



**Principal Unit – Extension Family and Consumer Sciences**  
New Mexico State University

Promotion and Tenure Guidelines

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## **Principal Unit – Extension Family and Consumer Sciences Promotion & Tenure Guidelines**

### **I. Mission and Vision**

The mission of the Extension Family and Consumer Sciences (EFCS) principal unit is to improve the quality of life for New Mexicans in coordination with the New Mexico Cooperative Extension Service; the College of Agricultural, Consumer, and Environmental Sciences; and the University. The vision of the principal unit is that families in New Mexico will use educational resources developed by the principal unit and have their lives enhanced by the use of this information. Programs offered by the EFCS principal unit are available to all without discrimination. Faculty within the principal unit uphold the University's civil rights and Affirmative Action/ADA policies.

### **II. Goals and Objectives**

The Extension Family and Consumer Sciences principal unit (EFCS) strives to provide the people of New Mexico with practical, timely, non-biased, and research-based information in the varied program areas of health and family well-being. EFCS faculty develop quality Extension programs derived from local, grass-roots initiatives and requests. These program efforts (criteria outlined below) are highly productive and meet the needs of identified learners and targeted audiences.

Goals and objectives for each faculty member are defined by a 5-year plan of work. Specialists in a specific area of Family and Consumer Sciences with a majority appointment in EFCS (51% and above) write plans of work. Faculty members with less than majority appointments (49% or below) have the choice to write personal and specific plans of work, or to contribute to colleagues' Plans of Work through collaborative program efforts. Plans of Work serve as the foundation for scholarship and creative activities conducted by the faculty. Faculty members self-identify specific, measurable goals and objectives for their programs each year. These goals and objectives align with the overall objectives of their programs as stated in their plan of work. The outcomes of these goals and objectives demonstrate the impact of their programs for clientele. The goals and objectives along with the faculty members' Allocation of Effort statement are evaluated by the principal-unit administrator to ensure that the programmatic activities contribute to the overall mission of the principal unit, and that the efforts are sufficient in quality and quantity to meet the needs of their positions as defined by their job descriptions and their appointments. Evaluation of the quality and productivity of faculty members is based on effectiveness of Extension programs and the ability to fulfill the requirements of the position. The primary evaluation for tenure and promotion is conducted by the principal-unit administrator and by the EFCS Promotion and Tenure Committee, which is made up of experienced faculty within the principal unit or college having a keen knowledge of quality and productive Extension programs.

An important responsibility of the University is evaluation of faculty members for appointment, reappointment, and promotion. Concurrent with this is the granting of continuing contract (tenure) for promotions to the rank of Associate Professor and above. Advancement in the academic ranks is based on the recognition of accomplishments in Extension scholarship and service and represents a prediction of continued accomplishment in the future. This document is provided for the candidate and for the principal unit Promotion and Tenure committee members.

### **III. General Promotion and Tenure Application Expectations**

Promotion and issuances of continuous contracts to faculty members are matters of utmost importance to the EFCS principal unit. Faculty members who have made important contributions to their profession and the University and who have discharged their duties with distinction will be considered for promotion through professional ranks. Continued growth and contributions are required for all ranks. Advancement to a higher rank is not automatic; it must be earned through continuous accomplishments that are evaluated by peers to be important, relevant, and valuable scholarly works. Additionally, candidates seeking promotion from Associate Professor to Professor must demonstrate valued leadership to their colleagues, their profession and NMSU.

The principal-unit administrator provides leadership to faculty to facilitate their progress through the promotion process. The principal-unit administrator provides initial information, timelines, and copies of all written guidelines to all new faculty and informs candidates of the right to due process, appeal and informal processes for conflict resolution in promotion and tenure. A mentor may also be assigned or sought out by the junior faculty member.

The principal unit of Extension Family and Consumer Sciences adheres to tenure and promotion guidelines as detailed in the Promotion and Tenure policy for New Mexico State University (Chapters 9.30 – 9.36), New Mexico State University Administrative Rules and Procedures (<https://provost.nmsu.edu/promotion-and-tenure/>) – hereafter referred to as NMSU P&T Policy. Additionally, the College of Agricultural, Consumer, and Environmental Sciences (ACES) Tenure and Promotion Policies are available at <http://aces.nmsu.edu/employee/pt/>. These guidelines provide a timeline for the tenure and promotion process. A candidate must read all three documents to fully understand the process.

The guidelines also provide a common format for preparation of the candidate's portfolio. This common curriculum vitae (CV) format allows faculty to identify their scholarly and creative activity in areas of Extension, Research, Teaching, Outreach, and Service. Candidates should fill out *all* the appropriate sections of the CV format regardless of their official appointment. It is understood that some activities may fit more than one category on the CV format. However, the candidate must choose the most applicable category for each activity. Duplication of activities in multiple categories is not allowed.

## Candidates applying for Promotion and Tenure

### Portfolio Policies and Procedures

Candidates for promotion and tenure are responsible for preparing the materials that will be used by evaluators to make their appraisal of the candidate's performance, professional maturity, and the likelihood of continued contribution to the principal unit, the college, and the university. The materials must document a cumulative personal record of the activities and accomplishments of the candidate since the most recent promotion (if applicable). The candidate is responsible for submitting a copy of a promotion and tenure portfolio composed of a core document and documentation file.

- Core document. The elements of the core document are presented in a portfolio that adheres to the requirements described in the NMSU P&T Policy and the ACES Criteria for Promotion and Tenure. A major component of the core document is the curriculum vita (CV) that should follow the format found in Appendix 6 of the ACES Promotion and Tenure document. (Refer to Appendix A in this document.) The core document will be forwarded through the standard evaluation channels.
- Documentation file. The documentation file should contain examples of scholarly and creative work. The documentation file is not routed through the evaluation process. The file will be reviewed at the principal unit level and be available for review upon request at subsequent levels.

The candidate is responsible for submitting, on an annual basis, a promotion and tenure portfolio composed of a core document and documentation file. The candidate's progress will be evaluated by the principal unit's P&T committee, and the principal unit administrator (PUA). This review process will provide the candidate with a written evaluation on progress. In the year that the tenure and promotion is sought, the PUA P&T committee and the PUA will review and evaluate the submitted portfolio before the applications are forwarded to the ACES college P&T committee. To assist with portfolio preparation, faculty are encouraged to seek and review portfolios of other successfully promoted faculty members. Sample portfolios may be available from the principal-unit administrator.

### Candidates applying for promotion to Professor

Candidates who hold the rank of Associate Professor or College Associate Professor applying for promotion to Professor shall have their progress evaluated annually by the Principal Unit Promotion and Tenure Committee. The evaluation of performance and achievement will be based on Allocation of Effort statements that outline specific goals and objectives to be achieved during a specified time period, typically annually.

### Allocation of Effort statements

Allocation of Effort is the annual percent of teaching, research, Extension, outreach, service and other assigned responsibilities for each year (See ARP 6.61 Faculty Assignments – General). Each year, in consultation with the principal-unit administrator, faculty shall complete and sign an allocation-of-effort statement with mutually agreed-upon changes made during the year, as needed.

Allocation of Effort statements may vary from person to person depending on assigned responsibilities. These responsibilities might include any one or all of the following: Extension, research such as Agricultural Experiment Station (AES) appointments, and teaching. Faculty will be expected to demonstrate excellence in all areas of their allocation of effort. The Allocation of Effort form is available at <http://aces.nmsu.edu/employee/pt/documents/allocation-of-effort.pdf>

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

Principal units must review all packets submitted by faculty who are not fully promoted. The annual review provides feedback on the tenure-track faculty member's performance and is used to identify specific activities to enhance the candidate's progress toward promotion and tenure. The promotion and tenure review by the principal unit P & T committee are independent of the annual performance evaluation and contract renewal reviews conducted by the Principal Unit Administrator.

It is determined that evaluation of the quality of a faculty member's accomplishments can best be made through the informed judgments of qualified colleagues in the profession. Although such evaluations are subjective, this approach holds the best opportunity to protect the interests of the candidates themselves, as well as the academic institution and the clientele.

While it is impossible to list all attributes that a candidate for promotion and tenure might use as evidence of their worthiness for advancement, it is expected that all faculty possess professional maturity, demonstrate a high level of scholarship, are effective in program delivery to clientele, demonstrate the ability to cooperate effectively with other principal unit and college members, and maintain a documented record of service. In all activities, the principal unit values integrity through responsible and honest interactions with staff, students, colleagues, and constituents in an atmosphere of mutual respect. It is expected that each candidate will explain how they have developed their educational program and how their program fits into the overall mission of the principal unit.

Candidates should follow the CV format as outlined in the ACES P&T Guidelines (see Appendix 6: Curriculum Vitae Format, or in this document, Appendix A: Portfolio Preparation including Curriculum Vitae Format). The CV format provides guidelines for detailing the major programming efforts. Candidates must provide introductory information for each category as appropriate:

- Scholarship and Creative Activities
- Research and Creative Activities
- Teaching Scholarship and Creative Activities

- Teaching and Advising
- Outreach
- Service
- Other for the Period under Review

### **Scholarship and Creative Activity**

In keeping with the vision and mission statements of NMSU and ACES, EFCS faculty engage in scholarly and creative activity which is demonstrated in the four areas of scholarship: discovery, teaching, engagement and integration. Scholarly and creative activities also include those that involve joint authorship or interdisciplinary efforts. Each scholarship is defined:

- *discovery* consists of applied research, and the products resulting from it;
- *teaching* consists of exploration of ways to increase the effectiveness of teaching within the discipline and the dissemination of the findings of those explorations;
- *engagement* includes, but is not limited to, Extension programs, technology transfer, and technical assistance, as well as the dissemination of the products and findings of those activities; and,
- *integration* includes any activity that integrates disciplinary knowledge into a broader context (integration of knowledge leading to new understanding), such as writing review papers, participating in multidisciplinary and interdisciplinary research, and exploring the implications for public policy of findings from the scholarship of discovery.

#### 1. Extension

Faculty in the principal unit of Extension Family and Consumer Sciences achieve scholarly excellence in Extension by generating original, as well as interpreting from other institutions, knowledge in addressing community needs. This is accomplished through mutually beneficial collaborations between New Mexico State University and its partners, stakeholders, and the general public. Appendix 3: Extension Program Excellence and Scholarship from the ACES P&T document lists components for Extension program excellence and scholarship, which can be used by the candidate to develop a plan of work and write the P&T document.

Common elements included in the evaluation of evidence of professional maturity in Extension programming may include, but are not limited to, the following components:

- Expertise in subject matter
- Ability to relate subject matter to broader fields
- Leadership in program development
- Professional services to Extension programming
- Reputation among current and former clientele

- Reputation among peers

### Major Program Accomplishments

Faculty seeking promotion and tenure in the EFCS principal unit must demonstrate exemplary achievement in programming efforts. Significant accomplishments within the candidate's major programming efforts will be documented in a cohesive, organized manner. Major educational programs will meet needs identified by the community and be reflected in the candidate's CV. Specific criteria for evaluating programming efforts with EFCS include, but are not limited to:

- Develop and guide statewide or area program planning in a specific subject area.
- Review current literature and/or research for program areas.
- Provide measurable goals and objectives including situation statements that identify target audience needs. The candidate's program goals will reflect the ability to generate, transmit, and apply research-based knowledge with the intent of improving others' quality of life.
- Establish a reflective critique and/or sound evaluation procedures that document the achievement of measurable goals and results that are clear and accurate. For example, documenting changes in clientele knowledge, behaviors, attitudes, and/or skills.
- Develop Extension curricula and related support materials for county program delivery.
- Establish appropriate program delivery and document delivery of programs that provide subject-matter expertise upon request throughout the state and train agents to deliver the program.
- Secure, coordinate and identify human, fiscal and other resources to develop and enhance Extension programs.
- Facilitate and implement educationally sound techniques and procedures to accomplish goals. These may include curriculum development or adaptation, delivery of educational training, development of public relations tools, and development of resources including electronic resources such as website development.
- Document attempts to secure funding for Extension programs and activities.
- Document collaborations with county agents and other agencies to determine and address client needs.
- Document educational programs provided in the counties at the request of county agents.
- Develop and identify partnerships with appropriate agencies or community groups that further the goals of major programs.
- Establish effective techniques for dissemination of results of major programming efforts to stakeholders and decision makers through



texts, publications and other materials published or developed for Extension education.

- Document delivery of presentations at national, regional and state professional meetings.
- Serve as a liaison between county faculty and the university faculty community.

### Professional Presentations and Activities

Faculty members are expected to participate in professional organizations. At the local, state, national and international levels, the candidate for promotion and tenure should identify presentations as an invited speaker, moderator, panel member, paper or poster presenter, review team member, or task force member.

Venues for presentations and other activities include: Extension in-service trainings, civic group presentations, annual Cooperative Extension conferences, judging venues, professional societies and organization meetings, and trade organization meetings.

### County Agent Collaboration and Service

The candidate is expected to provide:

- Extension curricula and related support materials for county program delivery.
- Program planning and delivery that provide subject-matter expertise throughout the state.
- Methods to gather feedback and input from agents on client needs including curricular content and research needs.
- County faculty training through individual and group meetings and in-service trainings.
- Cooperation in response to requests for consulting services or requests for assistance.
- Insight into future needs of society and directions of discipline.

### Professional Development

EFCS faculty seeking promotion and tenure must document historical evidence of continuing improvement in technical subject matter and Extension methodology through appropriate professional development opportunities (with the goal of maintaining credible and relevant Extension programs). Efforts in the area may include, but are not limited to, the following:

- Keep abreast of and provide up-to-date information in subject matter area of expertise, including innovative trends and progressive research findings.
- Maintain competency in the use of current information technology and social media.
- Participate in professional development opportunities on a regular basis (as funding allows). Online courses and webinars are cost effective methods of engagement.

### University and College Collaboration

Collaborative efforts are expected between Extension faculty and county agents, other NMSU faculty, faculty from other universities, community colleges, government agency personnel, and clientele groups. EFCS faculty should participate in advisory and leadership roles through collaborative efforts designed to support and improve comprehensive Extension programs in the candidate's area of expertise and cooperate and collaborate with other faculty (including other Specialists and county agents) to develop and conduct comprehensive Extension programs in their area(s) of expertise.

- Collaborate with University research and teaching faculty in identified areas of program discovery, development, and delivery.
- Serve as ambassador of the university throughout the state and region.
- Provide support to statewide events.
- Work with colleagues at other universities to develop relevant programming.
- Respond to needs of youth development programs, such as 4-H, Family, Career, and Community Leaders of America (FCCLA), Future Farmers of America (FFA), and others.
- Serve as liaison between communities and campus – sharing the needs and expectations of communities throughout the state with campus faculty.

### Publications

Publications of program development, original work, and summarized research findings are primary means of communicating educational information. EFCS faculty seeking promotion and tenure must document a historical and continued publication record. Publications may be developed individually or collaboratively. They must relate to major programs within the candidate's current plan of work or relate to needs of the community or state.

Types and quantity of publications expected from the candidate include:

- At least two (per year) state-level extension publications that have gone through a peer review process and have been assigned an appropriate extension number. These publications are developed in support of an educational program and include both revisions and original works.
- Specific publication outlets that are strongly encouraged:
  - Extension Bulletins, Circulars, and Fact Sheets.
  - College publications such as Agricultural Experiment Station (AES) Reports, Task Force Reports, and unpublished content related reports such as federal grant reports, as related to major programs.
  - Peer-reviewed journal articles, abstracts, and reviews.
  - Publications related to professional conferences, poster sessions, and conference proceedings.
- Other publications that can also be included:
  - Educational, popular, or trade publications.
  - Publications related to educational program materials, electronic media and educational tools, PowerPoint presentations requiring major effort, website development, eXtension curricula, and/or web-based media, print curricula, videos, and other media.
  - Youth development curricula, project books, newsletter articles, and popular press media.
  - Collaborative publications with other universities and/or agencies.
  - Book or book chapters.

## 2. Research

Extension faculty members with a research or Agricultural Experiment Station (AES) appointment are involved in applied research and demonstration projects that address clientele needs, concerns, and/or issues. However, regardless of the appointment, *all* faculty members are expected to engage in scholarly activities that contribute to the role and mission of the principal unit, college and university. A candidate for promotion and tenure should display a productive and creative mind through research and creative projects in terms of quality and quantity. The candidate should demonstrate original and creative work in the discipline. Collaborative and interdisciplinary works are encouraged and will be evaluated in accordance to the candidate's role and contribution in the joint effort. Faculty members are expected to develop products and disseminate information on some, but not all, of the following endeavors:

- Juried or invited exhibits and artistic endeavors.
- Books or chapters in books.
- Peer-reviewed articles in refereed journals.

- Submitted manuscripts.
- Publication of peer-reviewed monographs or creative work.
- Refereed and invited presentations of new knowledge to college, professional and scholarly audiences.
- Development of software/video publications.
- Grantsmanship (submitting and/or obtaining funding).
- Creation of scales/instruments involved in original research.

### 3. Teaching

Teaching within the context of scholarship and creative activity includes the use of the faculty member's research and other creative work to develop, transmit, transform, and extend teaching activities in more effective ways. Faculty members are expected to demonstrate their teaching activities in any of the methods listed below. Promotion and tenure portfolio evaluators at all levels will acknowledge the allocation of effort statement when evaluating activities.

- Write publications on teaching of the subject matter.
- Research and present effective teaching strategies.
- Document new approaches to teaching.
- Provide evidence of innovative classroom practices, including use of technology.
- Submit and/or obtain funding related to teaching.

#### A. Teaching and Advising

Extension Family and Consumer Sciences faculty may teach academic classes as part of their allocation of effort but are not usually expected to advise students. However, they may serve on graduate student committees if they have graduate faculty status. Criteria for evaluating the teaching of academic classes include:

- Annual documentation of teaching load and responsibilities, teaching improvement activities, professional service to teaching activities, graduate committee responsibilities.
- One principal unit peer evaluation of teaching conducted every two years from other professionals. One review of teaching conducted by a peer external to the principal unit.
- Course evaluations from each met (in person or online) class per semester—evaluations from students and/or letters from former students.

#### B. Outreach

NMSU P&T Policy combines outreach with Extension (9.31 – Part 3, E) but ACES differentiates between outreach and Extension. Outreach programs are not provided or delivered by the New Mexico Extension agents, but may include Cooperative Extension

Service (CES), nor do they necessarily seek input from clientele, as is done with CES programs.

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

Faculty members in the Extension Family and Consumer Sciences principal unit have Extension appointments and, as such, work in outreach activities as part of their allocation of effort within the component of "Extension Scholarly and Creative Activities." Extension and outreach work is collaborative by nature. To evaluate Extension and outreach scholarship, the following guidelines are recommended:

1. Faculty must provide evidence of Extension and outreach scholarship in order that these collaborative efforts are recognized.
2. The documentation should provide evidence that the work is:
  - creative and intellectual;
  - validated by peers;
  - communicated to stakeholders; and
  - having an impact on stakeholders and the region.

### **C. Service**

Service related to a faculty member's professional knowledge or area of expertise is an essential component of the university and college missions. Service may be to students (prospective and enrolled), the institution (department, college or university), government agencies (local, state, national or international), professional organizations, industry, stakeholders or the community. Service represents contributions that help advance the profession, improve operation of the university and advance the well-being of society. Activities recognized as service are required of all faculty members at New Mexico State University. These include, but are not limited to, the following.

Principal unit service:

- Participating in principal unit faculty and committee meetings.
- Contributing to the formulation of academic and administrative policies or programs.
- Participating in principal unit activities such as development and/or review of self-study documents.
- Developing and/or revising curriculum.



A Professor, sometimes referred to as a “Full Professor,” is expected to have established disciplinary, intellectual, and institutional leadership. The professor also demonstrates a command of a specific disciplinary field. The expectations for candidates applying for promotion to the rank of Professor are based on the Allocation of Effort statements that have been agreed upon. A candidate applying to be considered for the rank of Professor:

- Must have established a distinguished reputation in his/her area(s) of expertise.
- Must demonstrate evidence of significant and sustained achievement at high levels of accomplishment and potential for continuing endeavors in scholarly and creative activities since last promotion, including contributions/endeavors at state, national and/or international levels.
- Must demonstrate commitment to mentoring other faculty members in scholarly and creative activities.
- May demonstrate leadership in an administrative role in which considerable and well-documented contributions to the university have been made.

## **V. Criteria for Non-Tenure Track Faculty**

College rank faculty members are usually in a non-tenure track (NTTF) position. Although not eligible for tenure, college rank faculty members are eligible for promotion. NTTF in the Extension Family and Consumer Sciences principal unit are evaluated annually using Allocation of Effort statements and guidelines found in Appendix 1, Non-Tenure-Track Faculty Promotion Guidelines, available in the ACES Criteria for Promotion and Tenure Document. The time in this rank is not predetermined.

## **VI. Roles and Responsibilities during Promotion & Tenure Process**

### **A. Principal Unit Administrator**

Annual evaluations are performed by the Principal Unit Administrator (PUA). These evaluation reports are shared with individual faculty members and the College Administration. The goal is to assure that all faculty members are provided adequate supervision, advice, and training. This annual review also serves to promote the effectiveness of the principal unit, college, and university by assuring that every faculty member has a clear understanding of expectations. These duties are required of principal-unit administrators. Thereby, faculty members should not hesitate at any time to discuss with the PUA specific expectations in regard to their position, the quality of their own services, and the outlook for their future.

The PUA mentors and provides leadership to faculty to facilitate their progress through the promotion and/or tenure process. The PUA provides initial information, timelines, and copies of all written guidelines to all new faculty and informs candidates of the right to due process, appeal and informal processes for conflict resolution in promotion and tenure.

**Internal and External Reviewers** – Candidates provide the principal-unit administrator with a written list of potential reviewers (minimum of 5) who are familiar with and qualified to evaluate the candidate’s performance. Reviewers can be colleagues holding similar positions at other universities, collaborators, county agents, specialists, or clientele. It is the responsibility of the PUA to solicit letters of recommendation from at least two (2) external reviewers. The reviewers should have faculty appointments, in a similar appointment or closely-related discipline, at other universities that possess a rank equal to or higher than the rank to which the candidate is applying. The PUA retains the right to request external reviews from individuals not noted on the candidate’s list. In soliciting letters of recommendation, the PUA will ask reviewers if they are willing to provide a written evaluation of the candidate, and will provide reviewers with key policy materials (including Principal Unit and College P&T guidelines) and a copy of the candidate’s core document. Reviewers will be requested to provide a brief statement regarding their relationship with the candidate along with their evaluation. Reviewers shall be informed that the candidates have the right to read their letters and that third parties, in the event of an Equal Employment Opportunity Commission (EEOC) or other investigation into the promotion and tenure decision, may also review the letters. The PUA is responsible for placing review letters in the candidate’s portfolio in a timely manner.

**Unsolicited Letters** – Unsolicited letters that pertain to a candidate’s application for promotion and tenure will be marked as such and included at the end of the External Reviews Section of the core document.

**B. Principal Unit Promotion and Tenure Committee Members**

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

Eligibility for serving on the principal unit promotion and tenure committee is determined as follows. In instances of tenure, all voting members must be tenured. In instances of promotion, committee members must hold a rank at least equal to the rank for which the candidate is applying. All tenured faculty are expected to serve on the principal unit P&T committee. There will be no term limits for serving on the EFCS principal unit P&T committee.

In no case shall the principal unit promotion and/or tenure committee be composed of fewer than three (3) eligible members. If there are insufficient numbers of eligible faculty within the principal unit to constitute a committee, the PUA will, in consultation with the committee member(s), select member(s) from outside the principal unit. These committee members will be chosen from tenure track Specialists from other ACES Extension principal units. The Dean, Principal-Unit Administrator, or comparable administrators may meet with the principal unit P&T Committee to discuss procedural matters. The Committee will oversee the election of one fully-promoted member to serve on the College P&T Committee in accordance with the provisions outlined in section 9.35.5.C of NMSU P&T Policy.





The candidate is responsible for submitting, on an annual basis, a promotion and tenure portfolio composed of a core document and documentation file. The Portfolio Preparation Guideline including curriculum vitae format is found in Appendix A of this document.

### **Candidate Rights**

The NMSU Policy Manual available at <https://provost.nmsu.edu/wp-content/uploads/2011/04/nmsu-policy-manual031411links.pdf>

- Extension of the Tenure Process - A candidate, in consultation with the PUA, may request a temporary suspension of the promotion and tenure clock in accordance with the provisions outlined in Section 5.90.3.6.2 of the NMSU Policy Manual.
- Voluntary Withdrawal from Consideration – A candidate may withdraw from consideration for promotion and tenure at any time prior to the final signature of the executive vice-president and provost in accordance with Section 5.90.5.6 of the NMSU Policy Manual.
- Appeals Process – Candidates are encouraged to familiarize themselves with the University procedures for appeals. Details of the appeals process can be found in Section 5.90.5.8 of the NMSU Policy Manual.
- Post-Tenure Review – The EFCS principal unit adheres to the policy regarding post-tenure review set forth in Section 5.87 of the NMSU Policy Manual by providing a written annual review of the performance of each faculty member.
- Policy Changes - If any policy changes regarding promotion and tenure should occur at the Principal Unit, College, or University level during a faculty member's pre-tenure or pre-promotion period, that faculty member may choose the policy under which they wish to be evaluated. Subject to university and college policies, within three months of notification or in adherence to the timeline established by the policy change, each faculty member who is not yet fully promoted will inform the PUA and the Principal Unit P & T Committee Chair in writing of their choice of policies to be used for future evaluation for promotion and tenure.

### **Principal Unit P&T Document Review**

The EFCS Procedures and Criteria for Promotion and Tenure will be reviewed and updated every three years. The next review will be no later than June 30, 2021. The review will be initiated by the Chair of the EFCS P&T Committee and conducted by all EFCS faculty. The Principal Unit Administrator will notify all faculty of any changes to the Principal Unit, College or University promotion and tenure policies.

Revised June 2018 – last revision dated December 2015. Updated links to NMSU Policy Manual and ACES College Promotion and Tenure Guidelines, and expanded bulleted items in all areas to enhance understanding. Revision approved [date].







as APA, for a citation style that is complete and accurate. Copies of publications may be included in the candidate's documentation file.

- (ii) A state-level extension publication that has gone through a peer review process and has been assigned an appropriate extension number for identification is considered a publication. The publication must be cited as an original or adapted work.
- (iii) At the county level, a publication that has been developed, produced and reviewed by colleagues in support of an educational program and required a high degree of original work by the extension faculty member may qualify as a publication. The publication must be cited as an original or adapted work.
- (iv) Publications may include, but are not limited to, the following:
  - Conference papers
  - Educational popular or trade publications
  - Educational program materials
  - Electronic media and educational tools (PowerPoint presentations requiring major effort, Web site development, eXtension curricula, conference proceedings via the Internet)
  - Extension bulletins, circulars and guides
  - 4-H curricula, project books and green tops
  - Graduate thesis
  - Newsletter articles
  - Peer-reviewed publications
  - Refereed journal articles and abstracts
- (c) Professional presentations and activities: (Note: Candidate's role should be indicated, such as invited speaker, moderator, panel member, paper or poster presenter, review team, task force member or other role.)
  - (i) CES in-service trainings
  - (ii) Civic groups
  - (iii) Annual CES conferences
  - (iv) Judging venues
  - (v) Professional societies and organizations
  - (vi) Trade organizations
- (d) Special honors, awards or other recognition of excellence in extension

**B) Research scholarship and creative activities**

- 1) Candidate should provide a narrative describing the candidate's research scholarship and creative activities as evidenced by research philosophy and program goals, professional merit and expertise, as well as the impact that the scholarship and creative activities are making in New Mexico and the candidate's discipline. The results of this activity will normally find expression through accepted channels or media in the candidate's respective area(s) of expertise.
- 2) Evidence of research scholarship and creative activities:
  - (a) List of research areas, titles and sources of funding
  - (b) Nature and scope of research areas including responsibility in the above projects
    - (i) Scientific leadership roles (Explain nature of responsibilities.)



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

- A)** Candidate should provide a narrative covering the candidate's teaching and advising responsibilities, teaching and advising philosophy, and the impacts of these activities. This statement should describe the candidate's expertise in the discipline; skill in arousing interest and evoking responses in students; and skill in stimulating students to think critically, to understand the interrelationship of fields of knowledge and application of the knowledge to real-life problems.
- B)** Evidence of teaching and advising
- 1) Teaching responsibility
    - (a) General instruction area
    - (b) Nature of courses taught (e.g., service type vs. for majors)
    - (c) Special instructional aids and facilities used (e.g., technology, case studies, help sessions, field trips)
    - (d) Nature of subject matter (e.g., stable, changing, affecting preparation effort required)
  - 2) Teaching load (Items a through e should be in a table format.)
    - (a) Percentage of allocation of effort for teaching
    - (b) Undergraduate courses taught (regular semesters and summer)
    - (c) Graduate courses taught
    - (d) Number of students per course
    - (e) Number of course credits and student credit hours produced
  - 3) Teaching performance
    - (a) Peer evaluations
    - (b) Student course evaluations (Summarize in table format; original student evaluations should not appear in the core document.)
    - (c) Letters from former students
    - (d) Self-improvement activities related to teaching
    - (e) Other evidence
  - 4) Professional service to teaching
    - (a) Development of instructional resources for others
    - (b) Assistance to other teachers, researchers and courses (guest lectures, etc.)
    - (c) Committee memberships related to teaching at the departmental, college, university, regional or national levels
    - (d) Relevant consulting activities
  - 5) Special honors, awards or other recognition of excellence in teaching
  - 6) Academic advising
    - (a) Methods used
    - (b) Number of undergraduate advisees
    - (c) Number of graduate advisees
    - (d) Number of international-student advisees
    - (e) Special advising activities
    - (f) Effectiveness (student and peer evaluations/input)
  - 7) Other advising services to students
    - (a) Greek organizations



- (b) Honor societies
- (c) Judging teams
- (d) Research projects
- (e) Student clubs
- (f) Other

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

- A)** Candidate should provide a narrative that demonstrates the ability to generate, transmit, apply and preserve knowledge for the direct benefit of external audiences in ways that are consistent with NMSU’s mission. This narrative will describe the candidate’s work with advisory groups, volunteers, stakeholders, agencies, K-12 students and educators, and organizations in developing collaborations and implementing program objectives. By its very nature, the impact of outreach contributions is difficult to assess. Because impact analysis may not be possible, evidence of activity is important. Supporting letters and other assessments are encouraged.
- B)** Evidence of outreach (The following is not an exhaustive list.)
- 1) Technology transfer
  - 2) Presentations to stakeholders
    - (a) Grower-group field days
    - (b) K-12
  - 3) Recruitment and mentoring activities
    - (a) Types and numbers of recruitment activities
    - (b) Mentoring of students (e.g., hosting interns)

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

- A)** Candidate should provide a narrative that demonstrates the ability to serve the principal unit, college, university and the broader clientele community. Service generally includes contributions to the organization and development of the principal unit, college and university, and service to any local, state, national or international agency or institution needing the specific benefits to be derived from the candidate’s professional knowledge and skills (e.g., committee memberships, task forces, mentoring other faculty and meetings attended). By its very nature, the impact of service contributions is difficult, if not impossible, to assess. Because impact analysis may not be possible, evidence of activity is critical. Supporting letters and other assessments are encouraged.
- B)** Evidence of service:
- 1) Principal unit
  - 2) College
  - 3) University
  - 4) Community
  - 5) State
  - 6) Nation
  - 7) International
  - 8) Profession
  - 9) Special honors, awards or other recognition of excellence in service
  - 10)

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

- C)** Candidate should provide a narrative that describes involvement in leadership and other professional activities that are useful to the university, contribute to the growth and development of the faculty member, and/or produce benefits in areas not encompassed or reported in previous sections of the curriculum vitae. Types of activities that are appropriate for inclusion in this section could include administrative assignments (e.g., task force chair with separate appointment line or release time, chair of the faculty senate, or acting department head for a limited time period); international activities; professional development; or anything that does not clearly fit in one of the previous sections of the curriculum vitae.)
- D)** Evidence of activity in this area must not have been reported in previous sections of the curriculum vitae and should focus on the following:
- 1) Type of activity, including duration and level of involvement
  - 2) Measures of utility, contribution or benefit expressed in a format that is comparable to other forms of evidence that are acceptable for other sections of the curriculum vitae.

## **Appendix B**

### **Timeline for the Promotion/Reappointment Review Process**

**April**

Faculty submits Promotion and/or Tenure Portfolio to PUA on the first Monday in April.

**May**

Promotion and Tenure Committee meets to review submitted portfolios.

**June**

Faculty receive written feedback from Promotion and Tenure committee.

PUA meets with faculty members applying for promotion and/or tenure to begin the planning process. Planning should include (1) design of the promotion packet, (2) establishment of timetable, (3) identification of outside reviewers, and (4) discussion on and listing of potential external references and reviewers that should be contacted to provide letters.

**June – July**

The PUA works with the candidates as they prepare their Promotion and/or Tenure Portfolio.

**August**

The completed Promotion and/or Tenure Portfolios are submitted to the PUA to be sent to external reviewers by August 1.

**October**

1. The Principal Unit Promotion and Tenure Committee is convened to review candidates' portfolios. The NMSU P&T Policy Manual requires a minimum of three members on the Promotion Review Committee. If needed, candidates are given the

















Candidate should provide a narrative that demonstrates the ability to generate, transmit, apply and preserve knowledge for the direct benefit of external audiences in ways that are consistent with NMSU's mission. The narrative should include the definition of traditional Extension work.					
This narrative will describe the candidate's work with advisory groups, volunteers, stakeholders, agencies, K-12 students and educators, and organizations in developing collaborations and implementing program objectives. Evidence of activity is important such as supporting letters and other assessments.					
<p>Evidence of outreach:  Technology transfer:</p> <ul style="list-style-type: none"> <li>• Presentations to stakeholders</li> <li>• K-12</li> </ul> <p>Recruitment and mentoring activities:</p> <ul style="list-style-type: none"> <li>• Types and numbers of recruitment activities</li> <li>• Mentoring of students (e.g., hosting interns)</li> </ul>					
<p><b>Service</b>  Candidate should provide a narrative that demonstrates the ability to serve the principal unit, college, university and the broader clientele community. Evidence of activity with supporting letters and other assessments.</p>					
<p>Evidence of service:</p> <ol style="list-style-type: none"> <li>3) Principal unit</li> <li>4) College</li> <li>5) University</li> <li>6) Community</li> <li>7) State</li> <li>8) Nation</li> <li>9) Profession</li> <li>10) Special honors, awards or recognition</li> </ol>					
Principal unit service can include:					

<ul style="list-style-type: none"> <li>• Participate in principal unit faculty and committee meetings</li> <li>• Contribute to the formulation of academic and administrative policies or programs</li> <li>• Participating in principal unit activities such as review of self-study documents</li> <li>• Curriculum development and revision</li> <li>• Student recruitment and retention</li> <li>• Working with industry to secure internships</li> <li>• Generating positive publicity</li> </ul>					
<p>College and University service can include:</p> <ul style="list-style-type: none"> <li>• College or university committees/task councils</li> <li>• Serving as Graduate Dean's Representative on graduate committees</li> <li>• Serving on Faculty Senate</li> </ul>					
<p>Community service can include:</p> <ul style="list-style-type: none"> <li>• Involvement in public service organizations or community service activities</li> <li>• Collaboration with state, national and international agencies and organizations</li> <li>• Providing service to industry, stakeholders, producer and trade organizations</li> </ul>					
<p>Professional service can include:</p>					

<ul style="list-style-type: none"> <li>• Holding positions in professional associations</li> <li>• Serving on editorial review boards or as editor of a professional journal</li> <li>• Consulting activities that do not result in peer reviewed products</li> </ul>					
<p><b>Other for the period under review</b> Candidate should provide a narrative that describes involvement in other professional activities that are useful to the university, contribute to the growth and development of the faculty member, and/or produce benefits in areas not encompassed or reported in previous sections of the curriculum vitae.</p>					
<p>Evidence of activity in this area must not have been reported in previous sections of the curriculum vitae and should focus on the following:</p> <ul style="list-style-type: none"> <li>• Type of activity, including duration and level of involvement</li> <li>• Measures of utility, contribution or benefit</li> </ul>					