

New Mexico State University

Department of Civil Engineering

DEPARTMENT PROMOTION AND TENURE POLICY

Policies and Procedures of Annual Evaluation and Promotion & Tenure

Version 2 (renewed July 21, 2023)

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Mission

The mission of the Department of Civil Engineering at NMSU is to offer an ABET-accredited degree that prepares our graduates to pursue professional licensure leading to successful civil engineering careers in industry and government or to pursue graduate level education. Toward this end, the department will strive to recruit and retain highly qualified faculty.

Introduction

This *Department Promotion and Tenure Policy* presumes the reader knows the definitions, procedures, and timelines from appropriate University¹ and College² documents addressing Promotion and Tenure.

This *Department Promotion and Tenure Policy* provides detail of the evaluation criteria of Department faculty members based on the general performance areas outlined in the College of Engineering *Promotion and Tenure Policies and Procedures*²:

- (1) Teaching & Advising;
- (2) Externally Funded Research;
- (3) Scholarship & Creative Activities;
- (4) Service, Extension, & Outreach; and
- (5) Leadership.

Directives

Tenure

- All CE faculty members who are not tenured are expected to strive for continuous, tenured contracts by submitting to the CE P&T Committee a portfolio for review.
- The CE P&T Committee and CE Department Head will make each tenure-track faculty member aware annually of progress towards a continuous contract.
- Any CE faculty member who is not making progress towards a continuous contract may be terminated during the probationary period in accordance with the *NMSU Administrative Rules and Procedures*¹.

Promotion

- All CE faculty members below the rank of Professor are expected to strive for promotion by submitting to the CE P&T Committee a portfolio for review.
- The CE P&T Committee and CE Department Head will make each faculty member aware annually of progress towards promotion.
- The CE P&T Committee will make recommendations to the CE Department Head on CE faculty members seeking promotion based on candidate portfolios and departmental criteria in accordance with the *NMSU Administrative Rules and Procedures*¹.

Annual Performance Evaluation

- All CE faculty with guidance from the CE Department Head will define their roles and responsibilities within the department for the ensuing year in accordance with their rank. This action will be done yearly through the allocation of effort process considering the overall needs of the department.
- All CE faculty will participate in assessment activities as defined by the departmental self-study program.
- All CE faculty employing innovative teaching methods (e.g., Flipped Classroom) will document the source of their activities and seek peer-evaluation of those methods.
- All CE faculty will be actively involved in departmental activities as applicable to the type of appointment as follows:
 - participate in shared governance of the department via:
 - faculty meetings;
 - course scheduling discussions;
 - curriculum review and modification;
 - assessment via Course Assessment Records and documentation for ABET self-study;
 - qualifying exam preparation, delivery and assessment;
 - service on M.S. and Ph.D. committees;
 - public symposia sponsored by the department; and
 - ceremonial activities
 - advise graduate students and uphold the requirements for appointment to Graduate Faculty status at NMSU
 - advise undergraduate students
 - prepare, in a timely manner, the Digital Measures Report, Work Load Spreadsheet, and Allocation of Effort Form (discussed later); and
 - maintain collegial relationships with faculty, staff and students.

In accordance with **Section 9.31 Annual Performance Evaluation – Regular Faculty** of the NMSU Administrative Rules and Procedures, performance evaluations of all CE faculty members shall be conducted annually. The following documents must be provided as part of the Annual Performance Evaluation (for the current year) and the Allocation of Effort (for the upcoming year):

1. Digital Measures Report (DMR) – submit in Acrobat PDF format by end of December of current year before Winter Holiday; DMR will be reviewed in line with activities provided in Allocation of Effort Form at beginning of current year
2. Work Load Spreadsheet (WLS) – submit in Microsoft Excel format by end of December of current year before Winter Holiday; WLS information should represent the “average” for the past 3 years and will be used to allocate the percentage of effort devoted to teaching and advising, research (including scholarship / creative activity and funded research), and service, outreach and extension
3. Allocation of Effort Form (AEF) – submit in Microsoft Word format in January of upcoming year before start of spring semester; AEF information should list projected work for the year related to teaching and advising, research (including scholarship / creative activity and funded research), and service, outreach and extension

Strict adherence to the deadlines noted above is necessary to avoid delays. Activities provided in the DMR are used to prepare the Department Head Annual Review (DHR) which contains a performance rating (ranging from weak to outstanding) for teaching and advising; scholarship and creative activity; funded research; and service, outreach and extension. The performance ratings are weighted by the allocation of effort percentages to arrive at a total score. Additional points above the total may be assigned by the department head in recognition of truly exceptional achievements. The DHR also discusses the accomplishment of goals and a summary of performance for the year along with feedback on the progress made towards tenure and/or promotion.

In February, the DHR is submitted to all CE faculty members for their review and response. One-on-one meetings between the faculty member and department head are scheduled to arrive at an agreement on the final performance ratings provided in the DHR and the allocation of effort percentages provided in the AEF. The DHR contains a section where the faculty member’s response to the DHR is recorded. The DHR and AEF are both signed by the faculty member and department head to certify that the one-on-one meeting occurred. Copies of the DHR and AEF are then placed in a binder (along with the “Senior Management Self-Assessment and Annual Evaluation Form” for the department head) and submitted to the Dean of Engineering in March. These documents are discussed during the annual performance evaluation meeting between the dean and department head. The signed DHR and AEF are finally returned to the department head and forwarded to the faculty members (note that only the AEF requires the signature of the Dean of Engineering).

Timeline for Promotion and Tenure

In accordance with **Section 9.35** of the NMSU Administrative Rules and Procedures, the timeline of events for conducting promotion and tenure reviews is summarized below.

Date	Event
Spring Semester	DH notifies potential candidate of eligibility for P&T review. Department P&T Committee reviews candidate's original portfolio and reports candidate's progress towards promotion and/or tenure to DH. Candidate is informed by DH of Department P&T Committee recommendations.
June, July, August	Candidate prepares portfolio with support from the department and college in accordance with Section 9.35 Portfolio Preparation of the NMSU Administrative Rules and Procedures.
September	Candidate provides completed portfolio to DH who shares with the Department P&T Committee.
October	Department P&T Committee considers candidate's portfolio for promotion and/or tenure.
October - December	Department P&T Committee and DH reports (with numerical ballot results) are transmitted to College P&T Committee for review. College P&T Committee submits recommendation on candidate to DH, candidate, and Dean of Engineering in accordance with P&T Policy of the College of Engineering.
January - February	Dean of Engineering reviews candidate's portfolio and informs candidate of the Dean's recommendation along with the recommendations of the College P&T Committee. Dean of Engineering transmits all recommendations with vote count to the executive vice-president and provost.
March – April	Dean of Engineering meets the executive vice-president and provost. Executive vice-president and provost informs Chancellor of recommendations of DH and Dean of Engineering, and the promotion and/or tenure decision of the executive vice-president and provost.
April – May	Final decision notifications are sent through executive vice-president and provost, Dean of Engineering, and DH to candidate. Dean of Engineering notifies DH who then notifies faculty member.
July	P&T decisions become effective.

Abbreviations: DH – Department Head; P&T – Promotion and Tenure

Procedures & Policies

All annual faculty evaluation, promotion, and tenure procedures have been standardized within the College of Engineering. These can be found in the *Administrative Rules and Procedures of New Mexico State University (ARP)*¹ and the *Promotion & Tenure Policies and Procedures of the College of Engineering*².

CE faculty are expected to submit to the CE P&T Committee for review a portfolio each year that conforms to the College of Engineering P&T Policies and Procedures. This portfolio must include all previous P&T Committee and Department Head evaluation memos as documentation of the responsiveness of the faculty member to the guidance of the CE P&T Committee and of the committee's thoroughness in providing evaluation and guidance.

Departmental Workload

Part 3. Teaching Load, Generally, for NMSU LC Faculty of Section 6.61

Assignments – Teaching Load of the NMSU Administrative Rules and Procedures states that "A faculty member employed on the Las Cruces (Main) Campus budgeted exclusively from I&G funds will normally be responsible for the equivalent of teaching 12 credits per semester. The faculty member may be expected to participate in some scholarly and creative activity, professional and/or public service, or internal service to the university. Significant work of this kind reduces the faculty member's responsibility for formal instruction" (retrieved on 05/13/19).

In addition, **Part 6. Departmental Workload Policy of Section 6.61 Assignments – Teaching Load** of the NMSU Administrative Rules and Procedures states that "Departments and equivalent units will specify how they determine teaching loads. Departmental or equivalent unit workload policy will be 1) developed by the department faculty in collaboration with the department head and approved by the dean or equivalent administrator, 2) contained in written departmental guidelines, and 3) distributed to all faculty in the department. Department guidelines shall clearly specify the method by which teaching load is distributed. The dean or equivalent may ask for revisions to the departmental workload policy" (retrieved on 05/13/19).

The College of Engineering sets a baseline level of effort of 25% in the Research category for doctoral granting programs. The remaining 75% of the faculty member's workload shall be allocated to the following three categories: (T/A) Teaching and Advising; (R) Research (including Scholarship / Creative Activity and Funded Research); and (S/O/E) Service, Outreach and Extension. The assigned teaching load will be based on the research and scholarly activities of the faculty member.

The teaching load per semester for faculty in the Department of Civil Engineering shall be assigned as tabulated below.

Table 1. Distribution of teaching, advising, research, service, outreach, and extension as a function of research activity.

Research Activity	Buyout *	T/A **	R + S/O/E	Total
Inactive {No funding or no IDC recovery}	0%	75% {9 – 10 cr-hrs; 3 courses/sem}	25%	100%
Moderate {Moderate funding with partial IDC recovery}	0%	50% {6 – 7 cr-hrs; 2 courses/sem}	50%	100%
High I {High funding with full IDC recovery}	0%	25% {3 – 4 cr-hrs; 1 course/sem}	75%	100%
High II {Very high funding with full IDC recovery}	25%	0% {No teaching}	75%	100%

* A faculty member may buyout of a maximum of one course per year

** Excludes master's thesis and doctoral dissertation credit hours which are included under R + S/O/E

Tenure-track assistant and associate professors are usually granted a teaching load of one course / semester (i.e., 25%) for the first four semesters of employment. The teaching load for subsequent semesters shall be evaluated based on the table given above.

Each faculty member must describe his/her planned activities for T/A, R, and S/O/E during the allocation of effort process.

Criteria

Candidates for promotion to associate professor will be evaluated at a performance level below that expected of a candidate for promotion to full professor primarily in the areas of leadership, quality of teaching and advising activities, professional maturity of scholarly and creative activities, and scholarly reputation.

A. Evaluation of Teaching and Advising

(see CoE P&T Policies and Procedures, Section 3.1)

Part 3C. Teaching and Advising of Section 9.31 Annual Performance Evaluation – Regular Faculty of the NMSU Administrative Rules and Procedures states that “effectiveness in teaching and advising is an essential criterion for tenure and for advancement in rank” and includes the evaluation of “all forms of university-level instructional activity, as well as advising undergraduate and graduate students, both within and outside the university community”. All faculty will teach and advise students each semester, unless on sabbatical or because of extenuating circumstances such as course buyout from teaching approved by the department head. The effectiveness in teaching and advising of a candidate will be evaluated by any combination of the following criteria:

- knowledge of course subject matter;
- knowledge of program curriculum content;
- ability to stimulate students to think critically and apply knowledge;
- organization, delivery, and management of the course;
- achievement of learning outcomes for the course;
- ability to relate subject matter to broader fields;
- advising and mentoring* of students in activities beyond the curriculum and classroom, including such areas as career, professional development, ethical challenges, and research; and
- ability to effectively direct graduate students as evidenced by the timely production of M.S. and Ph. D. candidates.

* Mentoring of undergraduate and graduate students, formally or informally, is an important aspect of “teaching and advising” and will be used to evaluate teaching effectiveness. It is important to acknowledge and reward the efforts of faculty who guide research projects of undergraduate and graduate students, and who aid in the professional development of students by helping them prepare publications, conference presentations, and fellowship and grant applications. It is expected that each member of the Civil Engineering faculty will be available to both undergraduate and graduate students outside of the classroom as teacher, advisor, and mentor. Personal contact between the faculty member and students is an important part of the learning process of the student. This activity should extend to all students who seek help from, or counsel with, any member of the faculty.

In accordance with **Section 9.31, Part 3C.** of the NMSU ARP, “several forms of evidence should be used to comprehensively assess teaching effectiveness” and should at a minimum, include evidence accumulated from students (e.g., course evaluations) and one other form of evidence provided from the instructor (i.e., self-assessment), from other professionals (e.g., peer and/or alumni evaluations), or of student learning (e.g., course assessment records). All CE faculty members are required to provide at least three forms of evidence including evidence from students which exceeds the minimum required by NMSU ARP.

To improve their teaching skills, all CE faculty members are encouraged to participate in the workshops, retreats, courses, etc. offered by the NMSU Teaching Academy (<http://www.teaching.nmsu.edu/>) and also the Excellence in Civil Engineering Education (ExCEED) Teaching Workshops (<http://www.asce.org/exceed>) offered by the American Society of

Civil Engineers (ASCE). The ExCEED workshops cover topics such as effective teaching methods; learning style models; classroom assessment techniques of student learning; class organization and classroom instruction delivery; and self-assessment of the class. The NMSU Teaching Academy offerings cover similar topics but are presented by faculty members from various disciplines throughout the university whereas the ASCE ExCEED Program is specific to Civil Engineering.

Knowledge gained through the NMSU Teaching Academy and ASCE ExCEED Program can assist the CE faculty in collecting and documenting evidence from students, from the instructor, from other professionals, and of student learning as required by **Section 9.31, Part 3C.** of the NMSU ARP. All CE faculty members should take advantage of both resources.

A-1. Evidence from Students

The primary form of evidence of teaching effectiveness from students are student evaluations. At the end of the semester (during the week before finals), all CE faculty members shall assess each course taught using the CIVIL ENGINEERING "Standardized Course Evaluation Form". The forms shall be distributed to all students enrolled in the class by the teaching assistant (or one of the enrolled students), and the completed forms shall be collected and delivered to the front office of the CE department by the student. Under no circumstances shall the blank or completed forms be handled by the CE faculty member until the results are tallied and reviewed by the department head.

A-2. Evidence from the Instructor

Following the department head review of the student evaluations, the completed forms and summary sheets shall be forwarded to the CE faculty members for their review and response to matters including, but not limited to, course workload, pace of instruction, teaching style, strengths / weaknesses of the course, and suggestions for improving the course. In general, all CE faculty members should reflect on the comments made by the student to improve the course in the next offering. Self-evaluations may be the most effective means of documenting and assessing certain elements of teaching activities. For example, while students may be able to judge course organization they cannot judge the degree to which the content is current. Thus, faculty statements concerning this aspect of teaching may be particularly useful.

A-3. Evidence from Other Professionals

The NMSU Teaching Academy provides resources and services to aid in documenting peer evaluation of teaching. A primary form of evidence of teaching effectiveness includes in-class visits and evaluations conducted by NMSU faculty members. Three peer evaluations shall be conducted by faculty members from the department, college, and university (i.e., external to college) to provide a thorough assessment of teaching effectiveness. The secondary form of evidence may come from peer evaluations through the ASCE ExCEED Program or through feedback provided by professionals attending training seminars and/or workshops offered by CE faculty members (e.g., ethics workshops, FE / PE preparation, certification programs).

A.4 Evidence of Student Learning

Evidence of student learning includes the results of assessment activities including indirect (e.g., surveys) and direct (e.g., Course Assessment Records) measures of student learning, as well as nationally-normed performance indicators (e.g., FE pass rates and performance within exam categories). The training provided by the NMSU Teaching Academy, ASCE ExCEED Program, and Accreditation Board for Engineering and Technology (<http://www.abet.org>) can assist with appropriate methods and data presentation.

B. Evaluation of Funded Research

(see CoE P&T Policies and Procedures, Section 3.2)

Funded research of a candidate will be evaluated by the following criteria, each of which is required in the standardized presentation of performance data²:

- The total dollar value of the funded research.
- The number of submitted proposals and fraction of those proposals receiving funding. Funding from external agencies will be rated higher in Table 1 than funding from internal sources.
- The number of consecutive years funding was received.
- Extent of recovery of indirect costs.

C. Evaluation of Scholarship and Creative Activities

(see CoE P&T Policies and Procedures, Section 3.2)

A candidate's scholarship and creative activities will be judged by various criteria including, but not limited to, the following:

- professional maturity of scholarship and/or creative activities as evidenced by: (a) a high level of expertise in one or more areas of civil engineering, and (b) an ability to author scholarly proposals that provide extramural funding to maintain research program viability and growth of graduate student numbers;
- publication of quality works evidenced by: (a) presentations at professional symposiums, (b) publications in refereed journals, and (c) publication of books or selected chapters of volumes dealing with advances in technology;
- scholarly reputation as evidenced by: (a) regard by department, college and university peers, (b) citations of journal publications by peers, (c) professional recognition and esteem outside the University at the national and international levels; and (d) invitations for participation in professional symposia as chair, organizer, keynote speaker etc.;
- sustainability of research program evidenced by recruitment and advising of: (a) master's students, (b) PhD students, (c) post-docs, and (d) visiting scholars; and
- creation of intellectual property evidenced by: (a) patents for inventions, (b) computer software, and (c) registered designs.

D. Evaluation of Service, Outreach, and Extension

(see CoE P&T Policies and Procedures, Section 3.3)

Professional service includes a faculty member's efforts in support of promoting the quality of the Civil Engineering program at New Mexico State University. It involves the operation of the Department, representation of the Department in matters of the University, and interfacing on behalf of the Department with public-agencies and private industry. Service activities will be evaluated on an individual basis, and such activities will be extended the broadest interpretation possible consistent with the goals and past practices of the Department.

E. Evaluation of Leadership

(see CoE P&T Policies and Procedures, Section 3.4)

A candidate's leadership will be evaluated for each of the general areas previously defined (Teaching and Advising; Externally-Funded Research; Scholarship and Creative Activities; and Service, Outreach, and Extension), as well as in Departmental Operations. For a department to operate efficiently, it is expected that all faculty will participate in departmental operations. In addition to those areas of leadership defined in the CoE's P&T policies and procedures, it is expected that faculty in the Civil Engineering Department will all assume leadership roles in departmental assessment activities to assure program accreditation is maintained.

Evidence of leadership is a significant requirement for promotion to full professorship, yet professional leadership at all levels is encouraged and recognized. Examples of leadership include, but are not limited to, the following:

- serving as the principal investigator of multidisciplinary or multi-institution teaching or research grants;
- organizing professional symposia;
- assuming leadership roles in journal editorial boards or professional societies;
- facilitating collaborations within/across departments, colleges, or institutions;
- mentoring of junior faculty within the university, enabling the professional success of colleagues (e.g., providing guidance towards tenure and promotion, and advice related to successful grant writing);
- contributing to teaching scholarship evidenced by curriculum innovation; and/or
- receiving invitations to serve as conference plenary speaker.

Faculty may document leadership activities, for example, by providing letters of recognition and thanks, statements of leadership duties from grant applications, and committee descriptions of leadership responsibilities.

Application of Criteria to Promotion & Tenure

Faculty members making important contributions to the discipline and the University and who have performed their duties with distinction will be considered for reappointment or promotion. *Sustained* professional growth and contribution in the general areas defined in *Criteria* are required of all ranks. Advancement in rank must be earned through *continuous* accomplishment across the full spectrum of expected activities and assigned duties. All faculty, including non-tenure-track faculty, will be held to the standards presented herein. Application of the *Criteria* for promotion and tenure are weighted according to the candidate's allocation of effort.

Promotion to Associate Professor

Promotion to the rank of Associate Professor is expected prior to being awarded academic tenure (i.e., continuous contract).

Upon granting of tenure, the University gives up the option of annual contract of an individual to afford that individual with academic freedom. The University thereby trusts the judgment of peer evaluators to determine the likelihood of continued success and productivity of the candidate. For this reason, individuals promoted to the rank of Associate Professor must demonstrate qualities that provide a strong indication of the kind of continuing personal and professional development that will assure sustained productivity throughout a career.

Tenure

The Department of Civil Engineering considers scholarship of discovery, integration, and application (including research on teaching and learning) as the primary criterion for tenure. Excellence in scholarship as defined by the Departmental, College, and University P&T policies, is absolutely necessary to achieve tenure within the Department.

Effective teaching and significant levels of service and/or outreach activity are necessary but not sufficient for the granting of tenure. Such accomplishments are expected of all faculty, but cannot replace excellence in scholarship as a justification for tenure.

Promotion to Full Professor

Promotion to Full Professor represents advancement to the highest academic rank. It is based on continued personal and professional development well beyond that achieved at the rank of Associate Professor.

Rigorous standards are applied in the consideration of the promotion of an individual to the rank of Full Professor. This individual is expected to have achieved significant stature in their disciplinary area, and clearly demonstrated leadership at the institutional level and beyond. Full Professors are expected to be actively engaged in multiple forms of scholarship, including research. They should have an active and well-funded research program that supports undergraduate, graduate and/or post-doctoral scholars. No specific time interval is required for the promotion to Full Professor, given that a faculty member is able to demonstrate the level of scholarship and leadership required for advancement to this rank.

Reference Documents

1. Administrative Rules and Procedures of New Mexico State University. (<https://arp.nmsu.edu>)
2. Promotion & Tenure Policies and Procedures of NMSU College of Engineering, 2018 Version, Draft 6. (<https://engr.nmsu.edu/files/2019/03/NMSU-CoEngr-PT-2018.v.6.pdf>) (retrieved on May 13, 2019)