

**New Mexico State University**

Department of Chemical & Materials Engineering

**PROMOTION & TENURE POLICY**

Policies and Procedures of Annual Evaluation and Promotion & Tenure

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## **NMSU Department of Chemical & Materials Engineering Mission**

New Mexico State University Department of Chemical & Materials Engineering strives to prepare Chemical Engineering Bachelors of Science, Masters of Science, and Doctor of Philosophy graduates to successfully and safely practice the chemical engineering profession, to engage in life-long personal and professional development, and to contribute to the betterment of their community and society.

## **Introduction**

This CHME Promotion & Tenure (P&T) Policy presumes the reader is knowledgeable of the definitions, procedures, and timelines contained within appropriate University<sup>1</sup> and College<sup>2</sup> documents that discuss P&T.

This CHME P&T Policy serves to provide specificity to the evaluation criteria of tenure-track, tenured, and college-track faculty members within the Department, based on the general performance areas outlined in the College of Engineering P&T Policies and Procedures<sup>2</sup>:

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

## **Goals:**

The established criteria are designed to achieve the following goals:

### **Tenure**

- All CHME tenure-track faculty members who are on temporary contracts will strive for continuous, tenured contracts by submitting a portfolio for review to the CHME P&T Committee annually to receive feedback on progress towards a continuous contract.
- The CHME P&T Committee and CHME Department Head will make each tenure-track faculty member aware annually of progress toward a continuous contract.

Any CHME tenure-track faculty member who is on temporary contract and who is not making progress towards a continuous contract will be terminated.

## Promotion

- Each CHME faculty member who is tenure-track or tenured below the rank of full professor will strive for promotion by submitting a portfolio to the CHME P&T Committee for review.
- Each tenured associate professor working towards promotion to full professor should submit a portfolio for review and feedback to the CHME P&T Committee one or two years prior to formally submitting a portfolio as application for promotion to full professor.
- Each college-track faculty member working towards promotion should submit a portfolio for review and feedback to the CHME P&T Committee one or two years prior to formally submitting a portfolio as application for promotion to a higher rank.
- The CHME Department Head and/or CHME P&T Committee will make each faculty member aware annually of progress towards promotion.
- The CHME P&T Committee will assist CHME faculty members in being promoted when their performance meets or exceeds departmental standards.

## Annual Performance Evaluation

- All CHME faculty, with guidance from the CHME Department Head, will define their role within the department for the ensuing year through the allocation of effort process, targeting their individual strengths while considering the overall needs of the program and the students within it.
- All CHME faculty will participate in assessment activities as defined by the departmental self-study program.
- All CHME faculty will:
  - participate in shared governance of the department, including:
    - faculty meetings;
    - course scheduling discussions;
    - curriculum review and modification;
    - assessment, including Course Assessment Records and documentation for ABET accreditation self-study;
    - public symposia sponsored by the department; and
    - ceremonial activities
  - advise undergraduate students
  - prepare, in a timely manner, an annual performance evaluation, including the generation of a Watermark report of activities and an allocation of effort; and
  - maintain collegial relationships with faculty, staff and students.
- All tenure-track and tenured faculty members will (and college-track faculty may but are not obligated to):
  - advise graduate students, including maintenance of requirements to be granted faculty status at NMSU
  - participate in service on M.S. and Ph.D. defense committees;
  - participate in qualifying exam preparation, delivery and assessment;

## **Procedures & Policies**

All annual faculty evaluation, promotion, and tenure procedures have been standardized within the College of Engineering. These can be found in the NMSU Policy Manual<sup>1</sup> and the CoE P&T Policies and Procedures.<sup>2</sup>

Tenure-track and tenured faculty: CHME tenure-track faculty are expected to submit a portfolio each year that conforms to the College of Engineering P&T Policies and Procedures to the CHME P&T Committee for review. Tenured associate professors may submit a portfolio for review during any year and are required to submit a portfolio in the year when they apply for promotion. This portfolio must include all previous P&T Committee and Department Head evaluation memos. These memos serve as documentation of the responsiveness of the faculty member to the guidance of the CHME P&T Committee and of the committee's thoroughness in providing evaluation and guidance.

College faculty: See the NMSU Policy Manual ARP 6.35 Part 1: College Faculty for a summary of policies governing College Faculty appointments.

### **Teaching Loads**

Per ARP 6.61 Part 6: Departmental Workload Policy of the NMSU Policy Manual,

1. 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.
2. In determining teaching load, the departmental or equivalent unit workload policy shall consider the impact of: courses with a lab component; career path of the instructor; tenure and promotion; workloads at peer institutions; national disciplinary norms; faculty retention; relative proportion of graduate and undergraduate instruction; supervision of master's theses or doctoral dissertations; student advising and retention activity; mentoring activity, individual faculty member's scholarly and creative productivity; service productivity; new preparations; method of course delivery; class size; help from graduate assistants; administrative and/or service assignments; team teaching; and methods of grading. Given the importance of graduate programs to the mission of the university, special consideration must be given to support of graduate programs. Other factors specific to particular departments or disciplines may also be considered.

The CHME Department will assign teaching load based on the following guidelines:

The Chemical & Materials Engineering Department provides each faculty member with up to 25% of their load to distribute among the activities listed in ARP §6.61 Part 6B. Each faculty member must describe their planned activities during the allocation of effort process, and these activities must be significant.

The remaining ~75% (9 credit hours) of a faculty member's time will be allocated to teaching each semester per the following guidelines, and will be based on each faculty member's relative **degree of creative/research activity** (considered by the extent of grant management and the number of graduate students being supervised). CHME faculty will never be required to buy-out to justify allocation of a reduced teaching load.

- least active (no funded research grants nor main research advisor for  $\geq 2$  graduate students/post-docs) - 9 credit hours
- moderately active (at least one funded research grant or main research advisor for  $\geq 2$  graduate students/post-docs) - 5 to 7 credit hours
- highly active (several externally funded research grants including main research advisor for  $\geq 5$  graduate students/post-docs) - 3 to 4 credit hours
- highly active w/ 25% buyout - no teaching responsibility\*

\*A faculty member may buyout of teaching for a maximum of two consecutive semesters.

A limit of 3 credit hours of teaching will be afforded during the first 4 semesters as a tenure-track assistant professor in CHME.

Deviation from these general guidelines based on the factors described in ARP §6.61 Part 6 will be addressed in the allocation of effort process each year.

## **Criteria**

The small size of the Department of Chemical & Materials Engineering relative to other departments in the College of Engineering dictate a set of criteria suitable to the administration of such an operating unit. The criteria are thus prioritized with consideration for the size of the department, and should be revisited as changes occur to the number of faculty and/or students within the program.

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 advisement activities, professional maturity of scholarly and creative activities, and scholarly reputation.

## **Evaluation of Teaching and Advising**

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

All faculty will teach and advise students each semester, unless on sabbatical or because of extenuating circumstances approved by the department head. The quality of a candidate's teaching and advising will be evaluated by the following criteria:

- knowledge of course subject matter
- knowledge of program curriculum content
- ability to teach and stimulate students
- organization and management of the course
- achievement of learning outcomes for the course
- ability to relate subject matter to broader fields
- advisement and mentoring\* of students in activities beyond the curriculum and classroom, including such areas as career, professional development, ethical challenges, and research

\*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 expected that each member of the Chemical & Materials 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.

The quality of a candidate's (especially tenure-track and tenured faculty) advising of graduate and undergraduate research will be evaluated according to the following criteria:

- effectively directing graduate students as evidenced by the timely production of M.S. and Ph.D. candidates.
- guiding or supervising research projects of undergraduate and/or graduate students
- aiding in the professional development of students by helping them prepare publications, conference presentations, and fellowship and grant applications

Several forms of evidence must be used to comprehensively assess teaching effectiveness. Materials appropriate for evaluating teaching may include: (a) student evaluations of instructor, (b) peer faculty evaluation, (c) self-evaluation, and (d) evidence of student learning.

### ***Student Evaluations of Instructor***

Results of student evaluations should include responses to course evaluation questions, and responses to questions devised by the faculty member to assess the meeting of course objectives. A complete set of written student comments should be included for each course taught.

### ***Peer Faculty Evaluation***

The NMSU Teaching Academy provides resources and services to aid in documenting peer evaluation of teaching. (<https://teaching.nmsu.edu>)

### ***Self-Evaluations***

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.

### ***Evidence of Student Learning***

Evidence of student learning includes results of assessment activities. This should include evidence of indirect (e.g., surveys) and direct (e.g., Course Assessment Records) student learning, as well as nationally-normed performance indicators. The NMSU Teaching Academy can assist with appropriate methods and data presentation.

### **Evaluation of Externally-Funded Research**

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

Externally-funded research of a candidate will be evaluated by the following criteria, each of which is required in the standardized presentation of performance data<sup>2</sup>:

- The total dollar value of the funded research with indication of faculty member's credit portion.
- The number of research grant proposals written and submitted, and the outcomes of those proposal submissions.
- The number of consecutive years funding was received.

### **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 these criteria:

- professional maturity of scholarship and creative activities as evidenced by: (a) a high level of expertise in one or more areas of chemical engineering; and (b) an ability to author scholarly proposals that provide extramural funding to maintain research program viability
- publication of quality works evidenced by: (a) presentations at professional symposiums; (b) publications in refereed journals; (c) publication of textbooks, other books, or selected chapters of volumes dealing with advances in technology; and (d) citations of these works by other authors
- scholarly reputation as evidenced by: (a) regard by Department, College and University peers; (b) professional recognition and esteem outside of the University; and (c) participation in professional symposia as chair or organizer

### **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 Chemical & Materials Engineering program at New Mexico State University, such as 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 extended the broadest interpretation possible, consistent with the goals and past practices of the Department.



## **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 operation of the Department or College. In addition to those areas of leadership defined in CoE P&T Section 3.4, faculty are expected to assume leadership roles in departmental assessment activities to assure that program accreditation is maintained.

Leadership embodies initiative, perseverance, and originality. Leaders facilitate others to excel in their academic activities. A faculty's leadership role will vary over a career but is expected to increase with experience. 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:

- administrative roles within the Department, College, or University (e.g., associate department head; graduate coordinator; accreditation coordinator; associate dean; director of equity, inclusion, and diversity; etc.);
- serving as the principal investigator of multidisciplinary or multi-institution teaching or research grants;
- organizing professional symposia;
- fulfilling leadership roles in journal editorial boards, government agencies, or professional societies;
- facilitating collaborations within/across departments, colleges, or institutions;
- mentoring junior faculty within the university and enabling the professional success of colleagues;
- contributing to teaching scholarship as evidenced by curriculum innovation, presentations, and publications;
- receiving invitations to serve as conference plenary speaker; and
- impacting the direction of a field of study through novel, persevering ideas.

Faculty may document leadership activities, for example, by providing letters of recognition and thanks, statements of leadership duties from grant applications, or committee descriptions of leadership responsibilities. Success as a faculty mentor may be documented through the success of mentees, for example, in terms of their achieving tenure or receiving successful grant funding.

## **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 promotion and tenure. 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. Application of the Criteria for P&T are weighted according to the candidate's allocation of effort.

### **Promotion to Associate Professor**

Promotion to associate professor recognizes a high level of teaching effectiveness, sustainable achievement, creative accomplishments, and service to the Department that aligns with the

Department's and College's goals and policies. Faculty members promoted to associate professor are expected to demonstrate effective teaching and creative endeavors that enhance the Department's and College's missions.

The candidate's annual Allocation of Effort documents will be considered by the P&T committee for the relative weights of the following in the promotion decision: teaching and advising; scholarship and creative activity; externally-funded research; and service, outreach, public service, and leadership.

Each tenure-track or tenured faculty member seeking promotion to associate professor is expected to have relatively large portions of scholarship and creative activity; teaching and advising; and externally funded research in the Allocation of Effort.

For college-track faculty, the Allocation of Effort may focus on one or two areas primarily. For example, some college-track faculty may be primarily focused on teaching and advising plus service/outreach/public service with less focus on externally funded research.

When the candidate's Allocation of Effort includes  $\geq 30\%$  devoted to teaching, expectations in this area for promotion from assistant professor to associate professor include completing several items (but not necessarily all) from the following list:

- Active participation in professional societies related to teaching and learning (e.g., educational division of the American Institute of Chemical Engineers or the American Society for Engineering Education)
- Review of conference proceedings and manuscripts
- Submission of posters/presentations at the local/regional level
- Leadership at the local level
- Participation in local/regional/national or Teaching Academy workshops to learn new teaching techniques, and bringing these techniques into the classroom
- Curriculum improvements involving the combining of two or more existing courses into a single course (to streamline the curriculum), the creation of a new course, or substantial revamping how an existing course is taught, or the creation of new course delivery modes (e.g., online courses)
- Demonstration of learning and quantitative assessment of the results of instructional/curriculum improvements
- Peer evaluations of teaching
- Creation and dissemination of instructional resources (e.g., textbooks or online learning modules)
- Contributions to ABET assessments
- Documentation of teaching improvements (via a portfolio, for example)
- Contributions to and professional development sought for diversity, equity, and inclusion; timely intervention for struggling students; and student mentoring
- Demonstration of responsiveness to feedback to improve instruction

When the candidate's Allocation of Effort includes  $\geq 30\%$  devoted to funded research plus scholarly and creative activities, expectations in this area for promotion from assistant professor to associate professor include the following:

- Publication of research results in refereed journals, especially publications authored or co-authored by students supervised by the candidate
- Serving as the main research advisor for M.S. theses and/or Ph.D. dissertations
- Submission of proposals to funding agencies to obtain financial support for research projects (and successful funding of at least some of these proposals)
- Presentation of research results at national, international, or regional conferences, especially presentations authored or co-authored by students supervised by the candidate
- Active participation in their research field as a reviewer, editor, or conference session organizer

When the candidate's Allocation of Effort includes  $\geq 30\%$  devoted to service, extension, and outreach, expectations in this area for promotion from assistant professor to associate professor are related to the type of service, extension, or outreach involved. For example, the effectiveness of extension and outreach related to student recruitment could be evaluated based on its ability to increase student enrollment applications. Another example is the success of students to obtain internships or jobs and participation in extracurricular activities as the result of faculty-organized activities inside/outside the classroom. This may include the candidate's involvement as an advisor to one or more student organizations. Another example could include fostering the engagement of industry with the Department in various capacities.

### **Tenure**

Promotion to the rank of associate professor is expected prior to being awarded academic tenure (i.e., a 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 tenured at 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.

The Department of Chemical & Materials Engineering considers excellence in scholarship as the primary criterion for tenure. 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 and is based on continued personal and professional development well beyond that achieved at the rank of associate 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.

If a faculty member's focus is primarily on teaching, promotion to full professor requires the candidate to have achieved significant stature related to the scholarship of teaching, including activities that may include:

- Fulfilling leadership roles in professional groups at the regional and national level
- Regularly submitting posters/presentations at the national level
- Writing proposals to develop/assess improved teaching changes
- Working with Department faculty to broaden use of effective learning techniques
- Publishing scholarly works such as journal articles (related to the scholarship of teaching or other scholarship) or textbooks

### **Promotion and Reappointment of College-Track Faculty**

While college-track faculty may engage in externally-funded research based on their interests, there is no requirement that they do so in order to be considered for promotion and reappointment. While there is no specific requirement for a college-track faculty member to be engaged in scholarship for reappointment, a college-track faculty member would need to develop substantial scholarship (e.g., scholarship of teaching or other scholarship) before promotion to full professor, as described in the above section "Promotion to Full Professor". Evaluation of performance will be based on individual Allocation of Effort documents.

### **Reference Documents**

1. Administrative Rules and Procedures (ARP) Chapter 9 | HR - Performance Evaluation, Promotion and Tenure (<https://arp.nmsu.edu/chapter-9/>) and Chapter 6 (<https://arp.nmsu.edu/chapter-6/>)
2. NMSU College of Engineering Promotion & Tenure Policies and Procedures, 2022 Version 7.0 (<https://enr.nmsu.edu/files/NMSU-CoEngr-PT-2022%20v.7.pdf> )