' promotion and tenure policy* (See Appendix A). The NMSU's Promotion and Tenure Policy supersedes the promotion and tenure policies of the CoED and the CEP department. The NMSU P & T policy statements can be found in the *NMSU Administrative Rules and Procedures*, Chapter 9: 9.20-9.43: <https://arp.nmsu.edu/chapter-9/>. The CoED's P & T policy can be found at: [http://dept-wp.nmsu.edu/coe/files/2013/05/coe\\_pt\\_12-01-09.pdf](http://dept-wp.nmsu.edu/coe/files/2013/05/coe_pt_12-01-09.pdf). The CEP Department's Policies for Promotion and Tenure of Tenure-track Faculty, presented here, takes effect in Spring 2017.

### **BASIC PRINCIPLES**

The promotion and tenure process is the means by which NMSU, the CoED and the CEP Department reward and retain their most valued scholars, sustain excellence in instructional disciplines, and fulfill their missions. The processes for promotion and tenure are founded on principles that assure:

1. Fairness, transparency, and participation;
2. Decisions are made without regard to race, national origin, gender, gender identity, age, disability, political beliefs, religion, marital status, sexual orientation, special friendships, or animus toward candidates, taking care to avoid structural institutional, or habitual thoughts and patterns that could lead to discrimination;
3. The CEP Department supports and upholds NMSU's academic freedom policy (see *NMSU Administrative Rules and Procedures*): <https://arp.nmsu.edu/> and
4. Individuals will continue to make substantial contributions to their profession, the CEP Department, the CoED, and NMSU.

The CEP Department's Policies for Promotion and Tenure are intended to:

1. Comply with the institutional requirement that each department have its own promotion and tenure policy.
2. Provide criteria and procedures that are clear and readily available
3. Assure clear standards for annual performance evaluation, promotion, and tenure;
4. Assure that applicants for tenure are judged on the performance of their assigned duties and according to agreed-upon allocations of effort;
5. Assure the involvement of broad consultation by groups and individuals with successively broader views of the mission of NMSU; and
6. Provide the opportunity for appeal.

### **Equal Protection Assurance**

To achieve fairness, transparency, and broad-based participation, all participants in the promotion and tenure process will base decisions on the documentation required by the CoED's and the CEP Department's Policies for Promotion and Tenure.

### **Mission of the Counseling and Educational Psychology Department**

The New Mexico State University's Department of Counseling and Educational Psychology (CEP) is comprised of innovative graduate and undergraduate programs. The mission of the Department is to promote social justice/advocacy through the cultivation and preparation of professionals in school and mental health counseling, school psychology, counseling psychology, and medical psychology. Our programs emphasize ethical responsibility and the development of multicultural competencies to work effectively with diverse populations and systems. We create collaborative relationships with educational, health/mental health, and community settings to reduce health and educational disparities, conduct relevant high quality research, and nurture active learners and critical thinkers.

### **A Scholar Defined**

NMSU fosters the scholarly development of its faculty and encourages the scholarly interaction of faculty with students and with local, state, regional, national, and international communities. NMSU relies on the four types of scholarship defined by Ernest L. Boyer (1990),<sup>a</sup> namely, the scholarships of discovery, of teaching, of integration, and of engagement" (*NMSU Promotion and Tenure Policies*, 9.32). Please see the Scholarship of Discovery section for further definitions.

### **Promotion and Tenure Guiding Principles**

The following guiding principles provide critical underpinnings to the CEP Department's promotion and tenure process:

1. **Faculty Participation:** To ensure a fair process for recognition of excellent faculty, the CEP Department will seek input from tenured and promoted faculty members when considering tenured and tenure-track faculty for tenure and/or promotion. And when considering College faculty (non-tenure track) for promotion in rank, the department will seek the input of both tenured and College faculty.
2. **Transparency of the Promotion and Tenure Process:** Faculty trust in the promotion and tenure process is founded on the transparency of what is expected of them, how they will be evaluated, and procedures to be followed. To promote transparency, the CEP Department will provide specific web links to the CoED's promotion and tenure policy, and related links regarding professional ethics, the appeals process, and the promotion and tenure policies for the CEP Department. Consistent with university policy, the CEP Department a) will revise and approve its tenure and promotion goals, objectives and expectations at the departmental level every three years, b) post on its websites updated statements of goals, objectives, and expectations; and c) provide electronic copy of its promotion and tenure policies to all departmental faculty. If the policy should change during a faculty member's

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<sup>a</sup> Boyer, E.L (1990). *Scholarship reconsidered: priorities of the professorate*. The Carnegie for the Advancement of Teaching. John Wiley & Sons. New York: New York.

pre-tenure or pre-promotion period, the faculty member may choose one of the policies for evaluation purposes. The faculty member needs to indicate the preferred criteria at the beginning of their executive summary.

3. **Annual Evaluation of Faculty Performance:** The performance of each faculty member, including college faculty, will be reviewed annually, and will consist solely of the faculty member's accomplishments for that calendar year. Performance evaluations are an important component of the CEP Department's promotion and tenure process. In the year when a faculty member is being reviewed for promotion and tenure, the department head also will conduct an annual performance review of the faculty member. The departmental Faculty Affairs committee will use their P & T review of the candidate for that year's annual review by faculty.
  
4. **Allocation of Effort:** The general standard for the departmental allocation of effort (or default allocation of effort) is 60%- Teaching, 20%- Scholarship, and 20% - Service; given the standard teaching load of 3-2, regular supervision/student committee work, on-going scholarship, and service activities. However, 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) necessarily varies. Faculty assignments and responsibilities may vary over time according to faculty strengths and departmental needs. Similarly, faculty assignments will vary across departments. Consequently, any fair promotion and tenure process will recognize these variations and consider whether the faculty member is effectively serving the mission of the University, as defined by departmental criteria, and meeting the faculty member's agreed-upon goals and objectives. Faculty effort in service to the administration or committees will be valued appropriately as a part of the promotion and tenure evaluation. Faculty can expect to be evaluated fairly in all areas assigned in the allocation of effort statement.

In order to assure equitable treatment, every faculty member will, with department head input/approval, complete an allocation of effort statement as part of the annual evaluation process. When determining the allocation of effort, decisions will be made equitably, that is, without regard to race, national origin, gender, gender identity, age, disability, political beliefs, religion, marital status, sexual orientation, special friendships, or animus towards candidates. Further, in the allocation of effort process, the CEP Department will attempt to reduce the undue burden that often is placed on untenured faculty members or those from underrepresented groups by supporting such faculty member so as not to exceed their allocation of effort in Service.

All aspects of the agreed upon efforts will be accounted for in the recommendations made at each step of the process.

### **CEP DEPARTMENT POLICIES AND PROCEDURES**

Counseling and Educational Psychology Department's candidates for promotion and/or tenure are evaluated by the CEP departmental Faculty Affairs Committee, the department head, the College Council's Promotion and Tenure Committee (also known as the Faculty Affairs Committee), and the dean.

At all levels of this evaluation, judgments are made based on a candidate's individual responsibilities (as specified in the allocation of effort statements) and performance. Those making these judgments must recognize that each candidate has a unique responsibility within the CEP Department, College, and the University. Likewise, candidates must be aware that advancement through the academic ranks requires not only excellence in academic disciplines, but also evidence of developing professional stature (e.g., university-wide, within the state, nationally, internationally), and the maturity expected of those in the professorial ranks. Candidates for promotion and/or tenure are, therefore, responsible for providing evidence of the roles they play and their performance, professional maturity, and continuing contributions to the department, the CoED, and NMSU.

### **Flexibility in Tenure-Track**

*(NMSU Promotion and Tenure Policy, ARP - 9.23 – Part 6)*

The CEP Department P & T policy in this area does not deviate from the CoED or NMSU P & T Policies (<https://arp.nmsu.edu/chapter-9/>). Normally, before being considered for tenure, eligible faculty members serve six consecutive probationary years characterized by the awarding of annual contracts rather than a continuous contract. There may be exceptions to shorten or lengthen the normal six-year probationary period. During the sixth year, those not awarded tenure are given a one-year terminal contract for their seventh and final year of employment at NMSU.

### **Credit for Prior Service**

*(NMSU Promotion and Tenure Policy, ARP - 9.23 – Part 6)*

The CEP Department P & T policy in this area does not deviate from the CoED or NMSU P & T Policies (<https://arp.nmsu.edu/chapter-9/>). Faculty members with previous teaching and advising (or its equivalent), service, extension, outreach, scholarly, and/or administrative experience at another university may have some or all of the experience taken into consideration on appointment at NMSU... The details of such credit for prior service, the resulting length of the probationary period, the timing of any third-year review, and the period for the tenure application process, will be stated clearly in the appointment letter. These details should be shared in the candidate's executive summary at the time of any third-year review and the tenure or promotion review.

### **Mid-Probationary Review**

*(NMSU Promotion and Tenure Policy, ARP - 9.23 – Part 7)*

In the CEP Department, a formative review is provided every year by the departmental Faculty Affairs committee. The annual review provides the opportunity to obtain feedback on the tenure-track faculty member's performance and is used to identify specific activities to enhance the candidate's progress toward promotion and tenure. The annual P & T review is formative in that it is intended to assist tenure-track faculty in achieving promotion and tenure. In addition, a mid-probationary review occurs after five academic semesters that includes a review by the CEP's Faculty Affairs committee and the CoED's Faculty Affairs committee. These reviews should take into account the allocation of work effort during the time reviewed and be based upon the

principal unit's criteria. The outcome must not be used to determine merit pay, promotion, or tenure.

**Mid-Probationary Review Portfolio Preparation**  
(*NMSU Promotion and Tenure Policy, ARP - 9.35 – Part 1*)

Candidates are responsible for submitting a mid-probationary review portfolio in accordance with the procedures listed below:

**Review Procedures**

Candidates who have completed (five academic semesters) submit by March 1<sup>st</sup> in their sixth semester the following materials to the CEP Department's Faculty Affairs Committee:

- A 5-7 page letter from the candidate (similar to an executive summary) requesting a review; conveying synopsis of accomplishments in teaching, scholarship, and service; and stating plans for future growth (See Appendix B for writing resources)
- Current academic vita (See Appendix C for a formatting guidelines)
- A Digital Measures report/materials for the five semesters
- Copies of the allocation of effort work load forms and faculty performance evaluation summaries from the Department Head for the 3-year period and annual feedback from the CEP Department's Faculty Affairs Committee for the 3 year period; as well as any other materials that might be submitted as part of the promotion and tenure portfolio

**Outcomes Analysis**

- **Decision:** The CEP Department Faculty Affairs Committee will review information submitted during the month of March and make a decision that there is clear evidence of progress toward tenure or that progress toward tenure is absent
- **Feedback:** The CEP Department Faculty Affairs Committee will provide the candidate and the College's Faculty Affairs Committee with a narrative of strengths and areas for growth for each of the three areas (teaching, scholarship and creative activity, service)

All of these materials, and the feedback and decision from the CEP Department's Faculty Affairs Committee will then be given to the College Faculty Affairs Committee by the first week of April, who will then provide an independent outcomes analysis as follows:

- **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 or that progress toward tenure is not clear
- **Feedback:** The College Faculty Affairs Committee will provide the candidate with a narrative of strengths and areas for growth for each of the three areas (teaching, scholarship and creative activity, service)



**General Qualifications and Criteria for Promotion and Tenure**  
(*NMSU Promotion and Tenure Policy, ARP - 9.24*)

In the CEP Department, faculty members accept responsibilities for scholarship, creative activity, teaching, service. Additionally, faculty may engage in outreach/extension, and leadership. A faculty member's priorities and responsibilities may vary in response to changing personal and professional needs as well as changing missions of the department and the college. Regardless of the emphasis assigned to various activities, it is important that the quality of faculty be rigorously evaluated, and that the individual contributions of faculty advance the goals of the department, the College, and the University. The relative importance of these areas for an individual faculty member varies according to the cumulative allocation of effort statements for the individual faculty member, but the overall importance of these areas for the departmental Faculty Affairs committee can be gleaned by examining the CEP Performance Evaluation rubric (see Appendix D).

Teaching, scholarship and creative activity, and service are inter-related activities, not mutually exclusive categories. In documenting performance for tenure and/or promotion review, candidates may choose the categories in which to record their scholarly accomplishments. The sections that follow are intended to provide examples. The inclusion of an item in one area (e.g., textbook authorship under teaching) in the documentation does not preclude including the item under another relevant area (e.g., scholarship, according to the candidate's priorities and responsibilities. For activities that appear in more than one category in the promotion and tenure application portfolio, the first reference to an accomplishment should cite the location of subsequent references.

**Teaching and Advising** (*NMSU Promotion and Tenure Policy, ARP - 9.24 – Part 1*)

**The Standard.** The teaching of students is central to the mission of NMSU. For those whose allocations of effort statements include teaching, effectiveness in teaching is an essential criterion for appointment, advancement, and tenure. Teaching commonly includes the dissemination of knowledge that is within a faculty member's area of expertise; skill in stimulating students to think critically and to apply knowledge to human problems; the integration of relevant domestic and international information into class content; the preparation of students for careers in specific fields of study; and the creation and supervision of appropriate field or clinical practice.

Teaching responsibilities may include, but are not limited to, preparation for and teaching of a variety of courses, seminars, and other academic learning experiences; non-credit workshops and informal instructional activities; course and program development; team or collaborative teaching; web-based instruction, both on and off campus; supervision of student scholarship and creative activity, performances or productions; service on graduate student program and scholarship and creative activity committees; field supervision and administration of field or clinical experiences; production of course materials, textbooks, web pages and other electronic aids to learning; and others.

Faculty advising may take the form of assisting students in the selection of courses or careers, assisting learners in educational programs on and off campus, mentoring students, serving as faculty adviser to student groups, scholarship and creative activity and teaching advising, as well as other forms.

**Evidence of Effective Teaching and Student Learning.** Because the CEP Department is strongly invested in the high-quality instruction of our students, the following items **must** be submitted as evidence of teaching:

1. Extent of teaching (e.g., list of courses taught, frequency, and the number of students enrolled in each course);
2. Student evaluations (e.g., quantitative summary of student questionnaires, summary of student comments on questionnaires, interviews with students, unsolicited comments from students or graduates);
3. Individual student contact (e.g., advising, mentoring, independent studies, theses, dissertations, service on dissertation committees);
4. Clinical and/or field supervision (e.g., student teaching, practica, internships);
5. Professional reviews of classroom instruction and materials conducted by peers or colleagues from within or outside the department or college;
6. A statement of your professional development activities in teaching including how you have made improvements in teaching activities making sure to specifically address how you have made your pedagogy more culturally relevant
7. Evaluations of teaching as recorded in the Department Head's letter of recommendation.

The following additional items are recommended for inclusion in the P & T portfolio:

1. Recognition of teaching excellence (e.g., teaching awards; invited lectures at other colleges, universities, or institutes);
2. Instructional innovation (e.g., syllabi, instructional materials, WEB pages, instructional cases, models for student outcomes evaluation);
3. Curriculum development (e.g., program and course content);
4. Instructional technology (e.g., collaborations and networking descriptions, peer instruction in technology use, course web sites, instructional software development, instruction);
5. Distance education (e.g., on-site instruction, online instruction);
6. Success of one's students (e.g., course connected student projects, student presentations or publications, career achievements);
7. Scholarship in support of teaching (e.g., textbook writing, manuals);
8. Professional development that enhances teaching;
9. Non-credit instruction (e.g., guest lectures, workshops, in-service training);
10. Team or collaborative teaching.

**Evidence of Effective Advising.** For promotion and tenure considerations, performance in advising activities must be documented and evaluated. Potential forms of evidence may include (but are not limited to): Average time to completion of advisees, unsolicited letters from past advisees, amount of contact spent with advisees, or satisfaction survey of past advisees.

## **Scholarship and Creative Activity** (*NMSU Promotion and Tenure Policy, ARP - 9.24 – Part 2*)

**The Standard.** Scholarship is grounded in Boyer’s concept of the four scholarships:

1. the scholarship of discovery involves processes, outcomes, and the passionate commitment of the professoriate and others in the University to disciplined inquiry and exploration in the development of knowledge and skills;
2. the scholarship of teaching involves dynamic, reciprocal, and critically reflective processes among teachers and learners at the University and in the community in which their activity and interaction enriches and transforms knowledge and skills, taught and learned;
3. the scholarship of engagement refers to the many and varied ways to responsibly offer and employ knowledge and skills to matters of consequence to the University and the community; and
4. the scholarship of integration is the process by which knowledge and skills are assessed, interpreted, and applied in new and creative ways to produce new, richer, and more comprehensive, insights, understanding, and outcomes (Boyer, 1990).

For the CEP Department, the scholarship of discovery is the primary form of scholarship related to this section of the P & T document. The scholarship of discovery takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis (Boyer, 1990). It is expected that P & T candidates in the CEP department include some original empirical research studies in their evidence of scholarship.

Scholarship and creative activity are both activity and product, employing dynamically interacting processes of discovery and creation, teaching and dissemination, engagement and application, and integration, in the pursuit of filling the mission and vision of NMSU. Products developed through these processes are public, open to peer review, and available for use by others. Scholarship and creative activity can take many forms, including but not limited to refereed publications.

Scholarship and creative activity are defined as original intellectual work that is documented, communicated to appropriate audiences, and validated by peers. Such work should address serious intellectual, scientific, aesthetic or creative issues, and make a contribution to the candidate’s profession. Those faculty whose allocation of effort statement/s include scholarship and creative activity must have professional contributions that have been assessed by external peer review. Peer reviews may take several forms, but acceptance of the candidate’s work should provide evidence of some wider recognition of the work’s value. For the purposes of the CEP Faculty Affairs review of the P & T portfolio, articles that have been accepted for publication can be listed as “in press” on the candidate’s vita and will be counted as a publication.

**Evidence.** Faculty whose allocation of effort statements include scholarship and creative activity must provide evidence that such activity conforms to accepted quality standards. The following criteria **must** be considered when evaluating scholarship and creative activity:

1. The activity's purposes, goals, and objectives are clear. The objectives are realistic and achievable. It addresses important questions in the field.
2. The activity reveals a high level of discipline-related expertise. The scholar brings to the activity a high level of relevant knowledge, skills, artistry, and reflective understanding.
3. Appropriate methods are used for the activity. The methods have been chosen wisely, and applied effectively. It allows for replication or elaboration.
4. The activity achieves its goals and its outcomes have added consequentially to the field. It breaks new ground or is innovative. It leads to further exploration or new avenues for exploration for the scholar and for others.
5. The activity and outcomes have been presented appropriately and effectively to its various audiences.
6. The activity and outcomes are judged meritorious and significant by one's peers.
7. The scholar has critically evaluated the activity and outcomes and has assessed the impact and implications on the greater community, the community of scholars and on one's own work. The scholar uses this assessment to improve, extend, revise, and integrate subsequent work.

The CEP Department has provided the following discipline-specific standards in order to help guide CEP faculty members in meeting these quality standards. The sufficiency of the quantity of publications and scholarly products will be considered in relation to the quality of the publications. Thus, the CEP Department does not have a minimum number of publications required to obtain P & T. It is in the best interest of the candidate to focus on the quality of publications as denoted by the following quality standards.

The CEP Department appreciates a diversity of metrics and ways of evaluating the quality and impact of one's scholarship. Specific categories of evidence of the quality, rigor and impact of one's scholarship should include the following:

1. Number of citations (e.g., Web of Science Citation Index, Google Scholar, ResearchGate, social media) and h-index of scholar;
2. Impact factor of publication outlets (e.g., h-index, NIH ICite Relative Citation Ratio);
3. Invitation to professional service activities based on specifically referenced works of the candidate;
4. Description of the relevance, stature and reach of the publisher;
5. The high-quality journals in the CEP disciplines include any APA-affiliated (e.g., *JCP*, *TCP*, *TEPP*, *PWQ*, *CDEMP*, *SPQ*, *JLP*, etc.), ACA-affiliated (e.g., *JCD*, *CES*, *JSGW*, *JMHC*, etc.), SPPP-affiliated (e.g., *JSP*), or NASP-affiliated (e.g., *SPR*, etc.) journals and other journals in a related field with an impact factor  $\geq 1$ ;

Additional high-quality journals for CEP professions include (but are not limited to) to those found in Appendix E.

Specific categories of evidence of scholarship and creative activity which **must** be submitted:

1. Peer-reviewed journal articles (some of which must be empirical research articles)

Specific categories of evidence of scholarship and creative activity *can* include the following:

1. Book chapters or books;
2. Publication of agency or government reports (provide list and/or copies of technical reports (e.g., accreditation reports));
3. Development and publication of new technology, materials, methods, or software (provide adoption lists, reviews of materials developed, Web material access records);
4. Presentations, demonstrations, and speeches that have been invited, or for which there is peer review;
5. Grant proposals submitted and/or awarded, reviews of grant proposals, government contracts, foundation awards;
6. Artistic creation as demonstrated through literature, the performing arts, fine arts, graphic design, or cinema (provide published reviews of artistic performances and other artistic creations);
7. Development of collaborative, interdisciplinary, or inter-institutional scholarship and creative activity programs;
8. Recognitions of scholarship and creative activity (e.g. awards, commendations, peer citation of publications);
9. Professional development that enhances scholarship and creative activity.

### **Extension and Outreach**

*(NMSU Promotion and Tenure Policy, ARP - 9.24 – Part 3)*

**The Standard.** Extension and outreach are essential to the University’s mission because they disseminate information to the public; help the state by promoting economic development through the dissemination of new technologies and best practices; and serve as a basis for sustainable, community-oriented, informal education that addresses local needs through faculty affiliated with each county government in New Mexico. The central role of extension and outreach is recognized in that several principal units are dedicated to these functions. There are also numerous faculty members in other units for whom extension and outreach are major components of their duties.

**Evidence of Extension and Outreach.** For promotion and tenure considerations, performance in extension and outreach activities must be documented and evaluated when extension and outreach are included in the allocation of effort. This is not a required area for promotion and tenure in the CEP Department and most candidates indicate their outreach efforts within the Service area. Procedures for documenting and evaluating outreach activities should follow the guidelines listed in the Service section of this document.

### **Service**

*(NMSU Promotion and Tenure Policy, ARP - 9.24 – Part 4)*

**The Standard.** Faculty service is critical to the success of the University in serving its central missions. Service is defined as involvement in community, state, regional, national, and international activities within one’s field of knowledge, as well as by contributions made to the

department, College, and University. Faculty members are expected to serve on committees that address issues relevant to their unit, the institution, the community, and their profession.

**Evidence.** The type and amount of service that faculty members perform should be determined in consultation with the department head and included in allocation of effort statements. Service contributions should be evaluated based on how they apply to and draw upon the professional expertise of the faculty member.

The following *must* be submitted as evidence of Service:

1. External committee work that is representative of one's academic interests or expertise (provide names of local, state, national and/or international committees; descriptions of appointments, roles, and contributions; letters inviting service or acknowledging service).
2. Internal committee work (provide lists of program-related, departmental, College, and University committees; description of roles on committees including those chaired; records of contributions to committees). Student examination committees should be listed under "Teaching."

The following additional items are recommended for inclusion in the P & T portfolio:

1. Governance contributions (provide evidence of policy development or revision at departmental, college, and/or university level; election to College or University governance councils; appointment by the Provost to boards/councils);
2. Public policy contributions (provide evidence of expert witness contributions; oral or written testimony for legislative or executive bodies; program or policy analysis for local, state, national, or international governmental agencies);
3. Outreach to or partnerships with P-12 schools and community agencies; letters of request and acknowledgment from school or community personnel; content and evaluation of professional development seminars offered; requests and content descriptions for paid and unpaid consultations; technology transfer activity descriptions);
3. Faculty enhancement (provide documentation of colloquia presented for CEP Department or for other departments; mentoring of other faculty members within the Department or for other departments);
4. Involvement with professional organizations (provide invitations to participate in governmental meetings or on federal review panels; description of role in organizing professional conferences, serving as session chair or discussant; invitations to review manuscripts, conference or grant proposals);
5. Facilitation and/or coordination of programs (provide materials developed for multiple section courses, interdisciplinary programs, supervision of teaching assistants, and management of clinical and field supervisors);
6. Public and civic activities (provide records of public performances, speeches to community groups and organizations);
7. Participation in student-related activities (describe duties as advisor to student organizations; formal recognitions from student groups; presentations to student groups; recruitment and retention activities);
8. Participation in other university activities (provide information related to activities that contribute to the academic, social, political, or cultural climate on campus; organizing speakers' forums, assisting in theatrical or musical productions).

## **Leadership**

*(NMSU Promotion and Tenure Policy, ARP - 9.24 – Part 5)*

**The Standard.** Academic leadership is distinct from positions of authority and achieved through the performance of four functions: (a) contributing to the advancement of the institution and to the profession(s) 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. Leadership is commendable for faculty in all academic ranks. It is expected and considered as a promotion and tenure factor if/when it is included in a faculty member's goals and allocation of effort statements.

**Evidence.** When goals and allocation of effort statements call for leadership, evidence of leadership (i.e. a leadership exhibit) is expected in promotion and tenure documents. The leadership exhibit should contain information showing initiative, perseverance, originality, and skills in human relations. Evidence of leadership included under teaching, scholarship and creative activity/creative activity, service, and extension/outreach may also be included in the leadership exhibit, but a notation of the replication should be made in the display. The following examples are appropriate for documentation of leadership in an application:

1. Evidence of scholarship, publications, and scholarship and creative activity and creative activity beyond that required for adequate performance as an associate professor
2. Leadership positions in the department, College and University.
3. Leadership positions in national or international professional organizations
4. Appointments such as editor, guest editor, or member of an editorial board. Consultant to nationally-visible initiatives, visiting professor, or keynote speaker at national and international conferences
5. Book reviews or scholarly citations highlighting the impact of one's scholarship and creative activity and creative activity
6. National/international technical assistance, consulting or other activities, that would indicate that the candidate has attained national and/or international stature
7. Grant proposals that have been written, funded and directed by the candidate

In addition, it is expected that the external review letters will address the candidate's leadership abilities and impact on the field.

## **Tenure and Promotion and Process**

### **Annual Performance Evaluation and the Promotion and Tenure Process**

*(NMSU Promotion and Tenure Policy, ARP - 9.24 – Part 1 and 2)*

**Policies.** The Annual Performance Evaluation Policies of the CEP Department include the following elements:

1. Performance evaluations are conducted annually.
2. A timeline is followed that is consistent with the timeline for promotion and for tenure as described in ARP - 9.25 – Part 9.
3. The CEP Department Head meets annually with all faculty members regarding progress

toward promotion and tenure, the recording of objectives and goals, and the department faculty evaluation rubric (See Appendix D).

4. CEP Department faculty members are able to submit a written statement in response to annual performance evaluations.
5. The faculty member must transmit their performance evaluation, along with any supporting material via Digital Measures to CEP department head. This transmission must occur no later than the beginning of spring semester of the following year.
6. A written copy of the department head's annual review of the individual being reviewed must be transmitted to the dean.
7. The CEP department head must certify in writing to the dean that a meeting with each faculty member has occurred.
8. Allocation of Effort Statement: The allocation percentages will be agreed upon by the faculty member and the department head, and will be approved annually by the department head and Dean of the CoED. If agreement cannot be reached, the dean may assign the allocation of effort, and the faculty member may appeal through existing University procedures. The allocation of effort statement and the percentages may be altered during the year to reflect changing circumstances, such as service on a particularly time-consuming committee or grant, time for scholarship and creative activity, emergency teaching and advising assignments, etc. by mutual agreement of the faculty member, department head, and dean.

**Forms.** Annual Performance Evaluation Materials (including Digital Measures) used by the CEP Department includes the following elements:

1. Allocation of Effort Statement: Minimally, the Allocation of Effort Statement in the CEP Department will contain the following elements:
  - a. The percentage of effort devoted to teaching and advising or their equivalent, scholarship and creative activity, service, and extension and outreach (with 100% as the total; any category theoretically may be 0%);
  - b. The number of semester credit hours taught, student enrollment, and level of courses assigned;
  - c. A clear definition of a full teaching and advising load as defined by the College and the department
  - d. The value assigned to each category, calculated proportionately to the candidate's allocation of effort in instances where the principal unit utilizes a weighting, ranking or scoring system
2. Current job description
3. A written section submitted by the faculty member detailing and citing accomplishments in relation to the criteria for promotion and tenure.
4. A written review from the department head. This review must include specific recommendations, concerns, and recommendations in each assigned area of performance, in addition to an assessment of the candidate's progress toward tenure and/or promotion.



**Promotion and Tenure Committee in the CEP Department**  
(related to *NMSU Promotion and Tenure Policy*, ARP - [9.24 – Part 2](#))

The CEP Department maintains a Faculty Affairs Committee that addresses promotion and tenure issues.

The CEP Department has a written policy for promotion and for tenure (in accordance with ARP 9.23 - Guiding Principles) that includes criteria and procedures for promotion and for tenure that are specific to the department and are consistent with the College criteria and procedures. The department's criteria and procedures are reviewed every three years and determined collaboratively by the faculty and department head and are approved by the Dean of the College of Education.

**Procedure for Electing the CEP Department Faculty Affairs Committee.**

Members of the Committee are all the tenured and promoted Counseling and Educational Psychology Department faculty members. The membership of the CEP Faculty Affairs committee is indicated on the CEP department website by those faculty with the title of Associate Professor or Professor. If at least three department faculty are not available to serve on the Faculty Affairs Committee, then additional members for the Committee may be selected from eligible CoED faculty. The department head will not serve on the CEP Faculty Affairs Committee. CEP faculty members who serve on the College's Faculty Affairs Committee will only cast their vote at the departmental level. In cases of promotion, all Department Faculty Affairs Committee members must hold ranks equal to or higher than the rank to which the candidate may be promoted.

**Procedure for Selecting Departmental Promotion and Tenure Committee Members.** The CEP Department's Faculty Affairs Committee consists of all department faculty holding tenure and the rank of associate or full professor.

**Provisions for Term Limits for Department Promotion and Tenure Committee Members.** There are no term limits for members of the CEP Department's Faculty Affairs Committee.

**Eligibility to Serve on College-wide and Department Promotion and Tenure Committees.**

Except for College Faculty serving on College Faculty promotion review committees, all committee members serving on promotion and tenure review committees must be tenured and promoted. In order to participate in promotion decisions, committee members must hold a rank at least equal to the rank for which the candidate is applying.

**Provision for the Number of Members Serving on College-wide and Department Promotion and Tenure Committees.** In no case will the CEP Department's Faculty Affairs Committee be comprised of fewer than three eligible members, and the CoED promotion and tenure committee shall have no less than five. In the event that there is an inadequate number of eligible faculty to constitute a committee, committees may appoint members from outside the department/college.

**Provision for the Dean and Department Head to Meet with Promotion and Tenure Committees to Discuss Procedures.** The dean and/or department head may meet with CEP Departmental Faculty Affairs committee to discuss procedural matters at any time that this may be necessary.

**Provision for Deliberation and Voting.** Deliberations and voting of the CEP Departmental Faculty Affairs committee will be conducted among committee members only and in closed sessions.

**Method for Surveying Committee Recommendations.** Recommendations regarding each candidate will be delivered by secret written ballot (i.e., each committee member provides an anonymous written recommendation). Voting must be made in person only by committee members who have been able to review the candidate's materials before the vote occurs. In absentia and proxy ballots are not permitted. All vote counts must be recorded and delivered to the department head by the Chair of the Departmental Faculty Affairs committee.

**Method for Submitting the Committee's Recommendation.** The CEP Faculty Affairs Committee will submit a letter summarizing their recommendation and giving the numerical count for the decision on each candidate. These letters are to be submitted to the Dean of the CoED and the CEP Department Head. The letters must:

1. Reflect the majority view;
2. Contain specific commendations, concerns and recommendation addressing the department's criteria in each of the areas required for promotion and tenure; and
3. Allow for dissenting opinions that contain specific commendations, concerns, and recommendations addressing the criteria in each of the areas required for promotion and tenure.

**Confidentiality of Records and All Committee Procedures** (*NMSU Promotion and Tenure Policy*, ARP 9.25 – Part 4) CEP Department's Faculty Affairs Committee assures the confidentiality of records and committee procedures and requires that all committee members sign and adhere to confidentiality statements.

### **Roles and Responsibilities during the Promotion and Tenure Process** (*NMSU Promotion and Tenure Policy*, ARP - 9.35 – Part 5)

**Candidates.** The candidate for promotion and/or tenure will be responsible for the following:

1. Maintaining a curriculum vitae and a cumulative personal record (via Digital Measures) of the activities and accomplishments affecting the application for promotion and/or tenure;
2. Reviewing the personal record in relation to the criteria for promotion and/or tenure and seeking guidance from senior faculty and the department head regarding the record;
3. Requesting and providing material required in the annual and mid-probationary period reviews in accordance with CEP Department procedures;
4. Providing the department head with a written list of potential outside references from whom external review letters *may* be requested (candidates are not to contact the reviewers);

5. Requesting extensions of the probationary period in accordance with ARP 9.35 - Part 2. B; and
6. Requesting that the review processes be terminated prior to review by Executive Vice President and Provost, in accordance with ARP 9.35 - Part 7 (note: exercising this option will result in the issuance of a one-year terminal contract).

**CEP Department Head.** The CEP department head will be responsible for the following:

1. Establishing and monitoring a process for tenure-track faculty to mentor the candidate in developing the best case for promotion and/or tenure;
2. Providing leadership in the collaborative writing and maintenance of department promotion and tenure policy;
3. Providing initial information, timelines, and copies of all written guidelines regarding promotion and tenure expectations and policies to all new and continuing faculty members on a regular basis;
4. Informing tenure-track faculty of the rights to due process, appeal and informal processes for conflict resolution in promotion and tenure;
5. Including in the annual performance reviews of College and tenure-track faculty an allocation of effort statement that provides details relating to assigned duties (i.e., the teaching and advising or their equivalent; scholarship and creative activity; service, extension and outreach; and apportionment).
6. Including in the annual performance reviews separate statements addressing progress toward tenure and toward promotion that provide specific recommendations for strengthen the faculty member's case;
7. Providing leadership in establishing agreed upon department guidelines for an annual review of tenure-track faculty by the department's promotion and tenure committee which is separate from, and independent of, the department head's annual review of each faculty member;
8. Assisting tenure-track faculty who have completed five academic semesters or its part-time equivalent to prepare for the mandatory mid-probationary review;
9. Exploring with the candidate the need for a time extension in mitigating circumstances and, with the approval of the candidate, seeking permission from the dean to extend the probationary period;
10. Providing assistance and guidance to faculty who are applying for promotion and/or tenure by reviewing applicants' portfolios of applicants and making recommendations for improvement, as needed;
11. Assuring that the department's promotion and tenure committee submits recommendations for tenure and for promotion for all candidates;
12. Writing an independent evaluation/recommendation concerning each candidate's case for promotion and/or tenure in relation to the criteria for promotion and tenure which may or may not support either promotion or tenure, or both and which addresses the strengths and weaknesses, and the level and nature of accomplishments of the candidate;
13. Providing candidates with written copies of the recommendations of both the department promotion and tenure committee and the department head, which must occur prior to forwarding the promotion and/or tenure application to the dean and College-wide promotion and tenure committee;

14. Including the department head's recommendation in the candidate's portfolio.

**CEP Department's Faculty Affairs Committee.** The CEP Department's Faculty Affairs Committee is responsible for the following:

1. Examining and reading the tenure & promotion portfolio of each candidate,
2. Evaluating the candidate according to department promotion and/or tenure standards as operationalized in this document and the Performance Evaluation rubric (See Appendix D);
3. Considering the candidate's department assignment and role apportionment as specified in the candidate's contract and Allocation of Effort Form;
4. Making recommendation to the CEP department head pertaining to faculty members who are seeking promotion and/or tenure based on the candidate's portfolio and departmental criteria;
5. Recording in each candidate's portfolio the committee's vote totals.
6. Including the committee's summary recommendation in the candidate's tenure portfolio;
7. Performing an annual review of probationary, untenured, tenure-track faculty that follows departmental guidelines and is separate from, and independent of, the department head's annual review of each faculty member and forwarding results to department head; and
8. Participating in the mid-probationary review process by providing written, formative feedback to candidates.

**CoED Promotion and Tenure Committee.** (College Council's Faculty Affairs Committee)

The College of Education promotion and tenure committee is a standing committee of the College of Education's College Council. The College of Education and College Council shared governance structure recognizes the College Council Faculty Affairs as the promotion and tenure committee of the College of Education. The responsibilities of this committee include:

1. Examining the portfolio of each candidate;
2. Evaluates the candidate according to department assignments and role apportionment as specified in the candidate's contract and Allocation of Effort Form;
3. Making recommendations to the College Dean about the faculty members who are seeking promotion and/or tenure;
4. Recording in each candidate's portfolio the committee's vote totals.
5. Including the committee's summary recommendation in the candidate's portfolio;
6. Participating in the mid-probationary review process by providing formative feedback to candidates.

**Dean.** The Dean of the College of Education is responsible for the following:

1. Assuring that a college-specific promotion and tenure policy is written and revised every 3 years and that the policy complies with University policies;
2. Assuring that each department has a) current (no older than three years) promotion and tenure guidelines that comply with college and university policies and include the date of the version; b) a mentoring process for tenure-track faculty; and c) a system of annual faculty performance evaluation that includes an allocation of effort statement;
3. Establishing, in consultation with College Faculty, policies for the constitution of a College of Education promotion and tenure review committee;

4. Recommending extension of the probationary period;
5. Providing oversight for the mid-probationary review program;
6. Making independent recommendations pertaining to promotion and tenure by considering a) the candidate's portfolio; b) recommendations of the department promotion and tenure committees; c) recommendation of the department heads; and d) recommendations of the college Faculty Affairs committee;
7. Including the Dean's recommendation in the candidate's portfolio;
8. Meeting with the Executive Vice President/Provost regarding promotion and tenure cases.

**Provost.** The Executive Vice President/Provost is responsible for the following:

1. Ensuring that each college and each department has, and updates every three years, promotion and tenure policies that comply with University policy;
2. Approving requests to extend the probationary period;
3. Meeting with deans regarding promotion and tenure cases;
4. Making an independent decision pertaining to promotion and tenure by considering a) the candidate's portfolio; b) recommendations of the department promotion and tenure committee; c) recommendations of the department head; d) recommendations of the college promotion and tenure committee; and e) recommendation of the Dean
5. Informing the President of promotion and tenure decisions;
6. Notifying candidates in writing of the decision;
7. Providing annual training sessions for promotion and tenure committee members, department heads, and deans.

### **Electronic Portfolio Preparation for Tenure-Track Faculty** (*NMSU Promotion and Tenure Policy, ARP - 9.35 – Part 6*)

All promotion and tenure materials will need to be uploaded in *Watermark Faculty Success* (formerly Digital Measures; <https://digitalmeasures.nmsu.edu/login/>) WorkFlow and the deadlines outlined by policy (ARP 9.5, Part 10). At present, all committees and persons to review the material have to be uploaded before candidate loading can occur.

In accordance with CEP Department and CoED guidelines, the candidate is responsible for submitting a promotion and tenure portfolio comprised of a CORE component and an EVIDENCE component as follows.

To help with making sure that the items are able to get to reviewers, it is best to place in a file of CORE Documents. Sub files are as follows (per TABS per <https://provost.nmsu.edu/wp-content/uploads/2019/11/Promotion-and-Tenure-Portfolio-Checklist-4-2020.pdf>). Make sure when assembling files and documents, you arrange with the most recent years first.

Tab A. Routing Form (see Contract Status Form at [https://provost.nmsu.edu/faculty-and-staff-resources/promotion\\_and\\_tenure.html](https://provost.nmsu.edu/faculty-and-staff-resources/promotion_and_tenure.html)).

Tab B. Cover Sheet

Tab C Written Document

- Contract
- Department Committee
- Department Head

- Credit for prior service
- Additional portfolio reviews

Tab D Table of Contents

Tab E Candidate's Executive Summary (use Appendices to reference evidence and make sure items are sequenced and documented in the Evidence Binder (electronic version); (See Appendix B of this document for writing resources);

A curriculum vitae;

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, or in response to annual performance evaluation; the supervisor's comments; and any response made by the candidate to the supervisor's comments. Numerical rankings, ratings, or vote counts associated with annual reviews should be removed;

The most recent completed conflict of interest form;

\*the page limit for items Tab D, Tab E, and CV combined is 50 pages

**EVIDENCE Component.** Items should be referenced in the Executive Summary. Make sure when assembling files and documents you arrange with the most recent years first.

- Table of contents (note Appendices items per letter or number)
- Appendix A
- Appendix B
- Appendix C
- Appendix D
- Appendix E
- Appendix X

### **Applying for Tenure and/or Promotion**

**Sample Portfolios.** The CEP Department's Faculty Affairs Committee is responsible for providing candidates with sample portfolios by suggesting they view specified portfolios completed by successful candidates within the CoED that are available through the Teaching Academy and by asking that tenured and promoted CEP faculty share their portfolios. If the owner of the portfolio has shared the portfolio directly with the candidate it is assumed that this act is one of giving permission for the candidate to read the portfolio.

**Candidate's Changes to the Portfolio.** The CEP Department's Faculty Affairs Committee will not allow any changes to the portfolio after the committee convenes to review the candidate's application.

**Location of the Portfolio.** The candidate's portfolio will be maintained in the Departmental Secretary's office and accessed through requests to the secretary.

**Requests for Additional Information.** The CEP Department's Faculty Affairs Committee members may request that the Committee Chair seek additional materials up until the time the Committee convenes to review the candidate's application. All requests must be made in

writing and transmitted to the candidate.

**Candidate's Review of the Portfolio.** Candidates can request through The CEP Department's Faculty Affairs Committee Chair, an opportunity to review all items included in the portfolio at any time.

**Solicitation of External Review Letters.** The CEP Department's Faculty Affairs Committee has established the following procedures for soliciting external review letters:

1. Five letters will be solicited for each candidate (See Appendix G for sample letter);
2. The **Department Head is responsible for obtaining the letters** and placing them into the candidate's portfolio;
3. The following materials will be supplied to reviewers: 1) the department and/or college policies and criteria for tenure and promotion; 2) the candidate's executive summary (letter of application); 3) a curriculum vitae; 4) at least three samples of the candidate's scholarship.
4. The following specifications are required as criteria for serving as an external reviewer: membership in the same or highly similar discipline as the candidate; holds a tenured position at the rank (or higher) than the candidate is applying for; holds a position at a similarly ranked (or higher) institution to NMSU (e.g. reviewers are from similarly accredited programs); and has not collaborated with the candidate on any projects or been affiliated with the same institution as the candidate at the same time.
5. The following instructions will be supplied to reviewers: a) a request for a brief statement regarding the individual's qualifications for serving as a reviewer; b) a request that the reviewer indicate the relationship between the candidate and reviewer; c) notification that the candidate, faculty review committees, and administrators will have an opportunity to read the letter of assessment; d) notification that third parties may review the letters in the event of an EEOC or other investigation into a tenure or promotion decision; and e) the reviewer's curriculum vitae.

**Unsolicited Letters.** Unsolicited letters will be considered as support (not evaluation) letters by the CEP Department's Faculty Affairs Committee in their review of the candidate's application.

**Documentation File** (*NMSU Promotion and Tenure Policy*, ARP - [9.35 – Part 6B](#)).

Supplementary materials provided by the candidate related to the areas of faculty activity are not routinely distributed beyond the College of Education Faculty Affairs Committee, but are available for review by the appropriate P and T committees and administrative personnel.

For tenure applications, candidates will include evidence of contributions since their NMSU appointment. In the event that credit for prior service is applicable, evidence from other institutions will be included. If this is an application for promotion, the candidate will include evidence of contributions since the last promotion or tenure review.

**Withdrawal** (*NMSU Promotion and Tenure Policy*, ARP - [9.35 – Part 7](#))

1. A candidate may withdraw from consideration at any time prior to the final signature of the Executive Vice President/Provost by submitting a letter requesting withdrawal from

further consideration to the Dean of the College of Education. If this happens, all documents will be returned to the candidate and no documents relating to the application for promotion and /or tenure will be placed in the candidate's personnel file.

2. If the candidate is in the fifth year of service, withdrawal from consideration for tenure must be accompanied by a letter of resignation submitted to the Dean no later than the end of the fifth-year contact period. The resignation will be effective no later than the end of the sixth-year contact period.

**Notification of Outcomes** (*NMSU Promotion and Tenure Policy, ARP - 9.35 – Part 8*)

1. For full-time tenure-track candidates:
  - a. If tenure is recommended, the Executive Vice President/Provost will send a Contact of Employment (Continuous Appointment) Form to the candidate through the dean and the department head.
  - b. If tenure is not recommended, the department head will give a signed Contract Status Form to the candidate for signature acknowledging notification of non-renewal.
2. In addition to the provisions outlined above, the following apply to part-time tenure-track candidates:
  - a. If tenure is recommended, it is for the FTE as stated in the initial contract or as negotiated.
  - b. If tenure is not recommended, a faculty member has only one year of continued part-time employment beyond the denial.
3. For all candidates:
  - a. If promotion is recommended, the effective date is at the beginning of the ensuing contract year.
  - b. If promotion is recommended, it is the policy of the university that all promotions include a salary increase, regardless of other salary increases.
  - c. In the case of a negative promotion decision, the Executive Vice President/ Provost will inform the candidate in writing.
  - d. The Executive Vice President/Provost is responsible for informing the President of the recommendations of the department head, college dean, and the decision of the Executive Vice President/Provost.
  - e. The Executive Vice President/Provost will prepare an official list of promotion and tenure decisions for distribution to relevant deans, comparable administrators, the Vice President for Business and Finance, and the Director of Human Resources.
  - f. Tenure-track faculty members whose probationary contract is not renewed and who have another year before the termination of that contract do not submit a promotion and tenure portfolio during their final year. If the non-renewal is being appealed on the basis of failure to follow procedure or discrimination, then the appellant may complete a packet and have it held in suspension until the grievance is resolved. If the individual is successful in the appeal, the portfolio will be considered by parties involved in the promotion and tenure process.

**Appeals** (*NMSU Promotion and Tenure Policy, APR - 10.60*)



**College of Education Timeline for Promotion and Tenure**  
(*NMSU Promotion and Tenure Policy, ARP - 9.35 – Part 10*)

**Spring Semester**

The CEP department Faculty Affairs Committee reviews the annual performance evaluation materials of each untenured or unpromoted tenure-track faculty member and reports their findings to the CEP department head indicating the progress towards promotion and/or tenure and the strengths and weaknesses in each of the required categories. A copy of this review is given to the faculty member by the Chair of the CEP Faculty Affairs Committee. The department head notifies the potential candidate of eligibility for a promotion and/or tenure review once they have completed the requisite number of years of service.

**June-August**

Candidates, with support from the department and college, prepare their promotion and/or tenure portfolios. Candidates will provide a list of potential external reviewers to the Department Head by July 15<sup>th</sup> of each year. Department Head will contact external reviewers by August 1<sup>st</sup> of each year.

**September**

The candidate submits the completed portfolio to the CEP department head. The CEP department head makes the completed portfolio available to the CEP department Faculty Affairs Committee. Hereafter, the portfolio can be amended only in accordance with department and college guidelines.

**October**

The CEP department Faculty Affairs Committee reviews the completed portfolio of the candidate.

The CEP department head reviews the completed portfolio of the candidate.

**October-December**

The Dean of the College of Education transmits the CEP department Faculty Affairs Committee's reports and numerical ballot results to College Council's Faculty Affairs committee.

The College Council's Faculty Affairs Committee reviews the CEP Department's Faculty Affairs Committee's recommendations.

The College Faculty Affairs Committee reviews the portfolios of all tenure-track faculty members.

The College Faculty Affairs Committee submits its written recommendation to the CEP department head, the candidate, and College Dean.

**January-February**

The CoED Dean reviews the candidate's portfolio, makes a recommendation, and informs the candidate in writing of the recommendations from the Dean and the College Faculty Affairs committee. The Dean transmits to the Executive Vice President/Provost all recommendations including numerical votes.

**March-April**

The Dean meets with the Executive Vice President/Provost to review each candidate. Positive decisions are submitted in writing to the candidate by the Executive Vice President/Provost. The Executive Vice President/Provost informs the President of the recommendations of the departmental and college-wide faculty review committees, the department head, and the dean, college dean, as well as the decision of the Executive Vice President/Provost.

**April-May**

Final notifications of decisions are sent to the candidates. The Executive Vice President/Provost prepares an official list of promotion and tenure decisions for distribution to the deans or comparable administrators, the Vice President for Business and Finance, and the Director of Human Resources.

**July**

Promotion and tenure decisions become effective.

**Post-Tenure Review**

*(NMSU Promotion and Tenure Policy, ARP - 9.36)*

**Introduction**

The Post-Tenure Review Policy of the CoED ensures that all tenured faculty members will receive an annual review and that those with either exceptionally fine performance or serious deficiencies in one or more areas will be identified. Special achievement may be rewarded through several mechanisms (e.g. Dean's Excellence Awards, merit pay increases, nominations for university-wide awards and recognitions). For a tenured faculty member who receives two successive unsatisfactory annual reviews with identified and uncorrected serious deficiencies, this policy provides a mechanism to establish a remedial program for correcting the deficiencies. The legislation to which this policy responds is particularly concerned with the quality of teaching, and that fact shall be considered when taking any action under this policy. In particular, faculty whose teaching needs improvement will be urged to take advantage of "programs designed to assist faculty members in enhancing their teaching skills." (NMSA 1978, Section 21-1-7.1)

**Annual Performance Evaluation Reviews:**

1. Tenured faculty members in the College of Education annually participate in and receive an extensive examination of their teaching, their scholarship and creative activity and scholarly output, service and outreach/extension as part of the annual review process conducted in accordance with ARP - 9.31. This annual review document shall be labeled the Post Tenure Review of each tenured faculty member. This Post Tenure Review shall weight areas of teaching, scholarly work, service, and extension/outreach in proportion to the percentage each category is given in the faculty member's allocation of effort for a given year.
2. College of Education Administrators who hold tenured faculty rank are reviewed on the performance of their faculty duties (teaching, scholarship and creative activity, service, and extension/outreach). Administrators who have no assigned faculty duties will not be reviewed under this policy.

### **More Complete Post-Tenure Reviews**

If, in the judgment of the department head, the annual review for a tenured faculty member shows a serious deficiency in the performance of that faculty member, the department head shall inform the faculty member in writing of the deficiency as well as recommend actions the faculty member might take to address the issue. If the deficiency or deficiencies continues for two or more years and if the faculty member has not taken the corrective actions, one of two possible courses of action may ensue:

1. The faculty member may request that the department head submit the record of poor performance and suggested actions to the other tenured faculty members of the department for consideration in a more complete review, or
2. If the faculty member does not request the review, the department head may initiate such a review with the concurrence of a majority of the tenured faculty in the department.

The more complete review shall have the aim of identifying strengths and weaknesses of the faculty member in teaching, scholarship and creative activity, service, and outreach/extension.

1. This review shall be undertaken by the departmental Faculty Affairs Committee.
2. Student evaluations must be considered when evaluating the faculty member's teaching, along with other factors.
3. If the reviewers conclude that the faculty member's performance is not seriously deficient, the faculty member shall be so informed a statement of the finding placed in the faculty member's personnel file.
4. If serious deficiency is found, a specific remedial program shall be developed in consultation with the faculty member that includes procedures, criteria for evaluating progress, and a reasonable timetable. If the faculty member's teaching needs improvement, such a program might include participation in programs offered by the Teaching Academy, mentoring by a recipient of teaching awards, intensive study of videotaped classroom sessions, etc. When scholarship and creative activity and publication needs improvement, collaboration with other faculty members and participation in workshops on publishing might be indicated. However, in accordance with NMSA 1978, Section 21-1-7.1, part E(1), any remedial effort can be no shorter than two years in length.

### **Enhancement Program**

Whether or not a tenured faculty member accepts the recommendation to participate in a teaching or scholarly work enhancement program, and whether or not the member performs well in the program, the faculty member's performance will be judged on subsequent teaching and scholarly work.

### **Frequency of Review**

The more complete review shall not be initiated for any tenured faculty member more frequently than once every three years.

### **Persistent Teaching Deficiencies**

If a tenured faculty member's teaching deficiencies are considered by the Executive Vice President and Provost to be very serious and to have been uncorrected at the conclusion of the

agreed time period, and further, if there is evidence that the faculty member's teaching performance has deteriorated since the award of tenure so that their teaching performance is now typically unsatisfactory, the Executive Vice President and Provost shall recommend loss of tenure for the faculty member in question.

If tenure is to be revoked, the University shall follow the process specified in the NMSU ARP 10.50 – Faculty Alleged Misconduct Investigation, Discipline, and Appeals Processes for “Involuntary Termination of a Continuous Contract,” subject to the safeguards of 10.01 of the ARP.

### **Reporting**

Every year, the College of Education Dean shall report to the Executive Vice President and Provost:

1. The number of tenured faculty receiving annual evaluations,
2. The number receiving unsatisfactory evaluations,
3. The number of tenured faculty who have been the subject of a more detailed peer review,
4. The number of faculty who have participated in a remedial program as a result,
5. The results of those remedial programs, and
6. The number of faculty who tenure has been revoked.

### **Reviewing and Updating the College of Education Promotion and Tenure Policies** (*NMSU Promotion and Tenure Policy*, ARP 9.30, Part 3)

The CoED promotion and tenure policies will be reviewed and updated every three years. The revised CoED policies are then used as the basis for review and revision of CEP departmental promotion and tenure policies.

**Appendix A**  
**Common Elements to be included in the Principal Units' Promotion and Tenure Policy**  
(NMSU Promotion and Tenure policy ARP 9.34, Part 3)

- A. A statement that university policies regarding promotion and tenure supersede department and college policies.
- B. Statements describing the criteria for promotion and tenure consistent with performance evaluation criteria. (See [ARP 9.31 – \[Effective AY 18/19\] Annual Performance Evaluation – Regular Faculty](#)).
- C. A provision permitting a candidate to temporarily suspend the promotion and tenure time process in accordance with the procedure provided in [ARP 9.35 – \[Effective AY 18/19\] Faculty Promotion and Tenure Reviews: Procedural Guidelines and Timeline](#).
- D. A statement regarding confidentiality of records and all committee procedures, including the manner in which confidentiality is ensured. Exceptions must be clearly indicated.
- E. A commitment to review for potential update the Principle Units' respective policies and procedures for evaluation, promotion and tenure, including but not limited to those occasions when the NMSU Rules on Faculty Evaluation, Promotion and Tenure are amended, to maintain consistency. A standing committee of the Faculty Senate will review the NMSU Rules on Faculty Evaluation, Promotion, and Tenure. College rules and procedures for promotion and tenure will be reviewed by a college committee which will include Faculty Senators. Department rules and procedure for evaluation, promotion and tenure will be reviewed by a departmental committee including faculty from the department and the department head.
- F. A statement to the effect that if the NMSU Rules on Faculty Evaluation, Promotion, and Tenure (ARP 9.30 – 9.36) should change during a faculty member's pre-tenure or pre-promotion period, the faculty member may elect whether to be evaluated by the former Rule or the revised Rule, and this election shall be documented in writing to clearly specify which standards, criteria, etc will be applied in accordance with the faculty member's election.
- G. A procedure for the conduct of a Mid-Probationary Review. Faculty who choose to participate in the review process must submit their Portfolio to their department head by mid-January. The Portfolio shall be prepared in accordance with [ARP 9.35](#) Part 6, "Portfolio Preparation by Candidate" and be reviewed by the department promotion and tenure committee, the department head, and the college promotion and tenure committee. The college committee will provide to the department head and faculty member a written formative evaluation of progress. The review is conducted in accordance with the Principle Unit's promotion and tenure policy. (See [ARP 9.35](#) Part 3, "Mid-Probationary Review")
- H. A procedure for electing the college promotion and tenure committee. All tenure and Tenure-Track Faculty are eligible to vote during the election. When colleges choose to include college faculty on this committee, college faculty are eligible to vote for college faculty membership on the college committee.
- I. Procedure for selecting members of the department promotion and tenure committee.
- J. Definition of eligibility for serving on the promotion and tenure committees. Only tenured faculty members are eligible to vote for tenure and promotion. College-track faculty who serve on the college committee are eligible to vote on promotion of college-

track faculty. In instances of promotion, committee members must hold a rank at least equal to the rank for which the candidate is applying.

- K. Provisions for term limits if desired for serving on the department promotion and tenure committee.
- L. Provisions for term limits for serving on the college promotion and tenure committee are required, except at the Alamogordo, Carlsbad, and Grants community colleges.
- M. The provision that in no case will a promotion and tenure committee be comprised of fewer than three eligible members.
- N. A provision for addressing cases where there are inadequate numbers of eligible faculty to constitute a committee. The department and/or the college promotion and tenure committees may have members from outside the department.
- O. The provision that the dean, department head, or comparable administrator may meet with the Principle Units' promotion and tenure committees to discuss procedural matters.
- P. The provision that the deliberations and voting of promotion and tenure committees will be conducted in closed session only among committee members. Committee members can attend sessions by a confidential electronic method with permission of the committee chair. Committee members must take part in the deliberations in order to vote.
- Q. A method for surveying the committees' recommendations regarding each candidate(s) via secret written ballot. Committee members may vote in person, or by an appropriate confidential electronic method with the permission of the committee chair. Absentia and proxy ballots are not permitted. All vote counts must be recorded.
- R. A method for the Principle Units' promotion and tenure committees to submit a letter summarizing its recommendations and the numerical vote count on each candidate to the department head and college dean or comparable administrator. **The recommendation must:**
  - 1. Reflect the majority view.
  - 2. Contain specific commendations, concerns, and recommendations addressing the department's criteria in each of the areas required for promotion and tenure.
  - 3. Allow for dissenting opinions containing specific commendations, concerns, and recommendations addressing the criteria in each of the areas required for promotion and tenure.
- S. A method for informing each candidate in writing of the Principle Units' recommendations and numerical vote count, the department head's letter, and/or the dean's or comparable administrator's letter.
- T. The provision that a candidate may withdraw from further consideration in accordance with [ARP 9.25](#) Part 6, "Withdrawal".
- U. Guidelines for preparing the Portfolio. (See [ARP 9.35](#) Part 6, "Portfolio Preparation") The parties shall refer to the individual college policies for additional guidelines.
- V. A mechanism to provide candidates with sample Portfolios. If the Portfolios of actual persons are used, written permission must be obtained from the owner of the Portfolio.
- W. A procedure for indicating how and when a candidate may change, add, or delete materials from the Portfolio after the Portfolio is submitted to the committee for review.
- X. A statement regarding the location where the Documentation File will be stored and accessed for review.

- Y. A procedure for indicating how and when evaluators may request additional information. All requests must be made in writing and transmitted to the candidate.
- Z. A procedure allowing the candidate to review all items included in the Portfolio assembled prior to the review by appropriate committees, administrators, and/or External Reviewers.
- AA. **A procedure for soliciting external letters of review which incorporates the following:**
1. The number of letters that shall be solicited for each candidate. At least three letters should be included in a tenure or promotion Portfolio.
  2. Specifications regarding how the letters will be placed into the candidate's Portfolio. The department head will contact reviewers to solicit the letters.
  3. Specifications regarding how much and what type of material is supplied to reviewers. The department and/or college policies and criteria for tenure and promotion must be provided to reviewers.
  4. Specifications regarding the criteria for serving as an External Reviewer. A reviewer will be a highly regarded expert in one or more aspects of the candidate's work and must be able to offer an objective assessment of the candidate's work. When a reviewer holds a tenured position, it should be at or above the rank sought by the candidate. Departmental rules and procedures should be precise about who is or is not appropriate to serve as an External Reviewer. It is recommended that a candidate has a diverse set of reviewers to get the most complete picture of the candidate's performance.
  5. Conflicts of interest, either real or perceived, must be avoided when selecting External Reviewers. *See* ARP 3.00 through 3.13 relating to Conflicts of Interest and Ethical Conduct for more information.
  6. **Instructions to Reviewers (authors of external review letters and Letters of Support), including:**
    - a. A request for a brief statement regarding the individual's qualifications for serving as a reviewer.
    - b. A request that the reviewer indicate the relationship between the candidate and reviewer.
    - c. Notification that the candidate will have an opportunity to read the letter of assessment.
    - d. Notification that third parties in the event of an EEOC or other investigation into a tenure or promotion decision may review letters.
  7. A statement addressing the role, if any, of unsolicited letters. If a Principle Unit decides to accept unsolicited letters, such letters must be included in the Portfolio prior to review by the Department Promotion and Tenure Committee. If the Principle Unit does not have an explicit statement regarding unsolicited letters, such letters will not be accepted nor included in the Portfolio.
- BB. A statement regarding post-tenure review in accordance with [ARP 9.36 – \[Effective AY 18/19\] Post-Tenure Review](#).
- CC. Reference to the appeals process as outlined in [ARP 3.25 Discrimination, Harassment and Sexual Misconduct on Campus](#) and [ARP 10.60 Faculty Grievance Review and Resolution](#).

DD. Develop a procedure for reviewing the university's Conflict of Interest policies, rules and procedures with the promotion and tenure review committee(s)



## Appendix B

### Executive Summary Resources

- Ask to see previously submitted executive summaries for within the department and across the College.
- The Teaching Academy has samples of Promotion & Tenure Executive Summaries from across campus: <https://teaching.nmsu.edu/promotion-and-tenure-narratives/>
- The Teaching Academy also offers programs on P & T process: <https://teaching.nmsu.edu/teaching-academy-programs/>
- Links to useful descriptions of how to write an effective Executive Summary:  
<https://www.insidehighered.com/advice/2010/11/10/your-tenure-narrative>  
<http://aglifesciences.tamu.edu/wp-content/uploads/2012/03/Writing-a-Tenure-and-or-Promotion-Statement-Appendix-H.pdf>

## Appendix C

### Format for Academic Curriculum Vitae

#### General Guidance

The intent of the academic curriculum vitae is to provide a complete academic record. Throughout entries should be listed chronologically beginning with the most recent. This format is an abstract; it does not include narrative. Individuals wishing to provide narrative may do so with the letter of application and accompanying summary statements of accomplishments in teaching, scholarship and creative activity and creative activities, service, and, where appropriate, leadership. In recognition of the page limit requirement for the Core Document, (50 pages according to NMSU policy) individuals seeking promotion to Professor may wish to limit their delineation of accomplishments to work completed since promotion to Associate.

#### Recommended Format

##### 1. Academic History

Degrees granted, dates  
Honors and awards  
Specialized training, dates

##### 2. Employment History

Listing of all positions held, including dates and employer

##### 3. Teaching and Mentoring

**Section Guidance.** This section provides an indication of depth and breadth of teaching as well as accomplishments in other instructional activities.

- Undergraduate and graduate courses taught: List courses taught, including semester, year, level, course number, and title, and, when appropriate, type (on-campus, off campus, Web-CT); consider subdividing into current, previous, and previous institutions
- Workshops and Continuing Education Instruction: List major instructional activities (workshops, non-credit courses, in-service training, etc.), which you have conducted, including title and agency
- Mentoring: List field, clinical, or performance experiences supervised, List independent or directed studies supervised, Identify number of doctoral students mentored in field experiences or teaching, Identify number of graduate exams, theses, and dissertations for which you were a member and for which you were a chair, Identify number and level of advisees seen on a regular basis.

##### 4. Scholarship and creative activity and Creative Activities

**Section Guidance.** This section provides an indication of the scope of scholarship and creative activity and creative activity. It should include a listing of exhibitions, grants, performances, presentations, products, publications, and other creative works with complete citations. When citations are in a language other than English, provide in parentheses an English translation. Clearly indicate whether a work was commissioned, invited, reviewed, submitted but not yet judged, etc. Do not include works under development.

- Creative Works: consider subdividing this section into clear categories

Books, chapters  
 Exhibitions  
 Journal articles  
 Monographs  
 Performances  
 Presentations at meetings of learned societies  
 Product Development  
 Reviews, abstracts  
 Technical documents (including accreditation self-studies)  
 Other creative or scholarly works

- Editorship: list books, journals, or other learned publications for which you have been editor.
- Sponsored Projects: for all proposals, list period, source and amount of funding received, type of funding (contract, scholarship and creative activity grant, personnel preparation grant, commission, etc), role (principal investigator, co-investigator, evaluator). List pending and awarded separately.

## 5. Service

**Section Guidance.** This section provides an indication of your involvement in and contribution to activities that enhance the profession and the University. Consider organizing this section by level of impact: national/international, state/regional, University, and community.

- Service to the Profession: Professional societies: List organizations, membership, offices held, committee activities, service performed, and dates.  
 Participation in state or regional, national or international programs: List specific activities (e.g., panel discussant, session chair, respondent, governor's appointment, presidential commission, grant proposal reviewer, presentation proposal reviewer, NCATE examiner)
- Continuing education instruction, if not included under teaching
- Other professional service, if not included elsewhere, such as consultant to state/regional or national/international entity, invited lecturer at another university, etc.
- Service to the University (include dates, role, and brief explanation if needed)
  - List University, College, and Departmental committees
  - List administrative services or positions held
  - List services rendered to other departments within and outside the college
  - List service to students
    - Advisor to student groups and organizations
    - Other student services (discussion groups, addresses to student groups, participation in student orientation or recruitment programs)
- Service to the Community [include activities relevant to your academic discipline dates, role, and brief explanation]
  - List community organizations to which you have provided service
  - List participation in community programs or projects
    - Consultations of technical assistance with preK-12 schools, school districts, private or public agencies

**Appendix D**

**Counseling & Educational Psychology Performance Evaluation Rubric for Tenure-Track Faculty: [INSERT NAME & YEAR HERE]  
(based on a 60%-Teaching, 20%-Scholarship, and 20% Service allocation of effort)**

<b>TEACHING [insert allocation percentage here]</b>					
1) Faculty must provide at least three forms of evidence: Student evaluations (with qualitative analysis of themes found in each question), syllabi/course review by a professional) and self-evaluation (including how you addressed mid-semester review data and reflections on how you have addressed diversity issues/approaches in your pedagogy). Additional forms of evidence could include: teaching awards, listing of teaching development trainings, professional development activities at conferences/trainings, and academic program evaluation data. * <b>Weight: 4X</b>					
			<b>Advanced (4)</b>	<b>Meets Expectations (3)</b>	<b>Unsatisfactory (0)</b>
			Additional forms of evidence are provided and extensive reflection on how you have addressed the feedback provided. Multiple data points demonstrate excellence in teaching.	Provides all three forms of required evidence for self and shows evidence of having contributed to others' evidence. Multiple data points demonstrate satisfactory teaching.	Less than 3 forms of required evidence or multiple data points demonstrate significant deficits in teaching.
<b>(1) Subscale Score</b>					
2) Advising, Graduate Committee meetings and Research & Clinical Supervision. * <b>Weight: 2X</b>					
A) Points for Comprehensive Exams: →	MA committee: (Member, Chair or Dean's Rep) = 1	EdS & MS committee: Member=1 Chair=2	PhD committee: Dean's Rep=2 Member=3 Chair=5	A) Points earned:	
B) Points for research <i>proposals</i> : →	MA committee: Member=2 Chair=5	EdS committee: Member=2 Chair=5	PhD committee: Member=3 Chair=7	B) Points earned:	
C) Points for research <i>defenses</i> : →	MA committee: Member=2 Chair=5	EdS committee: Member=2 Chair=5	PhD committee: Member=3 Chair=7	C) Points earned:	
D) Points for other types of supervision (by semester): <ul style="list-style-type: none"> <li>• Each advisee = 2pts for graduate students; Out-of-load</li> <li>• Undergraduate student advising and mentoring (5 points for 15 hours);</li> <li>• Clinical/Research supervision= 5 pts for 15 hours;</li> <li>• Qualifying Project Advisor (for completed project) =7;</li> <li>• Research team leader=8-10 pts. [8 pts = meeting once a month and less than 5 participants; 9 pts = meeting more than once per month OR more than 5 participants; 10 pts = meeting more than once per month AND more than 5 participants];</li> <li>• Student-only presentation from research supervision = 2 pts.</li> <li>• Additional in-load teaching each semester in lieu of clinical/research supervision or committee membership (rated as meets expectations for section 2)</li> </ul>					

[Teaching section continued]					
	<b>Advanced (4)</b>	<b>Meets Expectations (3)</b>	<b>Progressing (2)</b>	<b>Developing (1)</b>	<b>Unsatisfactory (0)</b>
More than 2.5 years at NMSU	66+ points	44- 65 points	33-43 points	25-33 points	24- 0 points
1- 2 calendar years at NMSU	43+ points	34-42 points	25-33 points	16-24 points	0-16 points
First semester at NMSU	9-16 points	0- 8 points			
<b>(2) Subscale Score</b>					
<b>Total TEACHING (1+2) Score</b>					
<b>OVERALL RATING: Advanced = 24 points; Meets Expectations = 18 points; Progressing = 4 points; Developing = 2 points; Unsatisfactory = 0 points</b>					

<b>SCHOLARSHIP* [insert allocation percentage here]</b>					
1) Products include: Articles in relevant and respected national refereed journals, book chapters, books or submitted external grant proposals. <b>*Weight: 5X</b>					
	<b>Advanced (4)</b>	<b>Meets Expectations (3)</b>	<b>Progressing (2)</b>	<b>Developing (1)</b>	<b>Unsatisfactory (0)</b>
*Quality of products will be assessed annually and the assumption is that the majority of products will be high quality (as defined in the CEP P & T document)	More than one high quality product as 1 <sup>st</sup> or 2 <sup>nd</sup> author OR more than two as 3 <sup>rd</sup> or more author, OR A book or funded external grant **	One product as 1 <sup>st</sup> or 2 <sup>nd</sup> author OR Two products as 3 <sup>rd</sup> or more author, OR author of a book AND At least one other project in development	One product submission as 1st or 2nd author or two product submissions as 3rd or more author OR with book in progress. Rated for one year only for that product.	Collecting data or literature in support of a product. (Rated one year only for that product)	No work towards any product.
<b>** For every year funded</b>				<b>(1) Subscore Score</b>	
2) Refereed or invited presentations and workshop at professional meetings, non-referred publications, and internal grants. <b>*Weight: 2X</b>					
	<b>Advanced (4)</b>	<b>Meets Expectations (3)</b>	<b>Progressing (2)</b>	<b>Developing (1)</b>	<b>Unsatisfactory (0)</b>
	More than one as 1 <sup>st</sup> or 2 <sup>nd</sup> author or three or more as any author	One as 1 <sup>st</sup> or 2 <sup>nd</sup> author or more than one as 3 <sup>rd</sup> or more author AND one in development	One as 3 <sup>rd</sup> or 4 <sup>th</sup> author	Preparing a presentation or workshop (Rated for one year only)	No activity
Any product beyond the “Advanced” level in Section 1 earns a “Meets Expectations” in Section 2.					
<b>(2) Subscore Score</b>					
<b>Total SCHOLARSHIP (1+2) Score</b>					
<b>OVERALL RATING: Advanced = 28 points; Meets Expectations = 21 points; Progressing = 24 points; Developing = 7 points; Unsatisfactory = 0 points</b>					

<b>SERVICE [insert allocation percentage here]</b>					
Committee membership and professional involvement. Extra committee work in one area can substitute for committee work in other areas. <b>*Weight: 2X</b>					
	<b>Advanced (4)</b>	<b>Meets Expectations (3)</b>	<b>Unsatisfactory (0)</b>	<b>Unsatisfactory (0)</b>	<b>Unsatisfactory (0)</b>
<b>Full Professor</b>	<b>Advanced (4)</b>	<b>Meets Expectations (3)</b>	<b>Unsatisfactory (0)</b>	<b>Unsatisfactory (0)</b>	<b>Unsatisfactory (0)</b>
<b>Associate Professor</b>	<b>Advanced (4)</b>	<b>Advanced (4)</b>	<b>Meets Expectations (3)</b>	<b>Unsatisfactory (0)</b>	<b>Unsatisfactory (0)</b>
<b>Assistant Professor</b>	<b>Advanced (4) *</b>	<b>Advanced (4)*</b>	<b>Advanced (4)*</b>	<b>Meets Expectations (3)</b>	<b>Not Rated (0)</b>

*An "Advanced" rating in service is not expected or encouraged for Assistant Professors.	One department, One college or univ, One professional or community, AND Leadership in <b>two</b> areas	One department, One college or univ, One professional or community, AND Leadership in <b>one</b> area	Two committee memberships (dept, college, university, professional or community)	One department committee	No committee work (Rated for first year only)
<b>Total SERVICE Score</b>					
<b>OVERALL RATING: Advanced = 8 points; Meets Expectations = 6 points; Unsatisfactory = 0 points</b>					

## Appendix E CEP List of High Quality Journals

Any APA-division affiliated (e.g., *JCP*, *TCP*, *TEPP*, *PWQ*, *CDEMP*, *SPQ*, *JLP*, etc.)  
 Any ACA-division affiliated (e.g., *JCD*, *CES*, *JSGW*, *JMHC*, etc.)  
 SPPP-affiliated (e.g., *JSP*), or NASP-affiliated (e.g., *SPR*, etc.) journals and other journals in a related field with an impact factor  $\geq 1$ . Additional journals can be approved as “high quality” based on a faculty vote. The following table provides a sampling of high quality journals:

<b>Journal Title</b>	<b>Impact Factor</b>	<b>H-index</b>
<i>Journal of Youth and Adolescence</i>	3.56	
<i>Journal of Addictions &amp; Offender Counseling</i>	3.42	
<i>Journal of School Psychology</i>	3.36	
<i>Journal of Counseling Psychology</i>	3.15	
<i>Journal of Vocational Behavior</i>	2.76	
<i>School Psychology Quarterly</i>	2.75	
<i>Psychotherapy Research</i>	2.57	
<i>Journal of Higher Education</i>	2.28	
<i>Journal of Adolescence</i>	2.01	
<i>Counseling and Values</i>	1.93	
<i>Cultural Diversity and Ethnic Minority Psychology</i>	1.79	
<i>School Psychology Review</i>	1.75	
<i>Journal of Mental Health Counseling</i>	1.69	
<i>Journal of American College Health</i>	1.66	
<i>Journal of Interprofessional Care</i>	1.65	
<i>Sex Roles</i>	1.58	
<i>School Psychology International</i>	1.45	
<i>Asian American Journal of Psychology</i>	1.39	
<i>Journal of Latina/o Psychology</i>	1.38	
<i>Journal of Career Assessment</i>	1.36	
<i>Psychology, Health &amp; Medicine</i>	1.35	
<i>Journal of Primary Prevention</i>	1.33	
<i>Journal of Technology in Human Services</i>	1.24	
<i>Training and Education in Professional Psychology</i>	1.22	
<i>The Counseling Psychologist</i>	1.17	
<i>Educational and Psychological Measurement</i>	1.16	
<i>Community Mental Health Journal</i>	1.16	
<i>Journal of Career Development</i>	1.04	
<i>Psychology in the Schools</i>	1.04	
<i>Counselor Education and Supervision</i>	1.00	
<i>The Journal for Counselor Preparation and Supervision</i>	1.00	

<b>Journal Title</b>	<b>Impact Factor</b>	<b>H-index</b>
<i>Journal of LGBT Issues in Counseling</i>	0.95	
<i>Applied Psychological Measurement</i>	0.92	
<i>Measurement and Evaluation in Counseling and Development</i>	0.90	
<i>The Career Development Quarterly</i>	0.87	
<i>Journal of Humanistic Counseling</i>	0.81	
<i>Counseling Outcome Research and Evaluation</i>	0.75	
<i>Community College Review</i>	<b>0.77</b>	
<i>Counselling Psychology Quarterly</i>	0.69	
<i>Journal of Child and Adolescent Counseling</i>	0.69	
<i>Rehabilitation Counseling Bulletin</i>	0.68	
<i>Journal of Diversity in Higher Education</i>	0.68	
<i>Journal of Specialists in Group Work</i>	0.63	
<i>Journal of Counseling &amp; Development</i>	0.62	
<i>Journal of Educational and Psychological Consultation</i>	0.62	
<i>The Clinical Supervisor</i>	0.60	
<i>International Journal for the Advancement of Counselling</i>	0.52	
<i>Journal of Student Affairs Research and Practice</i>	0.52	7
<i>Journal of College Counseling</i>	0.44	
<i>Journal of College Student Psychotherapy</i>	0.43	
<i>Journal of College Student Retention: Research, Theory and Practice</i>	0.42	19
<i>Psychological Reports</i>	0.41	
<i>Journal of Employment Counseling</i>	0.38	
<i>Journal of Multicultural Counseling and Development</i>	0.30	
<i>The Family Journal</i>	0.28	
<i>Community College Journal of Research and Practice</i>	0.25	24
<i>Journal of Creativity in Mental Health</i>	0.23	
<i>Journal of Applied School Psychology</i>	None	18
<i>Interamerican Journal of Psychology</i>	None	14
<i>Adultspan Journal</i>	None	5
<i>Journal of Military and Government Counseling</i>	None	
<i>Journal of Social Action in Counseling and Psychology</i>	None	
<i>The Professional Counselor</i>	None	
<i>International Journal of School and Educational Psychology</i>	None	
<i>Contemporary School Psychology</i>	None	
<i>Professional School Counseling</i>	None	



**Appendix F  
Sample Routing Form**

**COED Faculty Promotion/Tenure Portfolio  
Report Tracking Document**

Promotion Application       Tenure Application

**Candidate** \_\_\_\_\_.

**Date Delivered to:** Department Head      **Date** \_\_\_\_/\_\_\_\_/\_\_\_\_      **Initials of:**  
Department  
Head

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**Date Delivered to:** Department P&T Committee

Applicable to portfolios for:

- Applicants for Promotion
- Applicants for Tenure

**Date** \_\_\_\_/\_\_\_\_/\_\_\_\_      **Initials of:**  
Department  
P&T Chair

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**Date Delivered to:** College P&T Committee

**Date** \_\_\_\_/\_\_\_\_/\_\_\_\_      **Initials of:**  
College  
P&T Chair

**Date Delivered to:** College Dean

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

**Date Delivered to:** Provost's Office

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

**Appendix G**  
**SAMPLE LETTER TO EXTERNAL EVALUATORS**

Dear Dr. \_\_\_\_\_,

Dr. \_\_\_\_\_, an Assistant Professor (or current rank), is being considered for (promotion, tenure, or both) this year at New Mexico State University. I would very much appreciate your assessment of Dr. \_\_\_\_\_'s professional performance.

University policy mandates that I seek evaluations of a candidate from professionals who are qualified to judge the candidate's teaching, scholarship and creative activity, scholarly qualities, career development, and contributions to the discipline. Of particular value would be a frank appraisal from you of his/her scholarship and creative activity abilities and accomplishments, including papers given at scholarly meetings; the quality of his/her publications; his/her reputation or standing in the field; his/her potential for further growth and achievement; whether he/she would be ranked among the most capable and promising scholars in his/her area; and the quality of his/her teaching should you have information on that.

It would be helpful if you could rate Dr. \_\_\_\_\_'s contributions in comparison with others you have known at the same stage of professional development. Also, please describe the nature of your association with Dr. \_\_\_\_\_. A copy of his/her executive summary, curriculum vita and pertinent publications are included with this letter. Also included is a copy of the college and department promotion and tenure policies and a record of Dr. \_\_\_\_\_'s teaching load.

We are aware of the imposition that this inquiry provides; however, we assure you that guidance from professionals like you is vital to our decision-making process. An early report would be appreciated as we hope to have all letters in the file by \_\_\_\_\_.

Your letter will be made available to the candidate and, on a confidential basis, to the reviewing bodies. Your letter could also be reviewed by third parties in the event of an EEOC or other investigation into a tenure or promotion decision.

Thank you,

CEP Department Head