

FUNCTIONS AND CRITERIA

Borderlands and Ethnic Studies Department

College of Health, Education, and Social Transformation

New Mexico State University

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## FUNCTIONS AND CRITERIA

### 1 MISSIONS, VISION, and GUIDING VALUES

#### 1.1 New Mexico State University Mission

The mission of the New Mexico State University system is to serve the state's diverse needs through comprehensive programs of education, research, extension and outreach, and public service. As the state's land-grant and space-grant university and a Hispanic-serving institution, NMSU fosters learning, inquiry, diversity and inclusion, social mobility, and service to the broader community.

##### *1.1.1 College of Health, Education, and Social Transformation Mission*

To pursue social change and transformation through education, research, and outreach.

##### *1.1.2 Borderlands and Ethnic Studies Department*

**Mission.** The Department's mission is to co-create knowledges rooted in place-based and Borderlands histories to generate practices of justice, love, relationality, and liberation.

BEST programs engage students with pedagogies and knowledges that heighten their awareness of local and global histories and systems of power. In BEST, students are guided to see their value, deepen their sense of belonging while on campus, and carry forward knowledge into their areas of study. These pedagogies and knowledges facilitate students' capacity and will to envision and build dignifying, equitable, vibrant, and pluralistic rather than individualistic futures.

**Vision.** The Department aspires to expand ways of critical knowing, learning/unlearning, and relating to/with peoples and places in loving, kind, equitable ways while building harmonious, joyful lives with generosity and abundance.

### 1.1.2.1 Guiding Values.

- Integrity
- Kindness
- Honor
- Generosity
- Answerability

These values together form the foundation of the Department’s mission and vision and are based on philosophies of decoloniality. As scholar Nelson Maldonado-Torres discusses in his “Outline of Ten Theses on Coloniality and Decoloniality,” these values support us in being “decolonizing agents and bridges who serve as connectors between [our]selves and many others. It is in this process that true love and understanding...can flourish” (24).

## 1.2 New Terminology

- Annual Accomplishments and Contributions Report (**AACR**) replaces the Annual Performance Report (ARP).
- Annual Commitments & Aspirations Statement (**ACAS**) replaces Allocation of Effort (AoE).

This terminology is congruent in purpose with NMSU’s ARP policy but different in name to reflect our values and align with the College of Health, Education, and Social Transformation’s mission and the University’s LEADS 2025.

## 2 FUNCTIONS

The Borderlands and Ethnic Studies Department offers the following academic degree programs in relationship to each other: Ethnic Studies, Native American Studies, Chicano/a Studies, Decolonial Research, and Palestine Studies within an expansive Borderlands framework.

## **2.1 Programs**

### **2.1.1 *Borderlands and Ethnic Studies (BEST)***

- Graduate Certificate
- Graduate Certificate in Decolonial Research Methodologies
- Undergraduate Minor
- Palestine Studies Courses

### **2.1.2 *Chicana/o Studies (CCST)***

- Undergraduate Minor

### **2.1.3 *Native American Studies (NATV)***

- Undergraduate Minor
- Graduate Minor

## **2.2 Teaching and Advising**

Effective teaching and advising are essential to the Department's mission, core tenure, and promotion criteria. Teaching and advising responsibilities include all forms of university-level instructional activity.

Regular tenured and tenure-track faculty members typically allocate approximately half their effort per semester to teaching (unless assigned extraordinary advising, scholarship, service, outreach, or administrative responsibilities). For full-time college-track faculty, 9 credit hours per semester is the typical teaching load. Annual Accomplishments and Contributions Report should reflect each semester's teaching and advising efforts.

## **2.3 Scholarly and Creative Activities**

The Department's framework for scholarship and creative activity is grounded in Boyer's concept of the four scholarship types delineated in Section 3.1.B below.

All forms of scholarship are integral to the mission of the Department and University. Tenured and tenure-track faculty are expected to pursue ongoing scholarship. These activities vary in approach, scope, and method and are detailed below in the section on criteria for evaluation.

Annual Accomplishments and Contributions Report should reflect each year's scholarship efforts and creative activities.

#### **2.4 Service**

Service is an essential component of the Department's mission. This component invites faculty to contribute to the organization and development of the university, primarily by working in Departmental, College, or University-level committees and to BEST-related professional organizations. This activity may include holding offices in professional associations, serving on editorial boards, or serving as a peer-reviewer of manuscripts. Relevant service is further described below in the section on criteria for evaluation. The BEST Department situates itself as an in-community; therefore, relational service is expected and highly valued. Annual Accomplishments and Contributions Report should reflect each year's service efforts.

#### **2.5 Outreach and Extension**

Outreach and extension are essential to the Department's mission because sharing and co-creating knowledges is a basis for generative community relationships. Outreach can include service to external local, state, national, or international agencies, organizations, communities, or institutions needing the faculty member's professional knowledge, skill, participation, and presence. The Annual Accomplishments and Contributions Report (previously Annual Performance Report) should reflect each year's outreach and extension activities.

### **3 REVIEW GUIDE FOR ANNUAL ACCOMPLISHMENTS AND CONTRIBUTIONS**

NMSU's Administrative Rules and Procedures ARP 9.30 – 9.36 govern the Faculty Promotion and Tenure and Annual Performance Evaluation processes. The Department of Borderlands and Ethnic Studies follows the most recent College of Health, Education, and Social Transformation Promotion and Tenure Policy for Tenure-Track and Tenured Faculty. The Department's values, mission, and vision are grounded in Social Transformation. As such, this imperative is central to each category below and to the faculty's Annual Accomplishments and Contributions Report.

#### **3.1 Areas of Review**

The Annual Accomplishments and Contributions Report of each regular faculty member, including College Faculty, will be reviewed at least once a year based on the four main areas of faculty effort: teaching and advising, scholarly and creative activities, service and extension and outreach (ARP 9.31), as well as leadership, where applicable. Leadership is part of each area of faculty effort (ARP 9.24).

The efforts that faculty members, regardless of rank or position, devote to each area are flexible and negotiated annually at the Department level between faculty and department head based on the faculty's aspirations and goals and the Department's needs and capacities. The efforts of each faculty member necessarily vary, and any evaluation or promotion and tenure process will recognize these variations (ARP 9.31).

##### ***3.1.1 TEACHING AND ADVISING.***

Teaching and advising are central to the Department's mission and should be balanced with other areas of effort. Tenure-track and Tenured Faculty commit significant time and energy to teaching. These pedagogical commitments vary according to course type, number of enrolled students, depth of student advising, and type of activity (See "Description of Teaching



Activities” below). College Faculty typically allocate the majority of their commitment to teaching. The above parameters guide the review of teaching and advising in the Annual Accomplishments and Contributions Report and progress toward promotion and tenure.

**Description of Teaching Activities.** Teaching is the co-creation of knowledges. As such, responsibilities include all forms of university-level instructional activity, on and off campus, and include but are not limited to preparation for, initial design, and agile reflexivity in the teaching of a variety of courses, seminars, and other academic learning experiences; non-credit workshops and informal instructional activities; course and program creation and development; team or collaborative teaching; web-based instruction; supervision of student research; service on undergraduate and graduate student committees; supervision of practicum experiences; production of course materials, textbooks, web pages and electronic aids to learning; and other activities determined in consultation with the Department Head and, in the case of those working toward promotion and/or tenure, the Chair of the BEST P&T Committee.

**Review of Teaching.** The following activities are central to the review of teaching: the development and revisions of courses aligned with Departmental values and emerging research, practices of engaging pedagogies, meaningful interaction with students, and responsiveness to their needs and aspirations.

The review of impactful and engaging teaching will be based upon varying demonstrations within the following areas:

- a) **Student Feedback:** Written responses to specific questions, video testimonials, reflective narrative, and recorded or documented conversations.
- b) **Self-Reflection:** Narratives reflecting on one or more courses. Such reflections can consider student learning in light of such aspects as syllabi, student learning objectives,

activities, and assignments, as well as descriptions of and rationale for new course preparations and new pedagogical approaches or course improvements.

- c) **Other:** Peer interactions and conversations regarding pedagogy; nominations for or receipt of teaching honors and awards; grant proposals written/funded for pedagogical or curriculum development; evidence of participation in and learning from faculty development workshops and seminars; descriptions of facilitation and presentation in faculty development workshops and seminars; letters written by community-partner peers who have visited the faculty's classroom, etc.

***Description of Advising Activities.*** Faculty advising may take the form of assisting undergraduate or graduate students in the selection of courses, majors/minors, and future and present career pathways, as well as assisting students in educational and extracurricular involvement in programs on and off-campus, serving as faculty adviser to student groups, along with other relevant forms of student engagement. Faculty advising may also include conversations with students about general well-being and guiding students to resources to increase their capacity to thrive.

***Review of Advising.*** The following activities are central to the review of advising: availability to students through presence within the department throughout the semester; knowledge of requirements for BEST academic programs, when applicable; knowledge of minors and majors outside the department for cross-disciplinary programs with which the faculty member is affiliated across campus. The review may be based upon demonstrations of advising students, writing letters of recommendation, reviewing graduate application letters, spending time in University or College-level advising sessions, and chairing or serving on undergraduate or graduate committees within and outside the department.

### **3.1.2 SCHOLARSHIP AND CREATIVE ACTIVITY.**

Tenured and tenure-track faculty negotiate their Annual Commitments and Aspirations Statement for scholarship, creative activity, and knowledge co-creation. These activities are generative, employing dynamically interactive processes of co-creation, teaching and sharing knowledges, engagement and application, and integration to fulfill the mission and vision of the Department, the College, and NMSU. The following parameters will guide the review of scholarship and creative activity in the Annual Accomplishments and Contributions Report and progress toward promotion and tenure.

**Description of Scholarship and Creative Activities.** Scholarship and creative activities are the co-creation of knowledges, that take shape in myriad ways, including but not limited to and in no hierarchical order: books, articles, reviews, poems, stories, films, plays, murals, archives, visual art productions, museum exhibits. Emergent forms of knowledge co-creation are also welcome and invited.

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

- **Discovery** – the processes and outcomes associated with disciplinary inquiry and exploration intended to expand the realm of legitimate discourse within and through the development of new knowledge and skills.
- **Teaching** – the dynamic, reciprocal, and critically reflective processes among teachers and students at the university and in the community in which their activity and interaction enrich and transform knowledge and skills taught and learned
- **Engagement** – the myriad ways to proactively offer and employ knowledge and skills to matters of consequence to the Department, College, University, and community.

- **Integration** – the processes of assessing, interpreting, and applying knowledge and skills creatively to produce new, richer, and more comprehensive insights, understandings, and outcomes.

Each form of scholarship is vital to the Department’s ability to achieve its mission. The Department supports each faculty member in demonstrating that Scholarship and Creative Activity is significant within their field of expertise, is open to peer review, and has been or is being shared and accessible to a broad audience. Faculty members may choose to focus on one or more areas from the above four; the Department will rely on its Mission, Vision, and Values to appropriately encourage and support faculty member’s pursuits.

***Review of Scholarship and Creative Activity.*** Review of the contributions and accomplishments of a candidate for tenure and promotion to any rank will focus on an indication of sustained scholarship and creative activity appropriate to the faculty member’s discipline and its connection to the Department, College, and University missions. A faculty member’s Annual Commitments and Aspirations Statement guides the review of their accomplishments and contributions related to scholarship and creative activity. In their Annual Reports and their Promotion and/or Tenure portfolio, faculty members are responsible for articulating how a specific activity or achievement represents scholarship or creative activity and explaining its significance.

The following qualities can be considered in reviewing scholarship and creative activity:

- a) Supportive of the Program and Department, College, and University missions.
- b) In conversation with the scholar’s fields, broadly defined, Sovereign Nations, Peoples, contexts/places, and relations with all beings.
- c) Inspiring paradigm-shifting knowledges and decolonial praxis.

- d) Centering place-based knowledges respectfully and intentionally learned with community and co-created with community relations.
- e) Integrating teaching, service, and/or leadership (outreach) functions.
- f) Responding agilely, with humility, and with a capacity to pivot in response to layered contexts and questions of the moment.

### **3.1.3 SERVICE, OUTREACH, AND LEADERSHIP**

Service, outreach, and leadership, including activities at New Mexico State University and in locations outside the university, are essential to the Department's mission, vision, and values and are balanced with other areas of effort— especially those invisibilized efforts offered by faculty of color (disproportionately women) that are often diminished and discounted. The following parameters will guide the review of service, outreach, and leadership in the Annual Accomplishments and Contributions Report, as well as progress toward promotion and tenure.

**Description of Service, Outreach, and Leadership Activities.** Faculty in the Department are situated *as community~in community*. This area of effort is pronounced daily and always within the Department. Hence, responsibilities include but are not limited to, activities within:

- A. **New Mexico State University:** Membership on or chairing Department, College, and University committees. Engagement in the development and growth of the Department's programs and programming.
- B. **Academe:** Membership in and leadership of academic organizations in the scholar's field.
- C. **Outside NMSU:** Informal and formal membership and leadership on and with community organizations, associations, boards, and other groups not at New Mexico State University.

**Review of Service, Outreach, and Leadership Activities.** The following qualities can be considered in the review of service, outreach, and leadership:

- a. Supporting the missions of the Department, College, and University.
- b. Collaborating with local, state, national, and/or inter-national agencies, professional organizations, institutions, and in/formal community organizations that benefit reciprocally from faculty member's professional knowledge and skills.
- c. Participating in the scholar's field, broadly defined.
- d. Mentoring colleagues in their pursuit of professional efforts and aspirations.

**3.1.3.1 Procedures for Annual Review.** All Review procedures are aligned with NMSU's ARP sections 9.35 (Pre-tenured faculty) and 9.36 (post-tenured faculty).

1. All faculty will agree and sign off on their Annual Commitments and Aspirations Statement in consultation with the Department Head.
2. In accordance with the above Statement, each faculty member will craft their Annual Accomplishments and Contributions Report.
3. The Department Head and the internal Department's P&T Committee will review each faculty member's Annual Accomplishments and Contributions Report.
4. The College Dean subsequently reviews the results of each faculty member's Annual Accomplishments and Contributions and Accomplishments Report and the Department Head Appraisal of the Annual Accomplishments and Contributions Report.
5. After the Department Head's discussion with the Dean, the Department Head will share their written Appraisal of Annual Accomplishments and Contributions,

at which time plans for the faculty's Commitments and Aspirations for the subsequent academic year can be discussed.

6. The review is considered complete when the faculty member and the Department Head sign off on it, ideally at the individual meeting.
7. Each faculty member is welcomed to submit a written statement in response to the appraisal of their Annual Accomplishments and Contribution Report that is entered into a faculty member's permanent personnel file.
8. For pre-tenured faculty members, the procedures vary slightly in service to a successful application. See 4.1 and 4.2 below.

### ***3.1.4 PROCEDURES FOR PROMOTION AND TENURE***

Promotion and tenure are the means by which the Borderlands and Ethnic Studies Department within the College of Health Education and Social Transformation and New Mexico State University acknowledge faculty's accomplishments and contributions in the realms of teaching and advising, scholarly and creative activities, service, outreach, and leadership to the Department, College, and University; and engagement with the broader community in support of the mission and vision of the Department, College, and University. The Department's parameters and processes for tenure and promotion decisions are articulated below. All promotions to any rank and tenure and the related processes outlined in this document are aligned with the NMSU Faculty Promotion and Tenure ARP 9.35.

## **3.2 Ranks**

### ***3.2.1 Associate Professor.***

An Associate Professor is typically a faculty member who has been promoted from the rank of Assistant and awarded tenure. Candidates generally can apply for tenure and promotion

simultaneously. When considering candidates for promotion to the rank of Associate Professor, serious attention is given to contributions and accomplishments in the applicable areas of teaching and advising, scholarly and creative activities, service, outreach, and leadership. Each area is vital to the Department's ability to achieve its mission, and the contributions and accomplishments of a candidate for promotion are reviewed in light of the Department's mission. The timeline and process for promotion are the same as that outlined for the tenure process. A candidate receiving tenure and promotion to Associate Professor receives a continuous contract indicating the new rank and an increase in salary as specified by NMSU policy (ARP 9.33 Part 3).

### **3.2.2 *Professor.***

A Professor is the highest rank a faculty can achieve. To qualify for promotion to Professor, a faculty member must demonstrate a strong impact on their field of specialization since promotion to Associate Professor, showing national and/or international recognition and/or influence.

When considering candidates for the rank of Professor, attention is given to their consistent and continuous accomplishments and contributions that reflect distinct intellectual contributions to their primary areas of expertise, an established record of leadership inside and outside the institution in one or more of the four contribution areas, and a sustained commitment to the mentorship of junior faculty and students guiding them to achieve their professional goals. A mentor is particularly conscious of inequalities experienced by women, non-binary, and trans people of color in US higher educational spaces. Mentoring is a decolonial practice led by feminist scholars/pedagogues/activists of color who are intentionally challenging



colonialism/modernity/coloniality, heteronormativity, and racism. It is guided and inspired by decolonial feminist epistemologies.

When considering candidates for promotion to the rank of Professor, attention is equally given to accomplishments and contributions in teaching and advising, scholarly and creative activity, service, outreach, and leadership. Each area is vital to the Department's ability to achieve its mission, and the contributions and accomplishments of a candidate for promotion are assessed in light of that mission. Of particular significance is a sustained demonstration of the values of the Department.

### **3.3 Process**

The typical timeline for a tenure-track faculty member entering the year-long promotion and tenure process is six consecutive years of annual review. Flexibility in this timeline is possible by obtaining credit for previous years' experience in university teaching and advising, scholarly and creative activities, service, outreach, scholarship, and leadership or administration at another institution or within NMSU. Incorporating years of prior experience requires the approval of the Department Head, Department P&T Committee, College Dean, and Provost at the time of hire. Options for extending or shortening the pre-tenure Period are possible and are described in the NMSU ARP 9.35.

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.

**Annual Pre-Tenure Review.** 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 Accomplishments and Contributions Report process.

1. Every Spring semester,

- a. The Department P&T Committee:
  - Reviews the portfolio of each pre-tenure tenure-track faculty member.
  - Submits a written recommendation to the Department Head indicating progress towards promotion and/or tenure as well as the strengths and areas of opportunity to grow in each of the areas reviewed for promotion and tenure.
- b. The Department Head:
  - Informs the candidate in writing of the P&T committee's annual recommendation for promotion, tenure, continuous contract, and their own Department Head recommendation. The annual promotion and tenure recommendations from the P&T Committee and Department Head become a permanent part of a candidate's portfolio.
  - Meets annually with each candidate to discuss the annual written reviews. Each candidate seeking promotion and/or tenure will incorporate their goals for the upcoming year into the Annual Commitments and Aspirations Statement. This will become a guide for reviewing the subsequent year's progress toward promotion and/or tenure.
  - Provides candidates going up for tenure and/or promotion the latest versions of policies for this process in the Spring preceding the application.
  - Sees that the P&T policies for the department are posted on the departmental website and that a link to College and University policies is also made available there.

A Mid-Pre-Tenure Review is optional but encouraged for Pre-Tenure faculty members. A Pre-Tenure faculty member may request this review, which will be conducted per the NMSU ARP

9.35—Faculty Promotion and Tenure Review—when requested. This mid-pre-tenure review is in addition to and complements the annual review of all pre-tenure faculty members, which offers feedback on progress toward promotion and/or tenure and results in clear recommendations for progress or co-created resolution pathways in any areas of concern. The mid-pre-tenure review option offers a more substantive review that can include constructive feedback from external reviewers and the Faculty Affairs Committee to collaboratively guide and support progress toward promotion and/or tenure. The optional mid-pre-tenure review does not impact merit pay or contract continuation decisions.

For the mid-pre-tenure review process, faculty should prepare a complete promotion and/or tenure portfolio in light of Department and College guidelines following the standard timelines for the actual promotion and/or tenure process.

Pre-tenure faculty members electing to participate in a mid-pre-tenure review should make a request in writing to the Department Head during the preceding Spring semester and submit the portfolio materials to the Department early in the Fall semester.

Reviews will be conducted following the same processes and procedures as for a regular promotion and tenure case. The Portfolio, including the recommendations from the Department Head and the P&T Committee, are then submitted in mid-Fall semester, as are the actual submissions of Portfolios for promotion and/or tenure.

2. During the Spring of the fifth consecutive year of pre-tenure service,

The Department Head and Chair of the P&T Committee will notify a faculty member that it is time to review and finalize their accumulated Portfolio of core (see below 4.3.A) and supporting documents as outlined in the NMSU ARP 9.35 Part 7. B.

In an application for promotion and/or tenure, the candidate must include their contributions record since starting at NMSU, plus records from other institutions (or departments/programs within NMSU) if credit for prior service is applicable.

The candidate's Portfolio will be kept on a secure online platform provided by the College.

A candidate will have access to all items included in the Portfolio assembled prior to the review by appropriate committees, administrators, and/or external reviewers. Nothing will be changed, added, or deleted from the portfolio without the candidate's knowledge. A candidate has five business days after notification by any of the reviewing bodies to amend the portfolio following each evaluation stage.

By submitting a letter, a candidate may elect to withdraw from the review process at any point prior to the final signature of the Provost and Chief Academic Officer. The letter shall be transmitted to the Dean. All documents shall be returned to the candidate, and nothing relating to the promotion and/or tenure application shall be placed in the candidate's personnel file.

Withdrawal from consideration for tenure must be accompanied by a letter of resignation submitted to the Dean. The resignation shall be effective no later than the end of the sixth-year contract period.

A minimum of three written external reviews of the candidate's scholarship for promotion and/or tenure to associate professor and five reviews for promotion to full professor will be compiled from solicited external reviewers selected in collaboration with the Department Head, Chair of the P&T Committee, and the candidate.

The Department Head and Chair of the P & T Committee will forward to all external reviewers the candidate's Portfolio, a copy of the Department's *Functions and Criteria Document*, and a cover letter informing each external reviewer that their written review

reflects their judgment of the presented Portfolio's qualities and fit with the department's Criteria document and that a copy of the written review is provided to the candidate and becomes a permanent part of their Portfolio. Reviewers will be notified that the candidate is allowed to review all materials in their complete Portfolio.

During the sixth year, the faculty member makes a case for promotion and/or tenure through the Portfolio, which includes the core document and documentation file (See 4.3 below). Then, a review is conducted in accordance with the timeline provided in the ARP 9.35, Part 10. Those awarded tenure are granted 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.

### **3.3.1 Candidate's Portfolio**

Candidates should follow university guidelines for preparing their Promotion and Tenure Portfolio (ARP 9.35). This Portfolio consists of the Core Document and Supporting Documentation File.

**A. CORE DOCUMENT.** University guidelines (ARP 9.35 Part 6) specify the inclusion of the following Core Document elements in this order:

1. A routing form developed by the college with spaces for the required signatures (add a link to form).
2. A cover sheet indicating the candidate's name, current rank, department, and college.
3. Any written documentation generated throughout the promotion and tenure process, including the numerical vote counts of members of the promotion and tenure committee(s).
4. A table of contents.

5. Candidate's Narrative (also called Executive Summary).
6. A curriculum vitae.
7. Annual Accomplishments and Contributions Report for the period under review, including the Annual Commitments and Aspirations Statements, the goals and objectives forms, written statements submitted by the faculty member as a part of the Annual Accomplishments and Contributions Report, the supervisor's written comments, and any response made by the candidate to the supervisor's written comments. Numerical rankings, ratings, or vote counts should be removed.
8. Principal Units' mission statement.
9. Letters from External Reviewers.

The candidate's Narrative (#5 above) is a major component of the Core Document. The candidate's Narrative should include sections dedicated to teaching, scholarship, service, and outreach. Candidates should provide sufficient information to allow committees to appreciate relevance and contributions in all areas reviewed and to see demonstrated growth. The Narrative should express the candidate's values in the various areas of Accomplishment and Contribution. Specifically, the Narrative includes discussions of

1. Teaching and advising, including a reflection on the effectiveness and responsiveness of their pedagogies and impact on students' academic, career, and life trajectories.
2. Scholarly and creative activities, aligned with a description of this activity above in Section 2.2.
3. Service aligned with the vision of impact within the unit, the College, the institution, and the broader community (Section 2.3).

4. Outreach and Extension aligned with the vision of impact within the unit, the College, the institution, and the broader community (Section 2.4).

Achievements and Contributions in the different relevant areas should be discussed and placed in the context of the overall values and aspirations of the candidate. It is recommended that the Narrative provides a framework for interpreting and contextualizing the content of the candidate's curriculum vitae. If appropriate, the Narrative should provide examples of leadership achieved in the various areas of effort.

**B. DOCUMENTATION FILE (Supplemental Materials).** Supplementary materials should be provided by the candidate related to areas of faculty activity:

- a. ***Teaching and Advising.*** Examples of syllabi, assignments, exercises, quizzes, exams, copies of student work, responses to student work, student evaluations for the years being evaluated, written communication with students, letters of support from students, written observations of the candidate's teaching from colleagues, and so on.
- b. ***Scholarly and Creative.*** Examples of scholarship and creative activities produced in this period; a record of publications of various kinds; notes from seminars, meetings or conferences attended; supportive letters from colleagues familiar with any or multiple areas of the candidate's work; and so on.
- c. ***Service, Outreach, and Extension.*** Examples of letters of recommendation written for students; committee membership lists and related documents; awards and certificates; thank you letters for contributions; emails or memos documenting contributions; grants' proposals or letters produced for University committees or civic organizations; materials

created for professional presentations; programs from performances; news stories about the candidate's service or outreach activities; and so on.

For promotion to Full Professor, two copies of the Core Document along with the Documentation File should include the same materials as listed for the previous rank but with additional examples and discussion of recognized leadership in any or all relevant areas of effort.

### ***3.3.2 Roles and Responsibilities during the Process***

**A. CANDIDATE:** Maintains a curriculum vitae and a cumulative personal record of the contributions and accomplishments affecting the application for promotion and/or tenure.

1. Reviews their personal Portfolio in relation to the criteria for promotion and/or tenure and seeks guidance from the Department Head, Chair of the Department P & T Committee, and, if desired, other senior faculty.
2. Per College procedures request, can provide the materials required for the optional mid-pre-tenure review?
3. Provides the Department Head with a written list of potential outside references from which letters of review may be requested.
4. Where appropriate requests:
  - Extensions of the pre-tenure period in accordance with ARP 9.35.
  - The review process can be terminated at any time prior to review by the Provost and Chief Academic Officer as provided by ARP 9.35.
  - A rebuttal to correct any errors within five days of receiving the P&T Committee and Department Head recommendations.
5. When appropriate, submits a rebuttal to correct any errors within five days of receiving the College P&T Committee and the Dean recommendations.



**B. DEPARTMENT HEAD.**

1. Establishes a process to review the faculty in developing the best case for promotion and/or tenure.
2. Provides leadership in the collaborative writing and maintenance of department promotion and tenure policies.
3. Provides 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 informs candidates of the rights to due process, appeal, and informal processes for conflict resolution in promotion and tenure—all procedures of the Department of Borderlands and Ethnic Studies shall comply with ARP 3.25, Discrimination, Harassment, and Sexual Misconduct on Campus, and ARP 10.60, Review of Faculty Grievances.
4. The Annual Accomplishments and Contributions Report of all tenure-track faculty includes written details relating to areas of effort (i.e., teaching and advising, scholarship and creative activity, service, extension and outreach, leadership, and commitments and aspirations across these activities). This review encourages progress toward tenure and promotion and includes practical steps to strengthen future application. This review is separate from and independent of the Department Head's annual review of each faculty member.
5. Assists pre-tenured faculty who have completed five academic semesters—or, for an optional mid-pre-tenure review, any part-time equivalent—in preparing for promotion.
6. When mitigating circumstances arise, discuss with a candidate the possibility of a time extension (see ARP 9.35, Part 2). With the candidate's approval, seek a recommendation

from the Dean and approval from the Provost and Chief Academic Officer to extend the pre-tenure period.

7. Provides assistance and guidance to faculty applying for promotion and/or tenure.  
Reviews the portfolio of candidates and, where needed, makes recommendations for improvement.
8. Contacts external reviewers based on the candidate's scholarship to solicit external reviewer letters. A reviewer will be a highly regarded expert in one or more aspects of the candidate's work and must be able to thoroughly review the candidate's work. When a reviewer holds a tenured position, it should be at or above the rank sought by the candidate.
9. Sees that the Department P & T Committee submits all required recommendations for candidates seeking promotion and/or tenure portfolio.
10. Writes an independent evaluation/recommendation concerning each candidate's case for promotion and/or tenure in relation to the department criteria.
11. Provides candidates with 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 P & T Committee.
12. Places the Department Head's recommendation in the candidate's portfolio.

**C. DEPARTMENT COMMITTEE.** The Department maintains a standing committee called the Department Promotion and Tenure Committee (P&T Committee), which comprises 2-4 tenured faculty members. One Department member shall be selected by the P&T Committee as Chair. The College Dean appoints one or more external members to attain a three-person

(minimum) committee when needed. All tenured faculty are eligible to serve on the P&T Committee unless there is an identified conflict of interest or prior commitment that prevents the faculty member from participating in all deliberations, with participation in all deliberations a requirement for serving on the committee.

1. Reviews the Portfolio of the candidate according to Departmental criteria.
2. Provides formative, specific, and detailed information regarding the candidate's progress toward promotion and/or tenure, including suggestions to strengthen the candidate's case. This review is separate from and independent of the Department Head's annual review of each candidate.
3. Deliberates on candidate's material by compiling faculty members' anonymous written ballots, aggregating and tabulating them.
4. Makes recommendations to the Department Head about the candidate's Portfolio and its alignment with Departmental Criteria.
5. Ensures the Committee's recommendation is included in the candidate's Portfolio.
6. Participates in the optional mid-pre-tenure review process, providing formative feedback to candidates.
7. Provides ongoing mentorship and support as needed or requested by a pre-tenure tenure-track faculty member.
8. Reviews the University's conflict of interest policies to ensure none exist or are perceived to exist.

After the Department P&T Committee has reviewed and made a recommendation, the College Faculty Affairs Committee reviews the case first and makes a recommendation to the Dean, and

the Dean then makes an independent recommendation prior to moving the materials on to the Provost.

Committee members must take part in the deliberations to vote. Committee members can attend sessions and/or vote by a confidential electronic method with the permission of the committee chair.

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

#### **4 CONFIDENTIALITY**

All materials pertaining to a candidate's P&T process will remain confidential whether deliberations are focused on an annual or final review for promotion and tenure. Each meeting of the P&T Committee will start with a statement on the confidentiality of all materials and the subsequent proceedings, whether the purpose of the meeting is for annual review or final review for promotion and tenure. With respect to confidentiality, the chain of responsibility for a candidate's material begins with the Chair of the Departmental P&T Committee, who is responsible for the materials while those materials are under review by the departmental P&T Committee. The Department Head becomes the custodian of the confidentiality of a candidate's materials once the P&T Committee has completed its deliberations and the candidate's materials, along with the Committee's recommendation, are delivered to the Department Head. Once the

Portfolios are forwarded to the college level, confidentiality will be ensured by the Dean and the Chair of the College P&T Committee.

All criteria and procedures outlined above are subject to review and update at least every three years.