

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

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NEW MEXICO STATE UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION AND
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POLICIES FOR PROMOTION AND/OR TENURE

INTRODUCTION

RELATIONSHIP TO UNIVERSITY AND COLLEGE POLICIES

This document sets forth policies and procedures related to the documentation and evaluation of faculty for promotion in rank and/or tenure (i.e., issuance of a continuous contract) within the Department of Special Education and Communication Disorders at New Mexico State University. These policies have been developed in alignment with the University's guiding principles, criteria, and policies on promotion and tenure as well as current College of Education policies. University policies regarding promotion and tenure supersede policies of the Department and the College.

This document (a) shows the relationship of the *Department of Special Education and Communication Disorders' Policies for Promotion and/or Tenure* to both the *College of Education's Policies for Promotion and Tenure* and to the *Promotion and Tenure Policy for New Mexico State University, 2008* (b) provides departmental-level guidance on collection and presentation of material to support an application for promotion and/or tenure, and (c) delineates departmental-level procedures for review and evaluation of application materials.

The Department's decisions regarding promotion in rank or the granting of tenure are based on merit. They are consistent with the University policies on equal employment opportunity and academic freedom as well as the College of Education's five goals of its conceptual framework: recognition of diversity, development and practice of innovative models of instruction, promotion of activities in diverse and international settings, advancement in the use of technology, and the enhancement of literacy through well-developed pedagogy. The ranks of instructor, assistant, associate, or full professor as used in this document are consistent with policies of the College and defined within the *Promotion and Tenure Policy for New Mexico State University, 2008*.

DEPARTMENTAL VISION STATEMENT

The vision of the Department of Special Education and Communication Disorders is dedication to excellence and best practices for serving children and adults with diverse needs.

DEPARTMENTAL MISSION STATEMENT

The mission of the Department of Special Education and Communication Disorders is to provide leadership to positively impact the lives of children and adults with diverse needs. This mission is accomplished through the preparation of individuals who will provide optimal services in a variety of settings. The mission is actualized through best practices in teaching, supervision, research/creative activities, and service. The focus is on quality, responsiveness to cultural and linguistic diversity, individual needs, and the integration of specializations.

DEPARTMENTAL VIEW OF COLLEGIALITY

The faculty of the Department value attainments in teaching, research and creative activity, and service within the context of good citizenship. The Department's mission of providing leadership that positively impacts the lives of persons with diverse needs can take place only within an environment that is characterized by strong, positive, professional relationships.

DEPARTMENTAL VIEW OF SCHOLARSHIP

New Mexico State University is a Doctoral/Research University-Extensive institution, as classified by the Carnegie Foundation for the Advancement of Teaching. Therefore, all tenured/tenure track faculty, regardless of appointment, engage in research and creative activities that are judged by their peers, both inside and outside the institution. In the best tradition of Boyer, we embrace the ideal of the complete scholar as a department; that is, one who engages in faculty work that crosses the full range of professional activities: teaching and advising, research and creative activity, service and extension, and governance and leadership. We are scholars when we conduct disciplined investigations, create new solutions, develop new interpretations, and communicate what we have learned to other scholars [scholarship of discovery]. We are also scholars when we bring our students to deeper levels of understanding of the problems of practice, encourage students in committing themselves to scholarly learning, and reflect on the frameworks responsible for these accomplishments to improve our own practice [scholarship of teaching]. We are scholars when we provide service to the field that produces change in the larger realms of practice and policy [scholarship of engagement]. And we are scholars when we engage our colleagues in dialog that enhances our collective understanding of scholarly endeavors in all their forms [scholarship of integration]. Within the Department, college, tenure track, and tenured faculty efforts and assignments may vary according to faculty strengths, department needs, and particular career paths and position descriptions. These elements are articulated individually in the allocation of effort statement completed with the Department Head during the review process.

TEACHING AND ADVISING

The teaching of students is central to the mission of the College of Education at NMSU. Effectiveness in teaching and advising is an essential criterion for appointment, advancement, and tenure. Teaching and advising commonly include 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; the creation and supervision of appropriate field or clinical practica; and informal advising of undergraduate students and formal advising of graduate students (*Promotion and Tenure Policy for New Mexico State University*, 2008, p. 15).

The Department prepares individuals through degree programs that provide services to children and adults with diverse needs. These professionals include:

- Special Educators (undergraduate and graduate training)
- Bilingual/Multicultural Special Educators (graduate training)
- Speech-Language Pathologists (undergraduate and graduate training)
- Educational Diagnosticians (graduate training)
- School Psychologists (graduate training)
- Special Education Administrators (graduate training)
- Early Childhood Educators (undergraduate and graduate training)
- Educators for Individuals who are Deaf and Hard of Hearing (graduate training)
- Teachers for Students who are Visually Impaired (graduate training)
- Orientation and Mobility Specialists (graduate training)
- Post-Secondary Faculty and Researchers (graduate training)

Department faculty members provide training in best practices as mandated by licensure requirements from the New Mexico Public Education Department, the American Speech-Language-Hearing Association, the Council for Exceptional Children, the National Association of School Psychologists, the Association for Education and Rehabilitation of the Blind and Visually Impaired, and other national professional associations and learned societies.

RESEARCH AND CREATIVE ACTIVITY

Department faculty members conduct research to generate new knowledge and apply existing knowledge to improve the lives of persons with diverse needs and to prepare individuals who will provide services. Both qualitative and quantitative research techniques are utilized. The faculty disseminates knowledge gained through research in publications and conference presentations; generates external funds to support research, training, and development; serves on editorial boards of professional journals; creates and validates instructional strategies and assessment procedures; and,

performs a variety of other relevant scholarly activities particular to the individual faculty member's research focus.

Research 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 faculty member's profession.

SERVICE AND EXTENSION

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. Within the Department, service is a key responsibility of all faculty. As faculty become more experienced, it is expected that they serve on committees that address issues of relevance to the member's unit, institution, and community (New Mexico State University, *College of Education Policies for Promotion and Tenure*, 2008, p. 22).

The extension and outreach mission of the University and the College of Education is articulated within the Department as part of our service to the State of New Mexico and to the local communities. Faculty engage in activities designed to build collaborative relationships that are responsive to state and local concerns, to build local capacity in needs identification, and to facilitate program development and evaluation.

Department faculty members work with state, national, and international agencies; provide in-service training and consultation; disseminate information; and provide model services through a variety of projects for various consumers. In addition, the Speech and Hearing Center provides clinical services to community and university consumers.

Department faculty members may also sponsor a variety of clubs and organizations related to the Department's mission. These clubs and organizations include:

- American Sign Language Club (ASL)
- Association of Educators and Rehabilitators of the Blind and Visually Impaired (AER)
- Graduate Student Organizations
- Golden Key Honor Society
- Hispanic Educators Association
- National Association of School Psychologists (NASP)
- National Student Speech-Language-Hearing Association (NSSLHA)
- Phi Delta Kappa (PDK)
- Student Council for Exceptional Children (SCEC)
- Student Learning Disabilities Association (SLDA)
- Student National Education Association (SNEA)

GOVERNANCE AND LEADERSHIP

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

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

Department faculty members have an impact on their fields at the state, national, and international levels. This is especially important when a faculty member is being considered for promotion to full professor. Individuals seeking promotion to full professor should demonstrate special stature in their discipline and substantial strengths in all areas – teaching and advising, research and creative activity, and service and extension. Additionally, promotion to full professor attests to strengths in governance and leadership at all levels: departmental, college, university, as well as state, and national.

SPECIFIC DEPARTMENTAL EVIDENCE FOR PROMOTION OR TENURE

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

TEACHING AND ADVISING

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

Required Evidence

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

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

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

Department Head evaluation of teaching as contained in the letter of recommendation.

Optional Evidence

The following items are considered optional and at the discretion of the applicant they may be submitted as evidence of effective/quality teaching.

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

Professional reviews of class instruction and materials by peers or colleagues.

Instructional innovation which may include syllabi, instructional materials, Web pages, instructional cases, models for student outcomes evaluation.

Curriculum development (program and course content).

Instructional technology which may include collaborations and networking descriptions, peer instruction in technology use, course web sites, instructional software development and instruction.

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

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

Professional development that enhances teaching.

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

Team or collaborative teaching.

Evidence of syllabi, tests, and class materials development (supportive evidence of quality teaching, with explanation where appropriate).

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

Evidence of professional maturity in teaching (expertise and currency in faculty member's specialty[ies]).

Teaching material development.

Leadership in course, curricular, and/or program development.

Other

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

Required Evidence

Number of students advised formally [Master's, Educational Specialist, or Doctoral students].

Student Research Projects Directed [e.g., Dissertation Director, Ed.S. Project Director, Thesis Director, Honors Thesis Director]

Optional Evidence

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

Doctoral committee membership (qualifying, comprehensive, proposal, defense)

Individual student contacts [e.g., career advisement, mentoring, independent studies supervision]

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

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

Student examination committees

Other

RESEARCH AND CREATIVE ACTIVITY

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

The record of research and creative activities provides evidence of an individual faculty member's scholarly productivity. Evidence of research/creative activity should demonstrate insight into current trends in the discipline. Works should be presented in several different forums and/or publications. A research focus should be established with evidence of single author or lead authorship in publications and creative works. Evidence of the quality of research should be demonstrated by originality and innovation as well as usefulness to the discipline, industry, or public sector.

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

1. Publications (Refereed)

- Journal Article (Single author, 1st author or lead author after student); international/national publication
- Journal Article (Co-author); international/national publication
- Journal Article (Single author, 1st author or lead author after student); regional publication
- Journal Article (Co-author); regional publication
- Journal Article (Single author, 1st author or lead author after student); state publication
- Journal Article (Co-author); state publication

- Book Chapter (1st author)
- Book Chapter (Co-author)

- Newsletter Article (Single author, 1st author or lead author after student); international/national publication

Newsletter Article (Co-author); international/national publication
 Newsletter Article (Single author, 1st author or lead author after student); regional publication
 Newsletter Article (Co-author); regional publication
 Newsletter Article (Single author, 1st author or lead author after student); state publication
 Newsletter Article (Co-author); state publication

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

2. Publications (Non-Refereed)

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

Journal Article (Single author, 1st author or lead author after student); international/national publication
 Journal Article (Co-author); international/national publication
 Journal Article (Single author, 1st author or lead author after student); regional publication
 Journal Article (Co-author); regional publication
 Journal Article (Single author, 1st author or lead author after student); state publication
 Journal Article (Co-author); state publication

Book Chapter (1st author)
 Book Chapter (Co-author)

Technical Report/Technical Assistance Document (Single author, 1st author)
 Technical Report/Technical Assistance Document (Co-author)

Newsletter Article (Single author, 1st author or lead author after student); international/national publication
 Newsletter Article (Co-author); international/national publication
 Newsletter Article (Single author, 1st author or lead author after student); regional publication
 Newsletter Article (Co-author); regional publication
 Newsletter Article (Single author, 1st author or lead author after student); state publication
 Newsletter Article (Co-author); state publication

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

3. Presentations (Refereed)

This section includes researched-based seminars, technical sessions, poster sessions, etc. Documentation should specify the format of the presentation and why the presentation qualifies as dissemination of research.

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

4. Presentations (Non-Refereed)

This section includes researched-based seminars, technical sessions, poster sessions, etc. Documentation should specify the format of the presentation and why the presentation qualifies as dissemination of research.

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

5. Sponsored Projects (Government and Private)

- Applications for External Funding (International/National); Primary Investigator
 - Submitted; Funded
 - Submitted; Not Funded
- Applications for External Funding (International/National); Co-PI
 - Submitted; Funded
 - Submitted; Not Funded
- Applications for External Funding (Regional); Primary Investigator
 - Submitted; Funded
 - Submitted: Not Funded
- Applications for External Funding (Regional); Co-PI
 - Submitted; Funded
 - Submitted: Not Funded
- Applications for External Funding (State, Local, University); Primary Investigator
 - Submitted; Funded
 - Submitted; Not Funded
- Applications for External Funding (State, Local, University); Co-PI
 - Submitted; Funded
 - Submitted; Not Funded

6. Other Published Research-Focused Scholarly Works
 - Test Development/Publication
 - Educational Materials Development/Publication
 - Electronic/Technology Development and Innovations
7. Research Consultation and Mentoring
 - Journal Editor
 - Journal Associate Editor
 - Editorial Board
 - Ad Hoc Reviewer
 - External Funding Project Consultant

SERVICE AND EXTENSION

Department faculty can be promoted and/or tenured only when there is clear evidence and documentation of effective service, outreach, or extension. What follows are examples of what might be submitted as evidence of service:

Contributions to governance

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

Contributions to public policy

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

External committee work that is representative of one's academic interests or expertise

- Local, state, national and/or international committees
- Appointments, roles, contributions, and chair positions
- Invitations and acknowledgments of service

Internal committee work

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

Interactions or partnerships with K-12 schools and community agencies

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

Consultation

- Volunteer

- Paid

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

Faculty enhancement

- Colloquia presented within the Department or for other departments

- Mentoring of other faculty members within the Department or other departments

- Reviewer for manuscripts, conference proposals, or grant proposals

- Editorial responsibilities

Involvement with professional organizations

- Participation in governmental meetings or federal review panels

- Roles in organizing professional conferences (local, state, national)

- Conference attendance

- Roles as session chairs

- Offices held

- Membership

Administrative activities to facilitate coordination of programs

- Development of interdisciplinary programs

- Development of web tools, pages, announcements

- Management of clinical and field supervisors

Activities related to public and civic service

- Public performance related to departmental mission (e.g., Special Olympics, career days, art shows)

- Speeches

Activities related to students

- Advisor to student organizations

- Active involvement with student groups

- Recognition from student groups

- Presentations to student groups

- Recruitment and retention activities

- Attendance at graduation ceremonies

Activities that contribute to the academic, social, political, or cultural climate on campus

- Speaker forums

- Honors and awards

- Invited presentations (i.e., guest lecturer, guest speaker)

Other Activities

GOVERNANCE AND LEADERSHIP

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

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

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

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

Leadership positions in the Department, College, and University.

Leadership positions in national or international professional organizations.

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.

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

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

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

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

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

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

DEPARTMENTAL PROCESS FOR PERFORMANCE EVALUATION

PROCEDURES TO SUPPORT FACULTY SUCCESS

Transparency of Procedures

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

Mentorship for First Year Faculty

The Department is committed to ensuring faculty success. As part of the support process, the Department Head will assign mentors to new faculty members (college and tenure track). Mentoring has several purposes: (a) familiarity with college and university procedures, (b) introduction to opportunities for research and creative activity (c) guidance in the process for performance evaluation, (d) explaining University community resources (e.g., Teaching Academy, Educational Research and Budgeting Office, Research Clusters) and (d) guidance in course design and student advising. Additionally, mentors who share cognitive or research interests with the faculty member may choose to collaborate in dissemination activities such as inservice training, grant writing, presentations, and manuscripts. New faculty are encouraged to maintain the relationship informally in subsequent years as well as seek advice and input from other senior faculty.

Consultation with Senior Faculty

Consistent with the Department's view of the importance of good citizenship and a professional collegial atmosphere, all senior faculty are committed to the informal exchange of experiences and ideas with junior colleagues. All faculty are encouraged to seek input from colleagues regarding issues and processes in the academic community. For example, during annual performance reviews faculty will be made aware of strengths and any weaknesses in the area of teaching and advising, research and creative activity, service and extension, and leadership (for those seeking advancement to full professor). Such formative feedback will enable faculty to work with senior faculty and the department head to address these concerns that may arise.

Senior faculty also participate in the support process by providing colloquia on documentation for performance evaluation, mid-term review, promotion and tenure documentation, and other topics as needed.

ANNUAL DEPARTMENTAL PROCEDURES

Allocation of Effort

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

Annual Performance Evaluation Portfolio

During the fall semester of each academic year, Department faculty members prepare an individual portfolio that documents their activities in the areas of teaching and advising, research and creative activity, service and extension, and governance and leadership (for those individuals aspiring to progress from the associate professor rank to the full professor rank) for the previous calendar year. Following the review of materials department faculty who choose to do so may add a written response to the process to their portfolio. Portfolios must include the following:

- College of Education Faculty Performance Evaluation Form
- Allocation of Effort Form
- Job Description listing duties and responsibilities (for College Faculty)
- Executive summary (1-2 page) of accomplishments (for College Faculty)
- Current Academic Vita
- Statement of Proposed Goals based on the Allocation of Effort Areas
- Course Evaluations (when teaching or supervision is part of Allocation of Effort)

Tenure-track faculty and faculty who are aspiring to progress in rank should also include a documentation section in their portfolio of work where evidence regarding presentations, publications, course and program development, etc. can be preserved. Sample portfolios will be available to faculty members upon request.

Tenured faculty participate in this process as part of the Departmental Post-Tenure Review. Consistent with College and University Policy as well as state legislation, faculty with exceptional performance are commended. Faculty with serious deficiencies for more than one review cycle will develop a change plan in consultation with the department head, receive departmental mentoring, and assistance through various University programs.

Following the evaluation of faculty, the Department Head will submit a memo to the Dean certifying that meetings were held with each faculty member.

Annual Departmental Evaluation of College Faculty

Department Head Evaluation

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

Annual Departmental Evaluation of Tenure-Track Faculty

Department Head Evaluation

Faculty performance in the areas of teaching and advising, research and creative activity, and service and extension as documented in the individual portfolio and set forth in the Allocation of Effort will be evaluated against set criteria in each area (See Appendix B for Department of Special Education/Communication Disorders Annual Performance Evaluation Criteria). A numeric ranking of one to three will be assigned to each of the three areas by the department head, representing a continuum from unsatisfactory to advanced performance (e.g., "Unsatisfactory", "Developing", "Progressing", "Satisfactory", or "Advanced"). During the first two years of employment, tenure-track faculty members will be expected to perform at the "Progressing" level or above ("Satisfactory" or "Advanced") in each of the three areas of evaluation. By the third year of employment, tenure-track faculty members will be expected to perform at the "Satisfactory" level or above ("Advanced") in each of the areas of evaluation.

Departmental Promotion and Tenure Committee Annual Evaluation

The Departmental Promotion and Tenure Committee will complete annual performance evaluations of junior faculty members and make formal written statements regarding each faculty member's progress towards promotion and tenure. Such evaluations are based on the completed performance evaluation forms and current vitae with access to documentation as needed. Additionally, during the spring semester of each academic year, consistent with guidelines in the NMSU Policy Manual, the Departmental Promotion and Tenure Committee will advise the department head on the issuance of temporary and/or continuous contracts and on the promotion of faculty.

MID-PROBATIONARY REVIEW

Junior tenure-track faculty who have completed three calendar years (five academic semesters) have the option to submit in spring of the fourth calendar year a packet to the College Faculty Affairs Committee for review of progress toward promotion and/or tenure (see Appendix A). Mid-probationary review material is typically due the first week of April for the College Faculty Affairs Committee. Faculty who opt for a mid-probationary review need to advise the Department Head in January of the sixth semester of the choice so that the Department Head can assist in preparing for the review. Junior faculty who have opted for the review need to submit their packet to the Departmental Promotion and Tenure Committee by mid February. The Departmental committee will provide written, formative feedback to the faculty member with a copy to the Department Head. Junior faculty who choose not to participate in the College formal mid-probationary review, may elect to submit the same material to the Departmental Promotion and Tenure Committee.

RELEVANT TIME LINES

Relevant time lines for the Department include the following:

August

Faculty seeking promotion and/or tenure will submit material to the Department Head

October

Department Promotion and/or Tenure committees will complete review of files

November

All faculty to submit annual performance reports and allocation of effort forms

Promotion and/or Tenure committee will review annual faculty performance reports for junior tenure-track faculty

November-December

Department Head will conduct individual meetings with all faculty regarding performance reports and allocation of effort forms

January

Faculty seeking third year review [mid-probationary] in spring will so advise the Department Head

February

Promotion and/or Tenure committee will review and provide feedback for faculty seeking third year review [mid-probationary] in spring

March

College Faculty seeking promotion in fall will so advise the Department Head

Tenured or tenure track faculty seeking promotion and/or tenure in fall will so advise the department head and submit curriculum vita for review to the Chair of the promotion and tenure committee

COLLEGE OF EDUCATION PROMOTION AND TENURE PROCEDURES

The *College of Education's Policies for Promotion and Tenure* provide detailed description of the time frame of promotion and tenure application, withdrawal rights, credit for prior service, and general departmental and faculty responsibilities. Additionally, the *College of Education Policies for Promotion and Tenure* provide an overview of the application and review process, including assembly of application materials and supplementary material, the departmental promotion and tenure committee, the college-level promotion and tenure committee, and the outcome and appeal process. The Special Education/Communication Disorders Department follows the College policies referenced above during each stage of the process.

DEPARTMENT PROMOTION OR TENURE APPLICATION PROCESS

College faculty seeking to be promoted will advise the Department Head of intent during the spring semester. The Department Head in consultation with the Component Head will select a Convener from among senior tenured faculty to serve as Chair of the promotion committee. Tenured and tenure -track faculty seeking to be promoted and/or tenured will advise the Department Head and the chair of the Department Promotion and Tenure Committee of intent during the spring semester. Faculty seeking promotion and/or tenure will follow the College's Policies regarding time frame and specifics about the application packet.

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

Faculty seeking promotion and/or tenure will abide by the portfolio guidance for core and supplementary materials provided in the *College of Education Policies for Promotion and Tenure* (2008, pp. 30-32). Faculty members wishing to view portfolio examples prior to application may make the request through the Department Head who will arrange for a viewing. Faculty seeking promotion and/or tenure will submit the portfolio to the Department Head. The faculty member will have an opportunity to review all items included in the portfolio. Access is accomplished by making an appointment

with the Department Head for the purpose of material review. Once the portfolio has been submitted to the Department promotion and tenure committee, nothing will be changed, added, or deleted from it without the knowledge of the candidate, Department Head, and the Department committee for promotion and/or tenure.

Department-Specific Promotion or Tenure Procedures

Confidentiality

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

Repository

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

Department Promotion and Tenure Committee

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

Committee members will

1. Provide a fair and equitable review of annual and third year material
2. Offer formative feedback on annual and third year material
3. Serve as mentor to junior faculty
4. Provide fair and equitable review of intent to seek promotion and/or tenure

5. Provide fair and equitable review of promotion and/or tenure material
6. Provide a vote and summative comments on promotion and/or tenure.

The Chair of the committee will

1. Ensure all abide by confidentiality and administer the oath.
2. Coordinate needed review meetings or meetings with the Department Head or Dean as requested.
3. Consult with faculty regarding matters concerning promotion and/or tenure.
4. Provide the written record of comments and formative feedback for annual reviews and 3rd year reviews (mid-probationary).
5. Consult with the Department Head on promotion and tenure matters.
6. Seek assistance from the College for recruiting ranking members to serve on Department committees.
7. Conduct performance report, third year review, and promotion/tenure workshops as requested.
8. Provide to the Department Head a statement of recommendation for each individual reviewed for promotion and/or tenure, with reference made to the specific numerical count; quality of teaching, research, service, and leadership (for those individuals aspiring to progress from the associate professor rank to the full professor rank). This statement will reflect the majority view as well as dissenting opinion or concerns.

Department Promotion Committee for College Faculty

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

Committee members will

1. Provide a fair and equitable review of promotion material.
2. Provide a vote and summative comments on promotion.

The Chair of the committee will

1. Ensure all abide by confidentiality and administer the oath.
2. Coordinate needed review meetings or meetings with the Department Head or Dean as requested.
3. Consult with the Department Head on promotion matters.

4. Seek assistance from the College for recruiting ranking members to serve on Department committees.
5. Provide to the Department Head a statement of recommendation for each individual reviewed for promotion, with reference made to the specific numerical count; quality of teaching, research, service, or leadership (as appropriate to job description and allocation of effort) This statement will reflect the majority view as well as dissenting opinion or concerns.

Department Head Roles and Responsibilities

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

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

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

1. A copy of the curriculum vita
2. A record of the faculty member's teaching and advising commitment, research and creative activity commitment, service and extension commitment, and leadership commitment as appropriate
3. Pertinent publications
4. A copy of the Department's promotion and/or tenure policy

Additionally, the Department Head will provide external reviewers the following instructions:

1. A request for a brief statement regarding the individual's qualifications for serving as a reviewer.
2. A request that the reviewer indicate the relationship between the candidate and reviewer.
3. Notification that the faculty member will have an opportunity to read the letter of assessment.

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

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

PROVISIONS FOR DOCUMENT REVIEW AND POSTING

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

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

This draft was developed by subcommittees of the Department of Special Education and Communication Disorders and members of the Department Promotion and Tenure Committee in consultation with the Department Head.

Approved by the

Faculty of the Department of Special Education and Communication Disorders,
December 2008
Department Head, December 2008

Approved by the Dean of the College of Education, January 2009

APPENDIX A

COLLEGE OF EDUCATION MID-PROBATIONARY (THIRD YEAR) REVIEW

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

Review Procedures

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

1. A one page letter from the candidate requesting a review; conveying synopsis of accomplishments in teaching, research, and service; and stating plans for future growth.
2. Current academic vita.
3. Copies of the allocation of effort work load forms and faculty performance evaluation summaries from the Department senior faculty and from the Department Head for the 3 year period.
4. Material must be submitted to the Faculty Affairs Committee the first week of April.

Outcomes Analysis

Decision: The 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 Faculty Affairs Committee will provide the candidate with a narrative of strengths and areas for growth for each of the three areas (teaching, research and creative activity, service).

Appendix B
[evaluation rubric]

Appendix C

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

I pledge to respect the absolute confidentiality of all faculty reviewed in this committee. I will not reveal to anyone unless specifically authorized by the Department Head or this committee any information presented or discussed.

I will avoid permitting personal interests to distort or misrepresent the facts in all communications or discussions.

I will be fair and unbiased and guard against inaccuracies, carelessness, bias and distortion in communications or discussions.

I will diligently review all relevant materials to facilitate group discussions.

I consider the content and intent of this statement to be a matter of personal and professional responsibility.

NAME

DATE