DEPARTMENT OF PHILOSOPHY  
NEW MEXICO STATE UNIVERSITY  
STATEMENT OF FUNCTIONS AND CRITERIA

Departmental Mission Statement

The mission of New Mexico State University is to serve the people of New Mexico through education, research, extension education, and public service, with special emphasis on preserving the state’s multi-cultural heritage, protecting its environment, and fostering its economic development in an independent world. New Mexico State University is an equal opportunity institution welcoming all within our community, regardless of race, gender, sexual orientation, age, disability, or other circumstances.

Consistent with the mission of NMSU, the Department of Philosophy’s mission is to develop and impart knowledge and skills necessary for understanding the perennial problems from the history of philosophy as well as the most current philosophical issues, both theoretical and applied. The Department’s mission entails four broad and interrelated goals falling into the general areas of teaching, scholarship, service, and outreach. Our teaching and research activities function together to accomplish our mission. We believe that instruction in philosophy is best when professors are involved in serious research and are able to integrate that research into their courses. Professional service is also a vital aspect of the Department’s activity. Our responsibilities for each of these goals are:

Teaching: We have the responsibility to provide the highest quality education in philosophy to our students and where possible to relate philosophical ideas and concepts to other academic disciplines. Education in philosophy will contribute to an understanding of our intellectual heritage, sharpen critical thinking abilities, and provide an understanding of both classical and contemporary philosophical theories, problems and research. We must also provide specialized courses and programs for philosophy majors and students in other departments. We are responsible for the mentoring and development of undergraduate students who wish to pursue careers in philosophy.

Scholarship: The Department strongly supports scholarship. Our broad responsibility in scholarship is to advance knowledge in philosophy through theoretical and applied research. The Department is committed to publishing research in the form of books, journal articles, and lectures as well as in other forums. Research contributes not only to the academic community but also to society at large. It is also important in maintaining a high level of intellectual achievement and scholarship. The Department recognizes that scholarship can take many forms reflected in the diverse strengths, background, and interests of its faculty members. (See the details on how we understand the different types of scholarship below, Departmental Functions and Activities, B, p. 3.)

Service: Our service responsibility is to engage in activities supportive of departmental, university, and professional endeavors.
Outreach: The members of the Department of Philosophy recognize our special commitment to the citizens of New Mexico. When possible we should share our expertise with members of the community beyond the academic world in order to enhance their lives, help solve their problems, and foster enlightened citizenship.

Departmental Functions and Activities

The Philosophy Department’s functions derive from its missions, goals, and responsibilities. Each tenured or tenure-track faculty member is responsible for teaching, scholarship, and service. The University defines a full teaching load as 12 credits per semester, beyond which individuals are expected to engage in research and service.

A. Teaching Function

The Department highly values excellent teaching and efforts to improve teaching. We believe that high-quality, creative teaching is our most important responsibility. Every faculty member is expected to strive for teaching excellence. All faculty members are expected to provide excellent, up-to-date instruction in philosophy. Faculty members are also expected to participate in teaching improvement activities.

Though the normal teaching load is 12 credit hours per semester, tenure-track faculty members actively engaged in research will normally teach 9 credit hours per semester, unless assigned extraordinary advising, scholarship, service, or outreach responsibilities. Under no circumstances will the teaching load be less than 9 credit hours per semester without the consent of the Dean of Arts and Sciences. A full-time faculty member who teaches 9 semester credits per semester will normally be assigned a 60% teaching responsibility for purposes of annual evaluations. College faculty members will normally be assigned 90% teaching responsibilities for the purposes of annual evaluation. This level of responsibility can be modified with the consent of the Dean of Arts and Sciences.

Faculty members are expected to be able to teach at all levels. Teaching duties will be assigned so that necessary courses are offered each semester and the needs of the undergraduate majors and minors as well as non-majors are met.

In addition faculty members are expected to (i) participate in student evaluation of courses and teaching, (ii) contribute to departmental advising efforts, (iii) participate in departmental outcomes assessment efforts, (iv) develop new courses, when necessary, to support our curriculum, (v) help in the development of new, or modification of current, degree programs, and (vi) foster student research, for, example, supervision of graduate student research and Honor’s theses.
B. Scholarship Function

The Department of Philosophy regards scholarship and the expansion of knowledge as a central responsibility. Research and creative activities may include both basic and applied work and should result in high quality works in a form suitable for public dissemination and amenable to critical evaluation as judged by professional, disciplinary standards. A tenure-track faculty member who teaches 9 credit hours per semester will normally be assigned a 30% scholarship responsibility for the purposes of annual evaluations. A College faculty member will normally be assigned 0% scholarship responsibility. This level of responsibility can be modified with the consent of the Dean of the Arts and Sciences.

Research will be understood in the broader context of Scholarship as defined in Ernest L. Boyer, Scholarship Reconsidered: Priorities of the Professoriate (Carnegie Foundation for the Advancement for Teaching, 1990). Boyer distinguishes four types of scholarship.

1. Scholarship of discovery “comes closest to what is meant when academics speak of ‘research’” (Boyer, p. 17). For all tenure-track faculty members, the scholarship of discovery normally includes: (i) developing and arguing for new ideas and raising new questions, (ii) maintaining an active, programmatic investigation of new ideas and theories, (iii) contributing to disciplinary knowledge, (iv) regularly disseminating the results of one’s scholarship in professionally appropriate and acknowledged ways, and (v) involving students, whenever possible, in one’s scholarly projects. Selection from the above specific areas of concentration is the prerogative of the individual faculty member. The discipline of philosophy, perhaps more so than any other discipline, values the discovery, articulation, and defense of new fundamental ideas and questions. With that in mind the department will consider the scholarship of discovery to be the foundation of the other three types of scholarship.

2. Scholarship of Integration makes “connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating nonspecialists, too” (Boyer, p. 18). This type of scholarship usually includes (i) connecting one’s original work to concerns in other disciplines so as to bring together divergent theories or create and extend new ones, and (ii) using one’s expertise to illuminate ideas or theories in a revealing way, often for laymen or non-specialists.

3. Scholarship of Application (also known as Engagement) “moves toward engagement as the scholar asks, ‘How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions?’ And further, ‘Can social problems themselves define an agenda for scholarly investigation?’” (Boyer, p. 21). Boyer, J. Braxton, W. Luckey, and P. Helland in Institutionalizing a Broader View of Scholarship Through Boyer’s Four Domains, ASHE-ERIC Higher Education Report, Vol. 29, No. 2 (San Francisco: Jossey-Bass, 2002) explain: “the scholarship of application focuses on
utility to constituencies outside a discipline and, more important, to society in general. It is when the institutional reach extends to the lay public that researchers can expand their knowledge through practical application" (p. 27). The scholarship of application usually occurs where original work and outreach intersect.

4. **Scholarship of Teaching** will normally involve the development and dissemination of new ideas about teaching and inventing and establishing the efficacy of new teaching tools.

C. **Service Function**

The Department values service to the Department, the University, and the profession. Given the size of the Department of Philosophy, departmental service is expected and required of every faculty member. Departmental service will normally include: (i) serving on departmental committees, and for tenured faculty members, (ii) serving on the Department’s Promotion and Tenure committee.

Service to the College and University normally involves serving on college and university committees.

Service to the profession normally includes supporting the discipline of philosophy by working as editors and referees for professional publications, as well as other activities, such as serving on committees and holding offices of various professional organizations in philosophy.

A faculty member who teaches 9 credit hours per semester will normally be assigned a 10% service responsibility for the purposes of annual evaluations. College faculty members will normally be assigned 10% service responsibilities for the purposes of annual evaluation. This level of responsibility can be modified with the consent of the Dean of the Arts and Sciences.

D. **Outreach:** The Department values outreach to the community whenever possible. Outreach to the community normally includes educational activities for the general public and serving on boards and committees in the broader community in which one’s disciplinary expertise is required or requested. Philosophers do not always have opportunities to make significant contributions to outreach. For the purpose of annual evaluations, faculty members will normally be assigned 0% outreach responsibilities, though for faculty members who are contributing to outreach, this percentage can be changed in consultation with and the consent of the Department Head.
Criteria For Evaluation, Promotion, and Tenure

As stated above, a tenure-track faculty member in the Department who teaches nine hours per semester will normally have the following levels of responsibility for the purposes of annual evaluation: 60% for teaching, 30% for scholarship, 10% for service, and 0% for outreach. College faculty members will normally be assigned the following level of responsibilities for the purposes of annual evaluation: 90% teaching and 10% service. Faculty members may take different proportions of teaching, scholarship, or service responsibilities with the approval of the Department Head and the Dean of Arts and Sciences. Whatever the emphasis assigned to these responsibilities, the quality of the faculty contributions will be rigorously evaluated.

The Department and its faculty members will comply with all procedures concerning annual performance evaluation and applications for promotion and tenure as established by the Administrative Policies and Procedures Manual and appropriate documents from the College of Arts and Sciences. NMSU Policies and Procedures are updated frequently and supersed any departmental guidelines if an inconsistency arises. The criteria for promotion and tenure within the Department of Philosophy are based upon and are expected to be consistent with section 5.90.4 of the NMSU Policy Manual.

Evaluation of Teaching

The Department values highly faculty members who are good teachers. A significant factor in assessing a faculty member’s merit is his or her accomplishments in teaching, mentoring, and curricular activities, consistent with the faculty member’s responsibilities. Indications of excellence in teaching include the ability to lecture and lead discussions, to create a variety of learning opportunities, to draw out students and inspire beginners, to stimulate advanced students to engage in creative work, to organize and evaluate materials in one’s area of specialization, and to assess student performance.

One’s contributions are not limited to the classroom. We recognize that mentoring students, academic advising, and serving on thesis committees or supervising theses are important teaching functions and are significant in the evaluation of a faculty member’s contribution to teaching.

The success of the Department depends on the success of each individual faculty member. Thus the department recognizes the importance of mentoring one’s colleagues as well as students. Evaluation of teaching performance should also consider sustained mentoring of other members of the faculty. Though individual faculty members may take on different mentoring roles and responsibilities, mentoring activities are considered an extension of teaching.

Accomplishments in teaching include: (1) development of new courses, the improvement of existing courses, and contributions to the development of the overall curriculum; (2) development or improvement of degree programs; (3) development of new teaching
approaches, including the development and use of new technologies; (4) advising and mentoring students; (5) involvement in the assessment of student learning; (5) collaborating with students on research, including supervising graduate and undergraduate research; and (6) development or participation in interdisciplinary courses of study.

*Evidence of a faculty member's teaching must include student evaluations.* Each faculty member is responsible for seeing that the students in each of his or her classes complete a standardized departmental student evaluation either online or by filling out a form distributed in class. If the evaluation is done in the latter manner, then other than the faculty member should distribute the forms to the students and deliver them directly to the Department Head. The course instructor may receive the evaluations only after final grades have been submitted.

Overall evaluations of teaching will include consideration of the number of classes and students taught, new class preparations, and the relative difficulty of preparing a course outside the faculty member’s areas of expertise.

Faculty members may also include as evidence of teaching performance peer evaluations, personal narratives as well as honors and awards for teaching. It is the burden of the individual faculty member to document all such evidence in such a way that it is verifiable.

**Evaluation of Scholarship**

The Departmental evaluation of faculty contributions in scholarship will be consistent with and guided by Boyer’s four types of Scholarship outlined above. The primary evaluative criteria are the quality and significance of scholarship. Sustained and consistently high quality scholarship, and the promise of excellent scholarship in the future, will be considered more important than the quantity of work done. We will recognize that scholarly work will vary depending on the individual faculty member’s area of emphasis and that one’s teaching, scholarship, service, and outreach often overlap.

Braxton, Luckey, and Helland in *Institutionalizing a Broader View of Scholarship Through Boyer’s Four Domains*, provide necessary conditions for work to be considered scholarship: “it must be public, amenable to critical appraisal, and in a form that permits exchange and use by other members of the scholarly community” (p. 25). The Department of Philosophy will consider these essential criteria for something to be considered scholarship.

As mentioned above the Department of Philosophy considers the scholarship of discovery to be the basis of the other forms of scholarship. A faculty member’s contributions to the scholarship of discovery should take the form of publications. The following ranking, in descending order of importance, will serve as a guide of the relative significance of the different types of publications that are evidence of the scholarship of
discovery: (1) books, especially with academic presses; (2) journal articles; (3) book chapters.

Criteria useful in evaluating the quality of these different types of publications include: (i) the role of peer review; (ii) the place and form of publication; (iii) the rejection rate of the journal or press where the work appears; (iv) the relative contribution of co-authors; (v) the length; (vi) the frequency of citation of the work or other measure of impact; and (vii) invited contributions. Single-authored academic books and articles in highly-regarded, blind-refereed, international and national journals are usually strong evidence of maintaining a high quality research program in the scholarship of discovery. It is expected that by maintaining a high quality research program, a faculty member’s work will have a significant impact on the development of disciplinary knowledge.

The Department of Philosophy also recognizes and values Scholarships of Engagement, Teaching, and Integration. These typically emerge out of a faculty member’s Scholarship of Discovery. Activities under these types of scholarship will be evaluated in terms of comparable expertise and effort. Each faculty member is responsible for articulating and demonstrating his or her expertise and effort in each of these forms of scholarship, as well as providing evidence of impact.

The Scholarship of Integration usually involves interdisciplinary work or work directed to audiences beyond the profession. Evidence could include textbooks, scholarly popular books, integrative book reviews and encyclopedia essays. It also could include scholarship produced in the process of organizing unique interdisciplinary conferences or developing a web-based scholarly forum. As with all scholarship, such work must be in a form suitable for public dissemination and amenable to critical evaluation as judged by professional, disciplinary standards.

The Scholarship of Application or Engagement refers to professional expertise used to benefit the institution, the people of New Mexico and the larger community. This scholarship occurs when one’s original work and outreach overlap. Examples would be scholarship produced from service on ethics boards, program evaluation, service learning activities, and contract work with government and non-profit organizations. Again, with all scholarship, such work must be in a form suitable for public dissemination and amenable to critical evaluation as judged by professional, disciplinary standards.

The Scholarship of Teaching includes published refereed articles on pedagogy, as well as other types of work where the faculty member has used his or her expertise to assess and enhance student learning, including presenting colloquia through the Teaching Academy.

In all of these scholarships, faculty members should be actively engaged in activities that result in the dissemination of their findings in professionally accepted ways. In most instances, evidence of a high quality research program will be reflected in works either appearing in print or accepted for publication, including in electronic media. Given the variety of forms whereby scholarship can be disseminated, however, it is not always easy
to define quality. Several leading journals accept less than 10 percent of the manuscripts submitted, with the number of submissions running in the hundreds annually. Similarly, many journals and academic presses require unanimity or near unanimity on the part of the anonymous referees. We will take publications in these fora to be significant, though not necessarily conclusive, indications of high quality. Nonetheless, it is important for the Department to recognize that some important works may appear as a special paper, monograph, book chapter, web site, film, or other innovative venue. Also, we must take into consideration that there are a few research outlets that are common to the entire field, while there are a variety of specialized journals that differ considerably in their professional stature.

External funding can be an important component of scholarship as well. It may take many forms. External funds may be obtained to support an individual's research program, to engage in creative activities that benefit the department, such as developing new courses and programs, or to conduct applied research on behalf of other organizations and groups. Soliciting and obtaining external grants and contracts is evidence of scholarly activity, though a particular project may overlap with teaching, service, or outreach concerns. In evaluating external funding, consideration will be given to: (i) the funding source; (ii) the relative size of the award; (iii) the type of work it represents; (iv) the level of student support; and (v) how it contributes to the quality of life in the department. An ability to generate external funding, in and of itself, is not sufficient grounds for advancement in rank or the granting of tenure, but is valued in annual performance evaluations.

Presenting papers at professional meetings and conferences is an important element of scholarship. In evaluating presentations and papers, consideration will be given to invitations to present, whether the papers were blind reviewed, the acceptance rate for submissions, and the relative importance of the forum.

Two other criteria may be appropriate to consider in the evaluation of research. First, the department places value on working with junior faculty and students in the conduct of research. Second, the department recognizes that more senior (usually tenured) faculty may undertake extended research projects that will not produce immediate results in terms of publications. In such instances, a faculty member must provide evidence of continued effort and substantial progress in the production of work suitable for public dissemination, though the department realizes that discerning the quality of this ongoing activity can be difficult. The burden is on the individual faculty member to make a case for the significance and quality of his or her work in progress.

Evaluation of Service

The Department values faculty member's service to the department, the university, and the profession and evidence of such service is important to the overall evaluation of each faculty member's merit. Evidence of service includes: (1) membership on departmental committees; (2) membership on college and university committees; (3) membership on the Faculty Senate; (3) directing departmental programs; and (4) serving on committees
or holding offices in professional organizations. The burden is on the individual faculty member to document all such service in a way that is verifiable.

Evaluation of Outreach

Though faculty members in the department will not usually be expected to participate in outreach activities, some faculty members may make significant contributions to the University mission in the form of outreach to the community. The Department recognizes the importance of this outreach in the evaluation of those faculty members. Contributions to outreach include: (1) serving on boards or community organizations related to one’s expertise; (2) contributions or influence on public policy or practices outside of academia; (3) presentations for layman of material involving one’s expertise; and (4) development of grants for serving the community outside the University. Such contributions should be documented in a verifiable manner.

The Department recognizes that outreach and the scholarship of application often overlap. When a faculty member’s research activity is primarily devoted to the scholarship of application, his or her percentage of effort regarding outreach should be adjusted accordingly in consultation with the Department Head and only with the approval of the Department Head and the Dean of Arts and Sciences.

Annual Evaluation Procedures and Promotion and Tenure

Annual Evaluation Procedures

The Department Head will evaluate all faculty members once a year. Each faculty member must complete an annual performance report once a year.

Each faculty member will meet once a year with the Department Head to determine the faculty member’s role in the department and the percentage of effort to be assigned to that individual’s teaching, research, service, and outreach. This assignment should be appropriate to the individual faculty member’s departmental role as reflected in his or her annual Goals Document required by the College. This document will also serve as an agreement as to what constitutes acceptable progress toward promotion and tenure.

Each year the non-tenured faculty members will provide, with the assistance of the departmental secretary if necessary, to the Department Head and the Chair of the Promotion and Tenure Committee copies of all material supportive of his or her accomplishments in teaching, research, service, and outreach. These materials must include: (1) a current vitae; (2) the most recent annual report; and (3) the Promotion and tenure Committee’s report from the previous year. These supportive materials will become part of a cumulative record of a faculty member’s yearly accomplishments.
The Promotion and Tenure Committee

The Promotion and Tenure Committee comprises all tenured members of the department as well as an external member appointed by the Dean of Arts and Sciences. The committee must include at least three members. When the Department lacks sufficient faculty members for a Promotion and Tenure Committee, the Dean of Arts and Sciences will appoint additional outside members. In no case will the committee comprise fewer than three eligible members. In cases of promotion, committee members must hold ranks equal to or higher than the rank to which the candidate is to be promoted. In cases where college track faculty members are candidates for promotion, at least one college track faculty member should serve on the committee and have a vote to support or oppose promotion. All members of the committee and parties involved in the evaluation of promotion and tenure cases will guarantee the confidentiality of records, deliberations, and recommendations. Membership in the committee indicates an agreement to uphold the confidentiality of all records and deliberations of the committee.

The Department’s Promotion and Tenure Committee will evaluate the performance of all non-tenured faculty members at least once a year. The committee will make a recommendation to the Department Head concerning reappointment. The Department Head then makes a recommendation to the Dean concerning reappointment. The Department Head and the Promotion and Tenure Committee must provide specific and detailed information regarding the faculty member’s progress toward promotion and tenure in their respective final written evaluations. Faculty members have the right to review and respond to these final written evaluations.

For annual performance evaluations, contract renewal recommendations, and promotion and tenure decisions, the Promotion and Tenure Committee and the Department Head will consider evidence and assess performance in accordance with the criteria established in this document. The committee and the Department Head may obtain input from inside and outside the University.

Based on an anonymous vote in the form of a written ballot, a simple majority will determine Promotion and Tenure Committee recommendation concerning a faculty member’s annual performance, contract renewal, tenure, and promotion. The letter of recommendation must reflect the majority view. However, when submitting any of its evaluations and recommendations concerning any of these issues, the committee or its members may also submit a minority report. All department faculty members have a right to submit their views in writing to the committee. In the case of tie votes on any of these issues, all relevant views will be submitted to the Department Head without a majority recommendation. All such materials will be forwarded to the Dean of Arts and Sciences, following University and College procedures.

All voting will be conducted in closed session only among committee members. In order to have a vote on any decisions the committee member must be present when the vote is taken. No proxy votes or votes in absentia will be permitted.
Applications for Promotion and Tenure

Normally, a tenure-track faculty member applies for tenure and promotion during the spring of his or her fifth year at NMSU. Candidates begin to prepare their files at the end of their fifth year. Candidates are discouraged from applying for promotion and tenure before their fifth year except where early application was previously negotiated with the Department Head and Dean based on one’s prior experience. Normally, an associate professor will not be recommended for promotion until he or she has held the rank of associate professor for five years. Nevertheless, should an associate professor feel that he or she is qualified for promotion before five years have elapsed he or she may request to be considered for promotion to full professor.

College faculty may also apply for promotion to associate and full professor. Normally, a college faculty member may apply for promotion to associate professor after four years of continuous service as a college faculty member and to full professor after five years as an associate college professor. Evaluations for the promotion of College faculty members shall be made in accord with the specific allocation and description of duties agreed upon by the individual and the Department Head with approval from the Dean of Arts and Sciences.

Extension of the Tenure Clock

Upon written request, a faculty member can postpone his/her tenure decision date for a year with the approval of the department head, the dean, and the executive vice-president and the provost. The tenure clock may be extended under the following circumstances: leave of absence without pay; military leave of absence; medical leave of absence; family leave of absence or exceptional family responsibilities; catastrophic events, such as a fire or flood; and prolonged jury duty service. Candidates who receive extensions must be held to the same standards of performance as candidates who do not receive extensions.

Application Packet

Faculty members are responsible for the construction of their own application packets for promotion and tenure. Tenure-track candidates should include the following materials organized in a 1” loose leaf binder with a spine label identifying the candidate and index tabs for each section: (1) Contract Status/Promotion Form (signed and dated by the department head); (2) Promotion and/or Tenure Cover Sheet, indicating candidate’s name, current rank, department, and college; (3) Department Head’s recommendation; (4) Department Promotion and Tenure Committee’s recommendation, inclusive of the numerical vote counts and members signature; (5) Table of Contents; (6) The candidate’s executive summary of no more than 1,000 words; (7) The candidate’s comprehensive Curriculum Vitae, organized in such a way that it is clear which items are relevant to the period for which the candidate is being evaluated and which pertain to a previous period in the candidate’s career; (8) Faculty Annual Performance Reports for the period under review, including signed and dated Goals and Objectives forms and Allocation of Effort.
statements; (9) Department Head’s Appraisal of the candidate for the period under review with any numerical rankings or ratings omitted; (10) Department’s Promotion and Tenure Committee’s reports for the period under review with numerical rankings, ratings, or vote counts omitted; (11) Department Head’s Recommendation on progress toward tenure and promotion for all previous years in the period under review; (12) the most recent conflict of interest statement; (13) departmental Functions and Criteria document; (14) at least three external letters; (15) A document from the department head and/or the chair of the departmental promotion and tenure committee describing the background and qualifications of the external referees. An original and one copy of this material should be made. This material will be forwarded to the College Promotion and Tenure Committee. A College faculty member’s application should include all these materials with the exception of (14), the external letters.

A documentation file containing other supporting material, such as copies of the candidate’s original publications for the period under review, will be retained in the department office under the control of the department head. Candidates may include any other material that they think will strengthen their case for promotion and tenure. Relevant items include teaching evaluations or summaries thereof and other documentation of teaching excellence; evidence of service to the department, university, or profession as well as any evidence of outreach to the community; and a record of success at obtaining external funding, if any. Members of the departmental Promotion and Tenure Committee will have access to this material in the departmental office.

Faculty members should ask the Department Head for assistance in putting together the strongest possible file. It is the Department Head’s responsibility to help the candidate construct his/her file. The Department Head may supply the candidate with a sample portfolio. If the sample was one actually used by a faculty member, then written permission must first be acquired from that faculty member.

**External Reviewers**

For external reviewers, a faculty member should put together a packet of materials that pertain to his or her research accomplishments. The packet should include a candidate’s personal statement, vitae, copies of significant publications, and other significant documentation of his or her scholarship. External reviewers will be selected, following college and university procedures, from a candidate’s list of potential reviewers and from a separate list constructed by the Promotion and Tenure Committee in consultation with the Department Head. More than three external reviewers may be selected to ensure that at least three letters have been received by the time the application packet is submitted to the Committee. External referees must be of the same or a higher rank as that for which the candidate is being considered and must be recognized as someone who has made significant contributions to the field. The external referees should be provided with copies of the candidate’s scholarly publications and any other evidence of the scholarly work performed by the candidate during the period under review. External referees should also be provided with copies of this document as well as the College’s and the University’s promotion and tenure policies. Once the departmental Promotion and
Tenure Committee has agreed on a list of external reviewers, the department head will solicit the potential reviewer in writing requesting a letter making a recommendation for promotion and/or tenure. College faculty members do not need external reviewers in support of their applications for promotion, though they may be included if the individual in consultation with the Department Head think such support will be relevant to their case.

A candidate may add materials to his or her file until the file is given to the department’s Promotion and Tenure Committee. NMSU has an “open file” policy. A faculty member has access to anything that goes into his or her file, including letters from external reviewers, after a final decision has been made. External reviewers should be notified of this policy when they are solicited for their recommendations.

A candidate may supplement his/her file with unsolicited letters. Though they should be considered along with the other supporting materials the candidate provides, the department Promotion and Tenure committee does not have to consider them of equal importance to the letters from the external reviewers.

A candidate may withdraw his or her application for promotion or tenure at any time. If a candidate does not apply for tenure in the spring of his/her fifth year, the candidate must submit a letter of resignation to the Dean no later than the end of the fifth-year contract period. The resignation shall be effective no later than the end of the sixth-year contract period.

After a faculty member completes his or her file, the Department’s Promotion and Tenure Committee will evaluate the candidate’s record in accordance with the criteria described in this document. The committee will deliberate, vote, and submit a report to the Department Head that describes its activities, votes, and recommendations. The Department Head will evaluate the candidate’s record, review the Promotion and Tenure Committee’s votes and recommendations, and make a recommendation. The Department Head will then submit the entire file, the recommendation of the Promotion and Tenure Committee and the Department Head recommendation to the Dean of the Arts and Sciences and notify the candidate in writing of the votes and recommendations.

Promotion and Tenure

Tenure

The Promotion and Tenure Committee and the Department Head will recommend that a faculty member receive tenure only when evidence demonstrates that the candidate maintains and in all likelihood will continue to maintain a high level of teaching effectiveness; an active, productive, and high quality research agenda; reasonable service; and, if applicable, significant contributions to outreach. For tenure decisions, professional collegiality and compatibility may also be considered.
Promotion to Associate Professor

In addition to meeting the above standards for tenure, promotion to associate professor for tenure-track faculty requires that the candidate's scholarship is receiving positive national or international recognition within the profession and that the candidate shows professional academic leadership. Faculty members must have produced several significant works reporting their scholarship, usually publications, in a form suitable for public dissemination and amenable to critical evaluation as judged by professional, disciplinary standards. For College faculty with intensive teaching duties, demonstrated ability and effectiveness in teaching will be the primary consideration, though consideration will also be given to service to the Department, the University, and the profession.

Promotion to Professor

For tenure-track faculty promotion to professor requires the candidate to demonstrate continuing productivity in scholarship, increased recognition in the field, and increased professional academic leadership. Since a significant factor in assessing a faculty member's merit is his or her accomplishments in teaching, mentoring, and curricular activities, a candidate for promotion to full professor must show evidence of continued effectiveness in teaching, enthusiasm, mentoring of students, and contributions to the improvement of instruction. In the case of promotion to College full professor, this evidence of teaching accomplishment will be the most important factor as determined by the candidate's assigned percentage of effort. Evidence of leadership in some significant aspect of service to the Department, the University, or the profession will also be necessary for promotion to full professor.

Post Tenure Review

Faculty members with tenure will be evaluated by the department head once a year but will not be reviewed by the Promotion and Tenure Committee. For the purposes of post tenure review, the Department Head's Annual Appraisal will suffice.

Beginning with the date on which this document is approved, every three years the department will meet and review and, when necessary, update this document.

| ACCEPTED BY THE HEAD OF THE DEPARTMENT OF PHILOSOPHY |
| [Signature] | 10/11/2011 |
| Danny Scoccia, Head | Date |

| ACCEPTED BY THE DEAN OF ARTS AND SCIENCES |
| [Signature] | 10/12/11 |
| Christa Slaton, Dean | Date |