

**College of Engineering Addendum to  
MSU Recommendation for Reappointment, Promotion, or Tenure Action - Form D**

*Additional Instructions for Faculty in the Tenure System Applying for Promotion or Tenure:*

Along with the university-initiated **MSU Recommendation for Reappointment, Promotion, or Tenure Action Form** (Form D) the College of Engineering requires additional data to be submitted. This addendum describes the content of that data and the manner in which it is to be presented *by faculty members of the College of Engineering in the tenure system.*

The following pages of this Addendum outline additions or changes that are to be made to Form D. Each relevant item in Form D is listed *on the left column* along with its heading and an italicized narrative provided *on the right*. Items to be added or substituted are highlighted in boldface.

Engineering College Advisory Council  
September 7, 2001

Modified:  
September 2006  
April 2009

## **FORM D-II SUMMARY INFORMATION**

### Summary Ratings of Scholarly Contributions by Department Chairperson/School Director

*Add the following two items at the end of Form D-II:*

### **Additional Summary Ratings of Scholarly Contributions by Department Chairperson/School Director**

**Ratings by the (lead) department chairperson or school director are made relative to the most appropriate comparison groups. The groups are *Education, Scholarship, and Service.***

### **Evaluation, Assessment, and Recommendation by the (lead) Department or School Rating Committee**

*This statement should be an independent, summative evaluation and assessment which reflects the consideration given to the various activities of teaching, research/scholarship, public service, institutional service, and other activities and which relates to the applicable criteria for the action. It should also highlight significant accomplishments of the candidate, recognizing that the majority of the audience is not specialized in the candidate's specific discipline. It could reflect the candidate's self-assessment of achievements and personal statement of professional goals and strategies. It could reflect the reviews by the candidate's disciplinary peers. It may include any formally recorded rating(s) of the activities and may include any formally recorded recommendation made to the (lead) department chairperson or school director. This statement should be written for an audience that is not familiar with the candidate's field of specialty.*

**Form D-III B RESEARCH & CREATIVE ACTIVITIES**

*Add the following items at the end of Form D-III-B:*

**Reviews by Disciplinary Peers**

- *A statement providing the justification for the selection of the disciplinary peer reviewers, who, generally, should be from peer institutions.*
- *A copy of the text used to solicit the reviews.*
- *Copies of the reviews.*

*Except in the case of reappointment at the level of assistant professor, as a general rule, five reviews shall be provided by disciplinary peers. None are required in the case of reappointment at the level of assistant professor.*

**Form D-IV A INSTRUCTION**

**Item 1 Undergraduate and Graduate Credit Instruction**

*In the table “notes” column, include the number of student credit hours for each course.*

*For the period recorded, comment on (1) the scope of individualized instruction, inclusive of honors theses but exclusive of master's thesis and doctoral dissertation research supervision, and (2) the special character of teaching in honors courses, honors sections of regular courses, or honors opportunities in regular courses.*

*Add the following item at the very end of Form D-IV-A:*

**Instructional Ratings**

*Summarize the Student Instructional Ratings with respect to the summative questions for the courses during 1) each term of the past two academic years and 2) the intervening summer sessions. Use the format shown in the accompanying table **SUMMARY OF SIRS DATA**. If the past two academic years included a leave period, then increase the number of academic years accordingly. Data for courses in recent other years should be included, as necessary, to present a longitudinal and cross-sectional portrait of evaluations by both undergraduate and graduate students. It would also be appropriate to comment on the responses to any formative questions. Include all of the anecdotal comments by the students for two representative courses as selected by the (lead) department chairperson or school director. (The selection may be delegated to the (lead) department or school rating committee.)*

**Item 3 Academic Advising**

**Item 3.b** *Include separately the number of Honors students (all years)*

**Item 3.c** *For Masters students substitute the following at the end of form D-IV-A:*

**Number of Masters degree students as chairperson of advisory committee or as thesis/dissertation advisor:**

|  | <b>Course Option</b> | <b>Project Option</b> | <b>Thesis Option</b> |
|--|----------------------|-----------------------|----------------------|
| <b>Number of students currently enrolled or active</b> |                      |                       |                      |
| <b>Number of MS committees during reporting period</b> |                      |                       |                      |
| <b>Degrees awarded during reporting period</b>         |                      |                       |                      |
| <b>Degrees awarded during career</b>                   |                      |                       |                      |

**SUMMARY OF SIRS DATA – EXAMPLE**

*(This table is easily prepared using Microsoft EXCEL.)*

*Each course should be reported in the following format.*

**COURSE NUMBER:** CSE 320  
**SEMESTER:** Fall 2000  
**ENROLLMENT:** 122  
**NUMBER OF RESPONSES:** 22

|          |     |     |     |     |     |
|----------|-----|-----|-----|-----|-----|
| QUESTION | Q1  | Q2  | Q3  | Q4  | Q5  |
| AVERAGE  | 3.1 | 2.8 | 3.2 | 2.7 | 2.0 |

*Comparative SIRS data should be reported in the following format. Each department is responsible for compiling this table of information for each semester.*

**COMPARATIVE DATA FOR ALL DEPARTMENTAL COURSES IN FALL 2000**

| COURSE LEVEL | QUESTION |     |     |     |     |
|--------------|----------|-----|-----|-----|-----|
|              | Q1       | Q2  | Q3  | Q4  | Q5  |
| 2XX          | 3.1      | 3.3 | 3.6 | 3.7 | 2.0 |
| 3XX          | 2.4      | 2.3 | 2.6 | 2.7 | 2.9 |
| 4XX          | 2        | 1.8 | 2.1 | 1.9 | 3.3 |
| 8XX & 9XX    | 1.3      | 1.2 | 1.4 | 1.5 | 3.6 |

AVERAGE OF THE AVERAGES

Note: This following material should be included on the page reporting the summary of the SIRS data.

Key: SA - Strongly Agree is valued as 1.0  
 A - Agree is valued as 2.0  
 N - Neither Disagree Nor Agree is valued as 3.0  
 D - Disagree is valued as 4.0  
 SD - Strongly Disagree is valued as 5.0

Q1: The instructor was available and willing to help the student.  
 Q2: The instructor explained course material clearly.  
 Q3: The instructor was well prepared for classes and other related course activities.  
 Q4: The instructor organized the course well.  
 Q5: Rate the instructor on a scale of 4.0, 3.0, 2.0, 1.0, 0.0 (where 4.0 is the best rating)

## Form D-IV B RESEARCH AND CREATIVE ACTIVITIES

### Item 1 List of Research/Creative Works

*Replace the following required list of research/creative work in form D with the following:*

- 1) **Books**
  - a) **Authored**
  - b) **Edited**
- 2) **Book chapters**
- 3) **Bulletins or monographs**
- 4) **Reviewed archival journal publications**
- 5) **Other journal publications**
  - a) **Non-reviewed publications**
  - b) **Manuscripts accepted for publication**
- 6) **Reviewed conference proceedings**
  - a) **Full publication review**
  - b) **Abstract reviewed**
- 7) **Non-reviewed conference proceedings**
  - a) **Invited papers/presentations**
  - b) **Submitted papers/presentations**
- 8) **Technical reports**
- 9) **Reviews**
- 10) **Federally registered copyrighted software**
- 11) **Patents**
- 12) **Other creative works such as reports, bulletins, and documented software packages (both unregistered protected and public domain)**

*The list should be in chronological order by category with the most recent work listed first. Include publications which have been accepted but not yet published (clearly identify these with the words “Accepted for publication”); do not include publications in preparation or submitted but not yet accepted.*

*Place an asterisk (\*) in the left margin on the first line of those entries, which were invited. Place a dagger (†) in the left margin on the first line of those entries that were completed since the previous action. Indicate the following co-authors with the following: candidate’s students or post-doctoral students with a superscript (<sup>1</sup>), candidate’s thesis adviser with a superscript (<sup>2</sup>), lead author(s) with a superscript (<sup>3</sup>). Scholarly works pertaining to teaching and public service should be included in this section; place a double dagger (‡) in the left margin on the first line of these entries.*

*Item 2*

**Quantity of Research/Creative Works Produced**

*Modify the table requested in Form D-IV item 2 in accordance with the list provided in item 1.*

*Add the following item at the end of Form D-IV-B:*

**Publication Highlights**

*Provide an annotated list of **up to five** most significant scholarly works. (Place a dagger (†) in the left margin on the first line of those entries that were completed since the previous action.) The annotation should very briefly describe the work and its special significance.*

## Form D-IV D ADDITIONAL REPORTING

*As requested in Form D Instructions, include the following essay at the end of Form D-IV-D:*

### **Candidate's Self assessment and Statement of Professional Goals and Strategies**

*This statement (**not to exceed five pages**) is to be a reflective essay about accomplishments over the reporting period. It should include the candidate's professional goals and strategies for attaining those goals over the foreseeable future.*

*The reflective essay should not be solely a summary of the candidate's resume. It should tell a story that includes (1) a description of specific expectations for the candidate when hired and a discussion of any changes to those expectations, (2) the candidate's self-designed strategy to meet the expectations, including goals, (3) specific examples that illustrate progress toward the goals, and (4) a discussion of activities that merge research, teaching, service, and outreach to maximize impact and meet personal goals. Difficulties and issues encountered should be explained, along with a discussion of their impacts and resulting changes in goals and strategies. The version of the reflective essay that is sent out to external referees can be different from the one submitted to the College Rating Committee. The former might emphasize accomplishments and impact, while the latter should be more reflective with respect to goals and objectives.*

*The essay should describe the impact of the candidate's research. Although the criteria that best define "impact" may differ from field to field, it is desirable to provide quantitative measures of impact of the candidate's papers, preferably using more than one metric. Commonly used metrics include the number of citations (from Science Citation Index), the journal's Impact Factor, the Hirsh Index, and conference acceptance rates.*

**Form D-IV E GRANT PROPOSALS**

*In each category, list the grants in chronological order, and if awarded, the beginning and ending dates of the contract. List all investigators in addition to PI/Co-PI, and designate the PI/Co-PI with an asterisk (\*). The seventh column asks for the \$ Amount Assigned to Faculty Candidate on a funded proposal. The candidate should use the percentage of credit assigned to her/him as listed on the Proposal Transmission Form to calculate this amount.*