

New Mexico State University - Women's Studies Program Criteria for Faculty Evaluation, Promotion and Tenure Document

I. Introduction

Promotion and tenure are the means by which the Women's Studies Program, the Interdisciplinary Studies Department, the College of Arts and Sciences, and New Mexico State University reward and retain faculty demonstrating sustained accomplishment in teaching and advising; scholarship and creative activity; provision of civil and collegial service to the Program/Department, College, and University; and engagement with the broader community in support of the land grant mission of the Program/Department and University. This Document articulates the criteria and processes for tenure and promotion decisions in the Program. All criteria for promotion to any rank and tenure and the related processes outlined in this document are superseded by Section 5.90.4 and Section 5.90.3.6.5 of the NMSU Promotion and Tenure Policy document.

The processes involved in the Program's promotion and tenure decisions must be fair, transparent, and participatory. This means decisions must be made without regard to race, national origin, gender, gender identity, age, disability, political beliefs, religion, marital status, sexual orientation, special friendships, or animus toward candidates, taking care to avoid structural, institutional, or individual patterns that could lead to discrimination. The Department values the rich diversity that inquiry based upon intellectual, disciplinary, and cultural differences brings to its community.

The amount of effort faculty members, regardless of rank or position, devote to the various aspects of their duties necessarily varies, and any fair promotion and tenure process recognizes these differences. One faculty member may devote more time to teaching, or scholarship and creative activity, or outreach, or administrative duties, or some combination of these professional activities at one point in time than at another. The efforts of two or more faculty members may vary at the same points in their careers, reflective of their individual strengths, Program/Department, College, and University needs. Consequently, it is fundamentally unfair to expect identical amounts or type of scholarship and creative activity, outreach, and service from each faculty member. The Program's tenure and promotion to any rank decision will integrate and reflect those variances through the incorporation of each faculty member's yearly allocation of effort statement reached in consultation with the Department Head, Promotion and Tenure Committee Chair, and confirmed by the College Dean.

All criteria and procedures contained within this document are subject to review and update at least every three years. A faculty member may elect, in writing, to be reviewed for promotion and tenure according to the criteria in force at the time of beginning the tenure track process or any subsequent updated version of those criteria.

II. Criteria for Promotion and Tenure

Each year, as part of the promotion and tenure process, a faculty member is encouraged to submit as much evidence of achievement as she/he wants.

When considering candidates for promotion and tenure, serious attention is given to collegiality, civility, performance in the applicable areas of teaching and advising, scholarship and creative activity, service, outreach, and where applicable, leadership. Each area is vital to the Program's ability to achieve its mission, and the performance of a candidate for promotion to any rank and tenure is assessed in terms of indication of future contribution to that mission. The relative importance of each

area varies across candidates according to the cumulative Allocation of Effort Forms. The yearly assessment of progress toward promotion and tenure is guided by the agreed upon Allocation of Effort Forms. In this interdisciplinary program evaluation of progress toward promotion and tenure should also be based on the emphasis and value placed on particular activities in the area of scholarship that are particular to a faculty member's discipline.

Each primary function area, the criteria of importance for the Program, and examples of evidence of achievement are discussed and described below. As discussed above, the amount of effort faculty members, regardless of rank or position, devote to each function area and the criteria within each vary in accordance with the yearly Allocation of Effort Forms and one's academic discipline. There is no anticipation that the record of each faculty member will be identical in amount or type of achievement. Of paramount importance is sustained achievement and clear indication that a candidate will continue to pursue the functions and criteria of the Program throughout her/his career.

A. Teaching and Advising

Teaching is central to the Program's mission and it is anticipated that each faculty member's allocation of effort will weigh heavily in the area of teaching across one's pre-tenure period. Effective teaching and advising are essential for tenure and for advancement in rank. Teaching and advising responsibilities include all forms of university-level instructional activity, on and off campus, and may include, but are not limited to, preparation for and teaching of a variety of courses, seminars, and other academic learning experiences; non-credit workshops and informal instructional activities; course and program development; team or collaborative teaching; web-based instruction; supervision of student research; service on graduate student committees; supervision of practicum experiences; production of course materials, textbooks, web pages and electronic aids to learning; and others in consultation with the Department Head and Chair of the Promotion and Tenure Committee.

Faculty advising may take the form of assisting undergraduate or graduate students in the selection of courses, career consultation, assisting learners in educational programs on and off campus, mentoring students, serving as faculty adviser to student groups, as well as other forms.

1. Evaluation of Teaching

Teaching is complex and multifaceted. The following criteria are central to the evaluation of **Teaching** across the pre-tenure and promotion period:

- a.** development of new courses reflecting emerging research and current issues;
- b.** revision of existing courses reflecting emerging research, current issues and developing pedagogies;
- c.** articulation of objectives for student knowledge acquisition and critical thinking and other skill development;
- d.** development of effective teaching skills;
- e.** successful interaction with students.

Multiple forms of evidence are useful in a comprehensive assessment of **Teaching** effectiveness and include, but are not limited to:

- a. syllabi, student learning objectives, activities and assignments associated with new course preparations;
- b. new pedagogy descriptions for existing courses;
- c. results of assessments of student learning;
- d. results of student evaluations;
- e. peer review assessments;
- f. nomination for or receipt of teaching honors and awards;
- g. grant proposals written and grants funded for pedagogical or curriculum development;
- h. evidence of participation in faculty development workshops and seminars;
- i. descriptions of facilitation and presentation in faculty development workshops and seminars;

2. Evaluation of Advising

Student advising is central to the Program's teaching mission. The following criteria are central to the evaluation of **Advising** across the pre-tenure and promotion period:

- a. maintaining a tangible presence within the Department throughout the entire semester as a means of being accessible to students;
- b. maintaining comprehensive knowledge of the degree requirements of the Women's Studies academic programs;
- c. when applicable, maintenance of knowledge of minors and majors outside of Women's Studies for cross-disciplinary programs with which the faculty member is affiliated.

Multiple forms of evidence are useful in a comprehensive assessment of advising effectiveness and include, but are not limited to:

- a. documentation of the number of students advised, type of advising, and time spent in university or College level advising sessions;
- b. documentation reflecting the level of informal advising occurring in an ad hoc fashion because a faculty member chooses to spend significant time accessible to students (e.g. the number of new majors advised or the number of students advised not on a faculty member's assigned advisee list);
- c. documentation of the number of graduate committees chaired, and membership on graduate committees within and outside the Department.
- d. when applicable, documentation of student advising in cross-disciplinary programs with which the faculty member is affiliated.

B. Scholarship and Creative Activity

The Department's framework for identifying and interpreting scholarship and creative activity is grounded in the Boyer's concept of the four scholarships:

- (1) **Discovery** – involving the processes and outcomes associated with disciplined inquiry and exploration intended to expand the realm of legitimate discourse within the discipline;
- (2) **Teaching** – the dynamic, reciprocal, and critically reflective processes among teachers and learners at the university and in the community in which their activity and interaction enriches and transforms knowledge and skills, taught and learned;
- (3) **Engagement** – the myriad ways to proactively offer and employ knowledge and skills to matters of consequence to the Program/Department, University, and community; and
- (4) **Integration** – the processes of assessing, interpreting, and applying knowledge and skills in new and creative ways to produce new, richer, and more comprehensive insights, understanding, and outcomes.

No one form of scholarship is predominant as each, in its own way, is integral to the mission of the Program/Department and University.

1. Evaluation of Scholarship and Creative Activity

No one form of scholarship is predominant. Each form is vital to the Program's ability to achieve its mission. The relative focus of a faculty member on one scholarship form or another varies and it is fundamentally unfair to expect the same focus from each faculty member. Consequently, evaluation of the performance of a candidate for tenure and promotion to any rank will focus on an indication of sustained scholarship and creative activity appropriate the faculty member's discipline beyond a particular tenure or promotion decision, and its linkage to the Program/Department, College, and University mission. The following criteria are central to the evaluation of **Scholarship and Creative Activity**.

The Allocation of Effort Form guides assessment of achievement related to scholarship and creative activity. Consequently, there is no expectation that a faculty member meet each and every criterion below.

- a. The activity supports the land grant mission of the Program/Department, College, and University,
- b. The activity is collaborative and community-based.
- c. The activity's purposes, goals, and objectives are clear. The objectives are realistic and achievable. It addresses important questions in the scholar's field, broadly defined.
- d. The activity reveals a high level of discipline-related expertise. The scholar brings to the activity a high level of relevant knowledge, skills, artistry, and reflective understanding.
- e. Appropriate and ethical methods are used for the activity, including principles of

- honesty, integrity, and self-critique. The methods are chosen and applied well.
- f.** The activity achieves its goals and its outcomes have significant impact. It adds consequentially to the field. It breaks new ground or is innovative. It leads to further exploration or new avenues for exploration for the scholar and for others.
 - g.** The activity and outcomes have been presented appropriately, ethically, and effectively to its constituent audience(s).
 - h.** One's peers and/or constituent audience(s) judge the activity and outcomes meritorious and significant.
 - i.** The scholar has critically evaluated the activity and outcomes and has assessed the impact and implications on the greater community, the community of scholars, and on one's own work. The scholar uses this assessment to improve, extend, revise, and integrate subsequent work.
 - j.** The scholarship integrates the teaching, service, and outreach functions.
 - k.** The activity integrates or applies scholarship in the provision of professional expertise in the scholar's field, broadly defined.

Evidence of achievement include, but are not limited to:

- a.** Traditional expressions such as refereed journal articles, book chapters, (co)edited or (co)authored books and monographs accepted for publication;
- b.** Presentation of scholarly or creative works at academic conferences;
- c.** Invited scholarly lectures in one's field;
- d.** Grant proposals submitted;
- e.** Funded grants;
- f.** A critical book review or other essay or creative work published in an academic or professional journal;
- g.** An extended essay published in a major newspaper or popular journal;
- h.** Dissemination of scholarship in web pages, accompanied by evidence of external evaluation of the relative contribution of the scholarship in terms of its creative and intellectual content and potential impact for the discipline, or agencies and organizations that may be the intended constituents;
- i.** Integral collaboration with public service agencies and organizations to identify programmatic needs, design programs, implement programs or evaluate programs. A written document attesting to the significance of the scholarly contribution by peers and/or stakeholders along with research/technical reports, video documentary, or web pages created to post relevant information is evidence of the contribution.
- j.** Production of multi-media or other presentation or performance accompanied by written reviews attesting to the relative contribution of the scholarship represented, and its creative and intellectual impact for the discipline or intended constituents.
- k.** Creating general or popular definitions of concepts in the scholar's field for public consumption.
- l.** Scholarly and new translations.
- m.** Textbook and textbook related published contributions.

C. Extension and Outreach

Extension and outreach are uniquely collaborative within and across disciplines as well as the agencies and constituents who are beneficiaries of this activity. As such, this activity is integral to the land grant mission of the Program, Department, College, and University.

1. Evaluation of extension and outreach

The following criteria are central to the evaluation of **Extension and Outreach**:

- a. collaboration with community, regional, state, or national organizations in efforts to address relevant issues.
- b. collaboration with community, regional, state, or national organizations to design and/or implement programs, policies, or other directions for change.
- c. provision of professional expertise in the scholar's field, broadly defined.

Evidence of achievement includes, but is not limited to:

- a. documents demonstrating collaborative activity to identify the programmatic concerns, issues and needs of specific constituent groups;
- b. documents demonstrating collaborative activity resulting in identification of best practices relative to identified concerns, issues and needs of specific constituent groups;
- c. documents demonstrating programmatic changes of and programmatic outcomes for specific constituent groups consequent to collaborative activity;
- d. technical reports prepared and presentations made to and on behalf of specific constituent groups as a result of collaborative activity.
- e. validation by peers and stakeholders attesting to the contribution of collaborative activity.

D. Service

Service is essential to the Program, Department, College and University mission and to the scholar's professional affiliations. Active, civil, and collegial participation in Program/Departmental governance is a minimum expectation. The type and amount of service a faculty member performs should be determined in consultation with the Department Head and Chair of the Promotion and Tenure Committee.

1. Evaluation of Service

The following criteria are central to the evaluation of **Service** across the pre-tenure and promotion period:

- a. contribution to the governance, tasks, organization and development of the Program/Department and its programs is essential;
- b. contribution to any local, state, national, or international agency, professional organization, or institution needing and benefiting from a faculty member's

- professional knowledge and skills;
- c. consistent civil and collegial interaction with all colleagues and constituents.

Evidence of achievement includes, but is not limited to:

- a. membership on college and university committees;
- b. engagement in the oversight and development of department programs;
- c. committee membership or other service to professional organizations;
- d. membership on local, state, or national boards and community organizations.

E. Leadership

The development of leadership skills and engagement when possible are essential to the Department, College and University mission and to the scholar's professional affiliations.

1. Evaluation of Leadership

The following criteria are central to the evaluation of **Leadership** across the pre-tenure and promotion period:

- a. moving beyond participation to direct, coordinate or guide some aspect of the activities integral to the Program, Department, College, and University mission.
- b. where applicable, moving beyond participation to direct, coordinate or guide some aspect of the activities of professional organizations in the scholar's field, broadly defined.
- c. providing peer mentorship or role-modeling for colleagues regarding civil, collegial, and collaborative approaches to faculty governance.

Evidence of achievement includes, but is not limited to:

- a. evidence of overt initiatives in contributing to the mission of the Program/Department, College, University, or the profession;
- b. evidence of overt initiatives to foster the empowerment of colleagues in their pursuit of professional goals;
- c. evidence of service in a leadership/administrative capacity within the Program/Department, College, University, external organizations and agencies in ways contributing to their respective missions.

III. Annual Performance Evaluation Procedures

- A. Each faculty member is evaluated by the Department Head in November of each year based upon information provided in the College's Annual Performance Evaluation Form.
- B. The College Dean subsequently reviews the results of each faculty member's Annual Performance Evaluation Form and the Department Head Appraisal of Annual Performance Evaluation and the results of the evaluation are discussed with the Department Head during an annual review in February of the following year.
- C. The final Department Head Appraisal of Annual Performance is provided in writing to each faculty member after the Department Head's annual review with the Dean with the opportunity for an individual meeting upon request. Each faculty member will submit an email statement either requesting or declining a meeting to discuss the Department Head Appraisal of Annual Performance with the Department Head.
- D. Each faculty member may submit a written statement in response to an Annual Performance Evaluation that is entered into a faculty member's permanent personnel file.
- E. Following completion of this process, each faculty member submits to the Department Head an Annual Allocation of Effort Form provided by the College. This document serves as an organizational guide for each faculty member throughout the year and becomes the basis for conducting the Annual Performance Evaluation. Should unforeseen opportunity or circumstances emerge during the applicable year, the Allocation of Effort Form may be revised using the same approval process described below.
 1. For tenured faculty, an agreement of these allocations will be attained with the Department Head and that agreement is reviewed by the Dean.
 2. For probationary tenure-track faculty an agreement of these allocations will be attained in consultation with the Department Head and Chair of the Department Promotion and Tenure Committee. That agreement is subsequently reviewed by the Dean.

IV. Promotion and Tenure Process for Tenured and Non-tenured Tenure Track Faculty

The Department Promotion and Tenure Process is superseded by Section 5.90 of NMSU Policy *Promotion and Tenure* as ratified by the Board of Regents 10/22/07. All Department decisions regarding promotion and tenure must comply with that document as well as the Departmental criteria articulated within this document, *New Mexico State University Women's Studies Program Criteria for Faculty Evaluation, Promotion and Tenure Document*.

The Department maintains a standing committee referred to as the Department Promotion and Tenure Committee (P & T Committee) comprised of at least three tenured faculty members. One Department member shall be selected by the P & T Committee as Chair and the College Dean appoints one external member, or as many as needed to attain a three-person committee. All tenured faculty may serve on the P & T Committee, but are not required to participate. For purposes of promotion to rank, only faculty possessing the rank under consideration may vote. Proxy or absentee ballots are not allowed at any stage in the promotion and tenure decision making process.

The Department Head and, if requested, the Dean will meet with the Department P & T Committee prior to commencement of annual recommendation or final decision deliberations regarding a candidate(s) to discuss and clarify procedural matters. All deliberations and subsequent decisions regarding substantive content of promotion and tenure decisions (including annual recommendations and final decision) must occur within the closed P & T Committee meeting venue.

It is College Policy (effective 2009) that P and T Committee members on sabbatical will not participate in committee deliberations during their sabbatical period. It is also College policy (effective 2009) that if the committee membership determines through vote or consensus that there is sufficient evidence of a potential for conflict of interest, a given committee member may be asked to remove him/herself from specific deliberations about a given candidate.

A. Tenure

1. Final Decision Timeline and Process

- a.** The typical probationary process for a new tenure-track faculty member is six consecutive years. Some flexibility is possible by obtaining credit for previous years experience teaching and advising, service, outreach, scholarship, and/or administration at another institution or within NMSU. Incorporating years of prior experience, typically limited to three years, requires the approval of the College Dean and Provost(see NMSU Policy 5.90.3.6.1). Other options for extending the Probationary Period are possible and are described in 5.90.3.6.2 of the NMSU Promotion and Tenure Policy.
- b.** Mid-Probationary Review may be requested by a probationary faculty member, is optional, and will be conducted in accordance with section 5.90.3.7 of the NMSU Promotion and Tenure Policy when requested.
- c.** During the Spring of the fifth consecutive year of probationary service a faculty member will be notified by the Department Head and Chair of the Promotion and Tenure Committee that it is time to assemble a portfolio of “core” and supporting documents as outlined in the NMSU Promotion and Tenure Policy (5.90.5.4 *Portfolio Preparation* and 5.90.5.5 *Documentation File*).
 - i.** In an application for tenure the candidate is to include evidence of contributions since starting at NMSU, plus evidence from other institutions or departments/programs within NMSU if credit for prior service is applicable.
 - ii.** A candidate may review all items included in her/his portfolio at any point in the review process. Nothing will be changed, added, or deleted from the portfolio without knowledge of the candidate.

- iii. A candidate may elect to withdraw from the review process at any point prior to the final signature of the Executive Vice President and Provost. A candidate shall prepare a letter requesting withdrawal from further consideration. The letter shall be transmitted to the Dean. All documents shall be returned to the candidate and nothing relating to the application for promotion and/or tenure shall be placed in the candidate's personnel file. If the candidate is in the fifth year of service, withdrawal from consideration for tenure must be accompanied by a letter of resignation submitted to the Dean no later than the end of the fifth-year contract period. The resignation shall be effective no later than the end of the sixth-year contract period.
 - iv. A minimum of three written external assessments of the candidate's scholarship will be compiled from solicited external reviewers selected in consultation with the Department Head, Chair of the P & T Committee, and the candidate.
 - v. The Department Head and Chair of the P & T Committee will forward to all external reviewers the candidate's chosen representation of her/his scholarship, a copy of the Program's *Criteria for Promotion and Tenure Document*, and a cover letter informing each external reviewer that the written assessment reflect her/his judgment of the presented scholarship's quality and fit with the Program's Criteria document and that a copy of the written assessment is provided to the candidate and becomes a permanent part of the candidate's portfolio.
- d. During the sixth year the faculty member makes a case for tenure and/or promotion and a review is conducted by the university in accordance with the timeline provided in Section 5.90.5.9, *University Timeline for Promotion and Tenure* of the University Policy document. Those awarded tenure are awarded a continuous contract at the end of their sixth year, while those not awarded tenure are given a one-year terminal contract for their seventh and final year of employment at NMSU.

2. Annual Tenure Review Timeline

- a. The annual process for promotion and tenure deliberations occurs in accordance with the timeline provided each year by the College Dean and closely coincides with the Department's Annual Performance Review process.
- b. During the Spring Semester, the Department P & T Committee reviews the portfolio of each probationary tenure-track faculty member and submits a written recommendation to the Department Head indicating progress towards promotion and/or tenure as well as the strengths and weaknesses in each of the areas assessed for promotion and tenure.
- c. During the Spring Semester the Department Head informs the candidate in

writing of the P & T committee annual recommendation for promotion and tenure and continuous contract as well as her/his own Department Head recommendation.

- d. The annual promotion and tenure recommendations from the P & T Committee and Department Head become a permanent part of a candidate's portfolio.
- e. The Chair of the P & T Committee and Department Head will meet annually with each candidate to discuss the annual written assessments.
- f. Each candidate seeking promotion and/or tenure will incorporate her/his goals for the upcoming year into the annual Allocation of Effort Form and this will become a guide for assessing the next year's progress toward promotion and/or tenure.

B. Promotion

1. Associate Professor

An Associate Professor is typically a mid-career faculty member who has been awarded tenure. The process of promotion to the rank of Associate Professor typically coincides with the tenure decision for all probationary tenure-track faculty seeking tenure. If a faculty member is initially employed at the rank of Associate Professor without tenure, the probationary period may vary depending upon agreements stipulated in writing at the time of initial hire. Once tenured, Associate Professors may hold this rank indefinitely or apply for promotion to the rank of Professor.

When considering candidates for promotion to the rank of Associate Professor, serious attention is given to performances in the applicable areas of teaching and advising, scholarship and creative activity, service, outreach, and where applicable, leadership. Each area is vital to the Program's ability to achieve its mission, and the performance of a candidate for promotion is assessed in terms of indication of sustained future contribution to that mission. The relative importance of each area varies across candidates according to the cumulative Allocation of Efforts Forms.

The timeline and process is the same as that outlined for the tenure decision. A candidate receiving promotion to Associate Professor receives a continuous contract indicating the new rank and an increase in salary as specified by NMSU policy.

2. Promotion to the Rank of Professor

Promotion to the rank of Professor should not be considered to be forthcoming merely because of years of service (there is no specific minimum number of years service required), or because tenure and promotion to Associate Professor has been awarded.

A Professor demonstrates through consistent and continuous accomplishments that she/he has a mature intellectual comprehension of the discipline as it relates to the

candidate's primary subfield within the discipline, an established record of leadership inside and outside the institution, and a sustained commitment to the mentorship of faculty at lower rank empowering and enabling them as they work to achieve their professional goals. When considering candidates for promotion to the rank of Professor, serious attention is given to performances in the applicable areas of teaching and advising, scholarship and creative activity, service, outreach, and where applicable, leadership. Each area is vital to the Program's ability to achieve its mission, and the performance of a candidate for promotion is assessed in terms of indication of future contribution to that mission. The relative importance of each area varies across candidates according to the cumulative Allocation of Efforts Forms. Of particular importance is the candidate's commitment to sustained mentorship of probationary tenure-track faculty, significant contribution to the governance and professionally related service activity of the Program/Department, College and University as well as sustained demonstration of civility, collegiality, and professional integrity in all aspects of Program/Department, College, and University service.

The process and timeline for promotion to Professor is the same as that outlined for the tenure decision. A candidate receiving promotion to Professor receives a new continuous contract indicating the new rank and an increase in salary as specified by NMSU policy.

C. Roles and Responsibilities during the Promotion and Tenure Process

1. Candidate

- a. Maintain a curriculum vitae and a cumulative personal record of the activities and accomplishments affecting the application for promotion and/or tenure.
- b. Review her/his personal portfolio in relation to the criteria for promotion and/or tenure and seek guidance from the Department Head, Chair of Department P & T Committee, and other senior faculty.
- c. At her/his option and in accordance with college procedures, requests and provides materials required in the mid-probationary review.
- d. Provide the Department Head with a written list of potential outside references from which letters of evaluation may be requested.
- e. Where appropriate, request extensions of the probationary period in accordance with University policy 5.90.3.6.2.
- f. Where appropriate, request the review process be terminated at any time prior to review by the Executive Vice President and Provost as provided by University policy 5.90.5.6.

2. Department Head

- a. Establish and monitor a process for tenured faculty to mentor the candidate in developing the best case for promotion and/or tenure.
- b. Provide leadership in the collaborative writing and maintenance of department promotion and tenure policy.
- c. Provide initial information, timelines, and copies of all written guidelines regarding promotion and tenure expectations and policies to all new and continuing faculty members on a regular basis. Also inform candidates of the rights to due process, appeal and informal processes for conflict resolution in promotion and tenure.
- d. In the annual performance review of probationary tenure-track faculty, include written detail relating to assigned duties (i.e. teaching and advising, scholarship and creative activity, service, extension and outreach, leadership, and allocation of effort across these activities). The review is to be formative in nature, and include separate statements addressing progress toward tenure and toward promotion including steps that should be taken to strengthen the faculty member's case.
- e. Provide leadership in establishing agreed upon Program/Department guidelines for an annual review of probationary tenure-track faculty by the Program P & T Committee. This review is separate from, and independent of, the department head's annual review of each faculty member.
- f. Assist probationary tenure-track faculty who have completed five academic semesters or its part-time equivalent prepare for an optional mid-probationary review.
- g. When mitigating circumstances arise, explore with a candidate the need for a time extension (see NMSU Policy 5.90.3.6.2). With the approval of the candidate, seek permission from the Dean to extend the probationary period.
- h. Provide assistance and guidance to faculty applying for promotion and/or tenure. Review the portfolio of candidates and, where needed, make recommendations for improvement.
- i. See that the Department P & T Committee submits annual recommendations for tenure and/or promotion for all candidates.
- j. Write an independent evaluation/recommendation concerning each candidate's case for promotion and/or tenure in relation to the Program's Criteria Document. This recommendation may be in support of or against supporting either promotion or tenure, or both. It should address the strengths and weaknesses, and level and nature of accomplishments of the candidate.

- k. Provide candidates written copies of the recommendation of the Department P & T Committee and the Department Head. This notification must occur prior to passing the promotion and/or tenure application on to the Dean and College Promotion and Tenure Committee.
- l. Place the Department Head's recommendation in the candidate's portfolio.

3. Department Promotion and Tenure Committee

- a. Examine and read the portfolio of each candidate, including the Department Head's letter.
- b. Evaluate the candidate according to Program Criteria.
- c. Consider the candidate's Program/Department assignment and role apportionment as specified in the candidate's Employment Contract and accumulated Allocation of Effort Forms.
- d. Perform an annual review providing formative, specific, and detailed information regarding the faculty member's progress toward promotion and/or tenure, including steps that should be taken to strengthen the faculty member's case. This review is separate from, and independent of, the Department Head's annual review of each faculty member.
- e. Make recommendations to the Department Head pertaining to faculty members seeking promotion and/or tenure based on the candidate's portfolio and Program Criteria.
- f. Record in each candidate's recommendation the Committee's vote totals.
- g. Ensure that the Committee's recommendation is included in the candidate's portfolio.
- h. Participate in the optional mid-probationary review process, providing formative feedback to candidates.
- i. Provide ongoing mentorship and support as needed or requested by a probationary tenure-track faculty member.

V. Promotion of College Faculty

College faculty members are integral to the Program's ability to fulfill its mission. A person holding a College Faculty appointment is eligible for advancement in rank but not eligible for tenure. College faculty may attain the ranks outlined in Section 5.90.3.5, College Instructor, College Assistant Professor, College Associate Professor, and College Professor.

Evaluation for promotion is based on achievement relative to the annual Allocation of Effort Form with special emphasis on demonstrating ongoing efforts to remain abreast of emerging research and development in Women's Studies, superior teaching, and civil and collegial participation in Departmental service.

In addition, the minimum criteria as specified by the College of Arts and Sciences must be attained. Those criteria by rank are:

A. Promotion to College Assistant Professor

The following criteria are central to the evaluation for promotion to College Assistant Professor:

1. Five years of continuous service as a college instructor.
2. Continued annual evaluations reflecting effective teaching, civil and collegial participation in Program/Departmental service, and professional growth activities.

Evidence of **effective teaching** across the promotion period include but are not limited to:

- a. syllabi, student learning objectives, activities and assignments associated with new course preparations;
- b. new pedagogy descriptions for existing courses;
- c. results of assessments of student learning;
- d. results of student evaluations;
- e. peer review assessments;
- f. nomination for or receipt of teaching honors and awards;
- g. grant proposals written and grants funded for pedagogical or curriculum development;
- h. evidence of participation in faculty development workshops and seminars;
- i. descriptions of facilitation and presentation in faculty development workshops and seminars;

Evidence of **effective service** across the promotion period include but are not limited to:

- a. membership on college and university committees;
- b. engagement in the oversight and development of academic programs;
- c. committee membership or other service to professional organizations;
- d. membership on local, state, or national boards and community organizations.

B. Promotion to College Associate Professor

The following criteria are central to the evaluation of promotion to **College Associate Professor**:

1. Five years of continuous service at the rank of College Assistant Professor.
2. Continued annual evaluations reflecting superior teaching, involvement in professional growth activities, civil and collegial participation in Departmental service, and engagement in leadership activity.

Evidence of **effective teaching** across the promotion period includes but is not limited to:

- a. syllabi, student learning objectives, activities and assignments associated with new course preparations;
- b. new pedagogy descriptions for existing courses;
- c. results of assessments of student learning;
- d. results of student evaluations;
- e. peer review assessments;
- f. nomination for or receipt of teaching honors and awards;
- g. grant proposals written and grants funded for pedagogical or curriculum development;
- h. evidence of participation in faculty development workshops and seminars;
- i. descriptions of facilitation and presentation in faculty development workshops and seminars;

Evidence of **effective service** across the promotion period includes but is not limited to:

- a. membership on college and university committees;
- b. engagement in the oversight and development of academic programs;
- c. committee membership or other service to professional organizations;
- d. membership on local, state, or national boards and community organizations.

Evidence of **effective leadership** across the promotion period includes but is not limited to:

- a. evidence of taking overt initiative in contributing to the mission of the Program/Department, College, University, or the profession;
- b. evidence of overt initiatives to foster the empowerment of colleagues in their pursuit of professional goals;
- c. evidence of service in a leadership/administrative capacity within the Program/Department, College, University, external organizations and agencies in ways contributing to their respective missions.

C. Promotion to College Professor

The following criteria are central to the evaluation for promotion to **College Professor**:

1. Five years of continuous service at the rank of College Associate Professor.
2. Continued annual evaluations reflecting superior teaching, involvement in professional

growth activities, civil and collegial participation in Program/Departmental service, and engagement in leadership activity.

3. Holding a Ph.D. or its equivalent.

Evidence of **effective teaching** across the promotion period includes but is not limited to:

- a. syllabi, student learning objectives, activities and assignments associated with new course preparations;
- b. new pedagogy descriptions for existing courses;
- c. results of assessments of student learning;
- d. results of student evaluations;
- e. peer review assessments;
- f. nomination for or receipt of teaching honors and awards;
- g. grant proposals written and grants funded for pedagogical or curriculum development;
- h. evidence of participation in faculty development workshops and seminars;
- i. descriptions of facilitation and presentation in faculty development workshops and seminars;

Evidence of **effective service** across the promotion period includes but is not limited to:

- a. membership on college and university committees;
- b. engagement in the oversight and development of academic programs;
- c. committee membership or other service to professional organizations;
- d. membership on local, state, or national boards and community organizations.

Evidence of **effective leadership** across the promotion period includes but is not limited to:

- a. evidence of taking overt initiative in contributing to the mission of the Program/Department, College, University, or the profession;
- b. evidence of overt initiatives to foster the empowerment of colleagues in their pursuit of professional goals;
- c. evidence of service in a leadership/administrative capacity within the Program/Department, College, University, external organizations and agencies in ways contributing to their respective missions.

James R. Maupin, Academic Head, Interdisciplinary Studies Department/Date

Christa Slaton, Dean, College of Arts & Sciences/Date