College of Engineering Mentoring Guidelines

Mentoring Goals

The College of Engineering (CoEN) considers mentoring its assistant professors, associate professors, and lecturers a high priority. The goals and objectives of this mentoring plan are:

1. Assist targeted faculty to integrate into and operate within the College and University.

2. Provide to faculty the resources and support needed to achieve their full potential and excel in teaching, research and outreach, according to their role statement. This will help them succeed and achieve promotion and/or tenure as applicable.

3. Provide continuous feedback to faculty and take the necessary steps to enhance their performance.

Mentoring in the CoEN is a combination of University, College and Department activities, and includes a Mentoring Implementation Plan:

1. **College-Level Activities**

   The following steps are taken by the CoEN towards faculty mentoring:

   i. The College coordinates with the University and expects the faculty to participate in university mentoring activities.

   ii. Several faculty (mentors) who represent different disciplines within the college offer a training session at the start of the fall semester that is mandatory for all new junior faculty including lecturers. This training session was offered for the first time in Fall 2015 over a period of three days. The focus for Day 1 is on course preparation, assessment and understanding unique characteristics of the University of Nevada, Reno students and the culture. Day 2 is on providing in-class techniques, including an introduction to using active learning in an engineering classroom. Overall career strategies including balancing research-teaching, idealism-realisms, and work-life are also discussed. Between Days 2 and 3, new faculty meet with a mentor to review the Day 3 assignment and to answer other questions they may have. On Day 3, each new faculty member gives a mini lecture incorporating an active learning methodology and then have an open discussion with the mentors and the other new faculty.

   iii. The College has developed a document titled “General Guidelines for the Tenure and/or Promotion of Assistant and Associate Professors” (see Appendix 1).

   iv. The College has developed a document titled “General Guidelines for the Promotion of Lecturers” (see Appendix 2).

   v. In the case of tenure-track faculty, the College conducts Third Year Performance Reviews with the participation of tenured faculty in the applicable department, the Chair, the College Personnel Committee and the Dean.

   vi. The departments conduct Fourth and Fifth Year Reviews with tenure-track faculty to discuss and document progress.

   vii. The College conducts Third Year Reviews of lecturers.

   viii. The Dean meets with assistant professors, associate professors, and lecturers (starting academic year 2018-19) to discuss issues related to their progress and needs for success.

   ix. The Associate Dean meets with all college-based lecturers as a group and on an individual basis as needed.

   x. The Dean has initiated a program – Coffee with the Dean – to meet with tenured and tenure-track faculty and lecturers in small peer groups and receive critical feedback.
2. Implementation of Mentoring Plan

The following steps are taken towards the implementation of the Mentoring Plan:

i. In addition to documented meetings and reports (e.g. Third Year Review), the College provides an annual summary report of mentoring activities according to the attached activity summary table (see Appendix 3).

ii. The department chair meets with each Mentee once per year to assess the effectiveness of mentoring and make any adjustments as necessary.

3. Department Mentoring Plans

Each Department has developed a mentoring plan as follows:

3.1 Chemical and Materials Engineering (CME) Faculty Mentoring Plan

To assist in the professional development of faculty members in the CME program, a mentoring program is in place to serve as a resource that can provide input, advice, and feedback on the range of issues most relevant to the professional success of faculty members at the ranks of Assistant and Associate Professor. This mentoring may involve (in part) the chair of the department, but will (whenever possible) be led by a senior faculty member who works in a related sub-discipline.

Mentoring is intended to be informal and separate from any processes of evaluation or performance review. The mentoring processes that take place at the department level are intended to compliment those that are coordinated at the College and/or University level, and (especially) focus on the department or discipline-specific mentoring issues.

3.1.A Mentoring Assistant Professors

Mentoring of faculty at the Assistant Professor rank (Rank II) is intended to provide a mechanism for monitoring the development of the faculty member and provide informal feedback on progress and expectations in all areas of the faculty role statement. Mentoring may take the form of (for example):

i. Providing a personal contact to help engender a sense of community and “belonging” in the Department/college/University to the new faculty member.

ii. Helping convey the “institutional culture” to the new faculty member, so that they can effectively meet the various expectations for productive research, teaching, and service. This should include efforts to help foster and nurture diversity of backgrounds and viewpoints on campus.

iii. Providing “faculty-to-faculty” advice on establishing and managing a research program, including:
   a. Navigating the nuances of institutional administration and policies.
   b. Providing informal pre-reviews for the purpose of helping the faculty further develop competitive proposals and effective papers.
   c. Working with the faculty member to help develop external mentors (as needed) in the faculty member’s specific area of research.

iv. Acting as a “sounding board” for ideas and as a “facilitated” avenue for the mentee to provide feedback or input to the rest of the department (including the Department Chair).

v. Providing input on teaching and curriculum issues such as:
   a. Performing a pre-semester review of the courses (syllabi, etc.) that will be taught by the new faculty in the coming term.
   b. Conducting classroom observations of teaching and help arrange for the new faculty to observe other faculty in the classroom.
c. Providing input to the new faculty on student learning expectations as it relates to accreditation and maintaining program standards.

vi. Providing input on developing the new faculty member’s professional service role both on campus and off-campus.

vii. Providing the mentee with input on the overall progress towards tenure/promotion to Associate Professor (Rank III).

viii. Keep the department chair informed on the development of the new faculty member, for the purpose of helping to provide assistance where needed.

### 3.1.B Mentoring Associate Professors

Although the mentoring process is envisioned to be informal for Assistant Professors, it is recommended that substantive “meetings” occur on a monthly basis for the first 6 months, and at least once every semester after this, until the tenure application process occurs. The mentor and mentee will prepare a brief summary report at the end of the fall semester to help keep the Department Chair informed about the mentoring activities and to document the mentoring process.

i. Mentoring of Associate Professors is intended to provide a resource to help faculty prepare for and achieve promotion to the rank of Professor (Rank IV). Mentoring at this rank will be qualitatively similar in form to that at other ranks, but is expected to be more “fine-tuned” to the specific background and developmental needs of a mid-rank Associate Professor. The mentor should be a senior faculty member (not necessarily from within our department) who can provide additional insight into the expectations for the department, college, and campus for promotion, and (whenever possible) can provide insight to the more senior levels of professional involvement (beyond campus).

ii. At the outset of the process, it is envisioned that the mentee will work with their mentor to identify and generate a career development plan that will help guide the mentee to address the next stage of their professional development and advancement. This plan should identify key areas of emphasis and a rough timeline for the mentee to implement the planned actions. This plan should be regularly reviewed and revised (as needed), and should be used as a guide when (informally) measuring.

The following table illustrates how the Department mentoring strategies for are aligned with the CoEN mentoring goals.

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### 3.2 Civil and Environmental Engineering (CEE) Faculty Mentoring Plan

#### 3.2.A Mentoring Assistant Professors

i. Faculty Mentor: The mentor should be a member of the CEE academic faculty at the rank of associate professor or higher. It is desired but not required that the sub discipline of the mentor and the mentee be related. The mentor is selected by the CEE Faculty Mentor Committee and is recommended to the CEE Chair for approval. Comments and suggestions by the mentor are not a part of the mentee’s performance evaluation conducted by the CEE Chair, the Dean, and other formal evaluation committees. Serving as a mentor is reflected in the role statement of the mentor.
ii. Procedure: Interaction between the mentor and mentee should be an on-going effort. The mentor should be always available to answer questions and make suggestions that could assist the mentee in successfully setting and pursuing her or his teaching, research, and service goals. Along with the Department Chair, the mentor is expected to provide the following: i) Explain the expectation of promotion and tenure; ii) Provide suggestions to improve teaching skills; iii) Provide suggestions on successful funded proposals; iv) Inform the faculty about various funding agencies; v) Encourage and nominate the faculty to be member of national committees; vi) If possible, provide successful samples of funded proposals and feedback before submitting proposals. As a minimum, it is recommended that two meetings are held, one in early fall semester and another in the second half of spring semester. These meetings are preferably held away from the offices, perhaps over coffee or lunch. The main purpose of the fall meeting is to discuss the mentee’s plan for the academic year. The main purpose of the spring meeting to discuss the mentee’s report of faculty activities in the preceding year. The department chair may request a formal report of the mentorship activities during the annual evaluation period. The chair will discuss with the mentee and mentor the mentorship activities during the annual evaluation.

iii. Pre-Tenure Development: After the third year review, the junior faculty member may request a ‘pre-tenure’ development to improve and strengthen the faculty upcoming application to promotion and tenure. The faculty member shall write a short proposal identifying the substantial benefit and outlining what effect granting this leave may have on him/her and the program. The faculty member may use the release time to improve the quality of his/her teaching and/or the research performance as needed. The department chair will evaluate the proposal and in consultation with the dean may approve the faculty request. At the end of the ‘pre-tenure’ development the faculty member is required to submit a short report on how the released time was used and what was achieved.

The table below illustrate the alignment of the department mentoring plan with the College mentoring goals.

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3.2.B Mentoring Associate Professors

The Department Chair will be the mentor for associate professors that are on a satisfactory trajectory toward promotion to the full professor rank. However, the Department Chair may assign a mentor for associate professors that have been in rank more than the 'normal' time for promotion to the rank of full professor. The following guidelines are for the latter category.

i. Mentor and Mentee: A recognized CEE full professor who has been active in teaching, research, and service is assigned to serve as the mentor to each associate professor in the department. The mentor and mentee need not be from the same CEE sub discipline. A strong line of communication needs to be established between the two with a minimum of two meetings a semester. More meetings might be necessary during the initial assessment period.

ii. Initial Assessment: The main path forward for mentor-mentee relationship is to jointly develop a mentorship plan within six months after the assignment of the mentor. Prior to developing a mentorship plan, the mentor has to assess in detail the status of the mentee's record of accomplishments relative to the departmental criteria for promotion to Rank IV, full professor. The role statement and percentage of distribution of teaching, research, and service assignments are to be included. The purpose of the assessment is to determine if the mentee's activities are sufficiently balanced to help meet the requirements for promotion.
This assessment and mentoring should encompass teaching, research, and service activities. The mentor should:

a. Explain the department, college and university expectations for promotion to the rank of a full professor.

b. Evaluate the teaching effort and suggest improvement, if needed, in terms of the number of courses, number of students, relevance to the mentee’s specialty, frequency of course offering, availability of TAs or graders, development or enhancement of teaching laboratories, student evaluations, evaluation by the CEE chair, peer evaluation (if applicable).

c. Assess and provide suggestions to improve the research effort which is based on archived publications, the reputation of the journals, other publications (conference papers, reports, chapters in state-of-the-art books), funded research projects, other research projects, technical presentations at national and international meetings, presentations in regional and local meetings, invited presentations, number of doctoral, masters, and undergraduate student researchers, number of graduate students completing their degrees, leadership in a specific discipline area, development of new programs or research laboratories, etc.

d. Evaluate and provide suggestions to enhance the service activities that should include involvement in international, national, regional, and local technical committees, involvement in university, college, and departmental committees, advising of students and student clubs, organizing meetings, consulting, advisory roles for industries and public entities, review work for research funding agencies and technical journals, leadership roles in professional societies, journal editorships, etc.

The mentor should:

a. Produce a reasonably detailed draft report of the assessment with recommendations for future level of effort in teaching, research, and service and a draft timeline with target milestones. The purpose of this report to describe the mentors understanding of the past and current effort of the mentee, identify necessary adjustments, and make specific recommendations for future effort including a preliminary target date for application to promotion. This report is to be shared and discussed with the mentee and necessary revisions should be made. The CEE chair should be briefed about the content of the report and any necessary adjustments in the mentees role statement to make the fulfillment of the recommendations feasible. The report is finalized subsequent to revisions reflecting the CEE Chair’s input. Recommendations made in this report serve as an advisory plan that determines the course of future effort of the mentee and monitoring of her/his progress by the mentor and the CEE Chair.

iii. Mentorship: The mentor should create a supportive and nurturing atmosphere in her/his relationship with the mentee. The mentee should feel welcome to contact the mentor as needed, but a minimum of two meetings per semester is recommended to monitor the progress of the mentee, discuss successful activities, and evaluate and address any issues. A strong line of communication between the mentor and mentee and occasional briefing of the chair are key to the success of the mentorship program.

The recommendations made in the assessment document should serve as a metric by which the mentee’s progress is measured. The feedback from the mentor is essential in the course of mentorship. When appropriate, the mentor might recommend a preliminary evaluation of the progress of the mentee to be conducted by the chair or her/his designee(s) two or three years prior to the target promotion application date. The mentor and mentee should meet with the chair annually to report on the progress of the mentee. This meeting should be held shortly before the annual evaluation of the faculty performance by the chair. The purpose of the meeting is to ensure that the message to the mentee is consistent and to minimize unexpected issues at the time of application for promotion.
The table below illustrate the alignment of the department mentoring plan with the College mentoring goals.

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3.3 Computer Science and Engineering (CSE) Faculty Mentoring Plan

Mentoring of lecturers, assistant professors, and associate professors is a high priority for the Department of Computer Science and Engineering (CSE). The main goal is to help them all to become productive members of the department as well as to develop a successful career as academics and researchers. Typically, we assign a mentor in the same research area with the each mentee but this is not a strict requirement. Mentors provide advice and feedback on best teaching, research, and service practices. At the same time, the department chair provides advice and feedback on all these issues but also on tenure and promotions expectations and progress. Lecturers are typically mentored by higher rank lecturers and the department chair. Each year, the mentors and mentees submit a report to the department chair about the year’s mentoring activities which is used for evaluating the effectiveness of the mentoring plan and to make appropriate adjustments if needed. We provide below specific mentoring strategies.

3.3.A Mentoring Lecturers

i. Explain clearly the expectations for promotion and provide feedback on their progress towards achieving promotion (e.g., annual faculty evaluations, third year review, fourth year and fifth year letters).

ii. Help them to improve their teaching skills through class visits and encourage them to adopt innovative teaching strategies by attending educational workshops and conferences (e.g., UNR, ASEE, CRA).

iii. Encourage them to become involved in educational research and possibly serve as role models for other faculty; nominate them for exceptional teaching awards (e.g., Tibbitts Distinguished Teacher Award).

iv. Help them to build a professional network by introducing to other lecturers in the CoEn and UNR in general.

v. Help them to become familiar with departmental/college/university procedures by including them on a various committees; encourage them to become actively involved in outreach activities.

vi. Encourage them to participate on program committees of national and international conferences related to improving teaching and learning.

The following table illustrates how the Department mentoring strategies for Lecturers are aligned with the CoEn mentoring goals.

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3.3.B Mentoring Assistant Professors

i. Explain clearly the expectations for tenure and promotion and provide feedback on their progress towards achieving tenure and promotion (e.g., annual faculty evaluations, third year review, fourth year and fifth year letters).

ii. Help them to improve their teaching skills through class visits and encourage them to adopt innovative teaching strategies by attending educational workshops and conferences (e.g., UNR, ASEE, CRA).

iii. Emphasize the importance of performing quality research and publishing in top conferences and journals and reward exceptional research productivity (e.g., annual departmental best researcher award); nominate them for exceptional awards (e.g., Regents Rising Researcher Award).

iv. Help them to identify related grant opportunities and encourage them to visit various funding agencies (e.g., NSF, NASA, DoD, NIH) in order to meet and discuss their research and future proposal submissions with program managers.

v. Help them to improve the quality of their grant applications and publications by reviewing them and providing comments; encourage them to attend grant writing workshops and leverage all available college and university resources.

vi. Help them to recruit qualified students and provide support through departmental resources (e.g., teaching assistantships).

vii. Provide them with sufficient research lab space and other resources (e.g., travel funds).

viii. Help them to build a professional network by introducing to other faculty at UNR and nationally/internationally as well as with researchers in national/international labs and industry.

ix. Help them to become familiar with departmental/college procedures by including them on a few committees; encourage them to participate on outreach activities.

x. Encourage them to participate on program committees of national and international conferences in their field in order to strengthen their professional network.

The following table illustrates how the Department mentoring strategies for Assistant Professors are aligned with the CoEN mentoring goals.

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3.3.C Mentoring Associate Professors

i. Explain clearly the expectations for promotion and provide feedback on their progress towards achieving promotion (e.g., annual faculty evaluations).

ii. Encourage them to adopt innovative teaching strategies by attending educational workshops and conferences (e.g., UNR, ASEE, CRA).

iii. Emphasize the importance of continuing to perform quality research and publish in top conferences and journals; reward exceptional research productivity (e.g., annual departmental best researcher award) and nominate them for exceptional awards (e.g., Outstanding Researcher Award).

iv. Encourage them to submit larger size, possibly interdisciplinary/multidisciplinary proposals in collaboration with other institutions statewide, nationally, and internationally.
v. Encourage them to visit various funding agencies (e.g., NSF, NASA, DoD, NIH) in order to meet and discuss their research and future proposal submissions with program managers.

vi. Help them to improve the quality of their grant applications and publications by reviewing them and providing comments; encourage them to attend grant writing workshops and leverage all available college and university resources.

vii. Help them to build a stronger professional network by introducing to other faculty at UNR and nationally/internationally as well as with researchers in national/international labs and industry.

viii. Help them to improve their familiarity with departmental/college/university procedures by including them on several departmental committee and at least one college or university committee; encourage them to participate on more outreach activities.

ix. Encourage them to increase their participation on program committees of national and international conferences in their field as well as to give invited talks and get actively involved in organizing special sessions, workshops, and conferences.

tax. Encourage them and help them to participate on proposal review panels by introducing them to program managers of various funding agencies.

The following table illustrates how the Department mentoring strategies for Associate Professors are aligned with the CoEN mentoring goals.

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3.4 Electrical and Biomedical Engineering (EBME) Faculty Mentoring Plan

The EBME Department has adopted the following policy for new faculty to allow them to grow in the capacity to perform their duties in teaching, research, and service.

3.4.A Mentoring Assistant Professors

iii. Research

a. Include new faculty on proposals submitted by senior faculty.
b. Discuss ideas for research and proposals with new faculty.
c. Review proposals written by new faculty before their submission and serve as co-principal investigators on these proposals.
d. Provide new faculty with examples of proposals that were highly ranked and funded.
e. Introduce new faculty to potential collaborators in other departments and colleges.
f. Introduce new faculty to NSF or NIH program reviewers and potential collaborators both within and outside of the University.

iv. Teaching

a. The Chair and other senior faculty advise new faculty on preparation for teaching assignments and provide them with syllabi, notes, Power Point presentations, etc. if available.
b. Periodically attend lectures and provide feedback and suggestions for improvement to new faculty.
c. Help new faculty in selecting homework and exam questions.

d. The Graduate coordinator will meet with new faculty to explain to them the requirements for graduate admission, graduate advisement, graduate school forms, etc.

v. Service

a. The department minimizes the service load for new faculty while including them in some committees so that they can learn university procedures without overburdening them with administrative duties.

b. New faculty are assigned some advisement duties so that they can learn the curriculum and how to interact with students. In the initial advisement session, a senior faculty member is present to help the new faculty member. All new faculty members attend training on MyNevada and advisement offered by the University.

While some departments believe that incoming faculty should not be given any committee or advisement duties, our experience is that this does not help new faculty become contributing team members in the department.

The following table illustrates how the Department mentoring strategies for Assistant Professors are aligned with the CoEN mentoring goals.

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3.4.B Mentoring Associate Professors

i. Introduction: The Chair of the department will assess the progress of each associate professor (Rank III) towards promotion to the rank of full professor (Rank IV) yearly to identify individuals in need of mentoring to meet the criteria for promotion to full professor in a timely manner. This policy describes the measures and activities in the mentorship program. These measures and activities will depend on the mentee’s number of years in the rank, focus, and accomplishments.

ii. Mentor and Mentee: The Chair will assign a recognized EBME full professor who has been active in teaching, research, and service to mentor each EBME associate professor in need of mentoring. The mentor must create a supportive and nurturing relationship with the mentee but need not be from the same sub-discipline. The mentor will meet with the mentee at least twice per semester to monitor progress, discuss successful activities, and evaluate and address any issues. The mentee must feel comfortable to approach the mentor for additional meetings if necessary.

iii. Initial Assessment: The mentor will assess the mentee’s record of accomplishments relative to the departmental criteria for promotion to RANK IV. The role statement and percentage of distribution of assignments among teaching, research, and service will be included to determine if the mentee’s activities are sufficiently balanced to help meet the requirements for promotion. The assessment will encompass teaching, research, and service activities. Teaching will be evaluated in terms of the number of courses, number or students, relevance to the mentee’s specialty, frequency of course offering, availability of TAs or graders, development or enhancement of teaching laboratories, student evaluations, evaluation by the Chair, peer evaluation (if applicable), possibly evaluation by the mentor, etc. Research will be assessed based on archived publications, the reputation of the journals, other publications (conference papers, reports, chapters in the state-of-the-art books), funded research projects, other research projects, technical presentations at national and international meetings, presentations in regional and local meetings, invited presentations, number
of doctoral, masters, and undergraduate student researchers, number of graduate students completing their degrees, development of any new programs or research laboratories, etc. The assessment of service will include involvement in international, national, regional, and local technical committees, involvement in university, college, and departmental committees, advising of students and student clubs, organizing meetings, consulting, advisory and technical journals, leadership roles in professional societies, journal editorships, etc.

iv. Mentorship Plan: The mentor and mentee will jointly develop a mentorship plan based on the mentor’s assessment. The plan will recommend future levels of effort in teaching, research, and service and a timeline with target milestones. The plan will be submitted to the Chair in the form of a report that summarizes the past and current effort of the mentee, identifies necessary changes, and makes specific recommendations for future effort including a preliminary target date for application to promotion. The report will be shared and discussed with the Chair and revised as necessary. The report’s recommendations will determine future mentee effort and mentor monitoring of mentee progress by the mentor and the Chair. The Chair will change the mentee’s role statement to make the recommendations feasible.

The recommendations made in the assessment document will serve as a metric by which the mentee’s progress is measured. Feedback from the mentor is essential in the course of mentorship. When appropriate, the mentor will recommend a preliminary evaluation of the progress of the mentee to be conducted by the chair or her/his designee(s) two or three years prior to the target promotion application date. The mentor and mentee will meet with the chair shortly before the annual evaluation of the mentee. The meeting will ensure that the message to the mentee is consistent and will minimize unexpected issues at the time of application for promotion.

The following table illustrates how the Department mentoring strategies for Associate Professors are aligned with the CoEN mentoring goals.

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3.5 Mechanical Engineering (ME) Faculty Mentoring Plan

Faculty mentoring is a voluntary collaboration between more junior and more senior faculty members. The vision of the ME Department Mentoring Plan is to promote a reliable framework to provide thoughtful, individualized and useful advice and assistance to support the career advancement and promotion of faculty members. In some cases, one mentor is sufficient to support a faculty member’s needs. However, in many cases, multiple mentors may support different needs. In the ME Department, the Department Chair, the Department Tenure and Promotion Committee, and senior faculty members play different roles in mentoring.

3.5.A Mentoring Lecturers

In the ME Department, educational lecturers frequently seek guidance to improve their lecture and laboratory instruction; professional interaction with graduate and undergraduate teaching assistants, and other faculty; division of time between teaching, professional service and professional development; and exploring other professional and philosophical issues. In some cases, they are interested writing grants to support their current educational role, or their future research aspiration to become assistant professors or industry engineers.
i. Role of the Department Chair

Important roles of the Department Chair are to help Lecturers

a. Understand their responsibilities within the Department.

b. Interpret the Department’s, College’s and University’s evolving standards for achieving promotion.

c. Identify and utilize available resources.

For example, at the time of hire, the Chair describes the leadership and service needs of the Department, and the steps Lecturers will take to support those needs. The chair works with the lecturers to choose a set of five to seven courses they will develop, teach and refine over the first three years of employment. Ideally, the lecturer will develop undergraduate required and elective, lecture and laboratory courses, which are related to the lecturer’s expertise, and give him or her exposure to a wide variety of students.

The Chair helps Lecturers be aware of available Department, College, University and State competitive resources, and helps them make the best use of those resources. These resources include funds to support their professional development, teaching assistant allocations, reduced teaching loads during the first year, teaching and service related training, administrative and development technician assistance, and internally and state-wide competitive funding opportunities.

At the beginning of each calendar year, the Chair meets with Lecturers to explain their annual evaluation. At the same time, they work together to create a role statement that outlines the activities the Lecturer plans for the following year that will both promote the lecturer’s career, and serve the needs of the Department.

ii. Role of the Department Tenure and Promotion Committee

For lecturers, the Promotion Committee consists of all lecturers more senior in rank than the lecturer being considered for promotion, and all associate and full professors in the department. In the spring semester of the third year of employment, each lecturer submits the following items to the Promotion Committee.

a. A Promotion Application form that describes his or her University teaching, professional development and service activities to date.

b. A Promotion Plan describing activities the lecturer plans to complete to be competitive for promotion at the end of his or her sixth year of employment.

The Department Promotion Committee assesses these items and provides input and suggestions to the Department Chair. The Chair performs additional assessment and makes recommendations to the Dean. The Dean and Chair then provide input to the lecturer.

The Committee and Chair provide less formal reviews at the end of the fourth and fifth years of employment. The objective of these reviews is to give feedback and suggestions to lecturers to help them achieve promotion.

iii. Role of Senior Mentoring Faculty

The Department encourages Lecturers to identify one or more senior faculty, from the lecturers, or associate or full professors from within or outside the Department, whose expertise and style align with their own, and who are interested in serving as a mentor. These mentors may be able to provide specific feedback, advice and suggestions regarding the Lecturer’s teaching, professional service, and professional development activities.
Lecturers and their mentors are encouraged to meet, at a minimum, twice each year. These meetings should take place at the beginning of the fall semester to plan activities for the following academic year, and near the end of the spring semester, to assess the success of the plan. Additional, open-ended interactions are encouraged.

The following table illustrates how the Department mentoring strategies for Lecturers align with the CoEN mentoring goals.

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### 3.5.B Mentoring Assistant Professors

In the ME Department, tenure-track and research (externally funded) assistant professors frequently seek guidance to improve their lecture and laboratory instruction; professional interaction with teaching assistants, undergraduate and graduate research assistants, and other faculty; division of time between teaching, research and professional service; grantsmanship; and exploring other professional and philosophical issues.

i. **Role of the Department Chair**

   Important roles of the Department Chair are to help Assistant Professors

   a. Understand their responsibilities within the Department.

   b. Interpret the Department’s, College’s and University’s evolving standards for achieving promotion to associate professor and (for tenure-track assistant professors) permanent tenure.

   c. Identify and utilize available resources.

   For example, at the time of hire, the Chair describes the leadership and service needs of the Department, and the steps the Assistant Professors will take to support those needs. The chair works with the new assistant professors to choose a set of three courses they will develop, teach and refine over the first three years of employment. Ideally, the faculty member will develop one undergraduate required, one elective, and one graduate course, which are related to the faculty member’s research expertise, give him or her exposure to a wide variety of students, and will be taught by the faculty member during the first six years of employment.

   The Chair helps Assistant Professors be aware of available Department, College, University and State competitive resources, and helps them make the best use of those resources. For tenure-track Assistant Professors, these resources include startup funding, teaching assistant allocations, reduced teaching loads during the first three years, fourth-year (pre-tenure) leave, research, intellectual property, teaching and service related training, administrative and development technician assistance, and internally and state-wide competitive funding opportunities.

   At the beginning of each calendar year, the Chair meets with Assistant Professors to explain their annual evaluation. At the same time, they work together to create a role statement that outlines the activities the faculty member plans for the following year that will both promote the junior faculty member’s career, and serve the needs of the Department.
ii. Role of the Department Tenure and Promotion Committee

In the spring semester of the third year of employment, each tenure-track Assistant Professor submits the following items to the Department Tenure and Promotion Committee.

a. A Tenure/Promotion Application form that describes his or her University activities to date.

b. A Tenure and Promotion Plan describing activities the Assistant Professor member plans to complete to be competitive for permanent tenure and promotion to associate professor at the end of his or her sixth year of employment.

c. A pre-tenure leave application, describing and justifying how the faculty member will use a one-semester reduction of normal teaching, university service and/or research activities to insure successful achievement of the Tenure and Promotion Plan.

The Department Tenure and Promotion Committee assesses these items and provides input and suggestions to the Department Chair. The Chair performs additional assessment and makes recommendations to the Dean. The Dean and Chair then provide input to the assistant professor.

The Committee and Chair provide less formal reviews at the end of the fourth and fifth years of employment. The objective of these reviews is to give feedback and suggestions to assistant professors to help them achieve tenure and promotion to associate professor.

iii. Role of Senior Mentoring Faculty

The Chair and the Tenure and Promotion Committee are able to convey the required standards for tenure and promotion, provide feedback regarding the faculty member's progress toward those goals, and make broad suggestions. Additionally, the Department encourages Assistant Professors to identify one or more senior faculty, from the associate or full professors from within or outside the Department, whose expertise and style align with their own, and who are interested in serving as a mentor. These mentors may be able to provide specific feedback, advice and suggestions regarding the faculty member's teaching, research and professional service activities.

If possible, Assistant Professors are encouraged to choose mentors who perform research in the same broad area (solid mechanics/materials, thermal/fluid science, or system dynamics/control) as the junior faculty. This is because these mentors will have experience teaching the same type of courses, writing proposals to the same agencies, submitting papers to related journals, and serving the same type of professional organizations that interest the junior faculty.

Assistant professors and their mentors are encouraged to meet, at a minimum, twice each year. These meetings should take place at the beginning of the fall semester to plan activities for the following academic year, and near the end of the spring semester, to assess the success of the plan. Additional, open-ended interactions are encouraged.

The following table illustrates how the Department mentoring strategies for Assistant Professors align with the CoEN mentoring goals.

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3.5.C **Mentoring Associate Professors**

Associate professors seek guidance in gaining national and international research reputations, providing meaningful professional leadership inside and outside the University, including the development of large-scale research programs, development of innovative educational programs, and promotion to Full Professor.

i. **Role of the Department Chair**

The Department Chair works with Associate professors to help define the evolving standards for promotion to full professor, and help provide resources to achieve those standards. The chair will work with associate professors to help to choose a Full Professor mentor, from within or outside the ME Department.

ii. **Role of Mentoring Faculty**

Associate professors and their mentors are encouraged to meet, at a minimum, twice each year. These meetings should take place at the beginning of the fall semester to plan activities for the following academic year, and near the end of the spring semester, to assess the success of the plan. Additional, open-ended interactions are encouraged.

The following table illustrates how the Department mentoring strategies for Associate Professors align with the CoEN mentoring goals.

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APPENDIX 1

General Guidelines for the Tenure and/or Promotion of Assistant and Associate Professors

1. NSHE Code

Title 2, Chapter 3, Section 3 of the Nevada System of Higher Education (NSHE) CODE discusses tenure for university faculty. It states that “The major objectives of tenure are to provide a faculty committed to excellence and to provide a substantial degree of security to those persons who have exhibited excellent abilities, sufficient to convince the University of Nevada community that their expected service and performances in the future justify the privileges afforded by tenure.”

2. Consideration for Tenure

The code states that for the consideration of a recommendation for tenure based on the three standards: 1) Teaching/Performance of Assigned Duties, 2) Research, Scholarly, Creative and Entrepreneurial Activity, and 3) Service. For a faculty member to be recommended for appointment with tenure, the faculty must receive an “Excellent” rating in one of standards one and two and no less than a “Satisfactory” rating in the other. In addition to standards one and two, an academic faculty member being recommended for appointment with tenure must receive a "satisfactory" rating or better in the area of service.

The NSHE Code and the UNR Bylaws provides information for the three standards as:

i. Standard One: Teaching

A record of effectiveness as a teacher including, but not limited to, demonstrated teaching competence and efficiency in a classroom, laboratory, and/or clinical setting, the ability to communicate effectively with students and demonstrated skill in handling classroom and other duties related to teaching. Such a record may include, for example, a showing of the ability to impart knowledge, to excite students' interest in the subject matter, to evoke response in students and to demonstrate competence in advising students.

ii. Standard Two: Research, Scholarly Activity

Demonstrated continuing professional growth related to the academic faculty member's discipline or program area as shown by a record of research and scholarly, resulting in publication productivity.

iii. Standard Three: Service

Activities may include, but not be limited to:

a. Membership and participation in professional organizations;

b. Ability to work with the faculty and students of the member institution in the best interests of the academic community and the people it serves, and to the extent that the job performance of the academic faculty member's administrative unit may not be otherwise adversely affected;

c. Service on university or System committees;

d. Recognition among colleagues for possessing integrity and the capacity for further significant intellectual and professional achievement; and

e. Recognition and respect outside the System community for participation in activities that use the faculty member's knowledge and expertise or further the mission of the institution, or that provide an opportunity for professional growth through interaction with industry, business, government, and other institutions of our society, within the state, the nation or the world.
3. Process for the Promotion of Academic Faculty

The UNR Bylaws section 3.3.5 identifies the process for the promotion of academic faculty. The department chair evaluates the faculty promotion application in consultation with the department faculty, and recommends to the college dean for promotion or notify the college dean of the decision against promotion, in accordance with the department’s bylaws. With the recommendation for or decision against promotion, the chair reports the outcome of any vote by the department faculty or the department personnel committee, and attaches any report from the department faculty or department personnel committee.

At minimum, promotion to Rank III and Rank IV shall require confidential reviews by at least four qualified professionals in the applicant’s discipline from outside the university. In selecting reviewers, the department chair shall consult with the department faculty or the department personnel committee. The chair may solicit recommended reviewers from the applicant, but such recommendations shall be advisory only. All committees and administrators involved in the promotion process shall have access to the reviews. The chair’s recommendation for promotion is advisory to the college dean.

The College Personnel Committee reviews the faculty member’s promotion application, the department chair’s recommendation, supporting materials, and outside letters, and shall vote for or against the applicant’s promotion. This committee also scrutinizes the promotion process to help ensure that existing procedures are fairly and equitably implemented. The committee’s recommendations are advisory to the college dean.

If the dean supports a recommendation for promotion, the dean’s recommendation is advisory to the Provost. With the recommendation, the dean shall also attach the faculty member’s promotion application, the report and vote of the college personnel committee, the recommendation of the department chair, any report from the department faculty or department personnel committee, and the outside reviews. The university promotion and tenure committee shall have access to all of these materials in its promotion review process, and this committee’s recommendation is advisory to the Provost. A member of the academic faculty may request consideration by the faculty member’s department for promotion in any year.

4. Promotion of Academic Faculty

The UNR Bylaws states that major units shall establish the requirements for promotion in their bylaws. The College of Engineering Bylaws has the following statements regarding the promotion to Associate Professor and promotion to Full Professor:

i. Promotion to Associate Professor (Rank III)

   A faculty member at Rank II shall be eligible for promotion to Rank III when he or she has established a substantial record of achievement in the following categories: teaching, research, and service. A departmental recommendation for promotion to Rank III may precede, accompany, or follow a recommendation for tenure. Such a recommendation shall include as a minimum at least an “excellent” evaluation for either research or teaching with at least a “satisfactory” ranking in the other two categories. Departments and College units shall obtain appropriate external evaluations of the faculty member’s achievements according to procedures defined in their Bylaws.

ii. Promotion to Professor (Rank IV)

   A faculty member at Rank III shall be eligible for promotion to Rank IV when he or she has established a sustained record of excellence in a professional field. The record shall document research funding, publication or creative work judged significant by peers external to the University in the field; distinguished professional service; and distinction in teaching or related activities. The record may document exceptional administrative achievement as well. Departments and College units shall obtain appropriate external evaluations of the faculty member’s achievements according to procedures defined in their Bylaws.
5. Guidelines for the CoEN Faculty Promotion

The overall performance of a faculty member consists of both qualitative and quantitative measures, and warrants an inherently complex evaluation process. As a part of this process, two of the factors that are considered are the faculty member’s research awards and their publication record, which are concise (but limited) representations of research productivity. However, while these factors are important evaluation criteria, decisions regarding promotion and tenure are based on the entire nuanced faculty dossier, covering all three NSHE standards (teaching, research, and service). Performance metrics presented below should only be considered as “guidelines” and not formal standards. Individual “strengths and weaknesses” are examined and weighed at each stage of the evaluation process.

6. Promotion to Associate Professor

The assistant professor should achieve a developing and suitable level of performance in teaching and research, while engaging in quality service and outreach activities. Criteria considered when granting tenure and promotion to Associate Professor include: effective teaching and student mentorship, development of a funded research program including obtaining competitive grants, advisement and graduation of graduate students with emphasis on PhDs, publication in high-quality refereed journals and high-quality refereed conferences, a good number of publication citations, economic development activities and departmental, university and national service activities. Previous successful cases in the CoEN during the last five years have research awards around $600K, graduating at least one PhD student (or close to graduation), two MS students and 10 refereed journal papers since joining the College.

7. Promotion to Full Professor

Promotion to Full Professor encompasses the criteria used for promotion to Associate Professor, but with further and more sustained “growth” in these areas. This may include development and leadership of larger-scale competitively funded grant projects (including leadership of collaborations), extensive publication in high-quality refereed journals and high-quality refereed conferences, a good number of publication citations, and prominent invited talks or seminars. Promotion to Full Professor also requires progressively more demonstrated leadership and more engagement in quality service and outreach activities. On campus, these may include leadership through committee work (department, college, campus) as well as mentoring of new faculty members. Off campus, these activities are envisioned to have regional, national and international impact (for example, through professional societies). These activities should serve as solid evidence of leadership and national and international reputation. Previous successful cases in the CoEN during the last five years have research awards around $1 Million, graduating at least three PhD students (or close to graduation), graduating five MS students and 15 refereed journal papers within rank.

8. Faculty Mentoring

Every department is responsible for mentoring assistant and associate professors and ensuring that they participate in University, College and Department mentoring activities according to the College mentoring plan. The chairs must evaluate and provide input regarding the progress of assistant and associate professors towards advancement in rank.
APPENDIX 2

General Guidelines for the Promotion of Lecturers

Due to the unique role statement of a lecturer position, not all components on the traditional Board of Regents promotion/tenure application (referred to below as “application”) are relevant. Special care needs to be taken to ensure that applicants are not held to a standard which is not part of their role statement. Since role statements may change frequently for lecturers as their service or other duties may change from year-to-year based upon the needs of the University, College, or Department, changing role statements must be considered as well. Applicant must show a consistent pattern of excellence in the components listed in his/her role statement during the evaluation period.

1. Teaching
   i. Courses and course evaluations: as detailed in the applicant’s role statement that must be submitted every year with annual evaluation materials.
   ii. Undergraduate advising and mentoring: only applicable if part of role statement Graduate advising and mentoring: only applicable if part of role statement.
   iii. Department, college, university, and NSHE service: only applicable if part of role statement Assessment: only applicable if part of role statement.
   iv. Other: only applicable if part of role statement.
   v. Honors, awards, and grants related to teaching: list as stated in role statement.

2. Research, Scholarship, and Creative Activity
   As defined in role statement. If not defined in role statement, but applicant engages in such activities, it is considered to be in fulfillment of professional development.

3. Professional Service and Outreach
   i. Professional organizations: only applicable if part of role statement.
   ii. Reviewing activities: only applicable if part of role statement.
   iii. Editorial activities: only applicable if part of role statement.
   iv. Outreach and Engagement: only applicable if part of role statement.

4. Supplemental Materials
   Supplemental materials must include:
   i. Full CV
   ii. Teaching portfolio
   iii. Course syllabi
   iv. Student teaching evaluations
   v. Role statements that explain assignments that do not include a typical mix of teaching, research, and service/outreach. Also include any role statements that may have changed over the course of the evaluation period.
   vi. Annual evaluations
   vii. Supplemental Materials may also include
   viii. Published research – only applicable if research is part of the role statement
ix. Peer evaluations of teaching
x. Peer evaluations of published research – only applicable if part of role statement
xi. Letters regarding professional service and/or outreach – only applicable if part of role statement
xii. Recordings and multimedia productions produced – if part of teaching activities

5. **Definition of Department**

For lecturers within the College of Engineering and not associated with a specific program, the Associate Dean of the College of Engineering will serve in the role of “Department Chair” where needed in the application. A Department Personnel Committee is not applicable.

6. **External Peer Review Letters**

For Rank 0 instructional faculty, external letters are not required by the university. However, the College of Engineering requires a minimum of three letters of review that can be from peers (of higher rank than the applicant) within the university (letters cannot be from students).

7. **Third Year Review**

A third year review is not required for applicants to seek promotion. However, it is strongly suggested that a third year review be performed for lecturers applying for promotion from Rank 0(I) to Rank 0(II). For the third year review the applicant will need to submit the following:

i. Cover letter including

ii. List of achievements

iii. Plans for the future

iv. Application

v. Supplemental Material

8. **Application Checklist**

i. Completed UNR Promotion & Tenure Application (original)

ii. UNR Application for Promotion & Tenure – Department Chair or Associate Dean Evaluation

iii. Letter from Department Personnel Committee (if applicable)

iv. Letter from Department Chair or Associate Dean

v. Letter from College Personnel Committee

vi. Letter from Dean

vii. Table of contents and/or summary overview of supplemental materials

viii. Internal peer review letters

ix. Copy of Chair’s letter to internal reviewers

x. Items not required for promotion or third year review:
   a. Summary document of the external reviewers’ qualifications
   b. External peer review letters
Below is the template for the Mentoring Plan, which is given to all Departments to provide an annual report to the Dean.

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