Department of Psychology

New Mexico State University

Functions and Criteria

Fall 2019

The following Functions and Criteria were approved by

Department Head, Psychology: _____ Date 09/24/2019

Dean of the College of Arts and Sciences: _____ Date 09/23/2019

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This document is complementary to, but also superseded by the New Mexico State University College of Arts and Sciences Promotion and Tenure Policies and Procedures (hereafter ASPTPP), (https://artsci.nmsu.edu/wp-content/uploads/2018/Policies&Procedures/P&TPolicy18.pdf) which is, in turn, superseded by the NMSU Administrative Rules and Procedures manual (hereafter NMSU-ARP), and in particular the relevant sections of Chapter 9: HR-Performance Evaluation, Promotion and Tenure (https://arp.nmsu.edu/chapter-9/).

This departmental Functions and Criteria statement is to be made available to all faculty via a link on the departmental web site. New faculty will receive a copy of this document upon arrival, as well as the current College and University documents (and/or links thereto).

1. Mission Statement & Description and Organization of Department

1.1. Mission Statement

New Mexico State University's Department of Psychology has three primary, equally important, and interrelated missions:

The education of undergraduate students in the contents and conduct of Psychological Science.

The education of graduate students in contents and conduct of Psychological Science.

The conduct and dissemination of scholarship relating to Psychological Science.

At heart, all activities in the department are in the service of one or more of these missions.

The functions of the Department are derived from our mission and program goals, with each tenured or tenure-track faculty member responsible for teaching, scholarship and service. The primary areas of faculty activity fall under four areas; 1) Teaching and Advising, 2) Scholarly and Creative Activities, 3) Extension and Outreach (where desired and appropriate), and 4) Service.

The Department of Psychology places equal emphasis on scholarship and teaching, followed by service. On an annual basis the relative priorities of individual faculty members can be expected to vary in response to a continually changing mix of needs, demands, and opportunities.

As defined by the University, a full teaching load is 12 credits per semester, beyond which individuals are expected to engage in scholarship and service. College faculty are responsible for teaching and related activities, unless hired for other expressed purposes. College faculty are neither tenured nor eligible for tenure but may be promoted in rank.

As a Ph.D. granting department, faculty must be active and productive in scholarly activities. The expertise gained through such activity can then be used to enrich both graduate and undergraduate teaching programs. Scholarship and creative activity, teaching and advising/mentoring, and service are accomplished in an environment that draws on the combined intellectual vitality of the department and of the University. Department faculty may take on responsibilities of scholarship and creative activity, teaching and advising/mentoring, service, and extension/outreach in differing proportions and emphases (as per AoE, see 2.1 above). Irrespective of the emphasis assigned to differing activities, it is important that the quality of faculty contributions be rigorously evaluated and that the individual contributions of the faculty, when considered in aggregate, advance the goals of the department and the University.

1.2. Organization

The department will be administered by a Department Head. The Department Head is responsible for the general operation of the department and has broad supervision over all academic programs housed in the department. The Department Head will be selected and evaluated according to University and College policies. The Department Head should have and retain the continuing support of the faculty.

The department faculty form a governing body, convening under the direction of the Department Head, following generally accepted parliamentary procedures. As permitted by University policy, the term faculty includes both tenured and tenure-track faculty, regular College faculty, Research faculty and those other individuals that the regular faculty deem appropriate to become part of this governing body. The regular meetings of the faculty will constitute the means whereby policy decisions are made, unless policy-making authority has been delegated by the faculty to a departmental committee or the Department Head. Decisions will normally be made by majority vote, although consensus should be sought whenever possible. Ordinarily there will be bi-monthly faculty meetings during the academic year, but there is no absolute obligation to meet to satisfy this requirement.

The faculty may delegate some of its responsibilities to standing or ad-hoc committees, to promulgate rules and regulations, and to adopt, in the case of graduate or undergraduate committees, program specific policies and practices. The department has four standing committees; the Promotion and Tenure Committee, the Graduate Program Committee, the Undergraduate Program Committee, and the Scholarly affairs committee. The faculty may decide to alter this committee structure in the event that a different structure becomes more appropriate to the needs of the department.

Each committee is vested with the responsibility to consider issues germane to its area. Ordinarily, each academic committee will meet at least once a month during the academic year, but there is no obligation to meet to satisfy this requirement. The time and place of each meeting will be distributed to faculty by the committee chair. The chair of each committee is appointed by the Department Head in consultation with members of the committee. Where appropriate, student input and participation is encouraged.

1.3. Degrees Offered

The Department of Psychology supports NMSU's undergraduate education mission by offering classes leading to the **Psychology (Bachelor of Arts)** major, as well as the Psychology minor for students with other majors. Students may declare either a major(BA) or minor in Psychology: there is no special admission policy or process to the Psychology major or Psychology minor for regular NMSU undergraduates. In addition, the department serves the General Education (NM Common Core) needs of the University, primarily through offerings of PSY 201G: Introduction to Psychology, and via other classes taken by students from around the university.

At the graduate level students who have applied and been admitted to the department may pursue a **Master of Arts in Psychology**. If they already have a Master's degree in Psychology, and are seen as suitably prepared for further academic studies, they may be admitted to the **Psychology PhD** program. In addition, graduate students in other programs may pursue a graduate minor in

Psychology, and from time to time students from other NMSU graduate programs will take individual Psychology graduate courses in the pursuit of their degrees.

1.4. Civility and Collegiality Statement

Consistent with ASPTPP (Section 2.8), civility and collegiality are valued and expected in interactions among faculty, and in faculty conduct generally. For example, timely completion of required documents and mandated training (e.g., Allocations of Effort, Annual Goals, Conflict of Interest Statements, Annual Performance Reports, Compliance Training ,etc.) is expected as a demonstration of collegiality. Though not separate areas of evaluation, civility and collegiality are integral to teaching, scholarship and creative activity and service; thus they may be assessed in the APR and Promotion and Tenure processes.

Civility and collegiality should manifest and may be assessed in each of the areas of endeavor that faculty identify in their allocations of effort. Thus, whether positively or negatively civility and collegiality may be addressed within Annual Performance Reports, and recommendations for promotion and tenure as a contributing factor to performance in the various areas of allocation of effort.

Civility and collegiality do not require that faculty members will always agree with their colleagues: Dissent and disagreement are natural and even expected from time to time, especially among academics. However, faculty should strive to remain civil and collegial at all times, but especially when expressing divergent points of view.

Matters related to faculty conduct in non-academic settings would normally be referred to NMSU's Human Resources department consistent with NMSU policy (e.g. ARP 3.25).

2. Functions of Professorial Ranks

The functions of the Department are derived from our mission and program goals, with each tenured or tenure-track faculty member responsible for teaching, scholarship and service, with the option of extension and outreach. As defined by the University, a full teaching load is 12 credits per semester, beyond which individuals are expected to engage in scholarship and service. College-track faculty are responsible for teaching and related activities, unless hired for other expressed purposes. College-track faculty are neither tenured nor eligible for tenure but may be promoted in rank.

The Functions of the Department of Psychology fall into four broad and intertwined spheres of activity: teaching, scholarship, service, and extension and outreach. Individually, and collectively, these functions must be understood within the broader context of scholarship as described below.

2.1. Scholarship and Creative Activity

The underlying basis for faculty work and the evaluation of that work is the concept of Scholarship and Creative Activity. The term scholar implies superior intellectual, aesthetic, or creative attainment. A scholar exemplifies highest levels of life-long learning and inquiry. Scholarship is demonstrated by academic achievement and rigorous academic practice. Some scholars move fluidly among different expressions of scholarship; others prefer one expression over another. The following four expressions of scholarship (which are presented below in no particular order of importance) are recognized.

a) *Discovery*: Discovery includes the rigorous testing of researchable questions suggested by theory or models of how phenomena may operate. It is active experimentation, or exploration, with the primary goal of adding to the cumulative knowledge in a substantive way.

b) *Integration*: Integration places isolated knowledge or observations in perspective. Integrating activities make connections across the primary activities of teaching, scholarship and service as well as across disciplines, theories, or models. Integration reveals information or original work in a new way, brings divergent knowledge together or creates and/or extends new theory.

c) *Interpretation*: Interpretation is the process of revealing, explaining, and making knowledge and creative processes clear to others. It can also be interpreting the creative works of others. In essence, interpretation involves communicating knowledge and instilling skills and understanding that others may build upon and apply.

d) *Application/Engagement*: Application involves asking how state-of-the-art knowledge can be effectively communicated and responsibly applied to significant problems. The activity of application may involve assessing the efficacy of knowledge or creative activities within a particular context, refining its implications, assessing its generalizability, and using it to implement changes.

Given the land grant mission of NMSU to provide for the well-being of the citizens of New Mexico, and the department's role as a PhD granting department, the faculty of the Department of Psychology regard scholarship and the expansion of knowledge as a central responsibility. Tenured and tenure-track faculty members generally allocate 45 percent of their effort toward Scholarship and Creative Activity.

Scholarship and creative activities include basic and applied work, and should result in the production of high-quality publications and comparable materials and outputs. Individual faculty members select their specific area(s) of scholarship concentration.

Faculty should be engaged in ongoing scholarship that contributes to the field of psychology. Specifically, the Department values scholarship and creative activities that:

a) advance the science of Psychology;

b) involve the collection and analysis of original data;

c) involve theoretical analysis that includes application, critique, development, testing, etc.;

d) result in publication in relevant peer reviewed journals;

e) result in the dissemination of the results of research activity at professional conferences;

f) can be, and are, integrated into one's teaching and service activities;

g) increase the resource base of the department and result in funding for students; and

h) involve students in the research process.

2.2. Teaching and Advising/Mentoring

The faculty in the Department of Psychology value teaching and believe that teaching quality and creativity is one of our key responsibilities. We approach our task from an interdisciplinary perspective that allows for a wide range of teaching methods and styles. Teaching activities include functions that directly service learners within or outside the university. Scholars who teach must be intellectually engaged and must demonstrate mastery of knowledge in their field(s). The ability to lecture and lead discussions, to create a variety of learning opportunities, to draw out students and rouse curiosity in beginners, to stimulate advanced students to engage in creative work, to organize logically, to evaluate critically the materials related to one's field of specialization, to assess student performance, and to excite students to extend learning beyond a particular course and understand its contribution to a body of knowledge are all aspects of excellence in teaching.

Contributions to knowledge in the area of teaching, mentoring, and curricular activities should be evaluated using the four expressions of scholarship. Specifically, the Department values:

a) the development of new courses, the improvement of existing courses, and contributions to the ongoing development of the overall curriculum;

b) development of new, or modification of current, degree programs;

c) creative approaches to teaching, including the development and use of technologies that advance student learning;

d) active participation in the development and delivery of distance education courses given the growing importance of distance education to the mission of the Department and University;

e) accessibility to students and faculty;

f) the ability to relate to a wide variety of students and colleagues through advising and mentoring activities;

g) participation in the achievement of departmental goals, such as contributions to student retention and faculty development;

h) collaboration with students on research including the supervision of graduate student research;

i) participation in the achievement of larger University goals, such as contribution to interdisciplinary courses of study.

Faculty teaching duties will be assigned in a way that balances student needs and faculty preferences and availability, though student/curricular considerations will dominate when there is a conflict with faculty preference. Faculty are expected to be able to teach at all levels. The teaching load of each full-time faculty member shall be agreed upon by the faculty member and Department Head, but in no case will it be less than 6 credits hours of formal instruction per regular semester without the consent of the College Dean. Reductions in teaching load are designed to accommodate extraordinary scholarship, service, or outreach responsibilities. A faculty member who is teaching 6 credits per semester will normally be assigned a 45 percent teaching responsibility for purposes of annual evaluations. With approval of the Dean and Department Head, faculty members may be allowed to buy out of courses with a corresponding reduction in percentage allocation of effort directed towards teaching, and an increase in the allocation to another area of effort; usually this will be scholarship. This is intended to encourage and enable funded scholarship. The resulting instructor openings allows Ph.D. students to gain important teaching experience. Faculty who lack supervised graduate students

for a prolonged period or who are not contributing substantively to the graduate program may be required to teaching more than the standard of 6 credits per semester.

The college document (ASPTPP 4.1) says "An excellent advisor must remain knowledgeable about University, College and Departmental degree requirements, general education and University policies, and guide students toward academic and career goals. Faculty members are also expected to remain current in teaching and educational practices within their discipline." Also 5.2.1. "An excellent advisor must remain knowledgeable about University, College and Departmental degree requirements and guide students towards timely graduation and academic and career goals." All faculty are expected to take responsibility for staying up to date on Departmental, College and University policies affecting their students.

Instructors are expected to establish clear learning objectives for their courses as a whole as well as for sub-units of their courses, and for these objectives to be shared with students in advance of assigned work – normally within the course syllabus.

Faculty members are responsible for distributing to the students in each of their classes the standardized departmental student-course evaluation form. This should be done by someone other than the course instructor and delivered to the Department Head directly. These evaluations shall only be returned to the course instructor after grades have been submitted. For web-based courses, the instructor, in conjunction with the Department Head, shall establish an evaluation survey system that includes the questions in the standardized evaluation form, but which is accessible only to members of the class and the Department Head.

Faculty are free to use additional methods to document teaching competence and effort including, but not limited to, syllabi, workbooks, exercises, assignments and activities. Faculty are encouraged to include documentation of innovative teaching techniques such as group activities, service learning projects, and web-based assignments.

Yearly performance evaluations, which are completed in the fall, will include the teaching evaluations from the preceding fall, spring, and summer, although the amount of teaching, advising, and mentoring shall be calculated on a calendar year base.

Teaching and advising/mentoring as a scholarly activity will be evaluated by the quality standards outlined in the section in section 4 below, Criteria for Promotion and Tenure.

2.3. Service

Active participation in Departmental service is expected and required of all faculty members. Given the relatively small size of the department, every faculty member is expected to contribute substantially to Departmental service needs, over and above any service conducted at the College, the University, or beyond. In short, external service does not relieve faculty from fulfilling a service role within the department.

Specifically, the Department values:

a) collegiality, mutual respect, and honesty;

b) responsible and active departmental citizenship;

c) contributions to the daily operation of the college and university;

d) working to improve the college and university;

e) contributions to the academic community beyond NMSU; and

f) contributions to the larger community, state, and society.

In keeping with the University land grant mission, the faculty in the Department of Psychology encourage service activity that extends beyond the University. Extraordinary service is to be recognized inp annual performance appraisals, including special cases where agreements specify unique service responsibilities. A faculty member who teaches 6 credits per semester will normally be assigned a 10% service responsibility for purposes of annual evaluations. Unless otherwise stated, faculty members are free to vary the time they apportion between various service activities.

Service, as a scholarly activity, will be evaluated by the quality standards outlined in the Department Criteria for Faculty Evaluation, Promotion and Tenure Document.

2.4. Extension and Outreach

Extension and Outreach activities are not required of faculty, but they are encouraged to consider them as an option within their allocation of effort. The scope of such activity will be necessarily wide and thus may vary dramatically amongst individual faculty members. In some instances, granting agencies may expect such activity to be included as a condition of funding. Any extension and outreach should be planned and included in the faculty member's AoE and APR. As a general rule, approved extension and outreach activities may lead to a reduction in allocations of effort to other areas of activity, but will not be allowed replace them: a substantial proportion of all faculty activity will remain devoted to scholarship and creative activity, to teaching and advising/mentoring, and to service.

2.5. College-Track/Research Faculty

The Department of Psychology has no college track or research faculty appointments. In the event that any such faculty are hired, criteria and procedures will be extended in keeping with the current University and College policies.

3. Annual Performance Process for Faculty

Each year faculty will be evaluated on their performance in their areas of professional activity. The general process is outlined in ASPTPP section 3 "Annual Evaluations".

3.1. Allocation of Effort

Each Spring semester faculty must complete an annual Allocation of Effort (AoE) form for the coming academic year, per University (NMSU-ARP: section 9.31) and College policy (ASPTPP, section 3.2). The AoE form is supplied by the College, and subject to revision. Each faculty member must submit their AoE form to the Department Head for approval, and, if necessary, discussion and adjustment. In the event that the faculty member and Department Head cannot agree, the College Dean will join the discussion and make a final decision about the AoE. All departmental AoE forms will be signed by the

Faculty member, Department Head, and, if necessary, Dean, by the beginning of each Fall semester. Signed forms will be kept on file in the College and copies will be kept in the departmental files.

AoE forms are intended to be used in the Annual Performance Review process, as well as the Promotion and Tenure process, and thus, they should be maintained in a current and accurate form. If faculty members have reason to change their AoE during the academic year (e.g. a grant is awarded that merits greater allocation of effort to scholarship), it is their responsibility to submit an amended AoE form to the Department Head for approval as soon as possible (i.e., prior to the end of the time period to which it pertains). Updated AoE forms will be shared with the College.

3.2. Annual Performance Review

All faculty are evaluated by the Department Head once a year. Each faculty member must complete an Annual Performance Review by uploading information in NMSU's Digital Measures portal (or its designated successor). Instructions will be shared by the College each year, but broad details on expected inclusions are presented in A&SP&TPP section 3.3. Faculty should upload their accomplishments and activities throughout the academic year.

For tenured faculty, the Annual Performance Review is the regular component of Post-Tenure review (See 5.17 below, ARP 9.36 and ASP&TPP).

Each faculty member will meet annually with the Department Head to determine the faculty member's Departmental role and determine the distribution of effort to be assigned to the teaching, research and service activities that is appropriate with the faculty member's determined Departmental role. The established distribution of effort is relevant to yearly assessment, but is also cumulatively relevant to the promotion and tenure decision.

For non-tenured tenure track faculty, the determination of the faculty member's Departmental role will be reflected in the annual Goals Document required by the College, serving as an agreement of what constitutes acceptable progress toward Promotion and Tenure as well as a guide for allocating individual annual activity.

3.3. Annual P & T Progress Evaluation

Each year, pre-tenure tenure-track faculty members provide copies of all materials supportive of the faculty member's accomplishments in each of the areas of activity (teaching, research, service, extension and outreach) to the Department Head and Chair of the Promotion and Tenure Committee. These materials become a cumulative record of accomplishments maintained by the faculty member throughout the tenure-track probationary period.

As members of the Promotion and Tenure Committee, tenured faculty evaluate each non-tenured tenure track faculty member annually (normally in the spring semester) and make a written recommendation to the Department Head and Dean concerning reappointment. The recommendation should address the department's criteria for Promotion and Tenure and how well the candidate is performing with respect to those criteria. Where concerns expressed, clear recommendations should be made as to how the candidate can act to mitigate those concerns for future reviews. Upon receiving this recommendation, the Department Head makes a recommendation to the Dean

concerning reappointment of each non-tenured tenure track faculty member. In accord with University policy, the Promotion and Tenure Committee or the Department Head may recommend renewal or non-renewal during any of the reviews.

3.4. Mid Probationary Review Process

Pre-tenure faculty may request a mid-probationary review of their first three years on the tenure track, per NMSU-ARP (9.35.3) and ASPTPP (2.9). This review is in addition to the Annual Performance Review process and entails most of the elements and procedures of the application for Promotion and Tenure, including soliciting external letter writers and review by the College Faculty Affairs committee. Further procedures can be found in the NMSU-ARP and ASPTPP documents as well as in section 5.2 below.

3.5. Timetable and flexibility in Tenure Track

The College of Arts and Science policy (ASP&TPP section 9.5) provides a typical timetable for the month-by month process of application and review of candidates for promotion and tenure. Candidates, DH and P&T committee members should make themselves familiar with this timeline annually.
In keeping with University policy (ARP 9.35) under appropriate and approved circumstances, a candidate may temporarily suspend the promotion and tenure time-process. Recommendations are made by the Department Head and Dean, and approval is up to the Executive Vice President and Provost.

3.6. Progress Towards Promotion for Associate Professors

Tenured, associate professors are expected to apply for promotion to full professor. These faculty members are strongly encouraged to submit to the P&T committee (full professors only) a report of their progress toward promotion to full professor every three years. The P&T Committee will provide formative written feedback to the candidate regarding his/her progress towards promotion in each of the areas of effort.

4. Criteria for Promotion and Tenure

4.1. General

University policies regarding Promotion and Tenure supersede Department and College policies. These policies are stated in NMSU-ARP chapter 9: "HR Performance and Evaluation, Promotion and Tenure" effective August 13, 2018. The College of Arts and Sciences policy regarding criteria for Promotion and Tenure is in ASPTPP section 5 for tenure-track faculty, and section 6 for college-track/ research faculty. The College policy regarding procedures surrounding Promotion and Tenure are in section 8 of ASPTPP.

Apart from the final recommendations to the Head of Department (either annual report or Promotion and Tenure recommendations) all documents reviewed by the P&T committee and all discussions on each faculty member are confidential. The Chair of the P&T committee begin each meeting by reminding members that all documents and discussions are confidential.

With appropriate justification and approval, candidates may temporarily suspend the Promotion and Tenure procedure in accordance with section 9.35 of NMSU-ARP "Faculty Promotion and Tenure Reviews: Procedural Guidelines and Timeline."

Information about requesting credit for prior service and for making requests for Early Tenure Review is also in section 9.35 of NMSU-ARP "Faculty Promotion and Tenure Reviews: Procedural Guidelines and Timeline."

The Department P&T Functions and Criteria document will be reviewed by the P&T committee and/or Department Head at least every three years. Any changes will be subsequently reviewed by all the Faculty who will vote to adopt the new document on the basis of a simple majority of faculty. The Head of Department and the College Dean will sign to approve the revised document.

If any applicable rules or procedures (i.e., the NMSU Rules on Faculty Evaluation, Promotion, and Tenure (NMSU-ARP 9.30 – 9.36), comparable sections of the ASPTPP,and/or Psychology F&C document) change during a faculty member's pre-tenure or pre-promotion period, the faculty member may elect whether to be evaluated by the former Rule or the revised Rule. The faculty member must document his/her choice in writing to the Department Head, clearly specifying which standards, criteria, etc., should be applied (See ASPTPP 9.2 for details). Note that as per ASPTPP: If the faculty member wishes to be evaluated according to an older policy, this request should be made in writing after the new policy is enacted and before their next annual evaluation. The memo specifying the choice of policy should be submitted to the Department Head (for changes in Departmental policies) or to the Department Head and the Dean (for changes in College or University policies). In case of lack of communication about a policy choice by the proposed deadline, the most recent policy will be applied by default in all future evaluations. The Dean will consider and may approve written requests to revert to an older policy after this period when extenuating circumstances exist.

Appeals regarding Promotion and Tenure decisions should be made using the appeals process outlined in the University Policy Manual, Sections 4.05.40 and 40.05.50.

4.2. Advancement Through Professorial Ranks

Promotion to the rank of Associate Professor requires that an individual faculty member make contributions to knowledge as a result of the person's combined activities in each of the three areas of scholarship, teaching, and service. High quality and significance are the essential criteria for evaluation. Effectiveness in teaching, scholarship, and community service must meet an acceptable standard commensurate with that person's faculty responsibilities. Finally, promotion to the rank of associate professor requires the faculty member to have performed her or his share of governance and professionally-related service activities to the Department and University.

Promotion to the rank of Professor:: As stated in ASPTPP (section 5.1) " this is typically based upon the faculty demonstration of distinction in teaching, advising and service, with continued development and effectiveness in all areas, with innovation in teaching, curricular development, and other educational initiatives; the faculty should demonstrate excellence in scholarship and creative activities, with wide recognitions and significant contributions to the field; the faculty should be a model in providing exemplary service to the institution and the profession." It is understood that during the time between promotion to the rank of Associate Professor and the rank of Professor that an individual faculty member may, in consultation with the Department Head or Dean, take on responsibilities of scholarship, teaching, and service in differing proportions and emphases.

4.3. Evaluation of Scholarship and Creative Activity

A key factor in determining a faculty member's merit in the Department of Psychology is the individual's accomplishments in any of the four scholarships described in section 3.1. This includes published contributions to knowledge in the appropriate field(s) and other professional or creative activities that are consistent with the faculty member's responsibilities. Understanding that scholarship often overlaps with teaching and community service, contributions to knowledge in the area of research and other creative activities should be evaluated using the criteria for quality and significance of scholarship.

Evidence of accomplishments in scholarship and creative activities may include:

a) research/technical reports and presentations to the community, government agencies, and academic audiences;*

b) scholarly journal articles, book chapters, and (co)edited or (co)authored books and monographs that are published or formally accepted for publication;*

c) grant proposals and funded grants;*

d) publishing scholarly materials in web pages or other electronic formats;* and

e) other activities, not mentioned, that are clearly consistent with the scholarship principles outlined in this document.*

*Faculty members are responsible for presenting evidence of accomplishment(s) in a format wherein the quality and significance can be readily assessed during the peer review phase of the tenure and promotion process.

4.4. Evaluation of Teaching and Advising

A significant factor in determining a faculty member's merit is the individual's accomplishments in teaching, mentoring, and curricular activities, consistent with the faculty member's allocation of effort.

Evaluation of teaching and curricular contributions should not be limited to classroom activities. Scholars often study pedagogical methods that improve student learning. Evaluation of performance in this area should consider creative and effective use of innovative teaching methods, curricular innovations, and materials development. Scholars who teach should disseminate promising curricular innovations to appropriate audiences and subject their work to critical review. Evaluation should also focus on a faculty member's contributions to larger curricular goals (for example, the role of a course in laying foundations for other courses and its contribution to majors, or contributions to broad aspects of the discipline, general education or interdisciplinary components of the curriculum). In addition, we recognize that student mentoring, academic advising, and thesis advising are important departmental functions. Faculty may take on differential mentoring responsibilities as part of their personal scholarly agenda and these mentoring responsibilities are considered an extension of teaching.

Scholars, who teach, mentor colleagues as well as students. The success of the entire Department is intricately linked to the success of each individual faculty member. Evaluation of performance in this area should consider sustained activity directed at assisting one another to achieve success as faculty members.

Overall evaluations of teaching shall incorporate considerations of the number of classes and students taught, new class preparations, and relative difficulty of preparing a class outside of the faculty's area(s) of expertise.

Evidence of teaching, mentoring and pedagogical accomplishments may include:

a) course syllabi, web content, outlines and other materials developed for use in courses;

b) documentation of the number and type of classes taught, new class preparations, the relative difficulty of preparing a class outside of a faculty member's normal expertise, and the significant time and creative effort required to design and deliver distance education courses;

c) the results of assessments of student learning;

d) the results of formal student evaluation of the course and instructor;

e) the results of peer evaluation;

f) grant proposals and grants for the development of curriculum or teaching methods;

g) evidence of participation in faculty development activities;

h) evidence of sustained mentoring activity to colleagues within the Department;

i) documentation of the number of students advised, type of advising, and time spent in university advising sessions;

j) documentation reflecting the level of informal advising that occurs in an ad hoc fashion simply because a faculty member chooses to spend significant time in her or his office;

k) documentation of the number of graduate committees chaired, types of committees, membership on graduate committees within and outside of the department;

l) documentation of involvement with undergraduate honors theses, McNair students and similar activities;

m) honors and awards for teaching.

4.5. Evaluation of Service

Although generally smaller in allocations of effort service is nonetheless an important part of faculty activity.

Evidence of Service contributions includes demonstrated accomplishments in :

a) membership on department committees and subcommittees;*

b) membership on college and university committees;*

c) membership in the Faculty Senate;*

d) coordinating department programs;*

e) serving on committees or directing professional organizations;*

f) documented contributions, or influence on, public policy or professional practice;* and

g) developing service-oriented grants for the university and larger community.*

*Faculty members are responsible for presenting evidence of accomplishment(s) in a format wherein the quality and significance can be readily assessed during the peer review phase of the tenure and promotion process.

4.6. Evaluation of Extension and Outreach

While Extension and Outreach activity is certainly encouraged when faculty wish to engage in it, involvement in Extension and outreach activity is less common in the Department of Psychology than in some other NMSU departments. Where a faculty member elects to engage in such activities, they will bring a written plan (including scope of work, anticipated duration, etc.) to the Department Head for approval and then make suitable adjustments to their AoE, both as part of the annual AoE/APR process. On occasion the Department Head may consult with the College dean about the planned Extension/Outreach activity. Any extension/outreach activity indicated on the AoE must be appropriately documented in the faculty member's APR, and will be assessed in line with both the written plan and percent AoE.

4.7. Evaluation of Leadership

The department of Psychology has no special policy with regard to leadership. Where relevant to a faculty member's Allocation of Effort – usually, but not limited to, the current Department Head --, evaluation of this category will draw upon the policy statements within the NMSU-ARP and NMSU A&S P&T P&P (section 5.6) documents. Normally, Department Head leadership will be evaluated by the College Dean and this wlll not generally be a departmental matter. Regular faculty members' leadership activities should be clearly articulated, generally within their approved allocation of effort and they will be assessed as part of the regular AoE, APR cycle.

5. Promotion and Tenure Departmental Procedures

5.1. General Information

Department Functions and Criteria must be consistent with College and University policies for Promotion and Tenure. In the event of interpretive conflict, the University document takes precedence over the College document, and the College document, in turn, takes precedence over the Departmental document.

Candidates, and all parties, should be aware that each step in the P&T process (Dept P&T Committee, Dept Head, College Faculty Affairs Committee, and College Dean) results in an independent

recommendation based on a careful assessment of the portfolio. The Provost makes the decision to grant or deny Tenure or Promotion after considering the portfolio, along with the various recommendations.

The Department Head or College Dean may request a meeting with the P&T committee at any time to discuss procedural matters.

Given the relatively small size of the department, all tenured members of the department are members of the promotion and tenure committee with the exception of the Department Head. In no case will the Committee consist of fewer than three members. In order that they all fulfill their roles appropriately, candidates for tenure and/or promotion, the Department Head, and members of the Promotion and Tenure Committee, especially the Chair, are all responsible for having read and being familiar with:

a) The Psychology Department's Functions and Criteria document (this document)

b) The College of Arts and Sciences Promotion and Tenure Policies and Procedures document

c) The relevant sections of the NMSU Administrative Rules and Procedures (ARP) Manual

Copies and/or links to these documents will be shared with all new Psychology Faculty and they will all be linked to the Department's website.

The chair of the P&T will be elected by the members of the committee. Normally, this will be one of the Full Professors in the department who will serve for a term of three years, unless there are insufficient qualified persons available. In the event that there are no Full Professors, the senior Associate Professor (measured since date of tenure) will serve as chair for applications for tenure and promotion to Associate Professor.

The Dean will also appoint an external member of the P&T committee who will serve for three years. In the event that a faculty member applies for promotion to Full Professor and there is only one Full Professor in the department, then a second outside member will be appointed by the College Dean, after consultation with the Department Head for consideration and recommendations about applications to Full Professor.

It is the right and obligation of members of the Promotion and Tenure Committee to have a reasonable opportunity to read files and to be present at Promotion and Tenure Committee meetings. This applies to discussions and votes about annual progress of individual faculty members toward promotion and tenure as well as meetings to make final recommendations about applications for same.

At least 50% of the members must be present at a meeting of the committee to decide promotion or tenure. In cases of promotion, members of the committee of equal or higher rank than the candidate will form a subcommittee. In this case, 50% of eligible members must be present. In no case will there be fewer than three eligible members present at a P&T committee meeting. The Dean of the College will, after consultation with the Department Head, appoint external members whenever there are fewer than three eligible members available within the department. There are no term limits on membership of the departmental P&T committee.

Should it be necessary the Dean, Department head or other comparable administrator may meet with the whole Department P&T committee to discuss procedural matters.

All deliberations and voting of the P&T committee will be held in closed session only among committee members. Committee members can attend sessions by a confidential electronic method with the permission of the committee chair.

At each meeting the Chair of the P&T Committee will remind members of their obligation to be familiar with the Departmental, College and University regulations, as well as the expectations with regard to conflicts or interest. Any conflicts of interest must be declared and members should recuse themselves from considering any candidate with whom there is a conflict of interest. If there are questions or uncertainties about a matter of conflict of interest, the Committee Chair and Department Head should consult and arrive at a mutual decision, and if necessary should consult with the college Dean. If the conflict of interest is with the Committee Chair or Department Head, then the Dean will supervise the selection of an appropriate alternate for the candidate concerned.

After discussion of the applicant's materials, a secret written ballot will be held to determine the final decision of the committee. Only members present or tele-present at the meeting may vote. Tele-present members who vote must convey their vote to the chair via an appropriately private electronic method (such as email or text). Committee members must take part in the deliberations in order to vote. In absentia and proxy voter are not permitted. All vote counts will be recorded.

For final recommendations regarding tenure and promotion, reviews are initiated approximately six weeks before the deadline for tenure recommendations set by the College. After meeting to consider final applications for tenure and/or promotion the P&T committee chair will submit a letter summarizing its recommendations to the Department Head and college Dean. The letter will include the numerical vote count. The letter must:

a) reflect the view of the majority of the committee members.
b) contain specific commendations, concerns, and recommendations addressing the Psychology Department's criteria in each of the areas required for tenure and/or promotion.
c) allow for presentation of any dissenting opinions containing any commendations, concerns, and recommendations addressing the Psychology's criteria in each of the areas required for tenure and/or promotion.

Copies of the P&T committee and Department Head recommendation letters are to be shared with the candidate before the full portfolio is submitted to the college for consideration by the College Faculty Affairs committee and Dean. The candidate may view all materials in their portfolio, including external letters before it is sent to the college.

Candidates for tenure and promotion may opt to withdraw from further consideration in accordance with ARP section 9.35 (Part 7). A letter of withdrawal is expected. Note that this policy indicates that if a candidate withdraws during the fifth year of service, or does not apply for Promotion and Tenure, the faculty member's employment will terminate with the expiration of the current ("Temporary") contract.

5.2. Mid-Probationary Review

Pre-tenure faculty members may request a Mid-Probationary review by submitting a written request no later than January after their third year as an Assistant professor. The solicitation of external letter writers will proceed as per the P&T application process. The portfolio for review must be submitted to the DH in early Fall. The P&T committee will meet to review the portfolio and both the committee and DH will generate their recommendations to be submitted or submission with the portfolio to the

College in mid-Fall (date determined and announced by the college each year) for consideration and feedback from the College Faculty Affairs Committee. The portfolio and recommendations will not usually be submitted for evaluation by the College Dean or Provost.

No more than two external letter writers who participate in the mid-probationary review process may also play the same role in an application for promotion and tenure.

5.3. Preparation of the Portfolio

Note: These portfolio guidelines are generated in reference to both the ARP (9.35 Section 6) and the ASPTP&P (especially section 8: Procedures).

Candidates for tenure and/or promotion are to prepare two documents for submission.

i. A core document in a 1" binder (labelling and specific sections for inclusion are detailed as per ASPTPP section 8.1.1). Two copies are required, an original and a copy, which must be clearly distinguished. Some sections are to be provided by the department. While still under consideration in the department these files will be kept in the Psychology Main Office, though they may be checked out by committee members, who will be responsible for them while they are checked out. It is recommended that they not be removed from Science Hall. After consideration within the department, and before the deadline provided each year by the College, both copies will be submitted to the College for consideration in turn by the College Faculty Affairs Committee, College Dean, and ultimately the Provost.

ii. A supplemental documentation file in which additional evidence is to be submitted relating to the candidate's productivity in their areas of allocation of effort. This document is to be considered by the Departmental P&T committee and Department Head in their review of the candidate's application. It is to be held in the Department Main Office, available for checkout by P&T committee members as per the core document. The supplemental file is not submitted to the College with the core file. It will be made available to College Faculty Affairs Committee, Dean and/or Provost upon their request.

Candidates are encouraged to consult sample portfolios as they prepare their own. A good source for these portfolios is the NMSU Teaching Academy library, which keeps a collection of portfolios from applicants for Tenure and Promotion to Associate Professor, as well as applicants for Full Professor. Another, perhaps better, resource for samples is portfolios of recent applicants within the department. Unless the portfolio is shared directly by the owner applicant, their written permission must be obtained before it is shared with the candidate. Such sharing is encouraged but not obligatory for previous applicants. In the event that no prior samples are available to the candidate, the Department Head and Chair of the Department P&T committee will work together to make sure that the candidate has a clear sense of what is required in all sections of the portfolio.

Candidates may, with the permission of the P&T committee chair, add, change or delete materials from the portfolio after the portfolio is submitted to the committee for review. At the discretion of the chair, in consultation with Department Head, the committee may be asked to offer an update to their recommendation in light of the changes. This recommendation to be forwarded, along with details of the relevant changes, deletions, and/or additions, to whatever place in the chain the portfolio is being considered at the time. If there is any disagreement about whether the changes are allowable and/or should be given consideration, the final decision shall be made by the Dean or Provost.

If members of the P&T committee feel that, in order to make a recommendation, they need additional information from the candidate, over and above what is provided in the Portfolio (core and supplemental documents) they may ask that the chair of the committee make a written request of the candidate to provide the necessary information. The candidate should then make a reasonable effort to respond to the request in a timely fashion, or provide a written explanation as to why they cannot do so.

The candidate will be allowed to view the complete portfolio (including external reviewer letters) before it is reviewed by the committees and administrators. Should they feel it is warranted, the candidate may, in a timely fashion, append a brief rebuttal statement, e.g. if they feel that the letters present a biased, distorted or otherwise misrepresentative perspective on their suitability for promotion and/or tenure.

5.4. Procedure for Soliciting External Letters of Review

NMSU requires letters from at least 3 external reviewers for tenure and/or promotion. The faculty of the Department of Psychology believe that assurance of receiving at least 3 letters is achieved by requesting letters from at least 5 external reviewers who positively respond to initial inquiries regarding availability and willingness to prepare a review.

As per ASPTPP (8.2), responsibility for choosing external reviewers rests with the Department Head, but should involve consultation with others, including the faculty candidate. Once the potential letter writers have been identified, the department head will contact them and request that they provide a letter. The reviewers will be reminded that all letters are considered non-confidential and will be made available to the candidates.

Criteria for external letter writers are:

a) That they be a highly regarded expert in or more of the candidate's area of scholarship and/or creative activity.

b) That they be able to offer an objective assessment of the candidate's record of scholarly and/or creative activities. The reviewer must be in a position to make a reasonable evaluation of the candidate's contributions—e.g. simply being a Professor in a Psychology department at another university is not sufficient basis to act as a reviewer.

c) If they are in a tenured faculty position, that they be at or above the rank that the candidate is seeking to attain. If they are not in a faculty position, a clear case should be made for why they are suitably qualified, and of sufficient seniority of standing that they are an appropriate reviewer.

d) That reviewers should be people who do not have conflict of interest or bias, actual or perceived, with respect to the candidate, such as being:

- a close current or former collaborator of the candidate, usually this will mean that they have not been co-authors on the same publications with the candidate;
- a former thesis, dissertation, or post-doctoral advisor;
- current or former informal mentor;
- a member of the candidate's family or a business partner of the candidate;

- currently employed by the same institution as the candidate, or with an arrangement or currently negotiating for future employment with the same institution;
- in a position of having a financial interest in the outcome of the candidate's application.

Note: Under exceptional circumstances, if a complete set of suitably qualified candidates cannot be identified who lack such conflicts, the Departmental P&T committee and Department Head may present a case to the college Dean for why the circumstances warrant their inclusion among the reviewers. If the Dean sees the case as compelling then the person may act as a reviewer, but the full nature of the conflicts will be documented and must be shared with all recommending parties, and with the Provost.

e) Where possible the reviewers should be a diverse set in order to get the most complete picture of the candidate's history relevant to their application.

As per ASPTPP (8.2), the external reviewers should be provided with precise evidence of the scholarly work and creative activities performed by the faculty member. The precise nature of this evidence may depend on the candidate's history of allocation of effort and the degree to which the various areas of scholarship are intertwined. The external reviewers should be provided copies of the relevant Department Functions and Criteria Statement, College Promotion and Tenure Policy, and University Promotion and Tenure Policy. Evidence of creative work of ephemeral nature (e.g., performances, exhibits) should be documented in a permanent form (e.g., CDs, tapes, and slides) and provided to the external reviewers.

All letters received from external reviewers will become part of the tenure and/or promotion package. Hard copies will be placed in the appropriate section of the core file, and the candidate notified that they may view them. The promotion and tenure committee and/or the department chair may wish to specifically address the content of certain letters or parts of certain letters in their review of the candidate and the tenure/promotion package.

5.5. Instructions to Reviewers

When external reviewers are contacted and asked to provide review letters about the candidate they will be asked to include in their letter:

a) A brief description of their position and qualifications to serve as a reviewer for the candidate, especially in regard to the candidate's area(s) of scholarship and/or creative activity and other relevant areas of their allocation of effort.

b) A brief statement about whether and how the reviewer knows the candidate.

Reviewers will be informed up front that the candidate will have an opportunity to read their reviewers' letters assessing the candidate, and that, in the event of an EEOC or other investigation into a promotion and/or tenure decision, third parties may review their letters also.

A sample letter to a prospective reviewer is presented on the last page of this document.

5.6. Unsolicited Letters

In the event that the Department Head and/or chair of the P&T committee are in receipt of unsolicited letters about the candidate's application for promotion and/or tenure, they will be shared with the P&T committee who will read, discuss, and vote as to whether the letters should be included in the portfolio, in addition to the solicited letters. The decision about each such letter will be based on simple majority vote of the committee (in the case of a vote resulting in a tie, or a plurality of abstentions, voting should continue until a clear majority emerges). If an unsolicited letter is not voted as acceptable, its contents should be disregarded in generating recommendations. In no case will an unsolicited letter be used instead of a solicited letter. As with solicited letters, the candidate will be given the opportunity to read any letters that are to be included in the portfolio viewed by all recommending bodies at NMSU.

5.7. Post-Tenure Review

Consistent with NMSU policy ARP9.36, all post-tenure faculty are subject to an annual, post-tenure review of their performance in the areas of activity laid out in their approved annual allocation of effort document. As per College of Arts and Sciences policy, faculty are required to submit their annual performance information via the NMSU Digital Measures portal (or its designated successor). Specific guidelines will be shared each year by the college. The department head will share an upload deadline for APRs. This deadline will be sufficiently ahead of the college's due date for submission of the packet of reports that the college requires each year and which includes a written evaluation of each faculty member's performance by the department head. Later in each AY the department head will meet with the Dean and or Associate Dean to review the submitted reports and once approved by the Dean, the individual, approved annual evaluation letters, based on APRs, will be shared with the faculty members by the department head. This process is generally intended to be formative in nature, with faculty having the opportunity to discuss and establish strategies for improving on areas of activity that are identified as deficient in some way.

Measures for more complete Post-Tenure review processes are detailed in ARP section 9.36, part 3. These will be invoked in the event that a serious, persistent area of deficiency in professional performance has been identified by the Department Head and/or Dean, has been shared in writing with the faculty member (which can include Annual evaluation letters), and for which improvement has not been observed within a reasonable interval after that written notification.

6. Discrimination, Harassment and Sexual Misconduct

As members of a unit within the wider NMSU community, all members of the department of Psychology have the responsibility to be familiar with and act in accordance with University's policy on Discrimination, Harassment and Sexual misconduct as described in ARP section 3.25.

7. Faculty Grievance Review and Resolution

From time to time disputes may arise between NMSU employees. Though it is to be hoped that most of these will be settled by discussion and, where necessary, mediation by third parties such as Department heads and Deans, faculty may, nonetheless, sometimes wish to file a grievance. The policies and procedures, including information about what kinds of issues are and are not grievable, are laid out in ARP section 10.60 – Faculty Grievance Review and Resolution.

8. Review and Changes to Policy

As per NMSU-ARP and A&S-P&T-P&P, in the case that policy changes during a faculty member's pre-promotion and/or pre- tenure period, the faculty member will be given the choice of selecting which policy they move to. Conditions for opting for an older policy are laid out in the A&S P&T P&P document.

As a general principle the norm will be to use the current (most recently approved) policy document. Requests to adhere to a policy other than the current one must be made in writing to the Department Head (for Dept. policy) or Department Head and Dean (for College Policy). A copy of any approved request will be placed in the faculty member's departmental personnel file.

The Department Head and members of the Departmental Promotion and Tenure committee, shall review the following documents no less frequently than every third year so as to be acting in accord with current policy:

- University Conflict of Interest Policy
- Departmental Functions and Criteria document
- College of Arts and Sciences Promotion and tenure policies
- NMSU Administrative rules and procedures (ARP) document

The Departmental Functions and Criteria document is to be re-approved every three years, with changes incorporated as per by faculty desire or as necessitated by administrative mandate (e.g. to bring it into line with amended college or university policies). All members of the departmental faculty, including pre-tenure faculty, are expected to have input to changes made to the departmental Functions and Criteria document. Voting to approve the new document will be by simple majority of the eligible faculty. The new document must then be approved by the Dean of the College of Arts and Sciences before it is adopted as policy.

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SAMPLE LETTER REQUESTING EXTERNAL REVIEW

May 15th 20XX

Dear Dr. *Goodfellow*,

I am writing to invite you to act as an external reviewer on the scholarly and professional accomplishments of Dr. *Candidate*, who is applying for Promotion *and Tenure* at New Mexico State University. *She* has been at NMSU since XXXX, having obtained *her* PhD at *Somegood* University in XXXX. You are being asked to evaluate *her* candidacy because of your noteworthy standing within Dr. *Candidate's* main area of scholarship and practice: *The Psychology of theoretical practice and practical theory.*

If you accept this request, you will be sent copies of Dr. *Candidate's* portfolio, along with copies of the NMSU College of Arts and Sciences and Psychology Department evaluative criteria regarding promotion and tenure. The portfolio includes materials related to Dr. *Candidate's* scholarship and creative activity, (and if appropriate) *her* teaching and advising, *her* service, and *her* extension and outreach activities. Your assessments of *her* contributions to each area as they relate to someone seeking promotion to *Associate Professor with Tenure/ Full Professor* would greatly assist us.

Please note that your task would not be to recommend for or against promotion per se, but to offer your judgment on the importance and impact of Dr. *Candidate's* scholarly and professional work and, given *her* record, *her* suitability for promotion to Associate professor with tenure/ Full Professor. We would appreciate it if you could include brief statements about your professional position and qualifications to review *Dr. Candidate's* work, as well as whether and how you know *her*.

You should be aware that, as per NMSU policy, candidates are given the opportunity to read their external letters, and in the event of an EEOC or other investigation into a promotion and/or tenure decision, third parties may also read them.

I would appreciate receiving your response to this request at your earliest convenience. The assessment would be expected in early to mid August 20XX. I would be happy to answer any questions you may have: email: PSYCHDH@nmsu.edu Phone (575) 646 5130.

Thank you.

Sincerely,

W.H.Omever, Department Head

END OF PSYCHOLOGY FUNCTIONS AND CRITERIA DOCUMENT