CSN Policy	Faculty Tenure Policy
Category: Faculty	**Effective Date: 06/13/2018**

MOST RECENT CHANGES

Section II.C: Clarification of application timing for faculty members hired mid-year.

I. POLICY PURPOSE

This policy governs the awarding of tenure.

II. POLICY STATEMENT

A. **Eligibility:** CSN extends tenure to approved members of the full time teaching faculty hired into tenure track appointment and to certain others as defined in this policy. In the State of Nevada, tenure is a discretionary decision based on such factors as teaching, service, and professional development. Tenure track appointments, after the implementation of this policy, will only be given to those members of the faculty who, at the time of such appointments, meet the requirements specified in CSN policy.

1. Academic faculty whose initial appointments are in positions paid in whole or in major part with short term, non-state funds are not eligible for appointment with, nor shall have, tenure under any circumstances. In the event that a member of the academic faculty whose initial appointment was in a position paid in whole or in major part with short term, non-state funds is subsequently appointed to a position which confers eligibility for tenure, up to three years of uninterrupted full- time employment in the former position may be counted, upon request of the faculty member and the approval of the President, as part of the probationary period for appointment with tenure. Such decisions must be made at the time of the subsequent appointment. (B/R 4/91)

2. Faculty placed in the Range 0 positions shall not be eligible for appointment with, nor shall have, tenure under any circumstances. A faculty member must agree to placement in a Range 0 position. Upon the request of the academic faculty member and the approval of the President, up to three years of uninterrupted full time employment in a Range 0 position may be counted toward completion of a probationary period for tenure in the event an academic member employed in a Range 0 position is subsequently appointed to a range capable of conferring eligibility for appointment with tenure. Such a decision must be made at the time of subsequent appointment. (B/R 4/91)

3. Full time academic faculty who are partly employed by more than one of the member institutions of the NSHE and who are employed in positions which otherwise confer eligibility for appointment with tenure, shall be eligible for such appointment in the institution having the largest portion of the qualified FTE. In the event that FTE is equally shared between such member institutions, the Chancellor shall determine the member institution in which eligibility for appointment with tenure shall exist.

4. Administrators are not tenured in administrative positions. An academic faculty member who holds a position with tenure in an academic program does not lose tenure upon accepting an administrative position at CSN, assuming good standing, and may return to the role at the conclusion of administrative service.

5. The Board of Regents may award tenure to the President of the College. Other academic

offices may receive tenure as provided in NSHE policy.

B. **Description:** Tenure is a legally recognized property interest in a faculty appointment designed to provide a faculty committed to excellence, protect the academic freedom of a faculty member, and to provide the faculty member with a sufficient degree of employment security to make the profession attractive to persons of ability.

1. The awarding of tenure signifies the faculty member's strong commitment to serve students, colleagues, the discipline, the profession, and CSN in a manner befitting an academic person.

2. The terms and conditions of every appointment and any revisions will be stated in writing at the time of the appointment, be provided to the affected faculty member, and be made a part of the college personnel file.

3. Following the review and evaluation procedure detailed in this policy, and upon favorable recommendation, the tenure track faculty member receives tenure only when the Board of Regents approves an effective date for an award of tenure. If an award of tenure has not been made on or before the thirtieth day of June of the final year of the probationary period, or any extension has not been approved in his/her final probationary year, the faculty member will receive a terminal year of employment.

4. Tenured faculty can be terminated for cause as otherwise defined in NSHE policies.

5. A tenured faculty member relinquishes appointment with tenure upon resignation or termination of employment from the NSHE.

C. **Probationary Period:** The probationary period for granting tenure shall not exceed five years of uninterrupted full time employment, unless waived, reduced or extended as specified below. (B/R 1/04) Probationary faculty members apply for tenure in the fourth year of the probationary period that begins with the faculty member's tenure track appointment. The academic year of appointment begins July 1, regardless of an individual faculty member's start date. Therefore, a faculty member who started in the spring semester of a particular year would be eligible for tenure at the same time as a faculty member who started in the fall semester of the prior calendar year.

1. Under exceptional circumstances and at the discretion of the Board of Regents, an academic faculty member may be exempt from the requirement of serving a probationary period, and tenure shall be awarded on a case-by-case basis in negotiation with the President or the President's designee. Prior to recommending such an appointment, the President shall seek a recommendation from the appropriate faculty who shall vote on this issue, and shall include the appropriate Department Chair, Dean, and Vice President, on whether an academic faculty member may be exempt from the requirement of serving a probationary period. (B/R 1/04)

2. The President, without seeking Board of Regents approval, may grant tenure upon hire to an academic faculty member who at the time of hire holds tenure at another institution. Prior to making such an appointment, the President shall seek a recommendation from the appropriate departmental faculty who shall vote on this issue, and shall include the appropriate Department Chair, Dean, and Vice President, on whether an academic faculty member should be appointed with tenure. The President shall submit an annual report to the Board of Regents which shall include the name of any individual to whom such tenure was granted, the department within which the individual was hired, and whether the faculty of such department voted to approve such tenure upon hire. This report shall be presented to the Board of Regents at the first meeting of the Board after the beginning of each fiscal year. (B/R 12/05)

3. Upon the request of the academic faculty member and the approval of the President, up to three years full-time employment at other accredited institutions of postsecondary education, including such institutions in the NSHE, in positions equivalent to positions providing eligibility for appointment with tenure may be included in the probationary period. (B/R 4/91) Such decision must be made at the time of initial appointment. If credit for prior full time service at another institution is granted, this determination must be stated in the recommendation for initial appointment. No retroactive amendments to initial appointment contracts will be allowed, unless specifically approved by the President. Any reduction in the probationary period requires careful scrutiny of the applicant's credentials, documentation consistent with this policy, and the recommendation of the appropriate Department Chair, Dean, and Vice President, as well as approval of the President.

4. An authorized period of leave, paid or unpaid, may be excluded from service toward the five-year probationary period upon written request of the faculty member and approval of the president. The decision of whether to grant the faculty member's request to exclude the periods of leave shall be based upon the sole discretion of the president. The President's decision is final. The request for leave must state if the leave is to be excluded from service toward the probationary period. (B/R 4/99) For a non-tenured faculty member on scholarly leave for one year or less, the period of leave should count as part of the probationary period as if it were service at another institution. (AAUP *Statement of Principles on Leaves of Absence.*)

5. Before the CSN Convocation (or upon hire for those hired during the semester and after the CSN Convocation), the Supervisor shall appoint a mentor from volunteers among the tenured faculty for each newly hired tenure-track faculty. The guidelines and procedures for the Mentoring can be found in Appendix A. Mentoring of tenure-track faculty by tenured faculty is a useful tool that can yield substantial benefits to the tenure-track faculty member during the probationary period. Faculty mentors can offer insight, critique, information and assistance as requested that otherwise might not be received, and can increase the benefits of the probationary period and the tenure application process. This procedure strongly encourages tenure-track faculty to embrace the opportunity to work with mentors, and for tenured faculty to serve as mentors as their circumstances permit.

6. Faculty members continue their probation until completion, but may be dismissed sooner if their annual evaluations indicate they are not making satisfactory progress. Notice of non-reappointment, or of intention not to recommend reappointment, shall be given in writing in accordance with the following standards (AAUP *Recommended Institutional Regulations On Academic Freedom and Tenure)*:

    a. Not later than March 1 of the first academic year of service, if the appointment expires at the end of that year; or, if a one year appointment terminates during an academic year, at least three months in advance of its termination.

    b. Not later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two year appointment terminates during an academic year, at least six months in advance of its termination.

    c. At least twelve months before the expiration of an appointment after two or more years in the institution.

7. In exceptional cases the President may grant extensions of the probationary period. Extensions require re-application. Applications for extensions waive rights or claims for de facto tenure. The decision of whether to grant the faculty member's request to exceed the five-year probationary period shall be based upon the sole discretion of the president. The

President's decision is final. The request for an extension of the five-year period of probation must state the reasons for such extension. (B/R 4/99, B/R 1/04)

8. Upon the request of the academic faculty member and the approval of the President, academic faculty eligible for appointment with tenure may be considered for such appointment at the appropriate time during each year of employment during the probationary period. Academic faculty members may not be required to be considered for appointment with tenure at any time prior to the next to the last year (4th year) of the probationary period. (B/R 4/91)

9. After completion of a probationary period, an academic faculty member eligible for appointment with tenure shall not be employed at any range unless such appointment is made with tenure. (B/R 4/91)

III. PROCEDURE

A. Formation of Tenure Committee: At the beginning of the fourth year of employment the Supervisor will select a faculty member, the candidate for tenure will select a faculty member, the Supervisor and faculty member will mutually agree on a committee member. The third member shall be from the candidate's discipline, if possible. If a faculty member from the candidate's discipline is not available, the third member shall be from a cognate discipline. Faculty members related (as defined in the CSN policy) to the faculty member applying for tenure, or who have other conflicts of interest, are ineligible to serve on the Tenure Committee**.**

B. **Preparation of the Tenure Application:** At the beginning of the fourth year of employment, the faculty member seeking tenure will prepare a tenure application. Faculty members are encouraged to submit all application materials, with the exception of the Tenure Application, on a single DVD or CD-ROM. Acceptable digital formats include jpg, pdf, and mpg files. If submitted in hard copy form, the materials must be limited to a single three-ring binder. Student and other service population evaluations are not to be included in the tenure binder. The appropriate Dean and Tenure Committee members shall be granted access to the original evaluations stored in the supervisor's office.

The applicant is responsible for documenting performance for each criterion. The application materials must contain the following:

1. NSHE Tenure Application Form (Appendix C) with faculty member portion completed.

2. All prior self, supervisor and peer evaluations that have been completed during the probationary period.

3. Reports of all professional development activities, with documentation that have been completed during the probationary period.

4. Reports of all service activities, with documentation that have been completed during the probationary period.

5. Anything else the probationary faculty member deems relevant.

6. The applicant cannot include any anonymously authored documents or materials.

C. **Submission of the Tenure Application:** The candidate will submit the Tenure Application to the Supervisor according to the schedule in Appendix B.

1. The Supervisor will verify the application and documentation, and add any relevant information to be considered. No anonymously authored documents or materials can be added to the

application, and the applicant will immediately be notified of any changes.

2. The Supervisor will then forward the application to the chair of the Tenure Committee.

3. The Tenure Committee may not remove any materials from the application.

4. The Tenure Committee cannot add any anonymously authored materials to the application.

5. Once the Tenure Committee has rendered its decision on the Tenure Application, no further materials may be added or removed at any stage of the procedure.

6. The candidate retains the right to retract and retrieve his/her application at any point in the process. Upon such an action, if no extension to the probationary period has been awarded, either a terminal, one-year contract will be offered to the candidate or the College may initiate a buyout.

D. **Review and Evaluation Procedure:** The levels of review and evaluation are completed according to the schedule of deadlines that is attached as Appendix B.

1. Each level of review will receive and review/evaluate the applications and all annual evaluations according to the criteria and standards for tenure.

2. The candidate will receive, in addition to the ranking of the three standards, an overall ranking, either “yes” or “no” as to whether or not the candidate should be awarded tenure. In every Tenure Committee, the number of those voting in favor of awarding tenure and those voting against awarding tenure will be recorded on the Report and Recommendation on Tenure (Appendix D) form.

3. An evaluation of the tenure candidate including recommendation whether the candidate should be awarded tenure shall be made in writing by the Tenure Committee using the Report and Recommendation on Tenure, and will be forwarded to the Supervisor.

4. The Tenure Committee will consider the following:

   a. Materials from the probationary period, including syllabi from all courses taught, other course materials, materials developed in support of library development if she/he is a librarian, materials developed for counseling/advising of students if she/he is a counselor, documentation of service activities, documentation of professional growth activities, other materials deemed relevant and significant by the candidate.

   b. All student evaluations, recipient of service evaluations, or other evaluations by the candidate’s service population(s) that have been completed during the probationary period. The Supervisor shall grant the Tenure Committee access to all applicable service population evaluations of the tenure candidate.

   c. Input from the tenure candidate’s peers will be invited.

   d. Classroom visitation or workplace visitation by the Tenure Committee. Tenure Committee member(s) will visit the tenure candidate’s classes or workplace, or view the tenure candidate’s online courses at a mutually agreeable time.

5. The Tenure Committee will forward the completed evaluation with all documentation attached in the form of the Report and Recommendation on Tenure to the Supervisor. The signatures of all Tenure Committee members will appear on the Report and Recommendation on Tenure.

6. The Supervisor will review the Report and Recommendation on Tenure and will transfer all necessary information to the Application for Tenure. The Supervisor will evaluate the candidate and take into consideration:

    a. The Application for Tenure submitted by the candidate.

    b. All previous annual evaluations that have been completed during the probationary period.

    c. Service contributions to the department, discipline, school, and college, NSHE, community, the state, the nation, or the profession that have been completed during the probationary period. This may include committee work, student advising, special projects and any other support activities.

    d. Student evaluations, recipient of service evaluations or other evaluations by the candidate's service population(s) that have been completed during the probationary period.

    e. The Report and Recommendation on Tenure submitted by the Tenure Committee.

7. The Supervisor will review the Report and Recommendation on Tenure and will recommend a "yes" or "no" whether the candidate should be awarded tenure. The Supervisor will record his/her recommendation and comments on the Report and Recommendation on Tenure, sign and forward it and the Tenure Application to the appropriate Dean.

8. The Dean will review the Report and Recommendation on Tenure and the recommendation given by the Supervisor, and will recommend either "yes" or "no" regarding whether the candidate should be awarded tenure. The Dean will record his/her recommendation and comments on the Report and Recommendation on Tenure, sign and forward it and the Tenure Application to the appropriate Vice President.

9. The Dean will inform the candidate of the status of her/his application for tenure as scheduled in Appendix B.

10. The candidate will review and sign the application. The applicant's signature indicates he/she has reviewed the recommendation and does not imply agreement or disagreement with the recommendation. If the applicant disagrees with the recommendation at any level, he/she may submit a 1-2 page letter to the appropriate Vice President. This letter will accompany the tenure application and recommendation forwarded by the Dean to the appropriate Vice President.

11. The appropriate Vice President will consider all materials that have been submitted including the recommendations of the Tenure Committee, Supervisor, and Dean, and will submit a recommendation in writing to the President of the College on the NSHE Recommendation for Tenure form.

12. The official recommendation for granting tenure will be made to the Board of Regents by the President through the Chancellor's office.

13. The President will inform the faculty member in writing of the status of her/his application as scheduled in Appendix B.

E. **Tenure Denials:** An eligible academic faculty member who has been informed by the President of a denied appointment shall be entitled to reasons for, and the reconsideration of, such denial as provided in Subsections 5.2.3 and 5.2.4 of the NSHE Code. (B/R 12/06)

1. A faculty member who has been denied appointment with tenure may, within 15 days of receiving such notification from the Office of the President, provide a written request to the Department Chair, supervisor, Dean, and/or appropriate VP who rendered a negative recommendation asking for a statement in writing of the reasons for the negative recommendation. The faculty member may also request a letter from a Department Chair, supervisor, Dean, and/or VP who rendered a positive recommendation, asking for the reasons for the positive recommendation. The response must be received within 15 calendar days after the appropriate administrator receives the written request for reasons.

2. Within 15 days of receiving the written reasons for the tenure recommendation, a faculty member may request reconsideration. The request shall be submitted in writing to the administrators who rendered the negative recommendation together with the reasons, arguments and documentation supporting the request for reconsideration.

3. The request for reconsideration will be promptly directed through regular administrative channels with recommendations for or against reconsideration of the decision. Final action shall be taken within a reasonable time by the president after receipt of the recommendations from each administrator involved, except that if the President, after reconsideration, decides to recommend appointment with tenure should be granted, the Board of Regents must make the final decision.

F. **Standards for Recommending Appointment with Tenure:** The consideration of a recommendation for appointment of an academic faculty member with tenure shall include, but not be limited to, the application of the three standards and the ratings contained in this subsection, which shall be applied in consideration of the conditions for appointment with tenure. The burden of demonstrating that these standards have been met lies with the applicant for appointment with tenure. In rating applicants for appointment with tenure under the standards set forth in this subsection, applicants shall be rated as 1. Excellent, 2. Commendable, 3. Satisfactory, 4. Unsatisfactory. No other rating terminology shall be used in evaluating the applicant for appointment with tenure.

Departments may set the criteria that would result in an Excellent, Commendable, Satisfactory, or Unsatisfactory ranking.

1. **Standard One: Teaching/Performance of Assigned Duties**. An academic faculty member being recommended for appointment with tenure must receive an *"excellent*" rating in one of the following areas, whichever is applicable.

   a. If employed primarily as an instructor, a record of effectiveness as a teacher including, but not limited to, demonstrated teaching competence and efficiency in a traditional or virtual classroom, laboratory, and/or clinical setting, instructional delivery, design and course management skills, 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 student's interest in the subject matter and to evoke response in students). Teaching effectiveness can be evaluated through the use of self, student, peer, and Supervisor evaluations. Student evaluations shall be conducted in all classes taught every semester.

   b. If employed primarily as a member of the academic faculty whose role does not include instruction (i.e., counselors or librarians), a record of effectiveness, efficiency, and ability to perform assigned duties.

2. **Standard Two: Service:** In addition to standard one, an academic faculty member being recommended for appointment with tenure must receive a *"satisfactory"* rating or better in the area of service, which may include, but not be limited to:

   a. Interest and ability in advising students;

   b. Ability to work with the faculty and students of CSN 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 department, division, Senate, college, or NSHE committees;

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

3. **Standard Three: Professional Development**: In addition to standard one and standard two, CSN recognizes a third standard: professional development. An academic faculty member being recommended for appointment with tenure must receive a "satisfactory" rating or better in the area of professional development, which may include, but not be limited to:

   a. Membership and participation in professional organization;

   b. 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;

   c. Demonstrated commitment to acquiring new knowledge relevant to instructional assignments;

   d. Publishing a book or textbook in one's discipline, writing a chapter in a textbook, editing books or journals, serving on editorial boards, making conference presentations, serving on conference panels, writing and/or directing plays, or exhibiting art or photography, etc.

IV. AUTHORITY AND CROSS REFERENCE LINKS

NSHE CODE:
Title II, Chapter 4, Tenure for Community College Faculty
https://nshe.nevada.edu/wp-content/uploads/file/BoardOfRegents/Handbook/title2//T2-CH04%20Tenure%20for%20Community%20College%20Faculty.pdf Title II, Chapter 5, Sections 5.2.3 & 5.2.4: Tenure for Community College Faculty https://nshe.nevada.edu/wp-content/uploads/file/BoardOfRegents/Handbook/title2//T2-CH05%20Personnel%20Policy%20for%20Faculty.pdf

CSN BY-LAWS:
Chapter 3, Section 3.2.1: General Procedures
Chapter 3, Section 3.2.2: Specific Procedures.

V. DISCLAIMER (Include in All Policies)

The President has the discretion to suspend or rescind all or any part of this policy or related procedure(s). The President shall notify appropriate CSN personnel, including the Administrative Code Officer and Faculty Senate Chair, of the suspension or rescission.

Questions about this policy should be referred to the CSN Administrative Code Officer (general.counsel@csn.edu, 702.651.7488) and/or the Faculty Senate Chair (office.facultysenate@csn.edu, 702.651.7330).

VI. SIGNATURES

Recommended By:

/s/ Jill Acree	6/7/18
Jill Acree, Faculty Senate Chair	Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley	6/6/18
Richard Hinckley, General Counsel	Date

Approved By:

/s/ Dr. Margo Martin	6/13/18
Dr. Margo Martin, Acting CSN President	Date

VII. ATTACHMENTS

1. HISTORY
2. GLOSSARY
3. APPENDIX A: Mentoring Process, Guidelines and Suggestions
4. APPENDIX B: Schedule of Activities
5. APPENDIX C: NSHE Tenure Application Form
6. APPENDIX D: Report and Recommendation on Tenure

HISTORY

- Version 3
  - 06/13/2018: Approved by CSN President Martin
  - 06/06/2018: Reviewed for Legal Sufficiency
  - 5/11/2018: Recommended by Faculty Senate (Senate Chair Jill Acree)
  - 4/13/2018: Submitted to Faculty Senate by Executive Committee (J. Acree)
    - Section II.C – clarification of Academic Year for Tenure application purpose.
    - Inclusion of e-hire time in probationary period under certain circumstances
- Version 2
  - 01/26/2011: Approved by CSN President Richards
  - 01/12/2011: Reviewed for Legal Sufficiency
  - 11/12/2010: Recommended by Faculty Senate (Senate Chair Bill Kerney)
  - 11/08/2010: Submitted to Faculty Senate by Welfare Committee (Committee Chair Jim Matovina)
    - Policy was rewritten into the approved format, as per GEN 1.2.
    - Section II.A.5 – Mentoring made mandatory.
      - Appendix A - Mentoring process was refined and Guidelines have been provided.
      - Section III.B – Digital tenure packages are encouraged.
    - Section III.B – Hard copy tenure packages are limited to a single 3-ring binder.
    - Section III.B - Student and service population evaluations are not to be put into a supplemental binder. Instead, the appropriate Dean and Tenure Committee members shall be granted access to the original evaluations stored in the supervisor's office.
- Version 1
  - 9/9/2010: Revised by Senate Executive Committee (Senate Chair Bill Kerney)
    - Merged with Mentoring Policy
    - Cleaned Up Language
  - 5/14/2010: Revised by Faculty Senate (Senate Chair N. Mark Rauls)
    - Prohibited Changing of Application Package After Committee Decision
    - Clarified Process In Event of Denial
    - Changed Weekly Deadlines to Specific Dates
    - Updated Forms
    - Cleaned Up Language
  - 5/15/2009: Approved by President Richards
  - 4/2008: Passed by Faculty Senate (Senate Chair Sondra Cosgrove)

GLOSSARY

Probationary Period: Typically the first four years of a tenure-track appointment.

Supervisor: The faculty member's Department Chair or equivalent.

APPENDIX A: Mentoring Process, Guidelines and Suggestions

Mentor Process:

1. The purpose of the mentoring procedure is to provide assistance to new tenure-track faculty members, to acquaint new faculty to CSN and assist in their acculturation to CSN, to facilitate information acquisition, to support the development of teaching skills, to provide a support system for new tenure-track faculty members and to assist new tenure-track faculty in developing their tenure application and in understanding the tenure process.

2. The Supervisor shall appoint an appropriate mentor from volunteers among the tenured faculty for each newly hired tenure-track faculty member (the mentee) before the CSN Convocation (or upon hire for those hired during the semester and after the CSN Convocation).

3. The mentor and mentee are encouraged to interact on an informal basis throughout the year, These interactions may include, and are not limited to;

    a. Informal conversations about CSN policies and procedures, preparation for classes, syllabi, community and college service, Faculty Senate, committees, professional development, tenure policy and procedures, deadlines and schedules, college politics, student advising, etc.

    b. The mentor may observe the mentee's teaching or other primary duties, or review the mentee's student evaluations or syllabi, at the request of the mentee.

    c. The mentor will encourage the mentee to become involved in community service, college service, professional development, and the various CSN committees, as appropriate.

    d. The mentor and mentee may plan other activities together, as appropriate, that may include attending a professional development seminar, implementing technology, or attending a conference.

4. Mentors will be provided with Mentoring Guidelines (included in this Appendix).

5. At any time, the mentor or mentee may request the Supervisor appoint a new mentor.

6. The mentor and mentee shall each provide a written, brief summary of the year's interactions between them at the time of their individual professional evaluations to the Supervisor. The summary will include only the topics of their interactions and a list of their activities. Upon receipt and approval of the summary by the Supervisor, the mentor may claim the mentoring as a Service to the College and Community activity on their faculty evaluation, and the mentee may claim the mentoring as a Professional Development activity on their faculty evaluation.

7. The relationship and discussions between mentor and mentee must remain confidential, in accordance with Federal, State, NSHE and CSN laws and policies. The content of the brief summary of the mentor and mentee interactions provided to the Supervisor will not be considered for the tenure decision of the mentee or the evaluation of either, except as provided in part 6.

8. The formal recognition of the mentoring activities and relationship will cease upon submission of the tenure application by the mentee.

Mentor Guidelines:

1. **Avoid Giving Advice** – Almost always, unsolicited "advice" meets the needs of the mentor and not the mentee. If you are really concerned about a mentee's decision or actions, ask questions that express the thinking behind your concern.

2. **Plan for Feast or Famine** – Plan ahead for times when you know a mentee is likely to need you. Most likely, these are times when you are at your busiest (i.e.: dossier deadlines, final grade deadlines, etc.). Try to get as much of your work done ahead of time so that you are not overwhelmed by a 'needy' mentee.

3. **Focus on the Mentee's Needs** – The value of your assistance is determined by the readiness of the mentee to accept that assistance. If you offer assistance and it is rejected, don't take it personally the mentee may not be ready to focus on something new.

4. **Remember that Your Relationship and Discussions Must Remain Confidential** – Do not discuss the mentee with administrators or other faculty. Even the perception of this will foster mistrust and "close the door" for your mentee to confide their stresses and challenges with you.

5. **Plan Time Away From the Office** – On at least one occasion, slip away for lunch or dinner in an atmosphere different from the work environment. Acknowledgement of "life outside of work" is an important behavior for you to model. Also, this act alone can bring your relationship to a new level of trust and sharing.

6. **Be Available** – Plan times when both you and your mentee are free so that the mentee learns that those times are "secure" for contacting you.

7. **Be Supportive** – Remember to put yourself in their shoes and continue encouraging their progress. The time you will be mentoring is probably very stressful for your mentee, so help the mentee feel good about every little bit of progress they make toward their goals.

8. **Help with Deadlines and Schedules** – You are inherently more aware of the deadlines held by the institution. Keep track of important deadlines that your mentee must meet and assist them in making slow and steady progress toward those deadlines.

9. **Drop By and Ask, "How's it going?"** – This question alone conveys you care and opens the door to deepening the value of the mentor/mentee relationship. Besides, you may be surprised at the answers you get.

Providing Support for New Faculty:

The Following List Includes New Faculty Needs as Assessed by Blackburn (1997)

1. Help in developing as competent faculty

2. Mentors who are on-site and skilled as peer coaches with communications abilities, skills in conferencing, classroom observation, problem solving

3. Time with mentor to develop new skills in long and short term planning, goal setting by year, and help lay plan for development

4. Time with mentor to develop Classroom Instruction
   a. What may be new for these instructors is our student body
   b. What to expect

   c. How to be flexible but firm
   d. When to draw the line and send students to other resource areas on campus

5. Paperwork/Time Management - How to make most activities development in two areas

6. Opportunity to talk with other beginning teachers, free of evaluation
   a. Orientation to School and resources
   b. Library, Technology, Media, Student Services, Advising
   c. College and/or State sponsored programs

7. Realistic Teaching Assignments
   a. Suggestions on syllabi
   b. Policies that work

8. Help in understanding the context they are teaching in
   a. Politics
   b. Student capabilities

9. Emotional Support
   a. Stressed feelings of isolation
   b. Physical adjustment

10. What to do in Las Vegas

11. Spousal Job Search

12. Day Care issues

Some Activities you may want to consider:

1. Perform classroom observation and assist mentee in developing a new classroom skill

2. Attend Faculty Development Seminar together

3. Attend a conference together

4. Investigate and implement a new teaching technology in the classroom

5. Plan, Review and Edit CV/Resume

Questions you may want to consider addressing with your mentee (taken from the mentee's perspective): Teaching:

1. What will I be expected to teach? What is the flexibility of teaching schedules? Is it good to teach the same course regularly or is it better to remain broad in my offerings? How much time should I spend on preparing to teach a course?

2. Is it possible to develop a new course? What are the procedures/requirements for introducing a new course into the curriculum? What are special topics courses?

3. Are there special course offerings that provide students research experience, teaching experience, independent study opportunities, etc.?

4. What kind of documentation should I retain from my grades? What are the guidelines for grading?

What are the requirements with regards to types of exams, writing assignments, etc. within my department? How much do student evaluations count toward my reappointment, promotion, and continuing contract? What types of resources are available to improve my teaching?

5. What are the requirements for peer evaluations of my teaching? When will the peer evaluation take place? How important are the peer evaluations in the reappointment, promotion, and continuing contract process? How many peer evaluations would I have in a semester?

6. What resources are available to aid my teaching (i.e.: films, models, documents, etc.)? What are the possibilities of ordering new resources if the old ones are unsatisfactory? What type of budget is given to faculty to support their teaching needs?

Student Advising:

1. Will I be expected to advise students? What resources do I have available to help me advise students? What are policies and procedures for advising students? Where do I send students with questions about general requirements that I cannot answer? What documents are required for graduation? Do I need to document my activities advising students?

Service:

1. What are considered service activities? What types of service opportunities are available to me? When should I accept or decline these opportunities? How much time should I expect to spend conducting service activities? What are the requirements for service outside of the college? What types of service fulfill this requirement?

Professional Development:

1. What types of activities are valued as professional development in my growth as a teacher? What are the resources available to me to complete these activities?

2. How important is grant writing? Who can help me in the grant writing process?

3. What conferences should I attend? Do I need to have a presentation at the conference to justify attending? How can I get funds to travel to conferences? How much/How often? How are workshops viewed as a developmental activity?

4. Am I required to publish? Present? What should I publish? How much/often? What types of publications are preferred (i.e.: refereed, articles/chapter, electronic media)? Should I edit or review publications?

5. Should I give talks? If so, where (i.e.: departmental, college, national)? How often? How can I get invited to do such talks?

6. Is collaborative work encouraged? If so, with whom?

General Departmental Stuff:

1. How long should I keep student records? Am I required to write letters of recommendation?

2. How is the department organized? How are decisions made that involve departmental policy? Are there departmental meetings? If so, when and is attendance required?

3. Is there support staff? What can be expected from the support staff? What supplies are available to me to do my teaching?

4. How do I get computer equipment and training? How do I learn to use the software and network associated with my computer?

5. What are the procedures for merit evaluation within the department and school?

Personal Issues:

1. What programs/assistance does the College provide for childcare?

2. How visible must one be in the department? Is it okay for work to be done at home?

3. What policies are there for personal and family leave? How does the department handle sick days? How do I handle absences for conference attendance?

4. What type of support can I expect to get from the College in setting classroom policies?

5. Whom do I go with concerns about students or with disputes that arise with students or colleagues?

*Mentor Process, Guidelines and Support
Source: Mountain State University Mentoring Handbook

APPENDIX B: Schedule of Activities

During the Fourth Year of Probationary Period

Due Date:	Activity:
September 14	Appointment of Tenure Committee
October 1	Tenure Application submitted to Supervisor, who submits it to the Chair of the Tenure Committee by October 7
October 31	Tenure Committee reports forwarded to the Supervisor
November 7	Department Chair forwards all materials to Dean
November 14	Dean forwards all materials to appropriate Vice President, and informs candidate of status of the application
November 21	Submission of recommendation from Vice President to President
December 14	Submission of recommendations from President to Board of Regents
January 30	President informs the applicant in writing of the progress of the application

Deadlines on the respective Due Dates are before 5 PM.

If a Due Date falls on a non-workday for the College, the Due Date shall be the next College workday.