

# Faculty Handbook



NEW MEXICO MILITARY INSTITUTE  
Roswell, New Mexico

Approved by the Faculty Senate  
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## FOREWORD

The Faculty Handbook of the New Mexico Military Institute, adopted by the Board of Regents, is the guide to Institute operations specifically affecting all Faculty.

According to the New Mexico Statutes, quoted below, a Faculty member is an officer of the New Mexico Military Institute.

21-12-8 Officers to be governor's aides; rank, uniforms.

For the better government and enforcement of discipline in the New Mexico Military Institute, the superintendent, commandant/dean of students of cadets, instructors and others designated by the board of regents as officers in the New Mexico Military Institute, shall be commissioned as aides-de-camp on the staff of the governor of the state of New Mexico, with such military rank as the board of regents shall prescribe or designate, in addition to the number of aides-de-camp otherwise provided by law; the superintendent, commandant/dean of students of cadets, instructors and others designated by the board of regents of the New Mexico Military Institute as officers in the New Mexico Military Institute shall have such rank as may be prescribed by the board of regents and shall hold office and rank, as such during the time they are employed in such capacity in said New Mexico Military Institute, and they will be allowed to wear the uniform of their rank while on duty as officers in the New Mexico Military Institute and upon all public occasions when the national guard is under arms or the staff of the governor and commander-in-chief shall be ordered out.

The role of a Faculty member of the New Mexico Military Institute (NMMI) demands familiarity with the [Faculty Handbook](#) and [Constitution](#), the Operations and Procedures Manual, the Board of Regents Policy Manual, the Human Resources Policies and Procedures Manual, the NMMI Catalog, and the Blue Book, which sets forth specific standards to be met and enforced by all Faculty. The Faculty will also uphold NMMI's Vision Statement, "The New Mexico Military Institute is a globally recognized secondary and post-secondary learning institution for young men and women that instills excellence in leadership, academics, and physical development empowering students to thrive in a dynamic world," and Mission Statement, "To educate, train, and prepare young men and women to be leaders capable of critical thinking and sound analysis, leaders who possess uncompromising character, and leaders able to meet challenging physical demands." The overarching values that are inherent in the NMMI Vision and Mission shape the institution, the Faculty, staff, and most significantly, its students. They represent an enduring commitment to duty, honor, and achievement, Core Values of the Strategic Plan.

The Board of Regents is the ultimate authority over the Faculty Handbook. The officer responsible for the implementation of this Handbook is the Academic Dean. Users are encouraged to submit recommendations to improve its clarity or accuracy to the Academic Dean and/or to the Chair of the Faculty Senate. Changes in the content of the Faculty Handbook will be made only on recommendation of the Faculty Senate through the Academic Dean and upon the approval of the President/Superintendent and the Board of Regents.

Changes to the Faculty Handbook will be clearly indicated in the monthly minutes of the Faculty Senate. Additionally, a report will be distributed by the office of the Academic Dean to Faculty and the Board of Regents that reflect changes made to the Faculty Handbook at the end of each academic year. The Faculty Handbook should be updated as needed, with a complete review of the Handbook to take place every three years.

## Section A: Faculty

1. Faculty are defined in *Article I of the Faculty Senate Constitution*.
2. General Implications of Faculty Status
  - A. Provisions - All Faculty are subject to the provisions of NMMI's Operations and Procedures Manual. The Faculty Senate Chair will serve as a member of the Operations and Procedures Editorial Committee to represent the Faculty's interests.
  - B. Voting - When the Senate rules that an issue will be decided by ballot or referendum, Voting Members of the Faculty, as defined in the [Faculty Senate Constitution](#) will be called for a special meeting. Votes can be cast electronically or as a paper ballot. Ballots can be cast for a specified period of time after the special meeting for those in absentia.
  - C. Senate Committee Membership – Once appointed, all Voting Members of the Faculty are required to serve as members of standing and ad hoc committees of the Senate.
  - D. Committee Membership – Once appointed, all Faculty may be required to serve on NMMI committees and/or study groups, such as those for accrediting agencies.
  - E. Required Events and Regalia - All Faculty are required to attend either the high school or junior college May graduation in regalia, if issued, and participate in other duties and events as assigned by the Academic Dean, Vice Dean, and/or Associate Deans.
  - F. The New Mexico Military Institute is a boarding school, which means that we, as Faculty, have more duties than just teaching. We serve as mentors, counselors, and pseudo-family for our students. It is important to remember the Faculty Credo, "Treat them as you would like your own treated." Faculty are highly encouraged to attend various events throughout the school year including academic, athletic, and corps events.

## Section B: Faculty Performance Evaluations

1. Evaluation of all Faculty occurs to improve instruction, furnish information to support decisions on renewal or non-renewal of contracts, provide a basis for academic promotion and/or tenure, and suggest methods to improve a Faculty member's professional development. For Tenured and Tenure-Track Teachers, teaching effectiveness is the dominant factor upon which the evaluation is made; for all other Faculty, professional effectiveness is the dominant factor upon which the evaluation is made. Other factors include instruction, accepting responsibility, initiative in leadership, professional development, peer contacts/general attitude, student contacts, public and parent contacts, classroom organization, reliability, grooming and dress, and student advising, if applicable. Additional factors appropriate to the Faculty member's discipline may be considered. Evaluations are conducted with the full knowledge of the Faculty member being evaluated.
  - A. General
    - 1) All Faculty will undergo an annual performance evaluation in accordance with the procedures outlined in the [Faculty Handbook](#) and its appendices.
  - B. Categories of Performance Evaluations
    - 1) Formal Evaluation
      - a. The formal evaluation requires these instruments:
        - i. A cover sheet prepared by the Academic Dean for administrative use ([Appendix A](#)) will be attached to all formal evaluation sheets,
        - ii. Standard forms to evaluate areas specific to each division:
          - a) Teachers and Adjuncts ([Appendix B](#))
          - b) Librarians ([Appendix C](#))
          - c) College Full-Time College Academic Advisors ([Appendix D](#))
        - iii. High School Academic Counselors ([Appendix E](#)) Course critiques.
      - b. Formal evaluations are mandatory at these times:
        - i. Fellows will undergo an annual performance evaluation to evaluate teaching effectiveness.

- ii. As specified under [Regulations Concerning Tenure of Teachers](#) and [Regulations Concerning Tenure of Librarians](#) for those probationary Teachers and Librarians on Tenure track,
  - iii. Every third year for tenured Assistant Professors and Instructors and Librarian II. Tenure and/or promotions evaluation will be considered a formal evaluation for purposes of scheduling the next formal evaluation,
  - iv. Every five years for tenured Associate Professors and Full Professors, and Librarian III, and Librarian IV. Tenure and/or promotions evaluation will be considered a formal evaluation for purposes of scheduling the next formal evaluation,
  - v. Whenever Teachers and Librarians apply for promotion in academic rank, and
  - vi. The year following the evaluation of a Tenured Teacher and Librarian, when the evaluation committee recommends that an evaluation be conducted the following year.
- c. Structure of [Appendix B](#) and [C](#) Formal Evaluations
- i. Faculty who are to undergo a formal evaluation using formal evaluation form [Appendix B](#) and [C](#) will be informed so by their immediate supervisor at a date specified by the Academic Dean in the academic year in which the evaluation will be made. At that time, an Observation Committee will be established and consist of three Faculty members:
    - a) A member selected by the Faculty member to be evaluated,
    - b) A member selected by the Faculty member's immediate supervisor, and
    - c) A third member selected by the above two selectees, who will become the liaison of the Observation Committee. They will report their findings to the Department Head and/or Associate Dean. The liaison should come from the same division as the evaluated individual, if possible.
    - d) In the subsequent evaluation of the same individual, no more than one member of the previous Observation Committee can serve for a second time. Where possible, one member of the committee should come from an academic division other than that of the evaluated individual.
  - ii. Factors to be considered:
    - a) The completion of the appropriate evaluation form,
    - b) Course critiques of courses taught during the fall semester of the evaluation period,
    - c) Written input from the Faculty member being evaluated, including letters of support, evidence of performance, transcript additions, and professional growth (shown in the [Professional Development Plan](#)), and
    - d) Any other pertinent information.
  - iii. The committee may consult with the Faculty member being evaluated at any time during the observation process.
  - iv. Evaluation Completion for Faculty
    - a) The committee liaison will submit the committee's findings to the Department Head and/or Associate Dean as designated by the Associate Dean. In the event the members of the Observation Committee do not agree on findings, the majority will sign the report with the third member noting exceptions to the observations of the majority. If none of the three agree on their findings, they will each prepare their own report.
    - b) Regarding Teachers and all Faculty who do not have another evaluation process in place ([Appendix B](#)):
      - i) The Formal Observation Committee will complete Section 1 of the evaluation, after which, they will submit their findings to the immediate supervisor of the person being evaluated. If the immediate

supervisor disagrees with any of the committee's findings, he/she can seek clarification and provide additional evidence to the committee for review within seven business days of receiving the committee's findings.

- ii) The immediate supervisor will complete Section 2 of the evaluation, and then meet with the person being evaluated to review both the Formal Observation Committee's and the immediate supervisor's findings, along with the immediate supervisor's recommendation.
  - iii) If the person being evaluated disagrees with either the committee's or immediate supervisor's findings, he/she can provide additional evidence to the immediate supervisor and committee for review within seven business days of the initial meeting. If the findings do not change, the person being evaluated can write a written rebuttal to be included in the formal evaluation packet within seven business days of being informed of the results of the review.
  - c) The Faculty member's immediate supervisor will permit the Faculty member to read the report and their recommendation before it is submitted to the next level. If the report contains matters which the individual contests, the report will be accompanied by a written rebuttal submitted to the supervisor within seven business days of reading the evaluation. The Faculty member's immediate supervisor must minimally provide appropriate statement(s) which do or do not:
    - i) Recommend that a contract be given for the next academic year,
    - ii) Recommend academic promotion,
    - iii) Recommend remedies for observed deficiencies, if any, and/or
    - iv) In the case of a Tenured Faculty member, recommend that another evaluation be conducted the following year.
  - d) The evaluation, signed by the Faculty member, the Observation Committee members, and the immediate supervisor, together with attachments will be sent to the Associate Dean for endorsement and/or remarks at a date designated by the Associate Dean.
- d. Structure of [Appendix D](#) and [E](#) Formal Evaluations
- i. College Advisors who are to undergo a formal evaluation using formal evaluation form [Appendix D](#) and High School Academic Counselors who are to undergo a formal evaluation using formal evaluation form [Appendix E](#) will be informed so by their immediate supervisor at a date designated by the Academic Dean in the academic year in which the evaluation will be made. At that time, an Observation Committee will be established and consist of the following three people:
    - a) A member selected by the Advisor or High School Academic Counselor to be evaluated,
    - b) A Faculty member chosen by the Associate Dean for College Advisors and the Vice Dean for High School Academic Counselors, and
    - c) A third member selected by the above two selectees, who will become the liaison of the evaluation committee. They will report their findings to the Associate Dean for College Advisors and Vice Dean for High School Academic Counselors.
    - d) In the subsequent evaluation of the same individual, no more than one member of the committee from the previous evaluation can serve for a second time. Where possible, one member of the committee should come from an academic division other than that of the evaluated individual.
  - ii. Factors to be considered:

- a) The completion of the appropriate evaluation form,
  - b) Course critiques of courses taught during the fall semester of the evaluation period,
  - c) Written input from the College Advisor or High School Academic Counselor being evaluated, including letters of support, evidence of performance, transcript additions, and professional growth,
  - d) Information provided by the Registrar as noted on the evaluation forms, and
  - e) Any other pertinent information.
- iii. The committee may consult with the College Advisor or High School Academic Counselor being evaluated at any time during the evaluation process.
- iv. Evaluation Completion for College Advisors
- a) The committee liaison will submit the committee's findings to the evaluated Advisor's Associate Dean. In the event the members of the Observation Committee do not agree on findings, the majority will sign the report with the third member noting exceptions to the observations of the majority. If none of the three agree on their findings, they will each prepare their own report.
  - b) The Associate Dean will permit the Advisor to read the report and their recommendation before it is submitted to the next level. If the report contains matters which the individual contests, the report will be accompanied by a written rebuttal submitted to the Associate Dean within seven business days of reading the evaluation. The Associate Dean must minimally provide appropriate statement(s) which do or do not:
    - i) Recommend that a contract be given for the next academic year,
    - ii) Recommend academic promotion, and/or
    - iii) Recommend remedies for observed deficiencies, if any.
  - c) The evaluation, signed by the Advisor, the Observation Committee members, and the Associate Dean, together with attachments will be sent to the Academic Dean.
- v. Evaluation Completion for High School Academic Counselors
- a) The committee liaison will submit the committee's findings to the Vice Dean. In the event the members of the Observation Committee do not agree on findings, the majority will sign the report with the third member noting exceptions to the observations of the majority. If none of the three agree on their findings, they will each prepare their own report.
  - b) The Vice Dean will permit the Academic Counselor to read the report and their recommendation before it is submitted to the next level. If the report contains matters which the individual contests, the report will be accompanied by a written rebuttal submitted to the Vice Dean within seven business days of reading the evaluation. The Vice Dean must minimally provide appropriate statement(s) which do or do not:
    - i) Recommend that a contract be given for the next academic year,
    - ii) Recommend academic promotion, and/or
    - iii) Recommend remedies for observed deficiencies, if any.
  - c) The evaluation, signed by the Academic Counselor, the Observation Committee members, and the Vice Dean, together with attachments will be sent to the Academic Dean.
- e. Academic Dean's Comments
- i. The evaluation report will be submitted to the Academic Dean at a date specified by the Academic Dean.
  - ii. The signed evaluation will be prominently marked "Personnel Confidential." The Academic Dean will prepare one duplicate of the report, sign both copies, and return

one to the Faculty member who was evaluated. If the Academic Dean adds any comment to the report, the Faculty member being evaluated and their supervisor will be informed of the remarks, and the Faculty member will be permitted to make a written rebuttal within seven business days of being informed of the remarks.

- f. Non-Renewal
    - i. If the immediate supervisor, the Associate Dean, or the Academic Dean recommends that the Faculty member's contract not be renewed for the next academic year, the Academic Dean will forward the completed evaluation report to the President/Superintendent (hereafter referred to as Superintendent) no later than the third Friday in March, including any written rebuttal from the Faculty member.
- 2) Informal Evaluation
- a. All Faculty are subject to an informal evaluation annually when not being formally evaluated.
  - b. This evaluation, performed for Faculty whenever a formal evaluation is not required, is prepared by the immediate supervisor of the Faculty being evaluated in the form of a memo completed at a date specified by the Associate Dean. Unlike the formal evaluation, this evaluation need not be accompanied by course critiques or completion of the rating form. However, the Faculty member may wish to have appended to the forwarded report any appropriate material (transcripts, publications, course critiques collected during the rating period, etc.), which may affect the outcome of the supervisor's report. The supervisor must make a recommendation for or against retention, or a formal evaluation in the upcoming year.
  - c. The Faculty member must see the evaluation and be permitted to provide written rebuttal to be completed within seven business days of viewing the evaluation before the evaluation is forwarded to the Academic Dean. The Academic Dean will prepare a duplicate and sign both copies. If the Academic Dean adds any comment, the Faculty member must be permitted to provide written rebuttal within seven business days of being informed of the remarks.
  - d. Unsatisfactory Evaluation
    - i. If the informal evaluation notes unsatisfactory performance, but the supervisor recommends that the Faculty member be retained or the Faculty member is Tenured, then a formal evaluation will be required the following year. Specific remedial suggestions must also be offered.
- 3) Personnel Filing
- a. A copy of any formal and/or informal evaluation(s), along with any written comments or rebuttal, will be maintained in the Faculty member's Personnel file in the Human Resource's office.
  - b. The report may be examined at any time by the evaluated Faculty member, the Faculty member's evaluating committee, his or her immediate supervisor, the Associate Dean, the Academic Dean, the Promotions and Tenure Committee, the Assistant Human Resources Director, the Chief Financial Officer, the Chief of Staff, NMMI's legal counsel, the Superintendent, and the Board of Regents.

### **Section C. Assessments of Department Heads, Associate Deans, Director of the Student Assistance Center, and the Director of Toles Learning Resource Center Holding Academic Rank to Include Evaluations as Both Classroom Faculty and Academic Administrators**

- 1. Classroom Faculty serving as administrators will be given feedback of their administrative effectiveness completed at a date specified by the Academic Dean.
- 2. Structure

- A. Committee
  - 1) In years where a formal evaluation of teaching is occurring, an assessment of their administrative effectiveness will be conducted concurrently by a single committee. The assessment will be conducted openly and with full knowledge of the academic administrator being evaluated.
  - 2) In years where a formal evaluation of teaching is not occurring, an informal assessment of their administrative effectiveness will be conducted by their immediate supervisor in their administrative role in the form of a memo.
- B. Terms of Appointment
  - 1) Associate Deans and Department Heads have non-Tenured, one-year contracts in that position.
- 3. Feedback of Administrative Effectiveness
  - A. Every year members of each department and division will complete a performance questionnaire. The Institutional Research Officer will distribute feedback forms to the appropriate Faculty for purposes of giving feedback to their specific Department Heads and the Associate Dean.
  - B. The Institutional Research Officer will summarize the data numerically, type the comments, and forward the compiled data to the administrator being given feedback and that administrator's immediate supervisor.
  - C. The distribution and return of these questionnaires will be completed at a date specified by the Academic Dean.
  - D. If an Associate Dean or Department Head is not to be contracted in that capacity in the subsequent year, they should be notified, in writing, no later than April 1. This will have no bearing on the person's teaching responsibilities; termination of the Faculty member's teaching role should follow the steps specified in [Termination](#).
- 4. No Confidence Vote and Request for Non-Renewal of Department Heads/Associate Deans
  - A. At any time, the Faculty of the department or division can generate a no confidence vote composed of a majority, and they may present such vote through the Academic Dean to the Superintendent and request that the Superintendent take appropriate action regarding termination or non-renewal of the Department Head or Associate Dean's contract. This will have no bearing on the person's teaching responsibilities; termination of the Faculty member's teaching role should follow the steps specified in [Termination](#).
  - B. A Department Head or Associate Dean may step down from that position. Two weeks notice should be given to the immediate supervisor. This will have no bearing on the person's teaching responsibilities.
- 5. Department Heads/Associate Deans
  - A. The Department Head is appointed based on a recommendation by the Associate Dean with the concurrence of the Academic Dean and Superintendent. Departmental Faculty input should be sought for consideration.
  - B. When an Associate Dean vacancy is announced, the Academic Dean should seek the opinion of that division's Faculty when considering the successor; however, the Academic Dean is not bound by the division's preference or referendum on their selection of an Associate Dean.
- 6. Right to Answer
  - A. If the Associate Dean has determined that a Department Head is deficient in performing administrative duties, they will communicate this in writing to the individual being evaluated. This communication will include suggestions for correction of the deficiencies and must be attached to the evaluation.
  - B. If the Academic Dean has determined that an Associate Dean is deficient in performing administrative duties, they will communicate this in writing to the individual being evaluated. This communication will include suggestions for correction of the deficiencies and must be attached to the evaluation.

- C. The Academic Dean will forward the evaluation of administrative deficiencies to the Superintendent.

## Section D. Faculty Credentialing

### 1. Philosophy

- A. NMMI seeks Faculty who are able and willing to carry forth the NMMI mission in relation to instruction. To achieve that goal there is a standard of quality for each Faculty member that must be met. As an institution, we are committed to providing the highest quality instruction to our cadets, and to do so, we hold ourselves to a high standard. This policy is designed to provide specific credentialing expectations for Faculty that will allow NMMI to successfully meet the mission.

### B. Minimal Requirements for Faculty Credentialing

- 1) Faculty who teach in the college are required to meet the college and department requirements. Faculty who teach in the high school are required to meet the high school and department requirements. Faculty who teach in both areas are required to meet the highest standard of either, which is the Junior College requirements.
- 2) Faculty are determined as such:
  - a. Junior College: Any Faculty member (full-time, part-time or adjunct) who teaches any college level course at any time.
  - b. High School: A Faculty member who teaches at the high school level.
- 3) The policy to determine minimally qualified Faculty should be used during the hiring process to ensure that anyone hired at NMMI possesses appropriate credentials for the coursework that they will be teaching.

### C. College Faculty Credentialing

- 1) All NMMI College Faculty must possess a master's degree from a regionally accredited US institution or an equivalent degree from a non-US institution as determined by an appropriate agency ([Appendix G](#)).
- 2) All NMMI College Faculty must possess a master's degree from a regionally accredited institution in their teaching field OR a master's degree from a regionally accredited institution with at least eighteen graduate hours in their teaching field.
  - a. Qualified Faculty members are identified primarily by credentials, but other factors, including, but not limited to, equivalent experience, may be considered by the institution in determining whether a Faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by Faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, Faculty members possess the same level of degree. When Faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a Faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that Faculty member should have completed a minimum of eighteen graduate credit hours in the discipline or subfield in which they teach.<sup>1</sup>
- 3) Department Heads set department requirements and any course specific requirements ([Appendix H](#)).

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<sup>1</sup> HLC Guidelines Core Component 3.C., subcomponents 3.C.1., 3.C.2., and 3.C.4. Assumed Practice B.2.a. and B.2.b. [Effective September 1, 2017] and Criterion Three. Teaching and Learning: Quality, Resources, and Support [Effective January 1, 2013] were utilized in the creation of this policy.

- 4) No Faculty member who is not at least minimally qualified can be tenured at NMMI.
  - 5) If due to extraordinary circumstances, as approved by the Academic Dean, a candidate with a master's degree from a regionally accredited institution is hired, it is with the understanding that they will complete eighteen graduate hours in discipline; there must be a written agreement ([Appendix I](#)), which is agreed to by the Faculty member, Department Head, Associate Dean, and the Academic Dean. The Faculty member will have no more than five academic years to finish the required eighteen hours, during which time they will be assigned a credentialed Faculty member as a mentor. If the candidate has not completed the required contract at the end of the period, the Faculty member is not eligible for continued instruction at the college level and potential contract non-renewal.
  - 6) Professional Experience
    - a. Up to nine hours of the requisite eighteen may be substituted with professional experience or appropriate specialized certification. The equivalency for each year of professional experience is three hours per year. The professional experience policy must be requested by the Department Head, approved by the Associate Dean and follow the Faculty Credentialing policy listed below.
- D. High School Faculty Credentialing
- 1) High school Faculty are highly encouraged to be licensed by the state of New Mexico. Upon initial employment at NMMI, the contract will state that the employee is a high school instructor. Granting of tenure will not depend on acquisition of a license.
- E. Librarian/College Academic Advisor
- 1) Librarians are required to have a master of library science or equivalent master's degree from an American Library Association (ALA) accredited program. Academic advisors are required to have a master's degree from a regionally accredited institution. If no qualified applicants are available, or an extraordinary individual is available but does not have the appropriate credential, the faculty member will have no more than five academic years to finish the required degree; during this time, the individual will be assigned a mentor who has the appropriate credential the candidate is seeking. If the candidate has not completed the required credential at the end of the period in the agreement, the Faculty member is not eligible for continued employment. Librarians are not eligible for tenure without a Master of Library Science or equivalent degree from an American Library Association (ALA) accredited program.
- F. High School Academic Counselor
- 1) High School Academic Counselors are required to have a Master of Science in School Counseling or an equivalent degree from a regionally accredited institution and acquire a New Mexico School Counselor License within five years of hire. If no qualified applicants are available, or an extraordinary individual is available but does not have the appropriate credential, the Faculty member will have no more than five academic years to finish the required degree and licensing; during this time, the individual will be assigned a mentor who has the appropriate credentials the candidate is seeking. If the candidate has not completed the required credentials at the end of the period in the agreement, the Faculty member is not eligible for continued employment.
- G. Faculty Credentialing Process
- 1) During the hiring process, the Department Head and Associate Dean will consult this manual to determine appropriate credentialing. The Credentialing Sheet found below in [Appendix I or J](#) must be completed on any new hire and forwarded to the Vice Dean, who maintains credentialing and any requirements that will be written into the initial contract.
  - 2) Once approved, the Department Head will manage the overall plan with supervision by the Associate Dean. When the plan is completed, they will submit the appropriate credential to the Vice Dean, who maintains Faculty credentialing.

## Section E. Academic/Military Rank Promotion Policy

1. Philosophy
  - A. NMMI's policy is to reward continued excellence through promotion. Recommendations for promotion will be based on acquisition of academic degree(s) and the formal performance evaluation, to include proven ability, professional effectiveness, fulfilling professional responsibilities, contributions to NMMI, and professional development, rather than length of service alone.
2. Minimal Requirements for Academic Rank
  - A. The following factors will be considered in the selection and promotion of members of the academic Faculty:
    - 1) Position effectiveness
    - 2) Degree level
      - a. An "earned degree" is required. An "earned degree" is one received from a nationally accredited institution of higher learning,
    - 3) Position experience, which is based on a Faculty member's initial contract and then continued time at NMMI,
    - 4) Professional development as indicated by:
      - a. Reading of journals and publications to stay abreast of current research and trends,
      - b. Formal studies at universities,
      - c. Work experience, research, in-service training, conference attendance, or travel with equivalent educational value, and
    - 5) Effective performance of duties not directly connected with teaching and/or librarianship, such as:
      - a. Counseling of cadets,
      - b. Maintaining good relations with contacts,
      - c. Sponsorship of extracurricular activities,
      - d. Public service on community, state, regional, and/or national levels,
      - e. Willingness to participate in and contribute to the varied life of NMMI to include cross division and cross mission elements in accordance with NMMI Vision and Mission, and
      - f. College advising, as part of duty assignment.
  - B. Faculty do not have property interest in their ranks, nor do they have an expectancy of academic rank promotions; therefore, they are not entitled to the [Hearing Procedure](#). Instead, they may pursue the [Grievance Procedure](#).
3. Faculty Promotion Procedures
  - A. Request
    - 1) The candidate will submit a request for promotion to the Associate Dean by the date set by the Academic Dean. A [Formal Evaluation](#) is required during the year in which the promotion is requested.
  - B. Associate Dean's Responsibilities
    - 1) The Associate Dean will acknowledge receipt of the request, advise the candidate whether the criteria for promotion have been met based on the [Minimal Requirements for Academic Rank](#), and, if met, initiate the [Formal Evaluation](#) process. If a disqualification is noted, the candidate will be provided a written statement explaining the exact nature of the disqualification, which suggests how it can be remedied.
  - C. Promotions and Tenure Committee
    - 1) The Faculty Senate will appoint a Promotions and Tenure Committee to consist of four Tenured Teachers representative of the Faculty at Large, as defined in the [Constitution](#), who are not eligible for promotion the year of their appointments. The Committee will also have a fifth voting member, the candidate's immediate supervisor. The Associate Dean of the person being promoted/tenured may attend to provide evidence of the qualifications for

promotion/tenure of the Faculty member. The Vice Dean will chair the committee and vote in the case of a tie.

- 2) The committee will review the candidate's file and take a secret ballot vote on the promotion in a closed meeting (only the six people of the committee). A minimum of four favorable recommendations is required to send a promotion recommendation to the Academic Dean. If the recommendation of the committee is negative, the committee will meet with the Academic Dean to discuss promotion. Whether the committee recommends promotion or not, the Academic Dean is the final determining authority. If a candidate is not promoted or does not receive Tenure, the Academic Dean will provide a written statement explaining the exact nature of the disqualification and how it can be remedied.

#### D. Subsequent Actions

- 1) The Academic Dean will notify the Superintendent of the names of Faculty to be promoted, so that their academic and military ranks are reflected accurately in new employment contracts. The Superintendent will present the promotion list to the Promotions and Tenure Committee for inclusion in its minutes. If candidates are aggrieved by the response to their requests for promotions, they may utilize the [Grievance Procedure](#).
  - a. No announcement will be made to candidates as to the status of their application until the Promotions and Tenure Committee has been given the list of finalized names by the Superintendent to include in their minutes.

### 4. Teacher Rank and Promotion Policy

#### A. Promotion of Teachers

- 1) Promotion of Teachers is considered by the Formal Observation Committee, the Department Head, the Associate Dean, the Promotions and Tenure Committee, and will be endorsed upon recommendation of the Academic Dean and forwarded to the Superintendent. To be promoted, those eligible must meet the following criteria:
  - a. From Instructor (Captain) to Assistant Professor (Major):
    - i. In addition to the [Minimal Requirements for Academic Rank](#), at least three years in the rank of Instructor and an earned master's degree plus ongoing professional development.
  - b. From Assistant (Major) to Associate Professor (Lieutenant Colonel):
    - i. In addition to the [Minimal Requirements for Academic Rank](#), at least five years in the rank of Assistant Professor and a terminal degree in the appropriate discipline plus ongoing professional development, or
    - ii. In addition to the [Minimal Requirements for Academic Rank](#), at least seven years in the rank of Assistant Professor with an earned master's degree in the appropriate discipline plus a minimum fifteen hours completed professional development.
  - c. From Associate (Lieutenant Colonel) to full Professor (Colonel):
    - i. In addition to the [Minimal Requirements for Academic Rank](#), at least seven years in the rank of Associate Professor and possession of the earned terminal degree in the appropriate discipline plus ongoing professional development, or
    - ii. In addition to the [Minimal Requirements for Academic Rank](#), at least ten years in the rank of Associate Professor with an earned master's degree in the appropriate discipline plus a minimum forty-five hours completed professional development.

#### B. New Teacher Rank

- 1) The assignment of academic rank for Teachers new to NMMI will be consistent with the following provisions:
  - a. After evaluating credentials of incoming Teachers and conferring with appropriate divisions and/or departments, the Academic Dean will recommend academic rank for new Teachers to the Superintendent. After the initial appointment, provisions found

under the [Promotion of Teachers](#) govern subsequent promotions. Years of experience will be based on a Teacher's initial placement on the pay scale.

- b. A terminal degree is defined by the industry standards within higher education.

<b>Degree</b>	<b>Experience</b>	<b>Rank</b>
Master's	7 plus years teaching experience	Major/Assistant Professor
Doctorate or Terminal	Less than 5 years teaching experience	Major/Assistant Professor
Doctorate or Terminal	5 plus years teaching experience or Full Professor from another university	Lieutenant Colonel/Associate Professor

- 2) Any incoming Teacher who does not meet the minimum requirements for Major/Assistant Professor will be assigned the rank of Captain/Instructor.
- 3) Regardless of incoming academic rank, everyone will complete the specified evaluation process under [Faculty Performance Evaluations](#). The Academic Dean has authority to assign academic rank for any unusual circumstances.
- 4) The above table will only be used for assigning incoming academic rank. Once hired, individuals will progress according to [Teacher Promotion](#).
- 5. Librarian Rank and Promotion Policy
  - A. This policy includes all Librarians, except Non-Tenured Librarians.
  - B. Promotion of Librarians
    - 1) Promotion of Librarians is considered by the Formal Observation Committee, the Director of Toles Learning Resource Center, the Faculty Senate Promotions and Tenure Committee, and will be endorsed upon recommendation of the Academic Dean and forwarded to the Superintendent. To be promoted, those eligible must meet the following criteria:
      - a. From Librarian I (Captain) to Librarian II (Major):
        - i. In addition to the [Minimal Requirements for Academic Rank](#), at least three years in the rank of Librarian I and an earned master's degree plus ongoing professional development.
      - b. From Librarian II (Major) to Librarian III (Lieutenant Colonel):
        - i. In addition to the [Minimal Requirements for Academic Rank](#), at least five years in the rank of Librarian II and a terminal degree in library science plus ongoing professional development, or
        - ii. In addition to the [Minimal Requirements for Academic Rank](#), at least seven years in the rank of Librarian II with an earned master's degree plus a minimum fifteen hours completed professional development in his/her discipline.
      - c. From Librarian III (Lieutenant Colonel) to Librarian IV (Colonel):
        - i. In addition to the [Minimal Requirements for Academic Rank](#), at least seven years in the rank of Librarian III and possession of the earned terminal degree in the appropriate discipline plus ongoing professional development, or
        - ii. In addition to the [Minimal Requirements for Academic Rank](#), at least ten years in the rank of Librarian III with an earned master's degree in the appropriate discipline plus a minimum forty-five hours completed professional development.
  - C. New Librarian Rank

- 1) The assignment of academic rank for Librarians new to NMMI will be consistent with the following provisions:
  - a. After evaluating credentials of incoming Librarians and conferring with the Director of Toles Learning Resource Center, the Academic Dean will recommend academic rank for new Librarians to the Superintendent. After the initial appointment, provisions found under the [Promotion of Librarians](#) govern subsequent promotions.

<b>Degree</b>	<b>Experience</b>	<b>Rank</b>
Master's	7 plus years professional experience	Major/Librarian II
Doctorate or Terminal	Less than 5 years professional experience	Major/Librarian II
Doctorate or Terminal	5 plus years professional experience or equivalent title from another university	Lieutenant Colonel/Librarian III

- 2) Any incoming Librarian who does not meet the minimum requirements for Major/Librarian II will be assigned the rank of Captain/Librarian I.
  - 3) Regardless of incoming academic rank, everyone will complete the specified evaluation process under [Faculty Performance Evaluations](#). The Academic Dean has authority to assign academic rank for any unusual circumstances.
  - 4) The above table will only be used for assigning incoming academic rank. Once hired, individuals will progress according to [Promotion of Librarians](#).
  - 5) Librarians' salaries are not determined by the Teacher Salary Schedule.
6. Educator/Fellow Rank and Promotion Policy
- A. All Educators/Fellows, except High School Academic Counselors, will fall under the staff rank and promotion policy as defined in the Operations and Procedure Manual.
  - B. Promotion of High School Academic Counselors
    - 1) Promotion of High School Academic Counselors is considered by the Formal Observation Committee, the High School Academic Counselor's immediate supervisor, the Faculty Senate Tenure and Promotion Committee, and will be endorsed upon recommendation of the Academic Dean and forwarded to the Superintendent. To be promoted, those eligible must meet the following criteria:
      - a. From High School Academic Counselor I (Captain) to High School Academic Counselor II (Major):
        - i. In addition to the [Minimal Requirements for Academic Rank](#), the candidate must have at least three years in the rank of High School Academic Counselor I, possess an earned master's degree, and New Mexico School Counselor License Level I or II.
      - b. From High School Academic Counselor II (Major) to High School Academic Counselor III (Lieutenant Colonel):
        - i. In addition to the [Minimal Requirements for Academic Rank](#), at least five years in the rank of High School Academic Counselor II and a terminal degree in the appropriate discipline, or

- ii. In addition to the [Minimal Requirements for Academic Rank](#), at least seven years in the rank of High School Academic Counselor II with an earned master's degree in the appropriate discipline plus a minimum of fifteen hours completed professional development and New Mexico School Counselor License Level II or III.
  - c. From High School Academic Counselor III (Lieutenant Colonel) to High School Academic Counselor IV (Colonel):
    - i. In addition to the [Minimal Requirements for Academic Rank](#), at least seven years in the rank of High School Academic Counselor III and possession of the terminal degree in the appropriate discipline, or
    - ii. In addition to the [Minimal Requirements for Academic Rank](#), an earned master's degree in the appropriate discipline plus a minimum of forty-five hours completed professional development and New Mexico School Counselor License Level II or III.
- 2) New High School Academic Counselor Rank
- a. The assignment of academic rank for High School Academic Counselors new to NMMI will be consistent with the following provisions:
    - i. After evaluating credentials of the incoming High School Academic Counselor and conferring with the appropriate divisions and/or department, the Academic Dean will recommend academic rank for new High School Academic Counselors to the Superintendent. After the initial appointment, provisions found under the [Promotion of High School Academic Counselor](#) govern subsequent promotions.

<b>Degree</b>	<b>Licensure</b>	<b>Experience</b>	<b>Rank</b>
Master's	Level I or II Licensure	7 plus years experience in appropriate discipline	Major/High School Academic Counselor II
Doctorate or Terminal	Level III Licensure	Less than 5 years experience in appropriate discipline	Major/High School Academic Counselor II
Doctorate or Terminal	Level III or Administrator Licensure	5 plus years experience in appropriate discipline	Lieutenant Colonel/ High School Academic Counselor III

- b. Any incoming High School Academic Counselor who does not meet the minimum requirements for Major/High School Academic Counselor II will be assigned the rank of Captain/ High School Academic Counselor I.
- c. Regardless of incoming academic rank, everyone will complete the specified evaluation process under [Faculty Performance Evaluations](#). The Academic Dean has authority to assign academic rank for any unusual circumstances.
- d. The above table will only be used for assigning incoming academic rank. Once hired, individuals will progress according to *Promotion of High School Academic Counselors*.
- e. High School Academic Counselors' salaries are not determined by the Teacher Salary Schedule.

## Section F. Regulations Concerning Tenure

### 1. Definition

- A. Tenure is a right to due process; it means that NMMI cannot terminate Tenured Faculty without proper cause, including academic incompetence, neglect of duty, violation of NMMI policy, commission of a crime, or other serious professional or ethical deficiency.
2. Purpose
- A. The principal purpose of Tenure is to safeguard academic freedom, which is necessary for all who teach and conduct research in education. When teachers or librarians can lose their positions because of their speech, publications, choice of resources to purchase/utilize, or research findings, they cannot properly fulfill their essential responsibilities to advance and transmit knowledge. Tenure protects individual teachers or librarians and serves society and the common good by protecting the quality of teaching, librarianship, and research, and thus the integrity of institutions of education. If teachers or librarians can lose their positions for what they say in the classroom, what they write in an article, or the materials they choose to acquire, they are unlikely to risk addressing controversial issues. Society does not benefit when teachers, librarians, and researchers are controlled by corporations, religious groups, special interest groups, school administrators, and/or the government. Free inquiry, free expression, and open dissent are critical for student learning and the advancement of knowledge.<sup>2</sup>
  - B. Any Teacher who earns tenure also acquires a property right or a legitimate claim to the teaching position. Once a property right is acquired, the teacher may be dismissed only for cause. Tenure does not guarantee continued employment, but it does ensure that certified school personnel may not be arbitrarily removed from their employment positions without due process of law.<sup>3</sup>
3. Application for Tenure
- A. When a Teacher or Librarian is eligible for tenure, the following procedures must be followed:
    - 1) A formal letter from the applicant seeking tenure stating that the Teacher or Librarian is seeking tenure should be sent to the supervising Department Head as determined by the Academic Dean.
    - 2) A Formal Evaluation must occur the year in which the Teacher or Librarian is seeking tenure. The Formal Evaluation must include a record of the Teacher or Librarian's service to the institute, continued professional development, and outside assessment of teaching (see Section B).
    - 3) The Teacher and Librarian must also compile a portfolio of their work while at NMMI, which will be submitted to their Formal Observation Committee, along with all other evaluators (including the Tenure and Promotions Committee).
      - a. The Teacher portfolio should be a record of teaching while at NMMI, which may include, but is not limited to:
        - i. Resume,
        - ii. Letters of Recommendation,
        - iii. Previous evaluations,
        - iv. Assignment examples,
        - v. Examples of graded work,
        - vi. Any research, publication, or creative works,
        - vii. Sample lessons/activities, and
        - viii. All syllabi for the classes taught that year.
      - b. The Librarian portfolio should be a record of librarianship while at NMMI, to include three examples each of documentation, outreach/engagement, lessons/activities, and service.

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<sup>2</sup> Taken from the American Association of University Professor's (AAUP) statement on Tenure as of 28 May 2019 found at <https://www.aaup.org/issues/tenure>.

<sup>3</sup> From Essex, N.L. (2016). *School Law and the Public Schools: A Practical Guide for Educational Leaders (Sixth Ed.)*. Boston, MA: Pearson. 250.

- 4) Once the portfolio is completed, the Associate Dean will call a meeting of all tenured Faculty of the Division, present the application and following proper discussion, obtain a positive or negative vote from the Division Faculty. Votes can be submitted in absentia. A majority of the Division must vote.
  - 5) The results will then be forwarded to the Vice Dean for presentation to the Faculty Promotion and Tenure Committee. The Promotion and Tenure Committee will act on the application and those results will be forwarded to the Academic Dean for his approval or disapproval. Those results will then be forwarded to the President and Superintendent for final consideration. The applicant is to be informed of the results at each stage of the process and has the right to withdraw from the process at any point. Also, if the result from the Promotions and Tenure Committee (the only binding vote) is negative, the applicant has the right to appeal to the Superintendent with additional documentation.
4. Regulations Concerning Tenure of Teachers
- A. The contracts provided to Teachers have a line "This is a (Tenured/Tenure-Track) appointment." Appointments are of several categories:
- 1) Tenured
    - a. The Teacher is Tenured and receives compensation based on the Teacher Salary Schedule.
  - 2) Tenure-Track
    - a. The Teacher is on a Tenure-Track and receives compensation based on the Teacher Salary Schedule.
    - b. The possible routes to Tenure are defined as follows:
      - i. All Teachers must have a formal evaluation every year until they receive tenure.
      - ii. Teachers, with anything less than a master's degree, cannot receive Tenure until they meet the requirements specified for [Faculty Credentialing](#).
        - a) Any new Teacher without a master's degree, when required per their class load, is subject to stipulations made by the Academic Dean upon consultation with the appropriate Associate Dean.
          - i) In extenuating circumstances, a waiver can be granted by the Academic Dean for additional time to attain the required degree as recommended by the appropriate Department Head and Associate Dean.
            01. Extenuating circumstances include, but are not limited to:
              - 01) Ineligibility for Tenure due to the Teacher not having completed the degree necessary to meet credentialing requirements, if the Teacher can show progress toward the requirements.
              - 02) Justifiable personal extenuating circumstances that have led to a lack of progress toward the degree necessary to meet credentialing requirements or because the Teacher had to take a period of leave from NMML.
      - b) Formal evaluations will be completed every year until all the above requirements have been met, with a minimum of five formal evaluations required before the Teacher can be considered for Tenure, unless the Teacher was granted time toward tenure.
      - iii. Teachers can be granted up to three years credit towards tenure based on previous tenurable teaching experience at another institution(s). This must be agreed to at the time of hire by the incoming tenure-track Teacher, Department Head, Associate Dean, and Academic Dean. This documentation will be included in their Human Resources file.
    - c. Seven years of Teacher contracts does not guarantee Tenure.

- i. Teachers may apply for tenure during their fifth year of employment, unless early application for tenure was agreed to at the time of hire. If they apply during the fifth or sixth year and are denied tenure, they then have an additional one or two years to correct any designated deficiencies and re-apply. They must have obtained tenure by the end of the seventh year in order to maintain their Faculty appointment, outside of the extenuating circumstances listed above.
        - ii. If during the probationary period a recommendation is made by the Department Head, Associate Dean, and Academic Dean to terminate the Tenure-Track Teacher, the Teacher will not receive a contract the following year, or in justified circumstances, terminated immediately.
      - d. A Tenured Teacher who applies for and is accepted in a non-Tenured position loses all rights reserved for Tenured Teachers. Such a person who later returns to a Tenured position will be returned to Tenured status immediately.
5. Regulations Concerning Tenure of Librarians
  - A. The contracts provided to Librarians have a line "This is a (Tenured/Tenure-Track) appointment." Appointments are of several categories:
    - 1) Tenured
      - a. The Librarian is Tenured.
    - 2) Non-Tenured
      - a. The Librarian is non-Tenured and is defined and falls under all regulations pertaining to Educators within the *Faculty Handbook* and *Constitution*.
    - 3) Tenure-Track
      - a. The Librarian is on a Tenure-track.
        - i. All Librarians must have a formal evaluation every year until they receive tenure.
        - ii. Librarians, with anything less than a master's degree, cannot receive Tenure until the completion of their master's degree.
          - a) Any new Librarian without a master's degree is subject to stipulations made by the Academic Dean upon consultation with the appropriate Associate Dean.
            - i) In extenuating circumstances, a waiver can be granted by the Academic Dean for additional time to attain the required degree as recommended by the appropriate Department Head and Associate Dean.
              - 01. Extenuating circumstances include, but are not limited to:
                - 01) Ineligibility for Tenure due to the Librarian not having completed the degree necessary to meet credentialing requirements if the Librarian can show progress toward these requirements.
                - 02) Justifiable personal extenuating circumstances that have led to a lack of progress toward the degree necessary to meet credentialing requirements because the Librarian had to take a period of leave from NMML.
            - b) Formal evaluations will be completed every year until all the above requirements have been met, with a minimum of five formal evaluations required before the Librarian can be considered for Tenure, unless the Librarian was granted time toward tenure.
        - iii. Librarians can be granted up to three years credit towards tenure based on previous tenurable librarian experience at another institution(s). This must be agreed to at the time of hire by the incoming tenure-track Librarian, Department Head, Associate Dean, and Academic Dean. This documentation will be included in their Human Resources file.

- b. Seven years of Librarian contracts does not guarantee Tenure.
  - i. Librarians may apply for tenure during their fifth year of employment, unless early application for tenure was agreed to at the time of hire. If they apply during the fifth or sixth year and are denied tenure, they then have an additional one or two years to correct any designated deficiencies and re-apply. They must have obtained tenure by the end of the seventh year in order to maintain their Faculty appointment, outside of the extenuating circumstances listed above.
  - ii. If during the probationary period a recommendation is made by the Department Head, the Director of Toles Learning Resource Center, and Academic Dean to terminate the Tenure-Track Librarian, the Librarian will not receive a contract the following year, or in justified circumstances, terminated immediately.
- c. A Tenured Librarian who applies for and is accepted in a non-Tenured position or into a Tenured Teacher position loses all rights reserved for Tenured Librarian. In the case of being accepted into a Tenured Teacher position, the individual will have to earn Tenure within that position as stipulated in Regulations Concerning Tenure of Teachers. Such a person who later returns to a Tenured Librarian position will be returned to Librarian Tenured status.

## **Section G. Financial Considerations**

- 1. Contracts
  - A. Teacher, Educator, and Fellow Contracts will be issued when the Board of Regents and state legislature has approved the budget. If NMMI is not planning on re-issuing an individual's contract, individual letters will be issued no later than April 1 by certified mail or hand delivered.
  - B. When issued, each contract will indicate these items:
    - 1) The base salary and type of appointment,
    - 2) The period of employment, including starting date and ending date, which for Teachers is the academic year, as defined in the approved Academic Calendar, and
    - 3) Other special considerations for services performed while an employee of NMMI.
    - 4) Additional salary increments for specific additional work will be issued in a separate contract.
  - C. Prospective employees will be expected to review and return their signed contracts within ten days if they intend to accept employment for the coming year. Failure to return the contract after one written reminder will be considered an expression of the employee's intent not to accept employment.
- 2. Faculty Salaries
  - A. Teacher Salary Schedule
    - 1) The Teacher Salary Schedule is the instrument used to pay Teachers. The Teacher Salary Schedule will be evaluated annually by the Academic Dean in conjunction with the Faculty Senate, the Chief Financial Officer, and the Superintendent.
  - B. Rate Schedule
    - 1) The Rate Schedule is the instrument used to decide compensation for additional supplemented assignments, overloads, substitutes, adjuncts, Department Heads, and Associate Deans.
    - 2) Compensation amounts in the Rate Schedule will be reviewed by the Academic Dean and the Associate Deans annually, and any proposed changes will be made to the Chief Financial Officer.
    - 3) NMMI Faculty teaching an overload based on current policies and guidelines will receive extra compensation determined by the Rate Schedule. Faculty may not receive extra compensation for work described in *Faculty Teaching Responsibilities* or when serving on Faculty Senate Committees.

- 4) Those promoted to Department Head will receive an appropriate stipend determined by the Rate Schedule dependent on the length of their contract based on extra responsibilities.
  - 5) Those promoted to Associate Dean will be issued a contract that extends one month longer than the academic calendar and receive an appropriate stipend determined by the Rate Schedule.
- C. Approval for an increase in the amount of compensation for either Faculty or substitutes requires approval by NMMI's Board of Regents.
3. Movement on the Teacher Salary Schedule
- A. To advance on the Teacher Salary Schedule, Teachers must have earned their bachelor, master, and/or terminal degrees from nationally accredited institutions of higher learning appropriate to the degree area.
- 1) Bachelor's Degree
    - a. Newly hired Teachers who do not have an earned master's degree may count as many as five years of experience during which they were contracted for full-time instruction at accredited secondary or post-secondary schools for initial placement on the salary schedule.
    - b. The only undergraduate credit hours that will be accepted for lateral movement on the salary schedule are those recommended by the Associate Dean and approved by the Academic Dean to prepare for new teaching assignments.
  - 2) Master's Degree
    - a. Newly hired Teachers with at least an earned master's degree may count as many as fifteen years of experience during which they were contracted for full-time instruction at accredited secondary or post-secondary schools for initial placement on the salary schedule.
    - b. Two earned master's degrees will be treated as a master's plus thirty course hours.
    - c. Faculty members who hold level II or higher state licensure at the time of their hire will be granted three credits of masters-plus credit upon the completion of an additional three credit hours with approval by their Associate Dean and the Academic Dean and after the submission of documentation indicating the successful completion of the credits (this will essentially gain the Faculty member six total credits). These three credits can only be awarded once.
    - d. At the time of hire, the Associate Dean can request equivalent credit for other teaching experience.
  - 3) Terminal Degree
    - a. The acquisition of a terminal degree is the final lateral step on the Salary Schedule.
- B. Approval for Education Hours for Lateral Movement on the Salary Schedule
- 1) For lateral movement on the Salary Schedule, graduate and undergraduate courses, both within and outside the Teacher's instructional discipline, require prior written approval of the Department Head, the Associate Dean, and the Academic Dean. If prior approval is not requested, approval can be requested but is not guaranteed. The duplication of undergraduate or graduate courses, taken prior to or after hiring, will not be credited for lateral movement on the Teacher Salary Schedule. Any refresher course needed for departmental assignments, are subject to the Academic Dean's approval for lateral movement on the Teacher Salary Schedule.
  - 2) With prior written approval of the Department Head, Associate Dean, and Academic Dean, followed by acceptable documentation, Teachers may acquire Salary Schedule credit beyond the master's degree by taking distance learning courses or attending course credit academic conferences, seminars, and workshops. If prior approval is not requested, approval can be requested but is not guaranteed. Course credit hours must be earned from an accredited college or university. The official record of the clock hours accumulated will be kept in the Academic Dean's office.

- 3) Faculty members who advance to level II state licensure while at the Institute through any process that does not generate graduate credits, such as the compilation of a dossier or portfolio, will, upon submission of documentation of the receipt of the licensure and approval by the Academic Dean, be granted six hours of MA+ credit that can be counted towards lateral movement on the salary schedule.
  - 4) Faculty members who receive their National Board Certification will receive a stipend based on the Rate Schedule for each year they hold their certification.
  - 5) To set Teacher salaries, official transcripts of all newly completed course work or documentation of course work that will be complete by the end of the spring semester must be submitted to the Academic Dean by the date set by the Academic Dean.
    - a. Any decision by the Academic Dean may be reviewed by the Teacher, who may present additional supporting information for the Academic Dean's consideration. The Academic Dean, however, has final authority in the decision.
4. Conflict of Interest
- 1) See the *Human Resources Policies and Procedures Manual, Section 5.14, Outside/Additional Employment or Related Business Interest-Disclosure Statement* for policies governing NMMI Faculty in all cases but the following:
    - a. Although full-time Faculty are expected to place the responsibilities and obligations of their positions and assignment with NMMI first, they are permitted to engage in outside work subject to the following conditions:
      - i. Consultation: Consistent with the best interests of NMMI, full-time Faculty are encouraged to share their expertise and experience with other institutions and agencies as consultants under the following regulations:
        - a) Prior written permission from the Associate Dean and Academic Dean. A copy of the written approval will be forwarded to the Human Resources Office for enclosure in the Personnel file.
        - b) Time spent in consultation will not exceed an average of one normal working day per month of the Faculty member's contractual period (academic or fiscal year). This does not preclude consultation work done on days or times other than normal working hours.
        - c) No internal consulting for remuneration will be allowed.
      - ii. Private Business Operations with Cadets: Faculty will not enter into any private business operation(s) with members of the Corps of Cadets without prior approval of the Chief Financial Officer.
      - iii. All other activities, other than consulting, related to outside employment will not occur at NMMI, nor will NMMI equipment or supplies be used for profit-making activities.

## **Section H. Termination**

1. Voluntary Termination
  - A. After the effective date of the contract (July 1), all Faculty are expected to fulfill their contracts. Should a Faculty member elect to terminate employment prior to the end of the contract period, agreement between the Academic Dean and the Faculty member must be reached. If a Faculty member wishes to voluntarily terminate employment after issuance of a contract, but prior to its effective date, the Faculty member must give thirty days' notice to the Academic Dean.
  - B. If a Faculty member does not want a contract for the next academic year, the Academic Dean should be notified as soon as possible.
2. Involuntary Termination
  - A. Definitions
    - 1) The term "discharge" means termination effective during the contract term.
    - 2) The term "re-employment" means the issuance of a new contract for the succeeding year.

- B. When a Faculty member is not to be re-employed for the following contract year, the Superintendent will notify the individual by certified mail or hand delivered no later than April 1.
- C. Tenure-Track Faculty and Non-Tenured Faculty
- 1) The Superintendent may discharge Tenure-Track Faculty and Non-Tenured Faculty at any time, providing proper cause exists for the discharge. Proper cause to discharge consists of academic incompetence, neglect of duty, violation of NMMI policy, commission of a crime, or other serious professional or ethical deficiency.
  - 2) Tenure-Track Faculty and Non-Tenured Faculty are hired on annual contracts. A decision not to re-employ is made by the Superintendent, for proper causes. Tenure-Track Faculty and Non-Tenured Faculty who have not been re-employed for proper causes have no property interest in re-employment, and are therefore, not entitled to notice and a hearing prior to or after the decision.
- D. Tenured Faculty
- 1) Any Tenured Faculty member recommended for discharge or non-re-employment due to proper causes is entitled to the [\*Hearing Procedure for Tenured Faculty\*](#).
- E. Hearing Procedure for Tenured Faculty
- 1) Preliminary Actions
    - a. The Superintendent will deliver to the Tenured Faculty member by certified mail or hand deliver a written Notice of Termination setting forth proper cause no later than April 1.
    - b. Should the individual wish to appeal the Superintendent's recommendation of discharge or non-re-employment, the individual will notify the Superintendent and President of the Board of Regents, in writing, that a hearing is desired before the Board of Regents, via certified mail or hand delivery.
    - c. The request for a hearing must be postmarked or hand delivered no later than seven days after the date of delivery of the Superintendent's Notice of Termination.
    - d. If the proper cause involves physical or mental impairment where no reasonable accommodation as required by the American with Disabilities Act is feasible and if the individual wishes to appeal the Superintendent's recommendation, the individual must provide the Superintendent with a HIPAA compliant Medical Release authorizing the Superintendent, or his representative, to obtain copies of the individual's medical records (including psychiatric or psychological records). The individual may also undergo, if requested by the individual or the Superintendent, a physical or mental evaluation by a physician, psychiatrist, or psychologist chosen by Human Resources. NMMI will pay the medical bills associated with such an evaluation. Both the Superintendent and the individual will be entitled to any written or oral reports prepared by the physician, psychiatrist, or psychologist.
    - e. Nothing precludes the individual from obtaining additional physical or mental capacity evaluations by other physicians, psychiatrists, or psychologists of the individual's own choosing and expense.
  - 2) Hearing Procedure
    - a. The Board of Regents will schedule the hearing at its next regular meeting or at a special meeting within thirty calendar days of a request for a hearing. The hearing will be private, unless both parties agree the hearing should be public, subject to any requirements of the New Mexico Open Meetings Act. If the hearing is private, it will be confidential to the extent allowed by law.
    - b. At least three days before the hearing, each party will provide the other with a list of intended witnesses and copies of any document the party intends to present at the hearing. A transcript of the hearing will be made.
    - c. At the hearing, the Superintendent, or a representative appointed by the Superintendent, will present all evidence for their recommendation for discharge or non-re-employment. The individual will have the right to present any relevant witnesses and evidence desired.

- d. The NMMI representative and the individual may be represented by legal counsel if desired. The Board of Regents will have the authority to accept, reject, or modify the recommendation of the Superintendent by majority vote. The President of the Board of Regents will notify the Superintendent and the individual of its decision no more than twenty calendar days after the hearing. The decision of the Board of Regents is final and binding. During the Hearing Procedure, the individual will remain on paid status but may be placed on administrative leave by the Superintendent.
- e. The technical rules of evidence and procedure as recognized by the district courts of the State of New Mexico will not apply to the Hearing Procedure.

## **Section I. Suspension**

1. Suspension is a short-term action that can be initiated by the Academic Dean or Superintendent that is justified where there is imminent harm to the Faculty member, to others, or to NMMI property, and serves only until formal action can be taken.
2. Suspensions are with pay, unless it is a disciplinary measure after an opportunity for a hearing, in which case the suspension may be without pay.

## **Section J. Reassignment of Duties**

1. At any time, the Academic Dean may reassign Tenure and Tenure-Track Teachers to any Faculty position the individual is qualified to teach. The affected individual has no right or reasonable expectation to remain in a certain Faculty position and is not entitled to the [Hearing Procedure for Tenured Faculty](#) when reassigned to other Faculty duties by the Academic Dean with these provisions:
  - A. The Teacher who has Tenure will retain Tenure upon reassignment, and
  - B. The Teacher's pay will not be reduced.
2. A Tenure-Track Teacher who is reassigned to a non-Tenure position will no longer be on a Tenure-track. Such a Teacher who is later returned to a Tenure-Track Teaching position will be given credit toward Tenure for the prior consecutive years' service as a Tenure-Track Teacher.

## **Section K. Reductions in Force (RIF)**

1. At times, it may be necessary for NMMI to restructure its programs and services in response to a justifiable lack of work or any justifiable change in programs. When there is a loss of funding or a unit is restructured, it may be necessary to eliminate one or more Faculty positions. If a RIF occurs, the central consideration will be the needs of NMMI's academic programs.
  - A. Normal attrition will be considered prior to any Faculty reduction.
  - B. Adjuncts, either full-time or part-time, in the program area affected will be reduced prior to any other Faculty reduction.
  - C. A Faculty member's tenure will not prohibit termination if the academic program is not viable. If a partial RIF is necessary in a given program, then providing the competency of Faculty is relatively equal, Faculty seniority in the program affected will prevail in considering which Faculty will be terminated. However, program needs for specified Faculty competencies will govern who is terminated. Therefore, a senior Tenured Faculty member may be terminated instead of a Non-Tenured Faculty member if the senior member is unable to meet the teaching needs in the courses that remain after the RIF.
2. RIF Process
  - A. Program readjustments and reductions follow recommendations from the Associate Deans in discussion with the Academic Dean.
  - B. Faculty reduction(s) as affected by program change(s) will be brought to the attention of the Faculty Senate, whose advice will be sought on the impact that a program and/or Faculty reduction will cause.

- C. The final decision of a RIF resides with the Superintendent.
  - D. A RIF affecting any Faculty will be preceded by written notice to the individual and will state the reason for the termination. If a Tenured Faculty member feels that they have been unjustly terminated, they may utilize the [Hearing Procedures](#).
3. Re-Appointment
- A. Following termination of employment under a RIF, when subsequent Faculty are to be hired, those positions for which the reduced Faculty are qualified will be offered first to those Faculty whose contracts were canceled most recently and continue to be offered in reverse order of the RIF.
  - B. A Faculty member who is re-hired under the procedures set forth in this section will have rank, salary, and all other prior benefits reinstated, including Tenure.

## **Section L. Grievance Procedures**

1. General
- A. The Faculty and the administration will work together to secure a resolution of grievances at the lowest administrative level, and at the same time, resolve an issue as speedily as possible without disrupting the mission of NMML.
  - B. Definitions
    - 1) A "Grievance" is a complaint alleging a violation, misinterpretation, or inconsistent application of any of the provisions of the Faculty Handbook, Operations and Procedures Manual, or Human Resources Policies and Procedures Manual. Exceptions to the Grievance Procedures include complaints arising out of the [Termination](#) of Faculty and/or Non-Renewal of Contracts.
    - 2) A "Day" is any time when classes are scheduled to be held, or when Faculty are scheduled to be on campus as provided by their employment contract.
    - 3) "Petitioner" is an individual or group of Faculty filing a grievance.
    - 4) "Administrative Personnel" is consistent with the definition provided in the above manuals, including the Academic Dean. Associate Deans are considered administrators for grievances filed by or on behalf of Faculty in their division. Associate Deans are otherwise considered Faculty members and are guaranteed all rights and privileges to file grievances under the provisions of this procedure.
  - C. General Provisions
    - 1) Proceedings will be confidential, and no retaliation will be taken because of the filing of a grievance.
    - 2) Throughout the process, parties are encouraged to continue communicating with each other and their supervisor about the issue.
    - 3) By mutual agreement, the parties may extend the time limit specified in the procedure.
    - 4) Grievances not appealed within the time limits of each step will be considered settled on the basis of the last decision made by the administrative personnel. Should the administrative personnel not answer within the time limit, the grievance will automatically advance to the next step. By mutual agreement, the grievance may also be advanced to any step.
    - 5) To avoid numerous grievances on the same subject or event, a single decision can settle all substantially identical grievances, including subsequent grievances, filed promptly. A dispute as to whether a grievance is covered by a previous decision is subject to a new Grievance Procedure.
    - 6) All decisions, appeals, and acknowledgments of decisions and appeals will be in writing and be kept in the petitioner's Personnel file in Human Resources.
2. Procedure
- A. Step 1. Associate Dean/Department Head Level

- 1) A grievance will first be taken to the petitioner's immediate supervisor. The problem can be discussed and solved informally with the supervisor, providing the solution is consistent with established procedures, policies, rules, or laws that may apply.
    - a. Grievance procedures must be initiated by the petitioner within ten days of the alleged event, or whenever the petitioner can reasonably be expected to learn of the event.
    - b. If the grievance is being filed against the immediate supervisor, it will advance to the next supervisory level.
    - c. If the grievance involves an area of responsibility other than that of the petitioner's immediate supervisor, the process will follow the same steps with appropriate administrative levels being designated by the Academic Dean.
  - 2) If a grievance is unable to be resolved informally with the petitioner's immediate supervisor, the petitioner may present a written grievance to the next supervisory level within ten days. The petitioner's immediate supervisor will provide a written receipt of a copy of the complaint and will forward the complaint to their supervisor and Human Resources within five days.
    - a. The written grievance will include these items:
      - i. A clear, concise statement of the nature of the grievance,
      - ii. A citation of the official policy alleged to have been violated,
      - iii. The violation or person alleged to have caused dissatisfaction,
      - iv. The reason why the petitioner is not satisfied with the decision of their immediate supervisor,
      - v. A statement of the remedy the petitioner is seeking to achieve,
      - vi. The date and signature of the person or representative, and
      - vii. Any other pertinent information.
  - 3) The grievance will then be discussed between the petitioner and the supervisory administrator who received the appeal. The administrator will, within five days of the conclusion of said discussion, with the concurring opinion of the petitioner's immediate supervisor, issue a written decision to the petitioner and to all other parties involved for acknowledgment.
- B. Step 2. The Academic Dean's Level
- 1) If no resolution is reached with the Department Head/Associate Dean as prescribed in Step 1 of this procedure, the petitioner will give notice through written appeal to the Academic Dean. Within five days of the meeting, the Department Head/Associate Dean will provide a written statement to the Academic Dean and Human Resources. The petitioner will schedule a meeting within ten days from the Academic Dean's receipt of the appeal to resolve the issue. Within ten days after the conclusion of the meeting(s), the Academic Dean will issue a written decision to the petitioner and to the other parties involved for acknowledgment.
- C. Step 3. Arbitration and Superintendent's Level
- 1) If no resolution is reached with the Academic Dean as prescribed in *Step 2* of this procedure, a written demand for advisory arbitration is to be delivered to the Superintendent and Human Resources within ten days of the petitioner's receipt of the Academic Dean's written decision. The parties will attempt to agree upon an arbitrator from NMMI within five days of the Superintendent's receipt of the demand for arbitration.
  - 2) If an agreement is not reached, the matter will be referred to the Faculty Senate, which will submit three names for consideration of an arbitration panel. If the parties cannot agree on one of the three, each will strike one name from the list, the administrative personnel first and then the petitioner, and the remaining person will serve as arbitrator and hear and decide the dispute. The arbitration hearing will be held within thirty days of the Superintendent's receipt of the demand for arbitration, unless the arbitrator's schedule will not accommodate the parties. The arbitrator's written decision will be issued at the earliest possible time, but not to

exceed thirty days after the close of the hearing and delivered to the Superintendent and to all other parties involved.

- a. The arbitrator will consider only information or records, which were available at the time of the action and led to the filing of the grievance or were used in processing the grievance. Both parties are to have access to evidence and facts to be used.
  - b. The arbitrator will not have the power to add to, subtract from, or modify any procedures, rules, policy, or laws, and they will limit their decision to the alleged violation, misrepresentation, or inequitable application.
- 3) The Superintendent will issue a written acceptance, modified acceptance, or rejection of the arbitrator's decision to the petitioner and other parties involved within fifteen days of the receipt of the arbitrator's decision. The petitioner and other parties will acknowledge the receipt of the Superintendent's decision to be filed in their Human Resources Personnel file.
- D. Step 4. Board of Regents' Level
- 1) If the petitioner is not satisfied with the decision of the Superintendent, the petitioner will provide written notice of appeal to the Board of Regents for review within ten days after receiving the Superintendent's written decision. A hearing will be scheduled before the Board of Regents at a time to be determined by the Board of Regents. All parties to the grievance will have a right to be represented by counsel at the hearing before the Board of Regents, to call witnesses, and to present relevant evidence.
  - 2) The petitioner will be notified in writing of the Board's decision within fifteen days of the hearing. The decision of the Board of Regents will be final and binding.
  - 3) The New Mexico Rules of Civil Procedure and Rules of Evidence will not apply.

## **Section M. Educational Functions**

1. Academic Freedom and Professional Ethics
  - A. Faculty are entitled to freedom in teaching, research, and publication. Within the assigned curricula, they are entitled to classroom freedom consistent with professional norms and expectations. Guided by professional judgment, they must accept responsibility for their classroom presentations and must not abuse their positions.
  - B. In public speeches and publications, Faculty should state that they are not spokespersons for NMMI.
  - C. Faculty should be free to join various educational groups or to refrain from joining.
  - D. While observing the regulations of NMMI, NMMI Faculty, as effective Faculty members and scholars, reserve the right to offer criticism and to seek improvement.
2. Intellectual Property
  - A. For details on NMMI's *Intellectual Property Policy* refer to the *Operations and Procedure Manual*.
3. Faculty Teaching Responsibilities
  - A. The following policies will serve as guidelines in assigning teaching responsibilities to Faculty. Class preparation, student contact hours, and total number of students per Faculty member should fall within acceptable norms. The minimum number of students required for a class is five students. Any exception to this policy must be approved by the Academic Dean.
    - 1) High School Faculty: Five academic classes, or equivalent, during each day of the working week constitutes a full teaching load for high school Faculty.
    - 2) College Faculty: Five college class sections, or fifteen to sixteen class contact hours, constitutes a full teaching load for college Faculty.
    - 3) Faculty assigned to both college and high school classes will have loads adjusted accordingly.
    - 4) The contact hour values of lab classes are set by the appropriate Associate Dean, Academic Dean, and approved by the Faculty Senate.
  - B. Faculty Hours

- 1) Part of a Faculty's responsibilities includes being available to give extra instruction during tutoring time (Monday, Tuesday, Thursday, and Friday).
- 2) In addition to class and preparation time, Faculty are expected to maintain reasonable office hours. At NMMI, this is interpreted to mean that the Faculty should be available for office hours during tutoring and at least one hour during the academic day. The academic day lasts from 0715 to 1530. Class and office hour schedules will be posted in offices and the syllabus. Extra help sessions should be communicated with the students. Schedule changes should be posted, and the Department Head or Associate Dean must know where to reach the Faculty member concerned if schedule adjustments are to be enacted. Duplicate copies of all schedules will be furnished to the Academic Dean.
- 3) Overloads
  - a. Faculty may assume an overload in courses for one semester, subject to the provision that in a subsequent semester an underload is carried, if they were not paid for the overload. If a course is canceled and the Faculty member is at an underload, the Department Head, when applicable, will similarly adjust the Faculty member's load upward the following semester.

#### C. Academic Policies

- 1) Course Syllabi
  - a. Each course taught at NMMI has a syllabus, a copy of which should be available in the appropriate Academic Division's office and the Academic Dean's office. At the beginning of each semester, each student registered for a course should be given a copy of the course syllabus or given electronic access, and they are responsible for knowing its contents. The syllabus should contain the information found in [Appendix K](#).
- 2) Academic Time
  - a. If a Faculty member has an event which is required for students to attend during Night Study Hall, they should provide compensatory study time the day of, before, or after during their own class section.
  - b. The week prior to final exams should be reserved for students to prepare for their finals; therefore, no major exams/tests, projects, or papers will be due later than four days before the first scheduled final exam.
- 3) Classroom Discipline and Control
  - a. Early in the semester, Faculty should explain their disciplinary policies to their students and provide a brief overview in their syllabus. Rarely should classes be left unattended.
  - b. Faculty will report all class absences. Division Administrative Assistants or another approved supervisor will record class absences in the case of a Faculty member's absence.
  - c. Faculty should handle situations that require disciplinary measures; however, if a Faculty member feels that they need assistance, they may confer with the Department Head, the Associate Dean, and/or the Vice Dean or the Academic Dean to solve classroom problems.
  - d. Examples of offenses that should normally be reported to the Commandant are included in the Early Warning System and the Blue Book. All disciplinary reports will be transmitted to the Commandant's office utilizing appropriate procedures as outlined by the Academic Dean.
  - e. Emotional and psychological problems are judgement disciplinary situations and should be reported to the Cadet Counseling Center and observations briefly noted in the Early Warning System.

#### D. Uniforms

- 1) See Staff and Faculty Uniforms and Insignia of the *Operations and Procedures Manual*.
- 2) By direction of the Board of Regents, Faculty are required to wear the military uniform during working hours. Faculty may wear appropriate civilian attire as defined in the

- Operations and Procedures Manual* to school events outside of the normal academic day (0715-1530) in which they are not managing cadets or similar responsibilities.
- 3) Faculty coaches may wear appropriate athletic dress on days they are instructing activity classes, and at events during which cadets are not in the corps' uniform of the day.
  - 4) The Academic Dean may approve alternative attire in extenuating circumstances.

## Section N. Faculty Development

1. Purpose of Faculty Development
  - A. Associate Deans will be responsible for implementing any Faculty development that is identified by the Academic Dean or Department Heads as being necessary based on the analysis of data from assessment efforts, surveys or tests, or because of changes in the educational landscape, external requirements, or modifications to NMMI's strategic goals.
  - B. The Academic Divisions will provide mentors, training, workshops, or other appropriate Faculty development for incoming Faculty and will ensure that new Faculty are prepared to provide effective instruction. The supervising Associate Dean of the incoming Faculty member will send an electronic version of the [Faculty Handbook](#), Constitution, and a copy of the NMMI Strategic Plan.
  - C. The Office of the Academic Dean will maintain information and data on Faculty Development for NMMI. Each Academic Division and the Faculty Development Grant Committee will be responsible for providing an annual report on Faculty Development to the Academic Dean by the end of the fiscal year (June 30).
2. Faculty Development Grants (FDG)
  - A. Purpose
    - 1) The FDG are monetary grants used to support creative and scholarly endeavors. These grants are intended to encourage the kinds of research that cannot easily or routinely be pursued without financial resources.
  - B. Process
    - 1) As the budget allows, the FDG funds will be divided equally each year into even monthly amounts over the four application deadlines, and applications for the funding will be considered during four funding sessions by the FDG Committee throughout the year with specific application deadlines in place. Any funds not used from the July-August summer money will roll into the fall amount; any unused fall money will roll into the spring amount, and funds not used from the spring money will roll into the May-June summer amount. Any funds left over at the end of the May-June session may be rolled-back to award money to previous applications.
      - a. Fall Application Deadline: August 31
      - b. Spring Application Deadline: November 30
      - c. May-June Summer Application Deadline: March 31
      - d. July-August Summer Application Deadline: April 30
    - 2) Special consideration can be made for those wanting to save money with early registration. The FDG committee may consider applications for reimbursement after a deadline has passed, depending on the circumstances of the application.
  - C. Criteria
    - 1) The FDG Committee will consider the following criteria when reviewing applications and determining funding:
      - a. Only full-time Faculty can receive funds.
      - b. Faculty who receive funds are expected to be employed by NMMI during the next academic year,
      - c. The activity must directly benefit:
        - i. Classroom and curriculum pedagogy, including assessment methods, curriculum development, and content knowledge,

- ii. The course meets the academic needs of the department and division, and
    - iii. The NMMI learning mission,
  - d. Preference will always be given to Tenured Teachers in the distribution of funds, and
  - e. The committee will consider past awards when distributing funds.
- D. Restrictions:
  - 1) Applications for pursuing a degree outside of the subject the Faculty member teaches (i.e. an advanced degree in administration or not in the area they teach) may not be considered for funding for those classes during the length of the program, but the Teacher may still apply for FDG funds for other opportunities,
  - 2) FDG Applications received during the year a Faculty member holds a professorship/chair will be considered only at the April meeting and only if all the following are true:
    - a. Funds are available,
    - b. The activity for which funds are requested is not related to the professorship or chair, and
    - c. The activity meets all the other criteria mentioned in this section.
  - 3) FDG funds are never to be used to pay for fees for defending dissertations, degree applications, certifications, licenses, or memberships.
  - 4) Only three Faculty members may be considered to receive full funding to attend the same workshop/conference. Any number over that will only be considered for partial funding.
  - 5) Faculty who attend recurring/annual conferences may only receive FDG funds for those conferences every two years.
- E. Funding Priorities
  - 1) Priorities for FDG funds will be ranked according to the pre-approved Divisional Professional Development Plan (PDP) of the individual applicant ([Appendix M](#)). The PDP will be approved by the Department Head and appropriate Associate Dean. A copy of the applicant's PDP must be provided with the FDG application packet.
  - 2) Some professional development ideas include, but are not limited to:
    - a. Attending a course, workshop, and/or conference that is directly focused on classroom pedagogy, curriculum development, content knowledge, assessment, and/or understanding and using instructional data,
    - b. Presenting and simultaneously attending a conference directly focused on classroom pedagogy, curriculum, content knowledge, assessment, use of technology, and/or understanding and using instructional data, and
    - c. Taking a course or certification class that counts towards a mandatory degree, as required by the department or division to maintain or expand course offerings.
- F. Follow-Up Reports
  - 1) When a Faculty member has received any amount of funding, the Faculty member must provide a detailed, written report to the FDG Committee within two weeks of completing the activity, course, workshop, etc.
  - 2) The report must contain the following:
    - a. A complete summary of the activity, course, or workshop.
    - b. An explanation about how the activity directly benefits the following:
      - i. Classroom and curriculum pedagogy, including assessment methods, curriculum development, use of technology, and/or content knowledge,
      - ii. The course needs of the Faculty member's department and division, and
      - iii. The NMMI learning mission.
    - c. If a graded course, the final course grade must be provided.
  - 3) The reports will be uploaded to the Senate SharePoint site by the FDG Committee, so others may benefit.
- G. Non-Compliance
  - 1) Teachers will be required to reimburse the FDG Fund in the event of the following:
    - a. A follow-up report is not submitted by the end of the fiscal year (June 30),

- b. A Faculty member does not complete the activity, and/or
  - c. A Faculty member fails to earn a C or better if taking a course.
- 2) The FDG Committee must contact the Faculty Senate Chair with the names of those who are not in compliance, and the Chair will contact those people to request reimbursement.
  - 3) If a FDG fund recipient does not comply with any of these requirements, they will not be eligible for funding in the next year.

## **Section O. Faculty Leaves**

### **1. Study and Sabbatical Leaves**

#### **A. Concepts**

- 1) Study Leave may be used by Tenured Teachers to attend courses and/or undertake research projects that lead to the completion of an advanced degree in a chosen subject matter field. This may be a second master's degree or a terminal degree.
- 2) Sabbatical Leave will allow periodic release from teaching duties so that Teachers may find time to keep abreast of developments in their respective disciplines, remain vigorous, open-minded, and intellectually relevant in their professions.

#### **B. Accrual**

- a. Teachers with a Tenured or Tenure-Track Teacher's contract will accrue this Leave at the rate of twenty working days per fulfilled contract to a maximum of 200 days. The Leave must be used in either one semester or two-semester increments. This information will be tracked by the Academic Dean's office.

#### **C. Arrangements for Use**

- 1) Arrangements for and use of Study Leave will be as follows:
  - a. Evidence of acceptance into a graduate study program at an accredited college or university will be presented to the Department Head and Associate Dean. The Teacher taking a Study Leave must make their intentions known by the midterm of the semester preceding the Leave. This will include a proposed plan of study and/or the outline of the research project.
  - b. The proposed time period for the Study Leave will be considered and approved, rejected, or amended by a committee consisting of the Department Head, Associate Dean, Vice Dean, Academic Dean, and Superintendent.
  - c. If approved, the Teacher will be allowed to undertake the Study Leave, and may continue in such a program, while receiving two-thirds of their normal salary as a Teacher of NMMI until the approved time period for Study Leave is exhausted. After exhausting the approved Study Leave, the Teacher can re-apply for additional leave if needed.
  - d. Any Teacher on Study Leave will be responsible for all tuition costs of the graduate program entered. Teachers on Study Leave will be allowed to accept stipends as teaching or research assistants from the graduate program in which they are studying as a supplement to their two-thirds salary and to defray tuition and housing costs while attending the program.
  - e. One-third of the Teacher's salary withheld by NMMI while the member is on Study Leave will be used in its entirety to pay Teachers of the department and/or adjunct(s) to teach the individual's normal course load on an interim basis. The Teacher will be expected to play a central role in locating, approving, and otherwise preparing Teachers of the department and/or adjunct(s) to ensure proper coverage of courses normally taught by the Teacher on Study Leave.
  - f. Upon completion of a graduate program and application for advancement on the Teacher Salary Schedule, the Teacher will be accorded all rights and privileges of the newly awarded degree.
- 2) Arrangements for and use of accrued Sabbatical Leave will be as follows:

- a. Sabbatical Leave will include a written rationale for the need of a Teacher to keep abreast of developments in their respective disciplines and to remain vigorous, open-minded, and intellectually relevant in their professions. Faculty taking a Sabbatical Leave must make their intentions known by the midterm of the semester preceding the leave. Sabbaticals are defined as including, but not limited to:
    - i. Grant and fellowship awards,
    - ii. Writing, research, and travel,
    - iii. Additional courses in the Teacher's field that do not lead to an advanced degree, and
    - iv. Educational exchange.
  - b. The proposed time period for the Sabbatical Leave will be studied and approved, rejected, or amended by a committee consisting of the Department Head, Associate Dean, Vice Dean, Academic Dean, and Superintendent.
  - c. If approved, the Teacher will be allowed to undertake the Sabbatical Leave while receiving two-thirds of their normal salary as a Teacher of NMMI until the accumulated Sabbatical Leave is exhausted. After exhausting the initial Sabbatical Leave, the Teacher can re-accrue additional leave at the normal rate.
  - d. Normally, Teachers on Sabbatical Leave should not expect to receive further support from other funds outside of their salary. However, the Faculty Development Grant Committee will entertain requests for additional funding to make possible a Sabbatical if the applicant would otherwise not be able to accept the leave.
  - e. One-third of the Teacher's salary withheld by NMMI while the member is on Sabbatical Leave will be used in its entirety to pay Teachers of the department and/or adjunct(s) to teach the individual's normal course load on an interim basis. The Teacher will be expected to play a central role in locating, approving, and otherwise preparing Teachers of the department and/or adjunct(s) to ensure proper coverage of courses normally taught by the Teacher on Sabbatical Leave.
- 3) Teachers will receive every consideration normally accorded to Teachers with respect to movement on the Teacher Salary Schedule. In lieu of an informal evaluation during Study and/or Sabbatical Leave, Teachers will provide a report of activities to the Department Head, which will be placed in the Teacher's Personnel file. As a formal evaluation is not possible, no awards and/or promotions are possible during the Study and/or Sabbatical Leave.
  - 4) The Teacher will sign a commitment to remain at NMMI for at least one year following completion of the Study and/or Sabbatical Leave to ensure that NMMI will obtain a measure of increased competence in the instruction of its cadets because of the Leave.
2. Other Categories of Leave and/or Absences
    - A. Leave Without Pay (LWOP)
      - 1) Definition
        - a. Leave Without Pay is a leave of absence to take advantage of educational opportunities that are available in which the host institution or funding organization provides the full salary for the recipient.
      - 2) NMMI will make the entire Faculty member's salary available to the academic department to acquire a guest lecturer to assume the vacated position. However, Teachers of the department and/or adjunct(s) may be hired to teach the individual's normal course load (and any other duties vacated by the departing Faculty member), and the Faculty member's salary, or a portion thereof, will be available to the academic department to cover the cost. Any remaining portion of the Faculty member's salary will be placed into the Substitute Salary Fund to be used to hire long-term substitutes.
      - 3) The Faculty member taking a LWOP must make their intentions known by the midterm of the semester preceding the LWOP.

- 4) In lieu of an informal evaluation during LWOP, the Faculty member will provide a report of activities to the Department Head, which will be placed in the Faculty member's Personnel file. As a formal evaluation is not possible, no awards and/or promotions are possible during the LWOP.
  - 5) Teachers will receive every consideration normally accorded to Teachers with respect to movement on the Teacher Salary Schedule.
- B. Personal Leave
- 1) A Faculty member accrues three personal days annually and can accrue up to a total of ten days, which will be tracked by each Division's Administrative Assistant. Adjunct and Substitute Educators do not acquire personal leave.
  - 2) In an academic year, a Faculty member may, upon the approval of the affected Department Head and Associate Dean, be absent for personal reasons up to five days. The intent is to make available time without loss of pay to attend to such matters as family affairs, rest, and relaxation. The department in the affected person's department and/or division will coordinate the teaching responsibilities of the absent member for short-term personal leave.
  - 3) No pay in lieu of personal leave will be made upon termination of employment. Personal leave cannot be transferred from one area of employment to another within NMMI.
- C. Professional Leave
- 1) If a Department Head authorizes the absence of a Faculty member to attend a professional meeting/seminar/workshop, or other educationally related activity, the department in the affected person's department and/or division will coordinate the teaching responsibilities of the absent member for professional leave.
- D. Other types of Leave
- 1) For other types of leave, refer to the *Human Resources Policies and Procedures Manual*.
  - 2) The department in the affected person's department and/or division will coordinate the teaching responsibilities of the absent member for these leaves.

## **Section P. Substitute Instructors and Adjuncts**

1. Substitute Instructors
  - A. Requests for hiring a substitute instructor are initiated by the Department Head of the affected division in the event there are more than five section coverages needed. Funds are provided to acquire a substitute if the department Faculty cannot cover the classes assigned to the absent Faculty member.
  - B. To be eligible to serve as a substitute instructor at NMMI, the applicant must furnish an official transcript to the Academic Dean showing credit for at least forty-five semester hours of applicable college work.
  - C. Salaries for Substitute Instructors
    - 1) Rates for substitute Teachers will be determined annually when the Rate Schedule is evaluated by the Faculty Senate with the Academic Dean's final approval, in conjunction with the Chief Financial Officer.
    - 2) To receive credit for a degree on the pay schedule, a substitute instructor must have an official transcript on file with the Academic Dean showing this degree.
2. Adjuncts
  - A. Part-time Fellows
    - 1) Part-time Fellows are contracted to teach an entire course(s). They neither hold Teacher rank, nor are they on tenure-tracks. Their use occurs in such cases as sabbatical leave, LWOP (Leave without Pay), and over-enrollment in courses that cannot be handled by the regular Faculty.
  - B. Temporary Full-time Fellows
    - 1) Temporary Full-time Fellows teach full loads and function as Faculty. Unlike regular Teachers, they are on a year-to-year, non-Tenured contract.

- 2) If hired at NMMI, satisfactory years at NMMI as a Temporary Full-Time Fellow will decrease the probation period.
- 3) Temporary Fellows are not on probation.
- C. Hiring a full-time Adjunct, or a comparable number of part-time Adjuncts that combined would teach a full course load, for three years in succession is evidence that the department needs a full-time Faculty increase. The temporary Full-time Fellow or Part-time Fellow will be given due consideration in filling the vacancy.
3. Paraprofessional Instructors
  - A. These instructors do not generate credit hours; therefore, they do not fall under the title of Faculty. They are hired by contract to assist a Faculty member under such circumstances as a Department Head or Associate Dean may specify.

## **Section Q. Faculty Senate**

1. The Board of Regents and the Superintendent have authorized a Faculty Senate to be the official organized body to represent NMMI's Faculty (see the [Constitution](#)). The Senate functions through responsible standing and ad hoc committees appointed from the Voting Members of the Faculty.
2. The decisions and recommendations of the Senate committees are subject to approval by the Faculty Senate, the recommendations of the Academic Dean, and the approval of the Superintendent.

## **Section R. Writing across the Curriculum**

1. All NMMI Faculty, to the extent practical given the nature of the subject being taught, should afford their students writing experiences, both graded and ungraded, along with the exercise of the kinds of critical thinking skills which the writing process provides. Written work must be indicative of a high written standard. The NMMI Department of English and the Writing Lab serve as resources to all Faculty in the important activity of working toward student literacy across the curriculum, both high school and college (see [Appendix L](#)).

## **Section S. Leadership and Ethics across the Curriculum**

1. Leadership Across the Curriculum
  - A. The Leadership Across the Curriculum Initiative invites Faculty to highlight leaders, their traits and styles, throughout the cadet's academic experience. It encourages the Faculty to discuss leaders and their characteristics in every course to the extent practical given the subject being studied. Leadership Across the Curriculum supports the leadership training the cadets receive in the Corps and in military leadership classes. Leadership Across the Curriculum will provide cadets with a wealth of real world leadership examples from many career fields and academic areas.
2. Ethics Across the Curriculum
  - A. The Ethics across the Curriculum Initiative invites Faculty to weave ethical concerns throughout the cadet's academic experience. It encourages the Faculty to engage the conscience in every course to the extent practical given the nature of the subject being taught. Ethics Across the Curriculum neither supplies nor demands "approved solutions" to tough problems, but it is intended to foster the development of moral sensitivity and competent moral reasoning in every cadet. The most important part of such an effort is in recognizing moral issues and applying critical thinking skills to the dilemmas they present. There will be no "pat answers;" the real power of Ethics Across the Curriculum is in wrestling with the process of making personal decisions of moral import in as many subject areas as possible.

## **Section T. Amendments**

1. The Faculty Handbook may be amended in the following ways:
  - A. Initial Proposal

- 1) Any proposed amendment must be presented to the Faculty Senate. An amendment may be proposed by a group of Faculty members, the Faculty Senate, or the administration. If further research or consideration is needed, the Faculty Senate can utilize the Faculty Status Committee or an Ad Hoc Committee.
- 2) The Faculty Senate must present any proposed amendment to the Faculty for comment at least five business days prior to the Faculty Senate voting on the amendment.
- B. A proposed amendment must be approved by a majority of the Faculty Senators. The Senate will arrive at one of three possible recommendations:
  - 1) Recommend rejection (with reason expressed),
  - 2) Recommend adoption, or
  - 3) Recommend adoption as amended (with reason expressed).
2. Once the Faculty Senate recommends a change to the Faculty Handbook, it must be sent as an action item to the Dean for review and to the Superintendent for approval. If the Superintendent approves the proposed amendment, it will be sent to the Board of Regents to make the amendment official policy.
3. The Board of Regents may propose an amendment and invite Faculty review and recommend when time permits. The Board may also, as required for effective management of the Institute, make any amendment based on New Mexico statute.<sup>4</sup>

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<sup>4</sup> Taken in part from the Western New Mexico University Faculty Handbook (AY 2017-2018).

# Appendix A. Formal Evaluation Cover Sheet

## PERSONAL CONFIDENTIAL PERFORMANCE EVALUATION

Faculty Member's Name – Academic Rank – Department

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Period covered by this report \_\_\_\_\_

Signature of the Evaluated Faculty Member \_\_\_\_\_

Date \_\_\_\_\_

(This signature does not imply agreement of the rated member with the contents of this evaluation.)

---

Members of the Observation Committee

\_\_\_\_\_  
Typed/Signed/Date

\_\_\_\_\_  
Typed/Signed/Date

\_\_\_\_\_  
Typed/Signed/Date

\_\_\_\_\_  
Typed/Signed/Date

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All persons other than those whose names appear above who read this evaluation must sign their names and show the date.

\_\_\_\_\_  
Name Date Name Date

\_\_\_\_\_  
Name Date Name Date

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**THIS IS A CONFIDENTIAL DOCUMENT: IT SHOULD NOT BE LEFT UNATTENDED. WITHIN THE MEANING OF FEDERAL STATUTES PERTAINING TO PRIVACY, FURTHER DISTRIBUTION OR ACCESS TO THIS REPORT BEYOND THE OBSERVATION COMMITTEE MEMBERS, THE IMMEDIATE SUPERVISOR, THE ACADEMIC DEAN AND THE ASSOCIATE DEAN, THE SUPERINTENDENT, AND THE BOARD OF REGENTS AT NMMI, IS PROHIBITED WITHOUT THE WRITTEN CONSENT OF THE FACULTY MEMBER ON WHOM THE EVALUATION WAS MADE.**

1-Personnel File (Academic Dean's Office)

2-Evaluated Faculty Member

DO NOT REPRODUCE THIS REPORT

Immediate Supervisor's Recommendation and Comments:

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Associate Dean's Recommendation and Comments:

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Vice Dean's Recommendation and Comments:

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Academic Dean's Final Recommendations and Comments:

Completed by Faculty member and returned to evaluator.

FORMAL TEACHING LOAD

COURSE*/SECTIONS	FALL SEMESTER			SPRING SEMESTER		
	Hours Credit	Clock hours <u>per week</u> LEC LAB	No.** of Students	Hours Credit	Clock hours <u>per week</u> LEC LAB	No.** of Students

\*Do not include Continuing Education courses unless part of regular load.

\*\*As of the official census date on the 3<sup>rd</sup> Friday after the beginning of each semester.

COMMITTEE ASSIGNMENTS

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Name of Committee	Dates of Service

## PROFESSIONAL DEVELOPMENT ACTIVITIES

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### ADDITIONAL COMMENTS

Faculty member's comments: To emphasize points of importance or to add information not present elsewhere (community service, club sponsorship, research, publications, etc.). Continue on reverse side or additional sheets as necessary.

## Appendix B. Formal Evaluation for Teachers and All Other Educators without Alternate Evaluation

### Section 1. Completed by Formal Observation Committee and returned to the evaluated faculty member's immediate supervisor

#### INSTRUCTION PAGES

##### A. Introduction

1. The Observation Committee's responsibilities are to observe the instructor, utilize the information provided by the instructor in the evaluation packet, and provide feedback. They are not responsible for making any recommendations on future employment or further professional development based on their observations. The evidence gathered and summaries provided will inform the administrators' recommendations as to future employment and/or needed professional development.

##### B. Explanation of Ratings

1. Outstanding: Performs at a level that goes far beyond that which is expected of a person in this position. (Requires documentation)
2. Professionally Competent: Performing at a level that would be considered standard for a person in this position.
3. Needs Improvement: A minor problem exists that needs attention. (Requires documentation)
4. Not Acceptable: A serious problem exists that needs to be corrected immediately. (Requires documentation)
5. Not Observed: If the committee did not observe the factor in question, they can utilize this option. In this event, the responsibility falls to the Department Head to evaluate these sections with it noted in the comments that the committee was unable to observe the factor.

\*There is no limit to the number of outstanding, professionally competent, needs improvement, or not acceptable ratings that can be given to a candidate.

##### C. Explanation of Observation Factors

1. Instruction: Complies with and teaches toward completing the purpose and objectives of the course outline and/or program description. By planning class in advance, instructor insures that each student's time in class is productive by letting them know, in writing, the class objectives and requirements, the material to be covered, the grading and evaluation procedures and the outcomes expected. Has all teaching materials identified and ready for use at the beginning of each class.
2. Initiative in Leadership: A person to be looked up to, whose actions and thoughts set a good example. Seeks leadership and/or mentorship responsibilities. Is alert, inventive, self-reliant, and offers practical constructive criticism.

3. Professional Development: Avoids stagnation in teaching by reviewing materials and methods, seeking always to keep course fresh and current. Is active in professional development activities.
4. Peer Contacts/General Attitude: Is cooperative and approachable. Respected by associates and is considered a competent individual in area of expertise. Presence enhances teamwork and attitude helps associates. Has a proper concern for the problems of others and is not a disruptive influence on the morale of others. Fellow workers respect ability in position and look to them for ideas, guidance, and occasional help. This would not reflect on a person's popularity or lack of it.
5. Student Contacts: Works well with students and maintains their respect. Provides for individual difference in the classroom and tries to help with problems in a cheerful and professional manner.
6. Public Contacts: A credit to the school and promotes a good public image.
7. Classroom Organization: Maintains control of class at all times, and complies with reasonable safety practices in the classroom and/or laboratory. Student activity in the classroom is directed and meaningful although at times it may appear noisy. Helps to prevent accidents by practicing good safety procedures. Teaches the student the proper safety rules and procedures as they apply to program. Is fair and consistent in dealing with individuals as well as the entire class.
8. Reliability: Is punctual and dependable. Can be relied upon to carry out teaching in a professional manner.
9. Grooming and Dress: Meets the standards of dress commensurate with position. Consistently clean, neat, and appropriately dressed.

Check where applicable (Instructions Attached)	Outstanding	Professionally Competent	Needs Improvement	Not Acceptable	Not Observed	Comments (Record examples & specific information)
1. Instruction						
2. Initiative in Leadership						
3. Professional Development						
4. Peer Contacts/ General Attitude						
5. Student Contacts						

Check where applicable (Instructions Attached)	Outstanding	Professionally Competent	Needs Improvement	Not Acceptable	Not Observed	Comments (Record examples & specific information)
6. Public Contacts						

7. Classroom Organization						
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8. Reliability						
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9. Grooming and Dress						
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COURSE CRITIQUES SUMMARY

## Section 2. Completed by Evaluated Member's Immediate Supervisor and returned to Associate Dean

### INSTRUCTION PAGES

#### A. Introduction

1. After the Formal Observation Committee has completed Section 1 of the evaluation, they will submit their findings to the immediate supervisor of the person being evaluated. If the immediate supervisor disagrees with any of the committee's findings, he/she can seek clarification and provide additional evidence to the committee for re-evaluation within seven business days of receiving the committee's findings.
2. The immediate supervisor will complete Section 2, and then meet with the person being evaluated to review both the Formal Observation Committee's and the immediate supervisor's findings, along with the immediate supervisor's recommendation.
3. If the person being evaluated disagrees with either the committee's or immediate supervisor's findings, he/she can provide additional evidence to the immediate supervisor and committee for re-evaluation within seven business days of the initial meeting. If the findings do not change, the person being evaluated can write a written rebuttal to be included in the formal evaluation packet within seven business days of being informed of the results of the re-evaluation.

#### B. Explanation of Ratings

1. Outstanding: Performs at a level that goes far beyond that which is expected of a person in this position. (Requires documentation)
2. Professionally Competent: Performing at a level that would be considered standard for a person in this position.
3. Needs Improvement: A minor problem exists that needs attention. (Requires documentation)
4. Not Acceptable: A serious problem exists that needs to be corrected immediately. (Requires documentation)

\*There is no limit to the number of outstanding, professionally competent, needs improvement, or not acceptable ratings that can be given to a candidate.

#### C. Explanation of Evaluation Factors (outside of the descriptions below, the chair can review the descriptions found in Section 1 and comment on anything he/she feels necessary in this section).

1. Instruction: Is resourceful and allows for possible unforeseen circumstances that might disrupt teaching sequence.
2. Accepts Responsibilities: The instructor exhibits a high degree of willingness when given responsibility and carries out that responsibility professionally and competently. Realizes that, aside from regular duties, there are certain additional work assignments that need to be accomplished, i.e., attending required events, serving on committees, completing reporting forms, completing assessment, utilizing the Early Warning System and Attendance Taker app (and other resources), etc. Accepts these assignments and performs in an acceptable manner. Readily accepts responsibility and does not try to avoid it. Consistently acts in a responsible manner.

3. Professional Development: Incorporates professional development information in classroom practices.
4. Student Contacts: Refers students to appropriate helping agencies if the problem is beyond training or ability to help.
5. Parent Contacts: Communicates with students' parents as often as the situation demands.
6. Reliability: Completes and/or turns in all requested work assignments and reporting forms on time.
7. Student advising (if applicable)
  - a. Scheduling: The advisor prepares the students' class schedules in concert with their degree/diploma plans and with their educational objectives. The advisor is accurate, observes requirements and course sequences, and avoids course conflicts.
  - b. Availability: The advisor is readily accessible to the advisees by maintaining scheduled office hours and by spending ample non-structured time on campus.
  - c. Student Contacts: The advisor maintains close personal contact with advisees through periodic office appointments, visits to the students' rooms and informal chance meetings.
  - d. Communication: The advisor is timely in keeping the advisees informed on matters pertaining to their educational pursuits and their personal well-being, in making referrals to CCC, SAC and other student support personnel, and in communicating with advisees' families or patrons.

Check where applicable (see rating explanation page)	Outstanding	Professionally Competent	Needs Improvement	Not Acceptable	Comments (Record examples & specific information)
1. Instruction					
2. Accepts Responsibility					
3. Professional Development					

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4. Student Contacts 

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5. Parent Contacts 

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6. Reliability 

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7a. Scheduling 

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7c. Availability 

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7d. Student Contacts 

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7e. Communication 

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***SUMMARY EVALUATION***

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## Appendix C. Formal Evaluation for Librarians

### Instructions

#### A. Explanation of Ratings

1. Outstanding: Performs at a level that goes far beyond that which is expected of a person in this position. (Requires documentation)
2. Professionally Competent: Performing at a level that would be considered standard for a person in this position.
3. Needs Improvement: A minor problem exists that needs attention. (Requires documentation)
4. Not Acceptable: A serious problem exists that needs to be corrected immediately. (Requires documentation)

#### B. Explanation of Evaluation Factors

1. Productivity: Displays competence in required job skills and completes work in a timely matter. Works accurately and achieves established objectives.
2. Reliability: Refers to overall punctuality and dependability, completes and/or turns in all requested work assignments and reporting forms on time. Can be relied upon to carry out Librarianship in a professional manner.
3. Student Contacts: Works well with students and maintains their respect. Provides for individual difference and tries to help with problems in a cheerful and professional manner. Refers students to appropriate helping agencies if the problem is beyond training or ability to help.
4. Accepts Responsibilities: The Librarian exhibits a high degree of willingness when given responsibility and carries out that responsibility professionally and competently. Realizes that, aside from regular duties, there are certain additional work assignments that need to be accomplished, i.e., serving on committees, completing reporting forms, completing assessment, etc. Accepts these assignments and performs in an acceptable manner. Readily accepts responsibility and does not try to avoid it. Consistently acts in a responsible manner.
5. Professional Development: Avoids stagnation in Librarianship by reviewing materials and methods, seeking always to keep library resources and services fresh and current. Is active in professional development activities and incorporates such information in library practices.
6. Initiative in Leadership: A person to be looked up to, whose actions and thoughts set a good example. Seeks leadership and/or mentorship responsibilities. Acts to produce more efficient, productive, or economical methods and/or procedures. Is alert, inventive, self-reliant, and offers practical constructive criticism.
7. Peer Contacts/General Attitude: Is cooperative and approachable. Respected by associates and is considered a competent individual in area of expertise. Has a proper concern for the problems of others and is not a disruptive influence to the morale of others. Fellow workers respect ability in position and look to them for ideas, guidance, and help. Employee is capable of being an inspiration to others. Examples include non-verbal language such as smiling when encountering others, being a source of energy that lifts those around, or being friendly to everyone in the work area including visitors.
8. Grooming and Dress: Meets the standards of dress commensurate with position. Consistently clean, neat, and appropriately dressed.
9. Problem Solving: Collects appropriate information and develops recommendations based on thorough analysis. Supports/explains reasoning for recommendations.

Check where applicable (Instructions Attached)	Outstanding	Professionally Competent	Needs Improvement	Not Acceptable	Comments: Provide examples & specific information as needed
1. Productivity					
2. Reliability					
3. Student Contacts					
4. Accepts Responsibility					
5. Professional Development					
6. Initiative in Leadership					

LIBRARIAN EVALUATION (continued)

Check where applicable (Instructions Attached)	Outstanding	Professionally Competent	Needs Improvement	Not Acceptable	Comments: Provide examples & specific information as needed
7. Peer Contact/General Attitude					
8. Grooming and Dress					
9. Problem Solving					

***SUMMARY EVALUATION***

## Appendix D. Formal Evaluation for Full-Time College Academic Advisors

### Explanation of Ratings

1. Exceptional: Performs at a level that goes far beyond that which is expected of a person in this position. (Requires documentation)
2. Successful: Performing at a level that would be considered standard for a person in this position.
3. Developing: A minor problem exists that needs attention. (Requires documentation)
4. Not Meeting: A serious problem exists that needs to be corrected immediately. (Requires documentation)

\*There is no limit to the number of outstanding, professional competent, needs improvement, or not acceptable ratings that can be given to a candidate.

To be completed by Registrar prior to Observation Committee's meeting:

	N/A	Not Meeting	Developing	Successful	Exceptional
Students' schedules seems to reflect an adequate four year plan for graduation.					
If advising students who are planning to graduate, students' credits are in-line for completion.					

Observation Committee:

	Not Observed	Not Meeting	Developing	Successful	Exceptional
Effectively communicates with cadets to ensure they understand course selection, graduation requirements, and progress towards graduation					
Understands FERPA guidelines, liability and legal issues associated with advising					
Demonstrates knowledge of classes available at NMMI and how they will help the cadet decide on a career or major					

Comments:

	Not Observed	Not Meeting	Developing	Successful	Exceptional
Helps cadets know what campus resources are available to them, including the Writing Lab, Math Lab, Science Lab, and the Cadet Counseling Center.					
Understands the role of academic advising in the junior college curriculum					
Displays commitment to professional development by identifying and participating in campus-based and/or off-campus opportunities					
Helps cadets understand NMMI structure and culture, including the advising structure					
Collaborates with colleagues as needed to meet cadet needs					
Maintains professional relationship with colleagues, staff, and faculty					
Fosters cadet accountability for impact of choices					
Helps cadets with career-development process					
Effectively documents advising appointments by maintaining a log of meetings with cadets					
Exhibits professionalism and appropriate boundaries with cadets					
Helps cadets make appropriate progress towards degree completion					
Establishes rapport with cadets by creating an open, respectful, and supportive environment in which cadets can explore and consider their experiences, feelings, values, aptitudes, and aspirations					
Demonstrates they are familiar with the cadets they advise					

Comments:

**Post-Evaluation Discussion**

To be filled out by advisor and supervisor together after discussing evaluation.

Describe the competencies and position tasks in which the advisor is strongest:

Describe the competencies and position tasks where you would encourage growth:

Additional Comments:

## Appendix E. Formal Evaluation for High School Academic Counselors

### Explanation of Ratings

1. Exceptional: Performs at a level that goes far beyond that which is expected of a person in this position. (Requires documentation)
2. Successful: Performing at a level that would be considered standard for a person in this position.
3. Developing: A minor problem exists that needs attention. (Requires documentation)
4. Not Meeting: A serious problem exists that needs to be corrected immediately. (Requires documentation)

\*There is no limit to the number of outstanding, professional competent, needs improvement, or not acceptable ratings that can be given to a candidate.

To be completed by Registrar prior to Observation Committee's meeting:

	N/A	Not Meeting	Developing	Successful	Exceptional
Students' schedules seems to reflect an adequate four-year plan for graduation.					
If advising seniors, students' credits are in-line for completion.					

Observation Committee:

	Not Observed	Not Meeting	Developing	Successful	Exceptional
Demonstrates knowledge and understanding of guidance counseling theory and practice and educational planning as applicable to NMMI's mission, programs, and policies					
Maintains accuracy and freedom from errors, adherence to policies and procedures, effective academic interventions					
Assists all cadets with academic, college, career, and personal/social planning at NMMI.					

Comments:

	Not Observed	Not Meeting	Developing	Successful	Exceptional
Identifies and evaluates alternative solutions (i.e. challenge exams, summer courses, concurrent enrollment) and makes appropriate decision. Offers constructive suggestions to improve operation for the cadets and the department.					
The school counseling core curriculum facilitates the systematic delivery of lessons or activities aligned with the school counseling programs vision, mission and goals. The curriculum promotes knowledge, attitudes and skills. The student competencies appropriate to student development levels through instructions in three content areas: Academic achievement, career development, and personal/social growth.					
Empowers cadets to identify internal and external strategies and resources to assist with academic success. (i.e. 07:15 tutoring, the Writing Lab, Math Lab, Science Lab, NHS Peer Tutoring, Independent Tutoring, after school study in SAC.					
Sets objectives and goals for professional development. Continues to develop professional competencies in the discipline, attending webinars, annual school counselor conferences (i.e. ASCA, NACAC) school counselor license, teacher/classroom enrichment, ethical counseling standards and best practices, campus-based on/or off-campus opportunities. Shares information gained with colleagues as appropriate.					

Comments:

	Not Observed	Not Meeting	Developing	Successful	Exceptional
Collaborates with colleagues to support cadet achievement and success.					
Maintains professional relationship with colleagues. Establishes and maintains productive and collegial working relationships and other team efforts. constructive criticism.					
Maintains contact with immediate supervisor, and accepts suggestions and constructive criticism.					
Maintains professional relationship by communicating effectively with staff, faculty, and parents					
Mentors students to foster cadet accountability for impact of choices					
Meets deadlines required and follows assigned tasks through to completion in a reasonable manner					
Willingly serves on faculty committee assignments					
Effectively communicates with cadets and parents to ensure they understand course selection, graduation requirements, and progress towards graduation					
Establishes and demonstrates rapport with cadets by creating an open, respectful, and supportive environment in which cadets can explore and consider their experiences, values, aptitudes, and aspirations					
Helps cadets with post-graduation plans					
Ensure cadet records are maintained per state and federal regulations (FERPA).					
Exhibits professionalism and appropriate boundaries with cadets					
Helps cadets make appropriate progress towards graduation					
Ensures cadet records are maintained per state and federal regulations (FERPA).					

Comments:

**Post-Evaluation Discussion**

To be filled out by the evaluation committee.

Describe the competencies and position tasks in which the advisor is strongest:

Describe the competencies and position tasks where you would encourage growth:

Additional Comments:

## Appendix G. Recognized Credentialing Agencies\*

National Association of Credentials Evaluation Services, Inc. Companies

Foreign Credential Evaluation Services and Helpful Websites

The National Association of Credential Evaluation Services (website [www.naces.org](http://www.naces.org)) currently includes the following members:

Center for Applied Research, Evaluations, & Education, Inc. P.O. Box 20348 Long Beach, CA 90801  
Phone: (562) 430-1105 Fax: (562) 430-8215 email: [evalcaree@earthlink.net](mailto:evalcaree@earthlink.net)

Educational Credential Evaluators, Inc. P.O. Box 514070 Milwaukee, WI 53203-3470 Phone: (414) 289-3400 Fax: (414) 289-3411 email: [eval@ece.org](mailto:eval@ece.org) <http://www.ece.org>

Education Evaluators International, Inc. P.O. Box 5397 Los Alamitos, CA 90720-5397 Phone: (562) 431-2187 Fax: (562) 493-5021 Email: [garyeei@ix.netcom.com](mailto:garyeei@ix.netcom.com)

Education International, Inc. 29 Denton Road Wellesley, MA 02482 Phone: (781) 235-7425 Fax: (781) 235-6831 email: [edint@gis.net](mailto:edint@gis.net) <http://www.educationinternational.org>

Educational Records Evaluation Service, Inc. 777 Campus Commons Road, Suite 200 Sacramento, CA 95825-8309 Phone: (916) 565-7475 Fax: (916) 565-7476 email: [edu@eres.com](mailto:edu@eres.com) <http://www.eres.com>

Evaluation Service, Inc. P.O. Box 85 Hopewell Jct., NY 12533 Phone: (914) 223-6455 Fax: (914) 223-6454 email: [esi2@frontiernet.net](mailto:esi2@frontiernet.net) <http://www.evaluationservice.net/>

Foreign Academic Credential Service, Inc. P.O. Box 400 Glen Carbon, IL 62034 Phone: (618) 288-1661 Fax: (618) 288-1691 <http://www.facsusa.com>

The Foreign Educational Document Service P.O. Box 4091 Stockton, CA 95204 Phone: (209) 948-6589

Foundation for International Services, Inc. 19015 North Creek Pkwy, #103 Bothell, WA 98011 Phone: (425) 487-2245 Fax: (425) 487-1989 email: [fis@mail.com](mailto:fis@mail.com) <http://www.fis-web.com>

Global Services Associates 2554 Lincoln Boulevard #445 Marina del Rey, CA 90291 Phone: (310) 828-5709 Fax: (310) 828-5709 email: [global@iccas.com](mailto:global@iccas.com)

International Consultants of Delaware, Inc. 109 Barksdale Professional Center Newark, DE 19711-3258 Phone: (302) 737-8715 Fax: (302) 737-8756 email: [icd@icdel.com](mailto:icd@icdel.com) <http://icdel.com>

International Education Research Foundation, Inc. P.O. Box 3665 Culver City, CA 90231-3665 Phone: (310) 258-9451 Fax: (310) 342-7086 email: [info@ierf.org](mailto:info@ierf.org) <http://www.ierf.org>

Josef Silny & Associates, Inc. International Education Consultants 7101 SW 102 Avenue Miami, FL 33173 Phone: (305) 273-1616 Fax: (305) 273-1338 Fax: (305) 273-1984 (Translations) email: [info@jsilny.com](mailto:info@jsilny.com)  
<http://www.jsilny.com>

\*This is a partial list: others may be considered as approved by the Academic Dean.

## **Appendix H. Required Credentialing by Course**

This is to be completed by Department Heads and submitted to the Chair of Curriculum and Standards NLT December 31, 2019. The Departments and Divisions are best able to determine appropriate credentialing for their courses.

## Appendix I. Request for Employee Credentialing

### MEETS

Department Head Initial \_\_\_\_\_

- The applicant explicitly meets the credentialing requirements set forth in *Faculty Credentialing* of the *Faculty Handbook* based on review of the official transcript and/or other required supporting documentation.

### MEETS-INTL

Department Head Initial \_\_\_\_\_

- The applicant meets degree and course work guidelines based on review of results of evaluation of his/her foreign credentials by a foreign credentials evaluation service and other supporting documentation.

### Degree+Portfolio

Department Head Initial \_\_\_\_\_

- The applicant does not explicitly meet degree and course work guidelines, but has been recommended for credentialing based on review of documentation in the portfolio presented

Please attach rationale and evidence documents to this request form including a copy of transcripts or appropriate documents to support the case.

Department Head Requesting: \_\_\_\_\_

Associate Dean Approval: \_\_\_\_\_

Curriculum and Standards Chair Receipt: \_\_\_\_\_

Academic Dean Approval: \_\_\_\_\_

## Appendix J. Credentialing Agreement

This form is required of any new hire at NMMI who does not possess the appropriate credential to teach or work at NMMI. The form is designed to be used when no qualified applicants are available or an extraordinary individual is available, but does not have the appropriate credential. The purpose of this agreement is to clearly delineate the expectations from NMMI with the individual who has been recommended for hire.

1. You must complete a master's degree from a regionally accredited institution within five years of this agreement and prior to tenure at NMMI.
2. If you possess a master's degree from a regionally accredited institution not in the discipline you are being hired to teach, you must take at least 18 hours in the discipline within five years of this agreement and prior to tenure at NMMI. Up to nine hours (at a rate of three hours per year of experience) may be counted.
3. If after your fifth contract at NMMI you have not completed the required credential, you will not be eligible to teach college level courses.

During the duration of this agreement, the Faculty member will be overseen by the Department Head or Associate Dean and have a credentialed Faculty member assigned as a mentor.

Signature by new employee seeking credentialing: \_\_\_\_\_

Signature by the Department Head: \_\_\_\_\_

Signature by the Associate Dean: \_\_\_\_\_

Signature by the Chair of Curriculum and Standards: \_\_\_\_\_

Approval by the Academic Dean: \_\_\_\_\_

## Appendix K. Guidelines for Course Syllabi

1. Course Description (for common course numbered college courses, the course description must match the state approved common course numbering description)
2. This should be an amplification of the Catalog course description, to include:
  - A. Teacher Name and Contact Information,
  - B. Course number (for common course numbered college courses, the course number must match the state approved common course number),
  - C. Semester and year,
  - D. Prerequisites or sequences,
  - E. General scope of the course,
  - F. Office hours, and
  - G. Meeting days, times, and places.
3. Course Outcomes
  - A. Course outcomes as determined by department.
  - B. For common course numbered college courses, the course outcomes must have all the state approved common course outcomes.
    - 1) Another 20% of the total outcomes may be unique to the course.
  - C. All college general education courses, must include state approved general education skills.
4. Procedures and Classroom Rules
5. An explanation of the general format in which the course will be presented, to include:
  - 1) Texts and supplementary materials,
  - 2) Learning aids or exhibits,
  - 3) Format for daily class presentations,
  - 4) Labs or field trips, and
  - 5) Assignments and out-of-class activities.
6. Grading Procedures
  - A. An explanation of the Teacher's grading philosophy and grading procedures, to include:
    - 1) The frequency and expectations of regular assignments, quizzes, and tests/exams,
    - 2) The relative weight of all assignments, quizzes, tests/exams, and mid-term and final exams,
    - 3) Make-up work, extra credit, and late work policies,
    - 4) Drops and/or penalties for excessive absences, and
    - 5) Procedures for calculating grades.
7. Final Exam Policy
  - A. This exact statement must be included in the syllabus:
    - 1) A mandatory comprehensive final exam or final project will be administered on the scheduled date according to the Final Exam Schedule, unless an exception is approved by the Academic Dean, and will be given to all cadets, regardless of their grade in the course. It will account for no more than 25%, but no less than 15%, of a student's semester grade.
8. Department/Division Policy on Academic Dishonesty
  - A. In keeping with Academic Freedom in the classroom, Division policies may differ; however, all Faculty will handle academic dishonesty cases in accordance with the Academic Honor Review procedure established by the Commandant.
9. Course Outline
  - A. This is a general outline of the course expressed in appropriate time sequences so the student can understand the overall timing and pace of the course. It will include:
    - 1) A breakdown of course segments and the time frame within which they are expected to occur,
    - 2) Due dates for major assignments, and
    - 3) Timing of major tests.
10. Assessment Statement
  - A. This exact statement must be included in the syllabus:

- 1) In fulfilling NMMI's assessment program, all students will be required to complete a variety of feedback tools to provide information to instructors on the efficacy of courses. NMMI expects students to provide honest and thoughtful answers to these assessment tools.

## Appendix L. Literacy Standards

Writing skills and learning are inextricably bound together. Thus, while Standard Written English remains the medium of instruction at New Mexico Military Institute, Faculty should make assignments requiring written responses and evaluate the students' writing according to the following Standards:

1. Mastery of multiple forms: sentence, paragraph, essay; description, narration, research, and especially persuasion/argument,
2. Clear content evident through organization and reflective of the student's familiarity with the subject matter,
3. Craft and care in using the language,
4. Adherence to a Style, and
5. Cognizance of the following grammatical errors:
  - A. Run-on sentences,
  - B. Fragments,
  - C. Incorrect punctuation,
  - D. Misspelling,
  - E. Subject/verb agreement,
  - F. Pronoun/antecedent agreement,
  - G. Incorrect use of the second person (you), and
  - H. Other stylistic factors to be determined by each individual instructor.

In addition, Teachers should encourage and/or promote:

1. Correct speech and insightful ideas and questions,
2. Ample opportunity to express their ideas orally,
3. Reading,
4. Clear communication skills, oral and written, print and digital,
5. Vocabulary improvement, and
6. Pursuit of assistance from instructors, advisors, and tutors.

To accomplish these Standards, it is desirable to limit and balance enrollment in classes so that Teachers can sufficiently model, assign, and evaluate meaningful written work.

# Appendix M. Professional Development Plan

## Introduction:

1. Professional achievement is encouraged, cultivated and celebrated. This Professional Development Plan (PDP) enables each employee to analyze individual development needs, set specific annual goals and target opportunities to meet these identified goals. This achievement of our professional goals will benefit your students and NMMI.
2. Everyone is required to complete a PDP and file it with their Department Head by the last Friday in August.
3. Whenever requesting Faculty Development Grants (FDG) and applying for a Professorship, the Department Head will attach the completed PDP, which should show how the Faculty member's request will help them meet their professional goals. A Faculty member cannot be considered for funds from the FDG or a Professorship without a PDP.
4. If a Faculty member receives an evaluation that notes they need improvement, they must complete the PDP with their supervisor that addresses the noted deficiencies.
5. If in a formal evaluation year, the faculty member must include their PDP as part of the evaluation packet.

## Section 1: Professional Profile (Self-Assessment)

1. List your strengths and interests in education specific to the essential functions of your role as delineated in your position description.
  - a. ex. I am strong in planning rigorous lessons that are engaging and aligned to professional standards.
  - b. ex. I focus on using data effectively to differentiate lessons and target struggling learners.
2. List your areas of potential growth in education specific to the essential functions of your role as delineated in your position description. Utilize your assessment that you complete each semester to update your PDP every year.
  - a. ex. I want to be more consistent and intentional about communicating with parents about their scholar's academic progress and growth. In the past I communicated about behavior, and this year, I want to communicate more about academics.
  - b. ex. I want to use checks for understanding more effectively. I want to make sure that my checks for understanding align to the lesson's objectives so I get a clear picture of mastery.
  - c. ex. I want to learn how to use the Early Warning System to build community and strengthen my classroom management.

## Section 2: Goals

1. Each employee will develop two to three professional goals, which they will actively work on throughout the year. Goals will be measurable (utilizing the assessment database), in writing, and have duration of one year (with the potential of two years depending on the goal). These goals will be developed in cooperation with your supervisor. These goals should be focused on developing your own personal capacity.

<i>Professional Goal #1:</i>
<i>Measures:</i>
<i>Evidence toward meeting the goal:</i>
<i>Professional Goal #2:</i>

<i>Measures:</i>
<i>Evidence toward meeting the goal:</i>
<i>Professional Goal #3:</i>
<i>Measures:</i>
<i>Evidence toward meeting the goal:</i>

**Section 3: Development Activities**

1. Professional Development Activities: How will you build your capacity to meet the goals above? Please list the specific people, activities, and/or programs necessary to help you meet your goals.
 

**\*\*This section may be filled out with your supervisor as you discuss the options available to you that will best help you to meet your goals.**

  - a. ex. Observations of a teacher who uses effective checks for understanding
  - b. ex. Professional Readings
  - c. ex. Additional classes
  - d. ex. Conferences
2. Additional Resources: List the budget/funding requirements and/or additional materials that would help you accomplish your goal.
  - a. ex. \$50 for professional books
  - b. ex. \$450 for a class

**Section 4: Conclusion**

1. Please discuss your personal development strategy with your supervisor. Once terms have been established, sign the form and give to your supervisor. Remember to keep a copy for yourself. Your supervisor’s signature implies that he/she supports reasonable goals in conjunction with the goals of the department, division, and NMML.

Employee’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix N. Faculty Handbook Suggested Dates

### August

- Last Friday – Professional Development Plan due to Department Head

### October

- 2<sup>nd</sup> Friday
  - Promotion requests due
  - Faculty members informed of formal evaluations
  - Request to be considered for tenure due

### February

- 2<sup>nd</sup> Friday
  - Department Head/Associate Dean feedback completed

### March

- 1<sup>st</sup> Friday
  - Formal Observation Committee's report completed
  - Coursework submitted for lateral movement on the salary schedule
  - Annual assessment for Department Heads, Associate Deans, Director of the Student Assistance Center, and the Director of Toles Learning Resource Center completed
  - Notice given by Department Head or Associate Dean if stepping down from position
- 2<sup>nd</sup> Friday
  - Informal Evaluations completed
- 3<sup>rd</sup> Friday
  - Nonrenewal of contract recommendations forwarded to Superintendent
  - Formal evaluations forwarded to Academic Dean
- Last Friday
  - Academic Dean notifies Superintendent of Faculty to be promoted

### April

- April 1
  - Faculty members provide notice of intentions to leave
  - Superintendent contacts Faculty not being re-employed
- 1<sup>st</sup> Friday
  - Department Heads and Associate Deans notified if their administrative contracts are not being renewed
  - Informal evaluations forwarded to the Academic Dean

### May 1 –

- Faculty contracts issued

June 30 – Annual report from FDG on Faculty Development submitted to Academic Dean

July 1 – Effective date of contracts