

New Mexico State University
Department of Biology
Functions and Criteria for Faculty Evaluation, Promotion and Tenure Document

I. Introduction

Promotion and tenure are the means by which the Department of Biology, 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 Department, College, University, and academic/research community; and engagement with the broader community in support of the land grant mission of the Department and University. This Document articulates the criteria and processes for tenure and promotion decisions in the Department. All criteria for promotion to any rank and tenure and the related processes outlined in this document are superseded by Section 5.90.4 and Section 5.90.3.6.5 of the NMSU Promotion and Tenure Policy document.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 Department'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 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 as stated in their allocation and effort statement or annual goals. The efforts of two or more faculty members may vary at the same points in their careers, reflective of their individual strengths, 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 Department'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 by the Department and the College of Arts and Sciences, and will be updated at least every three years to accommodate any changes occurring in the NMSU Functions and Criteria statement. A faculty member may choose to be reviewed for promotion and tenure according to the criteria approved at the time of beginning the tenure track process or any subsequent updated version of those criteria.

II. Criteria for Promotion and Tenure of tenure track/permanent faculty

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 civility (courtesy/politeness), and performance in the applicable areas of teaching and advising, scholarship and creative activity, service, outreach, and leadership. Each area is vital to the Department's ability to achieve its mission, and the performance of a candidate for promotion to any rank up to tenure is assessed in terms of indication of present and future contributions 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.

Each primary function area, the criteria of importance for the Department, 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. 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 Department throughout her/his career.

A. Teaching and Advising/Mentoring

Teaching is central to the Department's mission. We have the responsibility to provide for all students a knowledge of the general concepts of biological sciences and where possible the relationship of biology to other academic disciplines. We must also provide specialized courses and programs for biology majors and students in other departments and colleges. We must provide opportunities for hands-on experience and research skills that will be of value to students outside the college classroom. We are responsible for mentoring and professional development of graduate students as researchers and as instructors.

Effective teaching and advising are essential for tenure and for advancement in rank. Teaching responsibilities include all forms of university-level instructional activity, on and off campus, and may include, preparation for and teaching 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 internship experiences; production of course materials, textbooks, web pages and electronic aids to learning; and other activities 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 providing other forms of advice.

1. Evaluation of Teaching (Section 5.90.4.1)

Responsibilities

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 (given the opportunity) reflecting emerging research and current issues;
- b. revision of existing courses to reflect emerging research, current issues and successful 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;
- f. evaluation of student learning;
- g. critical reflection.

Required evidence documenting teaching effectiveness

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

i) Evidence from instructor (mandatory for every course): Evidence should include, but is not limited to:

- a. syllabi, student learning objectives, activities and assignments;
- b. description of new pedagogical approaches for existing courses;
- c. grant proposals written and grants funded for pedagogical or curriculum development (optional);
- d. descriptions of facilitation and presentation in faculty development workshops and seminars focused on teaching practices (optional);
- e. self-critique of course instruction.

ii) Evidence from students:

- f. results of student evaluations (mandatory for every course);
obtained by following the departmental policy in administering student evaluations at the end of each semester; the instructor must not be present while the evaluation forms are written, and must not see or handle the forms until after grades are reported.
- g. mid-semester student evaluations (optional);
- h. written student comments (optional);
obtained by following the departmental policy in administering student evaluations at the end of each semester; the instructor must not be present while the evaluation forms are written, and must not see or handle the

forms until after grades are reported.

iii) *Evidence/Assessment of student learning**

i. results of assessments of student learning (optional);

iv) *Evidence from other professionals**

j. peer review assessments (optional);

k. evidence of participation in faculty development workshops and seminars (optional);

l. nomination for or receipt of teaching honors and awards (optional).

*one of peer reviewed or evidence of student learning success for at least one course.

Per section 5.90.4.1.1 of the policy manual, "each form of evidence should carry a weight appropriate to its importance in evaluating teaching".

Documentation to be included in the evaluation packet

Documentation that summarizes the selected (3 of the 4) categories of evidence demonstrating teaching effectiveness should be included for each year prior to tenure and/or promotion. Student evaluation forms, summaries of assessment (e.g., pre/post-term exams or end of semester student achievement), and letters from peer evaluations should be archived in case there is a need for further evaluation.

2. Evaluation of Advising/Mentoring

Responsibilities for participating in the Department's Undergraduate Advising Program

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

- a. maintaining accessibility to students within the Department throughout the entire semester for career advice or questions regarding their major degree;
- b. when applicable, maintaining knowledge of minors and majors outside of Biology for cross-disciplinary programs with which the faculty member is affiliated (e.g., Microbiology, Genetics, Conservation Ecology).
- c. meet with students to discuss career goals as part of the Department's undergraduate advising program.

Evidence documenting advising activities:

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);

Responsibilities for Mentoring (Research- undergraduate, graduate, and postdoctoral students)

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

- a. maintaining a research program/project that enhances the education and training of students in his/her area of expertise or related field;
- b. ensure the completion and success of students (graduate and postdoctoral) in their thesis/dissertation research while under his/her guidance and supervision.

Evidence documenting mentoring activities:

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

- a. Research productions from students/postdoctoral associates advised/conducting research under faculty member's guidance which include: publications, conference participations, research presentations;
- b. Students' progress towards their degrees progress can be measured by
 - i) grades achieved in thesis/projects,
 - ii) the milestones achieved in a Ph.D. program such as passing the qualifying exam, comprehensive exam, thesis proposal, and oral defense;
- c. Other evidence of impact on professional and academic development of graduate and undergraduate students (e.g., advise of undergraduate theses, success in securing fellowships and scholarships);
- d. documentation of the number of graduate committees chaired, and membership on graduate committees within and outside the Department;
- e. when applicable, documentation of graduate student advising in cross-disciplinary programs with which the faculty member is affiliated (e.g. Molecular Biology).
- f. documentation of graduate advising in programs outside of NMSU (e.g., other universities/institutions).

B. Scholarship and Creative Activity (Section 5.90.4.2)

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** –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 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 Department and University.

1. Evaluation of Scholarship and Creative Activity

No one form of scholarship is predominant. Each form is vital to the Department'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 beyond a particular tenure or promotion decision, and its linkage to the 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 for the scholarship of discovery.

A) Evaluation of the scholarship of discovery

i) *Activities that are recognized and included, but are not limited to:*

- a. The activity supports the land grant mission of the Department, College, and University,
- b. The activity is of value to public agencies across the state and region.
- c. The activity is collaborative and community-based.
- d. 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.
- e. 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.
- f. Appropriate and ethical methods are used for the activity, including principles of honesty, integrity, and objectivity. The methods are chosen wisely, and applied effectively. It allows for replication or elaboration.
- g. 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.
- h. The activity and outcomes have been presented appropriately, ethically, and effectively to its constituent audience(s).
- i. One's peers and/or constituent audience(s) judge the activity and outcomes meritorious and significant.

- j. 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.
- k. The scholarship integrates the teaching, service, and outreach functions.
- l. The activity integrates or applies scholarship in the provision of professional expertise in the scholar's field, broadly defined.

ii) Evidence of achievement include, but are not limited to (a-c rank highest in importance):

- a. Traditional research articles (in order of importance) such as refereed journal articles, peer-reviewed primary research articles, book chapters, (co)edited or (co)authored books and monographs accepted for publication;
- b. Grant proposals submitted;
- c. Funded grants;
- d. A critical book review essay published in an academic or professional journal;
- e. An extended essay published in a major newspaper or popular journal;
- f. 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;
- g. 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;
- h. 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;
- i. Creating general or popular definitions of concepts in the scholar's field for public consumption;
- j. Textbook and textbook related published contributions;
- k. Honorary awards;
- l. Invitation to present papers at conferences of international or national repute in their field;
- m. Any patents submitted from research produced while at NMSU.

B. Evaluation of the scholarship of teaching

i) Types of activity that advance the scholarship of teaching:

- a. develop new and innovative curriculum/methodology/ teaching and

learning activity with clear purpose, goals, and objectives that are realistically achievable and address important questions in the field, broadly defined;

- b.** Authoring of textbooks and monographs in topics related to the teaching of biology.
- c.** The activity reveals a high level of discipline-related expertise and relevant pedagogical knowledge. The scholar brings to the activity a high level of relevant knowledge, skills, artistry, and reflective understanding.
- d.** Appropriate and ethical methods are used for the activity, including principles of honesty, integrity, and objectivity. The methods are chosen wisely, and applied effectively. It allows for replication or elaboration.
- e.** 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.
- f.** The activity and outcomes have been presented appropriately, ethically, and effectively to its constituent audience(s).
- g.** One's peers and/or constituent audience(s) judge the activity and outcomes meritorious and significant.
- h.** 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.
- i.** The scholarship integrates the teaching, service, and outreach functions.
- j.** The activity integrates or applies scholarship in the provision of professional expertise in the scholar's field, broadly defined.

ii) Evidence of achievement include, but are not limited to:

- a.** International or nationally recognized treatises or monographs on the teaching of biology or related field;
- b.** Invited or referred papers or articles in journals or edited volumes of international or national repute, on the teaching of biology or related field;
- c.** Invited or refereed talks at international or national conferences on the teaching of biology or related field, with associated papers published in officially recognized conferences;
- d.** Invited or refereed publications of curriculum materials;
- e.** invitations to present papers at conferences of international or national repute in biology education;
- f.** funded grants;
- g.** citations of papers in professional publications in biology education;
- h.** evidence of adoption of teaching materials developed (that include, but not limited to, curriculum, textbook, and educational web site) by other biology departments or institutes;
- i.** honorary awards;

- j. grant proposals submitted.

C. Evaluation of the scholarship of integration

i) Types of activity that advance the scholarship of integration:

- a. scholarly activities by which knowledge and skills in biology are assessed, interpreted, and applied in new and creative ways, as often demonstrated in interdisciplinary research, to produce new, richer, and more comprehensive, insights, understanding, and outcomes.

ii) Evidence of achievement include, but are not limited to:

- a. awards, support letters or other documentations in recognition of the significance of the scholarly activities recognized;
- b. books and peer-reviewed articles providing integration of knowledge developed by other researchers (e.g., original surveys).

D. Evaluation of the scholarship of engagement

i) Types of activity that advance the scholarship of engagement:

- a. collaboration between faculty at institutions of higher education and their larger communities (local, regional/state, national, global);
- b. a mutually beneficial exchange of knowledge and resources;
- c. partnership and reciprocity.

C. Extension and Outreach (Section 5.90.4.3)

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 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 biological related 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.

2. 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 (Section 5.90.4.4)

Service is essential to the Department, College and University mission and to the scholar's professional affiliations. Active, civil, and collegial participation in 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 activities and evidence of achievement are central to the evaluation of **Service** across the pre-tenure and promotion period:

- a. *Professional service (includes but is not necessarily limited to):*
 - i) serving on editorial boards of scholarly journals
 - ii) serving as officials in a leadership role for professional and scientific societies or organizations;
 - iii) chairing of conferences and workshops;
 - iv) serving as program chair or conferences and workshops;
 - v) serving as officials for professional and scientific societies or organizations;
 - vi) serving as program committee member of conferences and workshops;
 - vii) refereeing/reviewing activities for journals, conferences, and funding agencies;
 - viii) useful observations, which can be published in widely distributed publications without necessarily being publishable in referred journals;
 - ix) reviewing activities for textbooks;
 - x) efforts to educate the public, educational institutions, various industries, and different levels of government as to the technological aspects and social implications of biology;
 - xi) provision of professional expertise in the scholar's field, broadly defined.

- b. *Service to the Community, University, College, and Department:***
 - i) Chairing of departmental committees (or significant service within), such as facilities, curriculum, faculty position searches, tenure and promotion, graduate and undergraduate education, graduate assistantship, graduate and undergraduate awards, teaching evaluation, Biology Symposium, and any other departmental committee not listed here.
 - ii) Other departmental related services (include but are not necessarily limited to):
 - a.** mentoring of non-tenured tenure track faculty;
 - b.** recruiting faculty and students;
 - c.** performing services that advance the profession, and departmental teaching and research efforts;
 - d.** actively participating in non committee departmental policy making efforts, in faculty meetings and otherwise;
 - e.** actively participating in departmental committee work
 - iii) University and College related services
 - a.** Membership in College and University committees and Faculty Senate, particularly in leadership roles such as chairing such committees;
 - b.** initiating and developing, and acting as liaison for, service and general education courses;
 - c.** actively participating in University policy making efforts.

E. Leadership

The development and execution of leadership skills when possible are essential to the Department, College and University mission and to the scholar's professional affiliations. The allocation of effort to leadership can be combined with service, or if the effort is substantial (i.e., department head, associate department head, program director) can be listed separately in the allocation of effort and goals statement.

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 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 effective collaborative approaches to faculty governance.

2. Evidence of achievement includes, but is not limited to:

- a. evidence of overt initiatives that contribute to the mission of the Department, College, University, or the profession;
- b. evidence of overt initiatives that empower colleagues in the pursuit of professional goals;
- c. evidence of service in a leadership/administrative capacity within the Department, College, University, external organizations and agencies in ways contributing to their respective missions;
- d. Editor of a peer-reviewed journal;
- e. Organizing and running a professional development workshop or conference (local/regional/national/international);
- f. Serving as an editor/editorial board member for a nationally/internationally recognized journal;
- g. Directing a large training program for undergraduate or graduate students (RISE, HHMI, INBRE, U54);

III. Annual Performance Evaluation Procedures

- A. Each faculty member is evaluated by the Department Head in the Fall 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. This is required for pre-tenure track faculty.**
- 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. Each faculty member submits to the Department Head an Annual Allocation of Effort and Goals Form provided by the College in the fall semester for the committee. 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.

3. For non-tenure track faculty, an agreement of these allocations will be attained with the Department Head and that agreement is reviewed by the Dean.

IV. Process for Promotion and Tenure for Tenure Track Faculty

The Department Promotion and Tenure Process is superseded by Section 5.90 of NMSU Policy *Promotion and Tenure*. 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 Department of Biology 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 (based on rank (full) and previous experience on P and T) by the Department Head as Chair. 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. If there is an inadequate number of faculty within the department, the Department Head will submit a request to the Dean for additional appointments to the committee. For purposes of promotion to rank, only faculty possessing the rank under consideration may vote. For College Track faculty, at least one person on the committee will possess the title of college-track professor possessing the rank under consideration. If there is inadequate faculty to meet this requirement, the Department Head will request the Dean for a college-track appointment to the committee.

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

In addition, the Department has the following policies:

A. Credit for Prior Service

The department will comply with the NMSU regulations and practices in terms of recognition of credit for prior service towards the six-year probationary period.

B. Extension of the Probationary Period (Section 5.90.3.6.2)

When requested in writing within one year of the qualifying event by the faculty member, leaves of absence or other extenuating circumstances can lead to postponement of the tenure decision date. The faculty members are referred to Section 5.90.3.6.2 for

the specific regulations and details regarding the process for extending the probation period.

C. Mid-Probationary Review (Sections 5.90.3.7 and 5.90.4.6)

A non-tenure track or college track faculty may request a mid-probationary comprehensive performance review, which normally occurs at the end of the second year of service. The mid-probationary review is deemed unnecessary if a faculty receives two or more years of credit towards tenure. The review will provide feedback from the tenured faculty regarding the non-tenured track member's strengths and weaknesses. The portfolio must be submitted by mid January to the department head, and is reviewed by the department head, and the departmental and college promotion and tenure committees according to the departmental promotion and tenure policy. The college committee will provide to the department head and the candidate a written formative evaluation of progress.

D. External review letters

At least three external letters are required to be included in the evaluation packet for tenure and/or promotion. The Department Head, in consultation with the departmental promotion and tenure committee, and based on the number of names (up to 8) put forth by the candidate to the Department Head, will select the external reviewers. The Department Head, with the assistance of the chair of the departmental promotion and tenure committee, will be in charge of soliciting external letters. The review request should include a deadline for the review letter to be returned. If a review letter arrives after the deadline, it will not be accepted. Also, not accepted are unsolicited letters. Otherwise, all solicited letters received by the deadline will be included in the evaluation packet. The reviewers will be provided with the candidate's curriculum vita, research statement, and evidence (to be selected by the candidate) of the scholarly work and creative activities performed. In addition, the reviewers will also be provided the department's promotion and tenure policy statement, college promotion and tenure policies, and university promotion and tenure policies. The reviewers will also be notified that the candidate will have the opportunity to read the letter of assessment if requested, as well as third parties in the event of an EEOC or other investigation into a tenure or promotion decision.

The external reviewers should be experts of national and/or international reputation in the scholarship activities that the candidate specializes in. Close collaborators (within two years of joint publication and/or grant funding), thesis mentors/advisors of the candidate faculty member will not be selected as external reviewers. Preferences are given to experts who have not had close collaboration with the candidate. The reviewers are requested to include in their letter a brief statement regarding the individual's qualifications for serving as an external reviewer. The reviewer must also include a statement regarding their relationship to the candidate. The reviewers, in the process of writing the reviews, may request additional information from the candidate through the department head. The request for additional information must be made in writing and transmitted to the candidate.

E. Annual allocation of effort statements

In the consideration for promotion and tenure, the cumulative effect of the candidate's

annual allocation of efforts statements is used in determining the relative importance of each of the categories of teaching and advising, scholarship and creative activity, extension and outreach, service, and leadership.

F. Preparing/Reviewing evaluation packets

Sample evaluation packets for promotion and/or tenure application will be made available for the candidate's reference upon request.

While a candidate cannot change or delete materials from the evaluation packet after the evaluation packet is submitted to the committee for review, the candidate may provide a supplement to the evaluation packet to the department head. The candidate will be given the opportunity to review all items included in the evaluation packet assembled prior to the formal review meeting of the departmental promotion and tenure committee for deliberations and voting. The confidentiality of the external review letters will be decided based on the existing NMSU policies on this matter.

The candidate's evaluation packet will be kept in the department office, and can be accessed for review by making a request to the departmental secretary.

The P&T committee, in the process of evaluating the candidate for promotion and/or tenure recommendation, may request additional information from the candidate through the department head. The request for additional information must be made in writing and transmitted to the candidate.

G. Discussion of procedural matters

The Dean and the Department Head may meet with the departmental promotion and tenure committee to discuss the procedural matters.

H. Committee composition for tenure recommendation

All tenured faculty of the Biology Department, together with the external members (as appointed by the Dean) of the departmental Promotion and Tenure committee, are eligible members of the departmental tenure committee. All faculty who meet these criteria are selected for the committee by the Department Head unless specific circumstances (e.g. conflict of interest) do not allow membership. The committee must comprise of no fewer than three eligible members. If there are not at least three eligible members, additional members will be appointed by the Dean.

I. Committee's promotion and/or tenure evaluation

The committee develops written evaluations of faculty candidate's evaluation packet. The evaluation should include the numeric vote count, reflect the majority view, and justify the recommendation according to the departmental and university policy.

Dissenting and minority view should also be reflected either in the same written evaluation, or as a separate report. All reports should reflect what was discussed during all committee meetings. The evaluation(s) and numeric vote count are submitted to the Department Head and the Dean by the Chair of the Promotion and Tenure Committee.

J. Voting Process

The deliberations and voting of the committee meeting regarding promotion and/or tenure recommendations should be conducted in a closed session. Committee member's individual recommendation should be obtained via secret written ballot. Absentia and proxy ballots are not permitted. Faculty members must be present for all discussion in order to vote. All vote counts must be recorded and are kept in the Departmental office.

K. Feedback to the candidate

The department head will provide the candidate a copy of the promotion and tenure committee's written evaluations (that include the numerical vote count) and a copy of the department head's letter of recommendation.

A candidate may withdraw from further consideration of promotion and/or tenure in accordance with Section 5.90.5.6. The candidate may include a letter of rebuttal in the application portfolio, which will next be passed to the dean and college promotion and tenure committee.

L. Confidentiality

The promotion and tenure procedures and records are confidential.

M. Reviewing/Updating the policy

The departmental promotion and tenure policy is to be reviewed, and may be updated, at least once every three years by the entire faculty. Modifications will be made in alignment to the University and College policies and procedures on promotion and tenure. The revised policy needs to have final approval by the Dean.

N. Applicable policy

If the departmental promotion and tenure policy changes during a faculty member's pre-tenure or pre-promotion period, the faculty may elect to be evaluated under the policy before or after the changes.

O. Appeals process

The candidate should refer to Sections 4.05.40 and 4.05.50 of the university Policy Manual for the appeals process.

P. Post-tenure review

The department will perform post-tenure review in accordance with the University Policy Manual Section 5.87. In addition, a tenured associate professor will be reviewed every five years by the departmental promotion and tenure committee as part of the mentoring process that provides guidance to the faculty towards promotion to a full professor. This review will initially consist of an updated CV (post tenure/promotion) and an evaluation packet which includes all annual performance reviews since tenure/promotion. The Chair of the Promotion and Tenure committee will request these materials from the candidate one month in advance of the post-tenure review by the promotion and tenure committee that occurs in the Spring semester. If the committee deems that the candidate fulfills the expectations for promotion to full professor, the

committee will make a recommendation to the candidate to proceed with the application to full professor.

V. Tenure

A. Final Decision Timeline and Process

1. 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 (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.
2. 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.
3. 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*).
 - a. 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.
 - b. 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.
 - c. 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.

- d. 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.
 - e. 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 Department'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 Department'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.
4. 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.

B. Annual Tenure Review Timeline

1. 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 (completion and assessment by the Department Head), which occurs in the Fall semester.
2. During the Spring Semester, the Department P & T Committee reviews the evaluation packet 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.
3. 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.

4. The annual promotion and tenure recommendations from the P & T Committee and Department Head become a permanent part of a candidate's portfolio.
5. The Chair of the P & T Committee and Department Head **will meet** annually with each candidate to discuss the annual written assessments.
6. 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.

VI. Promotion for tenure track faculty

A. Promotion to the Rank of 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 (as described in Section II. Each area is vital to the Department'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 (see section V part B for timeline). 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.

B. 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 command 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 leadership. Each area is vital to the Department'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 Department, College and University as well as sustained demonstration of civility, collegiality, and professional integrity in all aspects of 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.

VII. Roles and Responsibilities during the Promotion and Tenure Process

A. Candidate

1. Maintain a curriculum vitae and a cumulative personal record of the activities and accomplishments affecting the application for promotion and/or tenure.
2. 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. The portfolio is the faculty record of their performance, annual reviews, and Promotion and Tenure committee and Department Head evaluations, which is kept in the Department office. The evaluation packet contains all information that will only be used for tenure and/or promotion decisions.
3. At her/his option and in accordance with college procedures, requests and provides materials required in the mid-probationary review.
4. Provide the Department Head with a written list of potential outside references from which letters of evaluation may be requested.
5. Where appropriate, request extensions of the probationary period in accordance with University policy 5.90.3.6.2.

6. 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.

B. Department Head

1. Establish and monitor a process for tenured faculty to mentor the candidate in developing the best case for promotion and/or tenure.
2. Provide leadership in the collaborative writing and maintenance of department promotion and tenure policy.
3. 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.
4. 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.
5. Provide leadership in establishing agreed upon Department guidelines for an annual review of probationary tenure-track faculty by the Department P & T Committee. This review is separate from, and independent of, the department head's annual review of each faculty member.
6. Assist probationary tenure-track faculty who have completed five academic semesters or its part-time equivalent prepare for an optional mid-probationary review.
7. 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.
8. Provide assistance and guidance to faculty applying for promotion and/or tenure. Review the portfolio of candidates and, where needed, make recommendations for improvement.
9. See that the Department P & T Committee submits annual

recommendations for tenure and/or promotion for all candidates.

10. Write an independent evaluation/recommendation concerning each candidate's case for promotion and/or tenure in relation to the Department'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.
11. 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.
12. Place the Department Head's recommendation in the candidate's evaluation packet.

C. Department Promotion and Tenure Committee

1. Examine and read the evaluation packet of each candidate, including the Department Head's letter.
2. Evaluate the candidate according to Department Criteria.
3. Consider the candidate's Department assignment and role apportionment as specified in the candidate's Employment Contract and accumulated Allocation of Effort Forms.
4. 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.
5. Make recommendations to the Department Head pertaining to faculty members seeking promotion and/or tenure based on the candidate's evaluation packet and Department Criteria.
6. Record in each candidate's recommendation the Committee's vote totals.
7. Ensure that the Committee's recommendation is included in the candidate's portfolio.
8. Participate in the optional mid-probationary review process, providing formative feedback to candidates.

9. Provide ongoing mentorship and support as needed or requested by a probationary tenure-track faculty member.

VIII. Promotion Policies for College-Track Faculty Members

College faculty members are integral to the Department'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.

The process and evaluation criteria for promotion between ranks will follow the same organization discussed earlier, with the understanding that there will be no expectations in the area of Research and Scholarly Activities.

1. Promotion to College Assistant Professor

Responsibilities

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

- a. Five years of continuous service as a college instructor.
- b. Continued annual evaluations reflecting effective teaching and civil participation in Departmental service, and professional growth activities.

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

- a. development of new courses reflecting emerging research and current issues;
- b. revision of existing courses to reflect emerging research, current issues and successful 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;
- f. evaluation of student learning;
- g. critical reflection.

Required evidence documenting teaching effectiveness

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

- i) *Evidence from instructor: Evidence should include, but is not limited to:*
 - a. syllabi, student learning objectives, activities and assignments;
 - b. description of new pedagogical approaches for existing courses;

- c. grant proposals written and grants funded for pedagogical or curriculum development (optional);
- d. descriptions of facilitation and presentation in faculty development workshops and seminars focused on teaching practices (optional);
- e. self-critique of course instruction;
- ii) *Evidence from students:*
 - f. results of student evaluations (mandatory);
obtained by following the departmental policy in administering student evaluations at the end of each semester; the instructor must not be present while the evaluation forms are written, and must not see or handle the forms until after grades are reported.
 - g. mid-semester student evaluations (optional)
 - h. written student comments (optional)
obtained by following the departmental policy in administering student evaluations at the end of each semester; the instructor must not be present while the evaluation forms are written, and must not see or handle the forms until after grades are reported.
- iii) *Evidence/Assessment of student learning*
 - i. results of assessments of student learning (mandatory);
- iv) *Evidence from other professionals*
 - j. peer review assessments;
 - k. evidence of participation in faculty development workshops and seminars;
 - l. nomination for or receipt of teaching honors and awards.

Per section 5.90.4.1.1 of the policy manual, "each form of evidence should carry a weight appropriate to its importance in evaluating teaching".

Documentation to be included in the evaluation packet

Documentation that summarizes all four categories of evidence demonstrating teaching effectiveness should be included. Student evaluation forms, summaries of assessment (e.g., pre- and post-term exams), and letters from peer evaluations should be archived in case there is a need for further evaluation.

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 department programs;
- c. committee membership or other service to professional organizations;
- d. membership on local, state, or national boards and community organizations.

2. Promotion to College Associate Professor

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

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

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

- a. development of new courses reflecting emerging research and current issues;
- b. revision of existing courses to reflect emerging research, current issues and successful 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;
- f. evaluation of student learning;
- g. critical reflection.

Required evidence documenting teaching effectiveness

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

- i) *Evidence from instructor: Evidence should include, but is not limited to:*
 - a. syllabi, student learning objectives, activities and assignments;
 - b. description of new pedagogical approaches for existing courses;
 - c. grant proposals written and grants funded for pedagogical or curriculum development (optional);
 - d. descriptions of facilitation and presentation in faculty development workshops and seminars focused on teaching practices (optional);
 - e. self critique;
- ii) *Evidence from students:*
 - f. results of student evaluations (mandatory);
obtained by following the departmental policy in administering student evaluations at the end of each semester; the instructor must not be present while the evaluation forms are written, and must not see or handle the forms until after grades are reported.
 - g. mid-semester student evaluations (optional)
 - h. written student comments (optional)
obtained by following the departmental policy in administering student evaluations at the end of each semester; the instructor must not be present while the evaluation forms are written, and must not see or handle the forms until after grades are reported.
- iii) *Evidence/Assessment of student learning*
 - i. results of assessments of student learning (mandatory);
- iv) *Evidence from other professionals*
 - j. peer review assessments;
 - k. evidence of participation in faculty development workshops and seminars;
 - l. nomination for or receipt of teaching honors and awards.

Per section 5.90.4.1.1 of the policy manual, "each form of evidence should carry a weight appropriate to its importance in evaluating teaching".

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 department 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 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 Department, College, University, external organizations and agencies in ways contributing to their respective missions.

3. Promotion to College Professor

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

- a. Five years of continuous service at the rank of College Associate Professor.
- b. Continued annual evaluations reflecting superior teaching, involvement in professional growth activities, civil and collegial participation in Departmental, College, and University service, and engagement in leadership activity at the national level.
- c. Holding a Ph.D. or its equivalent.

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

- a. development of new courses reflecting emerging research and current issues;
- b. revision of existing courses to reflect emerging research, current issues and successful 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;
- f. evaluation of student learning;
- g. critical reflection.

Required evidence documenting teaching effectiveness

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

i) Evidence from instructor: Evidence should include, but is not limited to:

- a. syllabi, student learning objectives, activities and assignments;

- b. description of new pedagogical approaches for existing courses;
- c. grant proposals written and grants funded for pedagogical or curriculum development;
- d. descriptions of facilitation and presentation in faculty development workshops and seminars focused on teaching practices;
- e. self critique;
- ii) *Evidence from students:*
 - f. results of student evaluations (mandatory);
obtained by following the departmental policy in administering student evaluations at the end of each semester; the instructor must not be present while the evaluation forms are written, and must not see or handle the forms until after grades are reported.
 - g. mid-semester student evaluations (optional)
 - h. written student comments (optional)
obtained by following the departmental policy in administering student evaluations at the end of each semester; the instructor must not be present while the evaluation forms are written, and must not see or handle the forms until after grades are reported.
- iii) *Evidence/Assessment of student learning*
 - i. results of assessments of student learning (mandatory);
- iv) *Evidence from other professionals*
 - j. peer review assessments;
 - k. evidence of participation in faculty development workshops and seminars;
 - l. nomination for or receipt of teaching honors and awards.

Per section 5.90.4.1.1 of the policy manual, "each form of evidence should carry a weight appropriate to its importance in evaluating teaching".

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 department 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 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 Department, College, University, external organizations and agencies in ways contributing to their respective missions;
- d. Organizing and running a professional development workshop or conference

- (local/regional/national/international);
- e. Serving as an editor/editorial board member for a nationally/internationally recognized journal.

IX. Policies for Affiliated Graduate Faculty Members

Individuals with NMSU Graduate Faculty status can apply for permission to serve as the primary major advisor for Biology Ph.D. candidates. The purpose of this section is to document the process used to evaluate their suitability to serve as the primary advisor for Biology doctoral students. The application should include a cv, a statement indicating the type of resources that their students will require to complete a successful degree program, and an explanation of what programs or departments will provide these resources. If the Department Head of Biology determines that the cv indicates the applicant has a strong active research program in the biological sciences, and that they have resources available for potential graduate students, the applicant will be requested to present a research seminar in the Biology Seminar series. The Biology faculty will be invited to assess the cv, and attend the seminar. The Biology faculty will also be provided with opportunities to individually meet with the candidate. The Biology faculty will then anonymously vote on the application. The application can be approved by a simple majority.

The approved inter-departmental graduate faculty will serve as the major advisor for Biology Ph.D. students. Each student's Ph.D. Committee must include a faculty member liaison from within the Department of Biology who will be responsible for providing advice concerning the Department of Biology's graduate student policies and procedures.

The successful candidate's permission to accept new Ph.D. students will be evaluated on the same cycle as the graduate school's renewal of their graduate faculty status. The Department Head of Biology will make this determination based on a written summary of graduate student progress provided by the inter-departmental graduate faculty.

Approved by:



_____	_____	_____	_____
Dean	Date	Department Head	Date