

NEW MEXICO STATE UNIVERSITY

COLLEGE OF ENGINEERING

PROMOTION & TENURE

POLICIES AND PROCEDURES

Revision 3.1 January 2008

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1. Authority

This policy is developed to explain implementation procedures for the New Mexico State University College of Engineering Promotion and Tenure (P&T) Committee performance guidelines and procedures as mandated in the NMSU Policy Manual Section 5.90. The philosophy and requirements for P&T within the College are derived from the relevant sections of the NMSU Policy Manual Section 5.90.

2. Goals and Objectives

This section contains the Goals and Objectives to be used in the evaluation of candidates for Promotion and Tenure within the College of Engineering. This covers promotions for both the non-tenure track and the tenure tracks faculty positions.

2.1 College Tracks

The New Mexico State University College faculty ranks are given special consideration in the University Policy Manual. These ranks do not lead to tenure, and faculty members in these ranks are hired to fulfill specific needs as determined by the home department. The Policy Manual states that the duties, qualifications, and expectations for these ranks do not need to be the same as for the tenure-track ranks. The Policy Manual does, however, give minimum qualifications for the College ranks and the requirement that the performance be evaluated yearly. Additionally, the Policy Manual makes allowances for promotion within the College ranks based upon performance. In these cases, the College faculty member is expected to document performance measures similar to that of the tenured/tenure-track faculty members.

2.2 Tenured/Tenure Track

Faculty in the tenured/tenure-track positions shall strive for excellence in their teaching, research/creative activities, and service. The general philosophical basis for these categories is summarized below. Faculty and administrators are referred to Section 5.90 of the NMSU Policy Manual and Appendix A for more detail on the expected qualifications for promotion and tenure within the faculty ranks.

An excellent teacher must above all document his/her effectiveness at knowledge transferal and ability to foster critical thinking. Student evaluations are the primary instrument of assessing teaching skills as they represent feedback from those who are direct observers of and beneficiaries of these skills. Other evaluations allow one to complete the picture of his/her abilities as a teacher. Faculty members who wish to be considered to be excellent teachers must be able to demonstrate that they remain current with existing practice in their field as well as with new developments that will enhance this practice. Excellent teachers will be able to demonstrate growth as a teacher and, over their career, demonstrate productivity in all major areas of the teaching mission of the Department, College and University.

Faculty who excel in research and other creative activities must demonstrate a sustained growth as a practitioner. In this context, research implies scientific or technical developments directly related to an engineering discipline. Similarly, creative activities are activities such as major educational development projects or economic development activities that have immediate utility in an engineering environment.

Research and creative activities at a university setting are typically evaluated by the

success in gaining sponsored support for the activities, the publication of the results from the activities and the researcher's ability to graduate Master's and PhD students who participated in these activities. New faculty members are expected to prepare the groundwork for a successful sponsored program by working, for example, to establish professional contacts or improve their proposal writing skills. Veteran researchers will have established a pattern of funded activities over extended periods and have participated in major projects with service as a Principal Investigator. The faculty member will be evaluated on the success of the research/creative activity, the efforts extended to disseminate the knowledge gained and the extent to which graduate students participate in the research/creative activity. Quality of publication is preferred to quantity, with material frequently referenced, used, or applauded by one's peers as the standard. Consistency of funding and the production of post graduate degree students is as important as the levels. Faculty members with expertise in low-demand fields, who obtain modest, consistent funding, are to be valued equally alongside large contract researchers. A demonstrated willingness to aid others in developing sponsored-activity efforts also is expected of a veteran researcher. The faculty member should be able to document how their research and creative activities have enriched the teaching mission of their department.

Excellence in professional service will be measured against its impact on the university, the profession, and the community as a whole. To have played a major role in the professional direction of one's discipline, to have made a positive difference in the operations of the university, and/or to have rendered a professional service that has

substantially improved the community, economically or socially, is the standard. Efforts aimed at increasing recruitment and retention of students are included in this activity. Once again, growth should be demonstrated by faculty members as they progress in rank. Local community service should lead to national service, departmental to university, etc. Faculty working towards excellence in professional service will devise ways to make service complement their teaching and/or research or be an instrument of personal development.

2.3 Collegiality

Collegiality is a consideration in promotion and tenure decisions. Academic Collegiality should not be confused with sociability or likability. Nor is Collegiality a requirement for conformity with tenured faculty and administrators views and opinions. Academic Collegiality is defined as “the capacity to relate well and constructively to the comparatively small bank of scholars on whom the ultimate fate of the university rests.”

¹ Academic Collegiality deals with the candidate’s ability to extend their personal teaching, research, and service activities to support the department’s mission in each of those areas as well as to support the common departmental operational needs of the department. Concerns relevant to collegiality include the following:

- Are the candidate's professional abilities and relationships with colleagues compatible with the departmental mission and with its long-term goals? This

¹ A definition of collegiality was given by the Fourth Circuit Court of Appeals in the 1981 *Mayberry vs. Dees* case involving a tenure denial based in part on a lack of collegiality. The court, which upheld the tenure denial, defined collegiality as “the capacity to relate well and constructively to the comparatively small bank of scholars on whom the ultimate fate of the university rests.”

includes a degree of civility with interpersonal relationships and building a positive esprit de corps among colleagues, staff, and students.

- Has the candidate exhibited an ability and willingness to engage in shared academic and administrative tasks that a departmental group must often perform and to participate, with some measure of reason and knowledge, in discussions germane to departmental policies and programs?
- Does the candidate maintain high standards of professional integrity?

Means of demonstrating collegiality in teaching, research, service, and departmental operations are suggested in Appendix B.

3. Procedures

This section covers the operating procedures to be used by the College Promotion and Tenure Committee in its deliberations. It is expected that this also will form the model for the departmental committees, with adaptation for the needs of the individual departments.

3.1 Dossier Format

To promote consistency in evaluation at the College level, the following format is the standard for the College Promotion and Tenure Committee. Individual departments are free to adopt additional requirements to address specific needs, e.g. professional licensure. However, a printed dossier containing the information in the format specified here is required for the College-level review.

Section 1: Title

Example: Dr. John/Jane Doe

Recommendation for Promotion and Tenure to Associate Professor in the XYZ Department

Section 2: Statement of the Dean.

Section 3: College Promotion and Tenure Committee Recommendations

The College P&T Committee should prepare a two or three paragraph statement that, based on the portfolio material presented and in their review, Dr. Doe has or has not met the goals and objectives of the college of engineering along with their recommendation with regard to Dr. Doe's tenure and/or promotion.

Section 4: Departmental Promotion and Tenure Committee Recommendations

Based on the portfolio material presented to the committee and in their review of the application, the Departmental P&T Committee should prepare a two or three paragraph statement indicating that Dr. Doe has or has not met the goals and objectives of the department along with their recommendation with regard to Dr. Doe's tenure and promotion.

Section 5: Department Heads' Summary/Comments

Comments - Department Heads' Evaluation of Dr. Doe's Efforts since the last Promotion/Tenure.

The department head's statement should be two or three paragraphs that delineate the importance of the faculty member's contributions in teaching, research/creative activities, and professional service to the department, college, and university. Specifically, why does the department, college, or university need the unique abilities of this faculty member and why he/she should be promoted or tenured as supported by the portfolio material?

Workload Summary Table Since Last Promotion or Workload Summary Table for
Tenure Consideration*

Ex: % Effort

	Teaching	Research/CA	Service
Fall 20			
Spring 20			
Summer 20			
Fall 20			
Spring 20			
Summer 20			
Fall 20			
Spring 20			
Summer 20			
Fall 20			
Spring 20			
Summer 20			
Fall 20			
Spring 20			
Summer 20			
Fall 20			
Spring 20			
Summer 20			

* Tenure workload summary will include the entire work history with the college
(independent of promotion.)

Section 6: Executive Summary

A one or two paragraph statement by Dr. Doe requesting consideration for tenure and/or promotion that includes a brief discussion on why he/she believes that he/she should be granted tenure and/or promotion.

Section 7: Resume (Covers Work and Educational History)

Although there will be no restriction on length of the resume, superfluous material is not desirable. Suggestion: List important contributions in the resume and include any major support material in an Appendix.

Note: For the following sections describing contributions, the candidate is to list activity since starting at NMSU if this is an application for tenure consideration. If this is an application for promotion consideration, then the application is to cover activity since the last promotion or tenure review.

Section 8: Teaching Summary

Number of:

- Different Undergraduate Courses Taught (Non - Service) (Service) Total Undergraduate Student Credit Hours
- Graduate Courses Taught
- Graduate Students Supervised:
 - Masters (completed) –
 - Coursework Only
 - Project
 - Thesis
 - Masters (under current supervision)
 - Doctoral (completed)
 - Doctoral (under current supervision)
- Orals Committees Participated In -
 - Masters
 - PhD Comprehensive
 - PhD Final
- Number of Short Courses, Off-Campus Courses, and/or Distance Education Courses Taught
- Refereed Teaching Publications
- Non-refereed Teaching Publications
- Teaching Awards
- Teaching Conferences Attended
- Papers Presented on Teaching
- Textbooks Written
- Faculty Advisor to a Student Organization, Yes/No and, if yes, which one(s)
- Member of the Graduate Faculty, Yes/No
- For departments with a graduate program, Total Graduate Student Credit Hours

Note: Under the category “Graduate Students Supervised”, include only students for which you are the principal advisor.

Section 9: Teaching

Discuss briefly up to five contributions to teaching that you feel are most significant. This section may include invited seminars on teaching, development of new curricula, innovative procedures in the classroom, service as Faculty Advisor to a student organization, and so forth. Indicate why you feel they are significant contributions to teaching.

List in tabular form:

- Courses taught,
- Indicate whether service or non-service and whether newly taught,
- Specify number of students and student credit hours.
- List no more than five of what you believe are your most significant teaching publications and tell why they are important.
- Specify teaching awards.
- List doctoral students that received their degree under your supervision and the titles of their dissertations (Published Yes/No.)*
- List masters students that received their degree under your supervision (thesis only) and the titles of their theses. (Published Yes/No.)*
- List short courses attended or organized, indicate nature of your participation, briefly detail off-campus and distance education activities.
- Other related items

Section 10: Research/Creative Activity Summary

- Number of Proposals Submitted
- Number of Proposals Funded
- Indicate Total Dollar Amount as PI
- Indicate Total Dollar Amount as Co-PI
- Indicate Total Dollar Amount as Investigator
- Number of Research/Creative Activity Projects as Principal or Co-principal Investigator
- Number of Research/Creative Activity Awards
- Number of Peer Reviewed Research/Creative Activity Publications
 - Conference Publications
 - Journal Publications
- Number of Non-Peer Reviewed Research/Creative Activity Publications
 - Conference Papers
 - Journal Papers
- Number of Research/Creative Activity Conferences Attended
- Number of Research/Creative Activity Papers Presented
- Number of Research/Creative Activity Reports Written
- Number of Patents Obtained or related economic development activities
- Number of Invited Papers
- Number of Invited Presentations

Section 11: Research/Creative Activity

Briefly discuss up to five research/creative activity efforts that you believe have made an important contribution to your field. Explain why.

- a. List funded proposals, indicate nature of your participation (e.g. PI), specify funding agency, dollar amount, and duration. Explain research leadership

activities such as leading multi-faculty teams, mentoring junior faculty through your research efforts, *etc.*

- b. List peer reviewed research/creative activity publications.
- c. List research/creative activity conferences attended and indicate whether a paper was presented.
- d. List patents obtained, specify details. List economic development activities, licensing technology activities, or other related economic development activities.
- e. List research/creative activity awards, indicate awarding agency.
- f. List off-campus activities that have, or have the potential, to contribute to research or creative activity efforts at the university (e.g. summer work at a national laboratory.)
- g. Other metrics delineating the significance of the research/creative activity, e.g. citations.

Section 12: Professional Service Summary

- a. Number of Professional Societies of which you are a Member
- b. Number of Honor Societies of which you are a Member
- c. Number of Officer Positions held in Professional Societies
- d. Number of Committees Served on –
University
College
Departmental
Professional Society
- e. Number of Officers Positions held on Committees
- f. Number of Professional Service Commendations or Awards

Section 13: Professional Service

Briefly discuss up to five professional service activities that you feel have contributed to the university, professional organizations, or community (implies local, state, national, or international) since your last promotion. These activities could include the organization of a science fair, consulting, expert witness testimony, development of a professional seminar, and so forth. Explain why.

- a. List professional societies of which you are a current member in good standing. Indicate committee service and officers positions held with time of service.
- b. List committees on which you served and give dates of service.
- c. List professional service awards, date, and awarding agency.

- d. List development activities for the university; specify type of contribution and contributing agency.
- f. Other activities such as participating in sponsoring agency proposal review panels.

Section 14: Appendix of Support Material.

Hold to a minimum unless additional information is requested in the review process. Include material only of a highly significant nature, e.g.:

- 1. Major award citations
- 2. At least three letters of peer review (required by NMSU Policy Manual if research is to be considered) from off-campus references.
- 3. Summary table of teaching evaluations.

3.2 Promotion and/or Tenure Evaluation

The College Promotion and Tenure Committee members shall evaluate the candidate's dossiers using the criteria specified below.

3.2.1 College Tracks

The role of the College of Engineering Promotion and Tenure Committee in this process is to verify that the evaluations appear to be applied in a reasonable and uniform manner, and that the Department is satisfied with the performance of the candidate within the parameters of the specific tasks specified for the particular College faculty member. The evaluation process will occur at the same time as the tenure-track promotion and tenure evaluations. As a general principle, non-tenure track faculty will excel in one of the two principal categories, teaching or research/creative activities, under the same scrutiny and requirements as for tenured or tenure track faculty with regard to that category. Non-tenure track faculty must demonstrate substantial growth as a teacher or researcher to move to the college associate rank and must have

demonstrated continuous and exceptional teaching or research over an extended period of time to move to the college professor rank. Professional service outside of the University, although desirable, will be of secondary importance in promotion at the college ranks, unless that component is explicitly part of the employment contract between the faculty member and the Department. The dossier is expected to contain similar material to the tenure-track dossiers that document the candidate's contributions to the teaching, research, or service mission of NMSU as specified by the terms of their employment agreement and job description. The level of performance and responsibility of the candidate should be commensurate with the spirit of the criteria for the tenure-track ranks, although the quantitative measurements may not be as exacting as that for the tenure-track ranks. For example, if a candidate is hired primarily as a teaching faculty member, then the performance evaluation should show the required quality in the teaching performance. For promotion to more senior ranks, evidence should be given of superior performance with respect to instructional development, teaching publications, curriculum support, etc. as appropriate for the department. Additionally, candidates for promotion should include letters of endorsement of their department head and departmental promotion and tenure committee as part of the overall dossier.

Faculty promoted to a higher rank under the college guidelines who then move into a tenure track slot must be re-evaluated as to rank. The faculty member's rank under these circumstances will be established at the time of transfer and will be governed by the standards established for tenure track faculty.

3.2.2 Evaluation Metrics

The following subsections outline the general expectations of faculty members for teaching, research/creative activity, and service excellence leading to promotion and tenure within the College of Engineering. Non-research faculty should excel in teaching and service. Generally, as the faculty member's career advances, the level of depth of participation in these activities and demonstrated leadership among peers within the University and with external organizations is expected to increase. Faculty should strive for excellence in all three tracks, teaching, research and professional service, to achieve promotion or tenure. Demonstration of excellence in at least two of the three tracks is expected as a minimum achievement. ***Suggested minimum guidelines for teaching research and service are provided in Appendix A.***

By NMSU Policy, letters from off-campus peers, sponsors, and colleagues are to be used to document the candidate's stature within the professional community. A minimum of three external (outside the University) letters reviewing the candidate's activities must be included to support research faculty dossiers. The external review letters will be solicited by the department head to form a list of six possible reviewers. This list will be comprised of three names submitted by the candidate and three names submitted by the department head. The candidate will have the option of removing reviewers for the purpose of eliminating possible conflicts of interest. The final list of reviewers must include at least one from the candidate's list. After the peer reviewers have given their consent to conducting the review, the department head will send each

of the reviewers a copy of relevant research materials (papers, books, etc.) that the candidate best feels supports their application, a copy of the candidate's CV, and any other relevant material the department head and candidate believe supports the application. The reviewers are to comment on the quality and impact of the work and the value to the profession. The Department Head will include a summary of the reviewer's qualifications with the letters of support in the candidate's dossier.

Additional letters of support of teaching and service, both external and internal, may also be included. Candidates should exercise good judgment in determining the number of letters which are incorporated into the support documentation section.

Additionally, faculty must demonstrate how they have met the objectives outlined in the College of Engineering's Faculty Evaluation Forms, attached as Appendix A.

A summary of the relevant research achievements and qualifications of the external reviewers should be included noting such information as journal publications, citations, editorial positions, awards, etc.

3.2.2.1 Teaching Excellence

The faculty candidate must demonstrate effectiveness in the classroom (see Appendix

A for suggested minimum guidelines) as indicated by objective and standardized student evaluations and at least one of the following:

- a. Peer evaluation
- b. Alumni evaluation
- c. Administrative evaluation

d. Other (Teaching awards, etc.)

These evaluations are for administrative purposes and will only be distributed to the appropriate administrators, P&T committees, and the faculty member being evaluated.

The faculty candidate must show excellence in at least two of the following areas or effectiveness in all of the following areas. The examples are intended to illustrate typical examples but are not all-inclusive.

A. Curricula Development:

- a. New course development.
- b. Research-generated concepts brought to the classroom.
- c. New teaching procedures brought to the classroom.
- d. Participation in the departmental curriculum committee.

B. Publications/Promotion of Teaching:

- a. Textbooks.
- b. Papers published in support of teaching.
- c. Promotion of new teaching ideas, e.g. invited speaker at a teaching seminar or speaker at an education conference.
- d. Active membership in societies that promote teaching excellence, e.g. American Society of Engineering Education.

C. Student Activities:

- a. Advising, helping to solve student problems.
- b. Setting up or working in a tutoring laboratory.
- c. Active participation as a Faculty Advisor of a student organization.

- d. Promotion of student participation in off campus activities (student paper contests, field trips, design contests, etc.)
 - e. Working to secure employment for students.
 - f. Activities in support of student recruitment and retention.
- D. Laboratories:
- a. Development of innovative experiments or models.
 - b. Knowledgeable in the operation of equipment.
 - c. Obtaining equipment, materials or funding in support of teaching from outside sources.
 - d. Working with students on projects.
- E. Alternate Teaching Environments:
- a. Development of computer assisted education.
 - b. Participation in distance education or other forms of distance teaching.
 - c. Development of or participation in short courses or schools.

3.2.2.2 Research and Creative Activity Excellence

The faculty candidate must strive to produce one major proposal or multiple minor proposals on a regular basis and demonstrate a consistency of funding, i.e. funding on a continuous basis to keep a research/creative activity sustained. The faculty member must strive to become a PI or Co PI on major projects. An expected result of the research/creative activity is the production of peer-reviewed journal and conference papers, or book publications that are a direct consequence of the research/creative activity efforts. The faculty member must regularly generate technical reports and/or

attend scholarly conferences and publish in proceedings to complement the research/creative activity. Numerical target are provided in Appendix A.

The faculty candidate must demonstrate effectiveness in at least three of the following:

- A. Work with outside organizations (private or government) as a means to promote research.
- B. Research awards or statements of support from funding agencies indicating a job well done.
- C. Patents or licenses obtained, or recognized innovative techniques, concepts or ideas that are a consequence of your research.
- D. Conferences attended in support of research, presentation of papers at conferences or seminars, development of schools or seminars as a means of transferring research knowledge.
- E. Service on research committees, e.g. proposal review committees for funding agencies, manuscript review, technical committees for professional organizations, etc.
- F. Guidance to graduate students, supervision of master's thesis or doctoral dissertation work, assistance to others in their research and publication efforts.

Leadership in establishing multi-faculty or Center-type programs; mentoring of junior faculty in establishing research programs.

3.2.2.3 Service

The faculty member must demonstrate diverse efforts in service to the university and community at large. These efforts must include sustained committee work at the departmental, college, and university levels as outlined in Appendix A. Membership and

significant activity in a major professional organization representing your discipline is essential. Service excellence demands that one strive to become officers and/or serve on technical committees for professional/ governmental organizations.

The faculty member must demonstrate growth and effectiveness in the following:

- A. Professional Skill Enhancement: Participation in continuing education seminars or short courses, strategic use of sabbaticals, summer employment, consulting, personal development (reading and study), etc.
- B. Community Service: Expert witness, community and alumni relations, active participation in local professional societies, consulting as a service, promotional activities, secondary school activities (e.g. science fair), etc.

Professional Development: Establish cooperative university/industry programs, develop short courses, seminars, and/or technical conferences, use service as a path to improve teaching or to enhance research, participate in manuscript review, complete professional registration, etc.

3.2.2.4 Faculty Performance Evaluation

The faculty member must demonstrate adequate performance based on the College of Engineering's annual Faculty Performance Evaluation and NMSU's Policy Manual, Section 5.20.20, Assignments – Teaching Loads.

3.2.2.5 Promotion in Academic Rank for Administrators

The following requirements are to be followed by those individuals who occupy an academic position in a department, but who serve as administrators (department heads, directors of interdisciplinary centers, etc.).

Evaluation Criteria:

The applicant's departmental P&T committee, for those applicants who are not in the roll of a department head (interim or permanent), will include one additional external member, that is selected by the applicant's supervisor, who will serve in a peer evaluator capacity. The external member shall hold at least the same rank as that to which the applicant is aspiring, and shall have worked, or is currently working, in a similar capacity as the applicant.

A department head from outside the applicant's administrative unit will be appointed by the Dean to serve as the Acting Department Head for those applicants who are in the roll of department head (interim or permanent). In this case, the applicant's departmental P&T committee will be comprised entirely of members from outside the applicant's administrative unit and will be appointed by the Dean in consultation with the Acting Department Head.

The evaluation of faculty performance for the period prior to the assumption of the role as administrator is based on the usual college criteria with normal allowances for the expectations of the originating department.

The evaluation of performance, relative to promotion in academic rank, for the period during which the faculty member is in the role of an administrator, is based on creative activity, leadership, and teaching as discussed below. Performance of normal administrative duties is evaluated by the applicant's supervisor and not reviewed by the departmental committee.

Creative Activity and Research

Administrators requesting promotion in academic rank are expected to show sufficient success in research and/or creative activity for the rank.

Research/creative activities include, but are not limited to the following:

- Author or coauthor of research, teaching, administration, or service related publications and presentations.
- Provide leadership in the development of creative curriculum, educational programs, and outreach activities.
- Obtain funding for research, educational programs, and improve infrastructure as an individual as well as for the department. Development is included in this category.

Leadership and Service

Administrators requesting promotion in academic rank are expected to show sufficient success in leadership/service activity for the rank. Leadership/service activities include, but are not limited to the following:

- Leadership efforts in student/faculty/staff development

- Service to the professional societies and organizations, and to the local, state, and national communities
- Economic development activities for the university, local and regional communities
- Service to NMSU (i.e., in addition to the normal service required of an administrator)
- Leadership in the development of improved infrastructure for research and teaching
- Recruiting and Retention
- Outreach activities

Teaching

The standards and procedures used for the evaluation of teaching by faculty are applied here. Documentation of the required minimum teaching load for the applicant as specified by NMSU policy, should be provided to the review committee by the applicant's supervisor.

Documentation

The departmental committee will review the applicant's promotion dossier and will prepare a written recommendation for the department head.

The Acting Department Head shall prepare a written recommendation for the candidate's dossier and then forward it to the college P&T committee.

The college P&T committee will review the applicant's promotion dossier, and will prepare a written recommendation to be forwarded to the dean.

3.2.3 Promotion Prior to the Tenure Decision

Faculty members holding the rank of Assistant Professor may submit applications for promotion to Associate Professor prior to their application for tenure consideration. In this case, the faculty member must have demonstrated the appropriate experience and maturity in the discipline as would be expected at the end of a full six-year promotion and tenure review. This additional experience will typically be the result of experience at another Carnegie Doctoral Extensive university and/or appropriate industrial or government service.

In no case will a faculty member, who submits a combined promotion and tenure dossier, be granted a favorable decision for promotion and a negative decision for tenure.

3.2.4 Evaluation Process

Members of the P&T Committee may use a summary sheet, such as that shown below in Form 1, to organize the evaluation of the candidate's dossier. In no instance shall this be interpreted as a scoring sheet where a specific score is required to achieve promotion and/or tenure.

In addition to the quantitative metrics, the Committee member shall also review letters of recommendation from internal and external sources to look for evidence of contributions to the field, leadership, and similar non-quantitative metrics.

Form 1: Evaluation Summary Sheet Parts A-C

Summary Sheet for Evaluating the Promotion and Tenure Dossier	
A . Demonstration of Teaching Excellence	
1	Effectiveness in the classroom as indicated by
	<ul style="list-style-type: none"> • Standardized student evaluations
	And by one of the following
	<ul style="list-style-type: none"> • Evaluation by peers/alumni • Administrative evaluation • Teaching awards
2	Excellence in at least TWO or effectiveness in ALL of
a)	Curriculum Development
	<ul style="list-style-type: none"> • New course development • Infusion of research/creative activity results into the classroom • New teaching procedures • Committee work on curricula
b)	Publications on Teaching
	<ul style="list-style-type: none"> • Textbooks • Peer-reviewed papers on teaching • Promotion of teaching ideas • Membership in societies on teaching
c)	Student Activities
	<ul style="list-style-type: none"> • Advising students • Establishing and maintaining a tutoring laboratory • Sponsoring student organizations • Promoting off-campus activities • Securing jobs for students • Student recruitment and retention
d)	Laboratories
	<ul style="list-style-type: none"> • Developing innovative experiments • Knowledge of equipment • Obtaining equipment from outside sources • Working with students on projects, e.g. capstone class development
e)	Alternate Teaching Environments
	<ul style="list-style-type: none"> • Developing computerized education • Participating in distance learning • Off-campus teaching • Developing short courses or professional training certificates
B. Demonstration of Research/Creative Activity Excellence	
1	Consistency of Funding

	<ul style="list-style-type: none"> • Number of proposals submitted/funded 	
	<ul style="list-style-type: none"> • Competitiveness of the award competition 	
	<ul style="list-style-type: none"> • Funding amounts as PI/Co-I 	
	<ul style="list-style-type: none"> • Number of peer-reviewed journal papers 	
	<ul style="list-style-type: none"> • Number of peer-reviewed conference proceedings 	
	<ul style="list-style-type: none"> • Citations of publications (Sci-Search) 	
2	Effectiveness in Three of the following	
a)	Work with outside organizations	
b)	Research/Creative Activity Awards or Commendations	
c)	Patents/Innovative techniques	
d)	Conferences attended	
e)	Service on research committees (e.g., IRB)	
f)	Service on agency proposal review panels	
g)	Guidance to graduate students (MS/PhD)	
3	Demonstration of sustained growth over extended period	
C. Demonstration of Service Excellence		
1	Service to University and Community	
	<ul style="list-style-type: none"> • Committee work and leadership positions on committees 	
	<ul style="list-style-type: none"> • Membership in professional organizations and leadership positions in those organizations 	
	<ul style="list-style-type: none"> • Official positions 	
	<ul style="list-style-type: none"> • Advisory committees for external organizations 	
2	Growth and Effectiveness in the following	
a)	Professional skill enhancement	
	<ul style="list-style-type: none"> • Presentation of short courses or seminars 	
	<ul style="list-style-type: none"> • Consulting 	
	<ul style="list-style-type: none"> • Personal development 	
b)	Community service	
c)	Professional Development	
	<ul style="list-style-type: none"> • University + industry programs, seminars, service to teaching/research, etc. 	
	<ul style="list-style-type: none"> • Leadership in running professional conferences 	
	<ul style="list-style-type: none"> • PE Registration 	

4.0 Administrative Procedures

This section provides the procedures for forming the Promotion and Tenure Committee for the College and recommendations for the Departments.

4.1 Flow-down to Departments

For efficient and consistent operation of the College Promotion and Tenure process, there needs to be consistency in policies and procedures at the College and Departmental level. The policies and procedures developed in this section are to provide guidance in this process. Departments are encouraged to use similar procedures that are consistent with Section 5.90 of the NMSU Policy Manual with modifications, as necessary, for the needs of the Department.

4.2 Promotion and Tenure Committee Membership

This section describes the appointment of members to the Promotion and Tenure Committees at the College and Departmental levels. Departments are permitted to make specific changes to cover their specific situations.

4.2.1 College-level Committee

The College of Engineering Promotion and Tenure Committee shall be composed of faculty members and operate as described in the following paragraphs.

4.2.1.1 Number of Members

The College P&T Committee shall be composed of six members, with no more than two members representing a single department. The members shall be drawn from Departments within the College of Engineering so long as there are a sufficient number of eligible faculty members to serve on the Committee. If there are an insufficient

number of eligible faculty members to serve on the Committee, the Dean of the College shall build a Committee consistent with the procedures outlined in the NMSU Policy Manual.

4.2.1.2 Qualification of Members

The faculty members serving on the P&T Committee shall hold the rank of Professor with tenure in their home departments. None of these members shall hold an administrative appointment at the Department Head level or higher.

4.2.1.3 Term of Service

Members of the College P&T Committee shall be elected by a secret ballot of the tenured and tenure-track faculty of the College of Engineering. The term of service shall be for two years. Faculty can be re-elected to no more than four consecutive terms without a break as long as there is a sufficient pool of candidates for the election. The term of service begins on July 1 of the year following college-wide elections held during the spring semester. The terms of service shall be staggered so that no more than one-half of the members are replaced each year.

4.2.1.4 Replacing Members

If a faculty member cannot complete the remainder of an elected term, that faculty member shall be replaced by a member of the pool of eligible tenured Professors. The replacement will be chosen by a secret ballot of the College's tenured and tenure-track faculty. A replacement member of the P&T Committee is eligible for election to a full term at the end of the replacement duty. The replacement term shall not count against the count of consecutive terms mentioned in Section 4.2.1.3 of this document.

4.2.1.5 Committee Chair

At the start of each Academic Year, the members of the College P&T Committee shall elect a Chair of the Committee for the Academic Year from the membership of the Committee. The result of the election shall be reported to the Dean of the College to facilitate communications with the College administration. The Committee Chair shall be responsible for

1. Calling Committee meetings,
2. Preparing and counting ballots for each P&T candidate,
3. Preparing the letter to the Dean reporting the results of the ballot for each candidate and reporting the comments and recommendations about each candidate,
4. Maintaining coordination with the Dean of Engineering on matters related to the Committee.

4.2.2 Recommendations for Departments

Based on the model of the College of Engineering Promotion and Tenure Committee, the individual Departments within the College should develop, in consultation with the Dean, a similar structure for the departmental P&T committee that is also consistent with the NMSU Policy Manual. Several recommendations for the departmental P&T committee are given in the next paragraphs. While there is diversity in size and mission among the Departments in the College of Engineering, these recommendations are expected to be general enough to cover most situations. Each Department in the College of Engineering is to draft written policies and procedures to codify their individual circumstances.

4.2.2.1 Nominal Structure

The Departmental Promotion and Tenure Committee shall be formed and operate according to the set of policies and procedures that the Department develops and which adhere to the provisions of Section 5.90 of the NMSU Policy Manual and fall within the guidelines established for the College of Engineering. The committee members must meet the following provisions:

1. the committee members must all hold continuous contracts,
2. there shall be a minimum of three members of the committee,
3. the Department Head may appear before the committee but may not be present for committee deliberations and voting,
4. for reviewing promotion applications, the committee members must hold a rank equal to or higher than the rank to which the candidate is seeking promotion, and
5. a provision is to be made for any eligible faculty member to be part of the committee.

4.2.2.2 Non-tenured and/or Associate Professor as Department Head

As part of the candidate's dossier, the Department Head is required to provide a letter evaluating the candidate's application and stating whether or not the Head supports the application for promotion and/or tenure. When the candidate for promotion and/or tenure is the Department Head, there are Conflict of Interest considerations in having the Departmental Promotion and Tenure Committee evaluate the Department Head's application. In this case, a peer committee will replace the department promotion and tenure committee for the purpose of reviewing the Department Head's application. The peer evaluation committee will consist of a minimum of three tenured Professors appointed by the Dean of Engineering.

The peer committee will review the Department Head's dossier and will prepare a written recommendation for the Dean of the College of Engineering. The College Promotion and Tenure Committee will next review the applicant's dossier using the same standards, ballot, and report as those used for the normal academic ranks, and provide a written recommendation concerning the application.

4.2.2.3 External Committee Members

When the minimum number of tenured Professors or Associate Professors, as appropriate according to section 4.2.2.1, is not available within a Department, as set by the individual Departmental Guidelines, then the Departmental Committee shall be augmented by tenured Professors from other Departments within the College of Engineering. These external members shall be nominated by the Department Head of the department needing the augmented committee and approved by the Dean of the College and the Department Head of the proposed external member.

4.3 Time Table for Reviews

The NMSU Policy Manual describes the milestones for processing the application packets for promotion and/or tenure. The College Promotion and Tenure Committee shall follow the general University schedule. In order to meet the College and University schedules specified in the Policy Manual, the Department Heads and Departmental P&T Committees will need to complete their review of the applicants from their individual departments by mid-term of the fall semester. The completed packets, with Department Head and Departmental P&T Committee letters of recommendation, will need to be submitted to the Dean of the College in a timely manner after the

Department completes its work in order to meet College and University schedules. The Department Head and the Departmental P&T Committee will notify the candidate of their recommendations. At this time, the candidate may choose to withdraw from the process or proceed to the next level. If the candidate proceeds to the next level, he/she may submit a brief supplemental document to the College P&T committee to refute any adverse comments from either the Department Head or Departmental P&T Committee. In practice, this means that

1. The College P&T committee will review dossiers towards the end of the fall semester, usually in November.
2. If the dossiers are missing substantial components, they will be returned to the Department without the College Committee taking action. If the deficiencies are not corrected in a complete and timely manner before the committee finishes its deliberations for the Fall Semester, the Committee may choose to defer further consideration of the dossier until the review cycle occurring during the subsequent Academic Year.
3. Recommendations to the Dean will be reported as soon as practicable after the Committee has completed its balloting and drafting the recommendation letters, usually by the last week of the fall semester or the first week of the spring semester.
4. The Committee shall review and recommend, as needed through the academic year, dossiers related to hiring external candidates for
 - a. Faculty positions at a rank above the Assistant Professor level and/or with an offer of tenure;

- b. Administrative positions where tenure and a specified faculty rank are part of the offer package for the position.

The results of this review will be reported to the Dean of the College in the same manner as the normal candidates for Promotion and Tenure.

4.4 Balloting

The members of the College Promotion and Tenure Committee shall consider each application for promotion or tenure as a separate decision. That is, a candidate under consideration for promotion and tenure will have one ballot for promotion and a separate ballot for tenure. The same dossier can be used by a candidate to support both the promotion and tenure application if being submitted at the same time. The ballots shall be marked in secret by each Committee member. In cases where a candidate for promotion and/or tenure is from the same department as a Committee member, then that Committee member shall recuse himself/herself from the ballot. Recusal shall also occur when there are cases of Conflict of Interest as specified in the appropriate section of the NMSU Policy Manual or, as deemed relevant, by the Committee member. A Committee member also may choose to abstain from voting on a candidate.

The ballot for promotion and/or tenure consideration shall be similar to the ones shown below. These are not signed ballots.

In the matter of the proposed action of promoting Name of Candidate
to the position of Associate Professor, I vote

_____yes _____no _____recuse _____abstain

In the matter of the proposed action of promoting Name of Candidate
to the position of Professor, I vote

_____yes _____no _____recuse _____abstain

In the matter of the proposed action of granting tenure to Name of Candidate , I
vote

_____yes _____no _____recuse _____abstain

4.5 Letters of Recommendation

At the conclusion of the balloting, the College Promotion & Tenure Committee shall prepare a letter to the Dean of the College summarizing the results of the Committee's deliberations. This letter is to be approved and signed by each member of the Committee. This letter will contain

1. A summary sheet listing the candidates considered and the disposition of their application.
2. A detailed result for each candidate providing

- a. Ballot decision for, against, recuse or abstan from the application
- b. Evaluation, by the Committee, of the Candidate’s performance in the areas of teaching, research, and service with pertinent examples to support the evaluation. Evaluations should be listed as “fair,” “good,” “very good” or “excellent” based upon the consensus of the committee.
- c. Recommendations to the candidate for ways of strengthening the candidate’s performance for the review at their next performance level.

A form such as the one below may be helpful to the Committee members in organizing the evaluation of the candidate.

Candidate				
Ballot: Promotion to Academic Rank or Tenure	For		Against	Recuse
Evaluation: Teaching				
Evaluation: Research				
Evaluation: Service				
Recommendations:				

4.6 Approval of Performance Guidelines and Procedures

4.6.1 College Promotion and Tenure Committee Performance Guidelines and Procedures

The document describing the College Promotion and Tenure Committee Performance Guidelines and Procedures is to be developed collaboratively and include participation from tenured and untenured faculty, department heads, associate deans and the Dean.

The approval process includes receiving advisory recommendations from the College Promotion and Tenure Committee, department heads, and the College's tenure-track faculty. After seeking the above advisory recommendations, the College standards of performance guidelines and procedures are approved by the Dean.

4.6.2 Departmental Promotion and Tenure Committee Performance Guidelines and Procedures

The document describing each department's Performance Guidelines and Procedures within the College of Engineering is to be developed collaboratively within the individual Departments. The approval process includes advisory recommendations from the department head and the vote of the department's tenure-track faculty. The document is approved by the Dean in consultation with the College Promotion and Tenure Committee.

4.7 Review Cycles

Both the College Promotion and Tenure Committee Performance Guidelines and Procedures document and the individual Departmental Promotion and Tenure Committee Performance Guidelines and Procedures documents shall be reviewed every six years beginning with the 1 July 2004 review of this document. Reviews can also be made between formal reviews to update the documents to reflect changes mandated by the NMSU Policy Manual or significant changes in procedure that have been mandated by the College or Departmental faculty.

**Appendix A: Table of Suggested Minimum Guidelines to be
Considered for Tenure/Promotion.**

	Suggested guidelines to be considered for Tenure/Promotion in ChE, CE, E&CE, IE, and ME Departments	
	Assistant to Associate and consideration for tenure	Associate to Full Professor
<p>Required outcomes</p> <p><i>Refer to:</i></p>	<ul style="list-style-type: none"> • High research productivity • Quality teaching <p><i>Section 2.2; 3.2.2 of the COE P&T Manual</i></p>	<ul style="list-style-type: none"> • Sustained growth in research productivity • Quality teaching • Service to department and profession • Leadership within department and college <p><i>Section 2.2; 3.2.2 of the COE P&T Manual</i></p>
<p>Teaching</p> <p><i>Refer to:</i></p>	<ul style="list-style-type: none"> • Sustained record of effective undergraduate and graduate teaching evidenced by: student evaluations, peer evaluations, administrative reviews, COE metrics, direct measurements etc. <p><i>Section 3.2.2.1 of the COE P&T Manual Form 4 of COE Faculty Performance Evaluation Forms</i></p>	<ul style="list-style-type: none"> • Sustained record of effective undergraduate and graduate teaching evidenced by: student evaluations, peer evaluations, administrative reviews, COE metrics, direct measurements etc. • Evidence of creative activity in teaching (ABET service, curriculum development, advanced teaching methods). <p><i>Section 3.2.2.1 of the COE P&T Manual Form 4 of COE Faculty Performance Evaluation Forms</i></p>
<p>Research/ Creative Activity</p> <p><i>Refer to:</i></p>	<ul style="list-style-type: none"> • A publication rate of 1.5 peer-reviewed papers/year over the probationary period that are published or formally accepted or US patents issued. Journals must appear in the ISI or Web of Science database and reference NMSU as the author's institution. 2 papers may be referred conference papers that appear in the above databases. Faculty members with shortened tenure clocks may use one paper per year of credit from their previous position. • 2 MS degrees completed with Thesis • 1 PhD candidate passed qualifier • 6 external proposals/grants submitted as PI, including 4 to federal agencies, and at least one CAREER proposal. • Enough external funding to support 8 graduate student-years. <p><i>Section 3.2.2.2 of the COE P&T Manual Form 5 of COE Faculty Performance Evaluation Forms</i></p>	<ul style="list-style-type: none"> • A publication rate of 1.5 peer-reviewed papers/year over the previous 4 years that are published or formally accepted or US patents issued since last promotion. Journals must appear in the ISI or Web of Science database and reference NMSU as the author's institution. 2 of the may be referred conference papers that appear in the above databases. At least 2 of the papers must be authored jointly with graduates students. Faculty members with shortened tenure clocks may use one paper per year of credit from their previous position, since their last promotion. • Total of 30 ISI citations of scholarly publications (career cumulative). • Graduated at least 2 PhD students (career cumulative). • Enough external funding to support 10 graduate student-years since last promotion. <p><i>Section 3.2.2.2 of the COE P&T Manual Form 5 of COE Faculty Performance Evaluation Forms</i></p>
<p>Service</p> <p><i>Refer to:</i></p>	<ul style="list-style-type: none"> • Service to profession (Proposal/paper review etc) • Departmental committees <p><i>Section 3.2.2.3 of the COE P&T Manual Form 6 of COE Faculty Performance Evaluation Forms</i></p>	<ul style="list-style-type: none"> • Service to profession (Editorial, office-bearer etc) • Significant service to the College and NMSU as evidenced by letters of endorsement and leadership positions • Leadership in Departmental committees <p><i>Section 3.2.2.3 of the COE P&T Manual Form 6 of COE Faculty Performance Evaluation Forms</i></p>

Suggested guidelines to be considered for Tenure/Promotion in ET & Surveying Engineering Department		
	Assistant to Associate and consideration for tenure	Associate to Full Professor
Required outcomes	<ul style="list-style-type: none"> • Excellence in Teaching • Record of appropriate teaching loads 	<ul style="list-style-type: none"> • Excellence in teaching • Demonstration of substantial command of field through teaching and service • Sustained record of appropriate teaching loads
<i>Refer to:</i>	<i>Section 2.2; 3.2.2 of the COE P&T Manual</i>	<i>Section 2.2; 3.2.2 of the COE P&T Manual</i>
Teaching	<ul style="list-style-type: none"> • A sustained record of effective teaching must be demonstrated by favorable department head's annual evaluations, departmental P&T committee spring reviews, and student and peer teaching reviews for two years prior to promotion. • Evidence of continued professional development in technical specialty and/or teaching areas. 	Sustained involvement in the following <ul style="list-style-type: none"> • Effective teaching demonstrated by teaching award or letters of support/recommendation, and favorable student and peer reviews. • Evidence of continued professional development.
<i>Refer to:</i>	<i>Section 3.2.2.1 of the COE P&T Manual Form 4 of COE Faculty Performance Evaluation Forms</i>	<i>Section 3.2.2.1 of the COE P&T Manual Form 5 of COE Faculty Performance Evaluation Forms</i>
Creative Scholarly Activities	<ul style="list-style-type: none"> • Equivalent of 4 peer reviewed local, regional, national, or international technical or educational publications or conference proceedings. • Evidence of curricula development including development of 1 new course, or redevelopment of at least 1 existing course, and development of at least 5 laboratory exercises. 	<ul style="list-style-type: none"> • Equivalent of 5 peer reviewed regional, national or international technical or educational publications or conference proceedings (since last promotion). • Evidence of leadership in curriculum development.
<i>Refer to:</i>	<i>Section 3.2.2.2 of the COE P&T Manual Form 5 of COE Faculty Performance Evaluation Forms</i>	<i>Section 3.2.2.2 of the COE P&T Manual Form 5 of COE Faculty Performance Evaluation Forms</i>
Service	<ul style="list-style-type: none"> • Equivalent of 5 substantial funding proposals/grants submitted. • Active participation in professional society(ies). • Active participation in departmental recruitment and retention activities. • Active participation in departmental outcomes-assessment activities (ABET). 	<ul style="list-style-type: none"> • Leadership in regional or national professional activities. • Significant and sustained effort in seeking funding support and documented success in obtaining support that directly benefits the department (e.g. overhead dollars, equipment, scholarships, instructional materials, research, etc.). • Leadership in activities at the college and university level. • Leadership in departmental recruitment and retention activities. • Leadership in departmental outcomes-assessment activities (ABET).
<i>Refer to:</i>	<i>Section 3.2.2.3 of the COE P&T Manual Form 6 of COE Faculty Performance Evaluation Forms</i>	<i>Section 3.2.2.3 of the COE P&T Manual Form 6 of COE Faculty Performance Evaluation Forms</i>

<p>Research (Optional)</p> <p><i>Refer to:</i></p>	<ul style="list-style-type: none"> • Equivalent of 5 peer reviewed regional, national or international technical or educational publications or conference proceedings (since last promotion). A published textbook can be counted as a peer reviewed publication. • Sufficient external funding to cover requested research-release time. • Sufficient external funding to support 2 undergraduate student-years. <p><i>Section 3.2.2.2 of the COE P&T Manual Form 5 of COE Faculty Performance Evaluation Forms</i></p>	<ul style="list-style-type: none"> • Equivalent of 5 peer-reviewed journal papers or technical reports, published or formally accepted; or US patents issued since last promotion (in lieu of the publishing requirements in the Creative Scholarly Activities category). • Equivalent total of 9 citations of scholarly publications (cumulative). • Sufficient external funding to cover requested research-release time (since last promotion). • Sufficient external funding to support 5 student-years (since last promotion). <p><i>Section 3.2.2.2 of the COE P&T Manual Form 5 of COE Faculty Performance Evaluation Forms</i></p>
<p>Note: Evaluation for promotion and tenure will be based on a teaching/service ratio of 75/25 %, unless the faculty member is interested in conducting research. In such cases, the teaching/service/research split would be negotiated with the department head and departmental Promotion and Tenure Committee.</p>		

Appendix B – Academic Collegiality

Means of demonstrating collegiality in teaching, research, service, and departmental operations are suggested below. The list is intended to illustrate activities commensurate with Academic Collegiality. Specific activities are left to the judgment of the department head based on the needs of individual departments and the skills of the faculty members.

Teaching

Developing standing among departmental peers as an exemplar of teaching professionalism through activities such as:

- Mentoring junior faculty and graduate students
- Voluntarily teaching service classes
- Sharing teaching techniques with colleagues
- Taking on additional, special, and/or overload teaching assignments to assist in meeting departmental core educational needs.

Research and Creative Activities

Developing standing among departmental peers as an exemplar of research/creative activity professionalism through activities such as:

- Mentoring junior faculty and students who are not your advisees
- Effective leadership in multi-investigator teams, including a research cluster
- Effective participation in a multi-investigator proposal team
- Developing shared research laboratory capabilities

Service

Developing standing among departmental peers as an exemplar of service

professionalism through activities such as:

- Quality and dependability of committee work
- Leadership in departmental committee and/or administrative activities
- Volunteering to develop departmental service activities
- Leadership in recruiting and retention activities
- Developing effective leadership as an area coordinator

Departmental Operations

Developing resources to assist in supporting departmental teaching, research, and

service activities, and supporting a collaborative operating environment for the

department by activities such as:

- Return on investment for start-up packages, seed funding, or matching funding
- Developing efficient working relationships with departmental support staff
- Responsiveness to departmental requests for information
- Visibility, availability, and engagement with departmental peers and students