

Draft 7 from Carolyn, 3/3/08**POST-TENURE ADVANCEMENT POLICY**

1. **Purpose:** To recognize the contributions of exceptional faculty members to their students, to the learning environment at the college and to their own professions during their tenure at CSN. To develop a system designed to encourage faculty to pursue continued excellence and reward their accomplishments though both monetary and title recognition. This document shall govern the terms and process under which Post Tenure Advancement can be conferred on tenured faculty members at CSN. This is in keeping with the NSHE Code (Title 2; Section 5.13.1) which declares that tenured faculty will be encouraged to realize the academic community's expectations to excellence in their future service and performance.

2. **Eligibility:** There shall be two designators “Senior CC Professor” and “Distinguished CC Professor” that can be awarded to tenured academic faculty based on meeting benchmarks tied to years of service at the college coupled with demonstrated achievement and professional excellence. Application for post-tenure advancement is an optional path for further recognition and reward above the title of “CC Professor.”
 - A. **Senior CC Professor.** Minimum requirements for application for this recognition will be:
 1. Tenured Academic Faculty member
 2. Six years*as a Tenured Faculty Member
 3. Must have at least six "satisfactory" (or above) post-tenure evaluations.
 4. Faculty members who have applied and not received Post-Tenure Advancement may re-apply in subsequent years as long as they meet the appropriate eligibility requirements.

 - B. **Distinguished CC Professor.** Minimum requirements for application for this recognition will be:
 1. Six years* of "satisfactory" (or above) evaluations as a Senior CC Professor
 2. Faculty members who have applied and not received Post-Tenure Advancement will be able to re-apply in subsequent years as long as they meet the appropriate eligibility requirements.

 - C. **Optional.** Eligible Faculty have the option to apply for post-tenure advancement. Should a faculty member choose not to apply, that decision will in no way affect his or her placement on the salary schedule, step advancement or job security. Whereas application for tenure is a requirement, application for post-tenure advancement is an option.

* Qualified years are those in which the faculty member performed no more than 50% of their responsibilities with Administrative duties

3. **Time Line/ Process:** The following is a timeline for due dates and actions by the applicant and the Post-Tenure Advancement Panel.

November 1 – Applicant must submit complete portfolio (see section 4) to Post-Tenure Advancement Panel.

November 15 – The applications will be set up by Human Resources for the on-line review process.

December 1 – Each Panel member will independently rate each application portfolio using the Post-Tenure Advancement Evaluation form.

December 1 – President of CSN will meet with the Panel chair to determine number of slots available for each designation (Senior and Distinguished) (see section 7)

February 15 – Post-Tenure Advancement Panel forwards list of recommended names to the President along with the Application Portfolios (only for those who have been recommended for advancement) and make recommendations for Post-Tenure Advancement to the President as specified in Section 3 of this policy.

April 1 – The President will announce the awards for Post-Tenure Advancement.

May 1 – The panel rankings will be made available the applicant rankings to each applicant upon written request.

July 1 – Recipients of Post-Tenure Advancement will begin the academic year with a new title and a base pay adjustment commensurate with the new title.

Access to Policy and Forms – This Policy and accompanying forms will be available through Human Resources to all Faculty.

4. **Application Portfolio.** Eligible Faculty members applying for either level of Post-Tenure Advancement will submit a Portfolio documenting excellence in their primary function (teaching or service as a counselor or librarian) and worthy contributions in their secondary activities within the institution or their professional community. There will be 4 components to the portfolio.
- A. **Application Form.** This form must be completed and submitted with appropriate signatures. It will be used as the tracking document for the process spelled out in section 3 of this policy. It must include a 1 – 2 page statement of teaching or professional philosophy.
 - B. **Evaluation Records.** This section must include copies of the administrative evaluations for the six years of professional activity being used as the basis for the Post-Tenure Advancement under consideration. This will be used as the resource for determining which committees you have served on, which organizations you have been involved in, what courses you have taught, etc.
 - 1. Tenured faculty are responsible for keeping copies after they are no longer archived by the institution.
 - 2. Faculty may also wish to submit an updated Resume or Vita.
 - 3. Materials submitted should only cover the time period being used as the basis for this Post-Tenure Advancement.
 - C. **Primary Professional Activities.** These activities will include teaching, service as a counselor or service as a librarian, as appropriate to the faculty member's contract. Focus here should not be on lists but on items of note where the faculty members went above and beyond basic expectations and engaged in creative, effective, innovative, evolutionary activities in the area of his or her primary responsibility.

1. This section must include a complete set of all student evaluations from the previous academic year. The faculty member may add additional evaluation packets to provide a better representative sampling as long as the total number of evaluation packets submitted does not exceed 20.
2. Documentation of each activity should include a 1-page narrative and appropriate supporting materials.
3. Examples of appropriate activities might published textbooks or lab manuals, studies on learning outcomes, field trips with students, learning a new computer language required for a course, development of online activities, special projects involving students in research, development of new courses, trying out innovative teaching techniques, implementing new instructional technologies, review of textbooks or software, or mentoring students.
4. Examples of activities that would not rise to the level of special consideration are development of a syllabus, teaching a course for the first time, writing normal course handouts, grading course assignments, keeping office hours or any other activities that are part of the basic job description.
5. Letters of support from former students and peers outside the institution should be included here. No letter from current students can be used.

D. Secondary Professional Activities. This section should document evidence of activities (a) in the Profession, (b) in the College/ System or (c) in the Community. (may need to limit here) Focus here should not be on lists but on memberships and attendance but on real involvement and leadership.

1. Documentation of each activity should include a 1 page narrative and appropriate supporting materials.
2. Examples of appropriate activities would be published articles, serving as an officer in your professional organization, chairing committees, giving talks, presenting workshops, mentoring colleagues, procuring grants, special projects like accreditation,
3. Examples of activities that would not rise to the level of special consideration are belonging to an organization, standard committee service, attending meetings, reading journals, coaching soccer,
4. Letters of support from peers (from CSN or from other institutions), administrators and community members should be included here.

5. Post-Tenure Review Panel. This panel will perform the review process referenced in Section 3 of this policy.

A. Panel Membership: (18-19 members)

1. Two tenured faculty members from each Academic School.
(Does not include workforce development)
2. One tenured faculty member from Counseling
3. One tenured faculty member from Libraries
4. The aforementioned representatives from each unit will be appointed by the Dean of each area in consultation with the Department Chairs / Lead Faculty.
5. The President shall appoint two administrators from Academic areas (including one Dean)
6. The President may appoint an additional administrator from a non-academic area. (For example, Student Services)

7. Panel members may not be applicants for Post-Tenure Advancement those years.
- B. Panel Member Role and Responsibilities
 8. The panel members will serve for two years.
 9. The terms will be staggered.
 10. The panel will meet before November 1 to elect a chair and review the process.
 11. Each panel member will independently rate each Application.
6. **Criteria.** Each member of the Panel will review each portfolio and rate it consistent with the principles laid out in this section.
 - A. Each Panel member will fill out a Rating Form containing 7 – 10 items (see Appendix A) for each candidate for Post Tenure Advancement.
 - B. Panel members will rate each item on the Rating Form according to the following:
 - Excellent – 3
 - Commendable – 2
 - Satisfactory – 1
 - Unsatisfactory – 0
 - C. The committee will apply evaluation standards as follows in making recommendations for Post-Tenure Advancement.
 - Senior CC Professor – Must be "Commendable" or "Excellent" overall.
 - Distinguished CC Professor – Must be "Excellent" overall.
 - D. This Policy, the Application Form, the Rating Form and all other accompanying information will be available through human resources to all faculty to make sure criteria and process are clear to all potential applicants.
 - E. Standards of Rating are laid out in more detail in Appendix B. They include guidance to applicants in preparing their portfolio. They also include guidance to reviewers in rating portfolios. It is understood that next all of these items will be expected for an excellent rating. It is also understood that some items may not be applicable to all academic faculty. They are to serve as guidelines.
7. **Post-Tenure Advancement Awards.** When post-tenure advancement is approved for a faculty member, the following will occur:
 - A. The new title will be conferred the following contract year.
 - B. The concomitant salary increase will occur in the following contract year. The increase will be indexed to the base salary on the Community College Academic Faculty Salary Schedule during the contract year in which the award occurs. It will be 8% of the base for Senior CC Professor and 10% of the base for the Distinguished CC Professor.

Note: As an illustration, next year the salary schedule base will be \$31,916. This would amount to \$2,553 (Senior) and \$3,192 (Distinguished) in 2008-09.

- C. The salary increase will be added to the faculty member's base salary but will not be translated to steps on the salary schedule.
 - D. The salary increase will be in addition to normal salary schedule advancements of step increases and COLA's
 - E. There will be a ceiling on the number of Post-Tenure Advancement Awards. Funding will limit the number of Senior and Distinguished CC Professors to no more than 20% of the full-time academic faculty at CSN (15% Senior and 5% Distinguished)
8. **Start-up.** This special section will be written to deal with all faculty who are immediately eligible to apply for Post-Tenure Advancement and wish to apply. It outlines the process to be followed during the first two start-up years after the policy is implemented.
- A. During the first year this policy takes effect, a copy of the policy will be sent to each faculty member by the Office of Human Resources with a cover letter from the President outlining the "Start-Up Plan" being implemented. Each eligible faculty member who wishes to apply for "Senior CC Professor" recognition will be permitted to submit his or her "Post-Tenure Advancement Portfolio" to Human Resources NO LATER THAN APRIL 1 of that first start-up year.
 - B. Application Portfolios will follow the outlines of section 4 of this "Post-Tenure Advancement Policy" to the extent feasible. The following additional stipulations are made in consideration of the fact that much of the professional work which serves at the basis for consideration for advancement will have been performed at a time when these procedures were not in force and evaluations and documentation may not have been collected.
 - 1. Any work done by the faculty member as an academic faculty member at CSN since being granted tenure may be included in the portfolio. They will not be limited to the six years prior to the application.
 - 2. The previous six years of evaluations should be included, regardless of total time covered. The only deviation from this will occur when the Department or the Institution stipulates that appropriate materials are not available.
 - 3. Documentation of accomplishments will not be held to the normal standard since initial applicants have not been aware that records should have been retained for this purpose. Nevertheless, faculty members are expected to make reasonable efforts to document and present these accomplishments in their portfolio.
 - C. A Post-Tenure Advancement Task Force consisting of representatives from Faculty Senate, representatives from Human Resources and representatives from the President and Vice Presidents will be formed no later than January 1 during the first start-up year. This group will be responsible for overseeing the process outlined in this section.
 - D. The Task Force will review the application portfolios for completeness and eligibility. The applications deemed to be complete and eligible will be divided into two groups. The Task Force will recommend to administration and to senate leadership two review panels following the requirements of Section 5 of this "Post-Tenure Advancement Policy" to the extent possible. This will be subject to the following stipulations..

1. The two groups will be selected by dividing applications from each School or Unit randomly into two groups.
 2. Each review panel may include members who have applied but whose applications are in the other panel.
 3. The Task Force will serve a two-year term stretching through the first two start-up years of this policy.
 4. The Task Force will oversee this process during the first two start-up years.
 5. Questions involving this process will be referred to the Task Force.
 6. The Task Force members will serve as a liaison to their various constituency during the first two startup years.
 7. The two Review Panels will operate independently and concurrently in the same time frame.
 8. The Review Panels Membership will be complete and the Application Portfolios available for Review by August 1 of the second startup year.
- E. During the second start-up year, the two Review Panels will review and rate the portfolios subject to the requirements of this policy. They will have from August 1 – Dec 1 of that second start-up year to complete their review and make their recommendation to the President. Any issues of interpretation or process during the process will be referred to the Task Force for adjudication.
- F. It is understood that this start-up process cannot be permitted to use up all of the slots available for faculty recognition (see Section 7E of this Post-Tenure Advancement Policy). No more than 75% of the total slots available may be awarded during this startup process. Initially all available slots could be awarded as "Senior CC Professor" then as Senior Faculty apply for further recognition in later years, the slots awarded would be turned over into "Distinguished CC Professor" slots up to the capacity indicated in Section 7E.
- NOTE: We currently have 530 academic faculty. The cap on awards would be 106 faculty (all ranks) at this size. By this stipulation, 80 awards could be approved during the two startup years. This would leave 26 slots for the ensuing years.**
- G. During the Start-up process only "Senior CC Professor" recognition will be considered. However, after that (starting in the third year) the Senior Faculty will be eligible to apply for "Distinguished CC Professor" recognition through the normal process. The eligibility requirement (B1) that they have six years of "satisfactory" (or above) evaluations as a Senior CC Professor will be waived in favor of an eligibility requirement that they have six years of "satisfactory" (or above) evaluations as a CC Professor.

COLLEGE OF SOUTHERN NEVADA
Post-Tenure Advancement Rating Form

Faculty Member: _____ Panel Member: _____

Department: _____ School or Division _____

This application covers the time period from _____ to _____

1. Overall Department Chair/Supervisory Evaluations:

Based on Supervisory Evaluations submitted.

comments:

- ___ Excellent (3)
- ___ Commendable (2)
- ___ Satisfactory (1)
- ___ Unsatisfactory (0)

2. Overall Student Evaluations:

Based on Student Evaluations submitted.

comments:

- ___ Excellent (3)
- ___ Commendable (2)
- ___ Satisfactory (1)
- ___ Unsatisfactory (0)

3. Quality of Curriculum/Course Materials:

Structure of courses, syllabi, grading scheme, handouts, references, exams, quizzes, assignments, samples, objectives, worksheets, tutorials, links, simulations, dvd's, etc.

comments:

- ___ Excellent (3)
- ___ Commendable (2)
- ___ Satisfactory (1)
- ___ Unsatisfactory (0)

4. Instructional Delivery:

Modes of instructions used in class or online, effectiveness of instruction, motivation of students, enthusiasm of students, engagement of students, evidence of innovative instruction, etc.

comments:

- ___ Excellent (3)
- ___ Commendable (2)
- ___ Satisfactory (1)
- ___ Unsatisfactory (0)

5. Providing Student Support

Office hours, student advising, mentoring, supplemental material, study sessions, supplemental resources, maintaining a positive learning environment, sensitivity to student needs, quality and quantity of communication with students, etc.

comments:

- ___ Excellent (3)

- Commendable (2)
- Satisfactory (1)
- Unsatisfactory (0)

6. Involvement in Department Activities:

Curriculum development, service on hiring committees, evaluation of adjuncts, outcomes assessment, program review, etc., system articulation/common course numbering.

comments:

- Excellent (3)
- Commendable (2)
- Satisfactory (1)
- Unsatisfactory (0)

7. Participation in Division, Department & System Committees:

Faculty Senate, Collegewide Committees, Division/School Committees, etc. Chairing committees and writing reports shall receive more weight than just membership.

comments:

- Excellent (3)
- Commendable (2)
- Satisfactory (1)
- Unsatisfactory (0)

8. Participation in Professional Activities:

Papers, articles, conferences, talks, forums, professional organizations, professional committees, task forces, etc. Chairing sessions and writing reports shall be given more weight than just attendance

comments:

- Excellent (3)
- Commendable (2)
- Satisfactory (1)
- Unsatisfactory (0)

9. Professional Growth:

Attending Workshops, attending conferences, taking courses, completing degrees, obtaining/maintaining relevant certifications, staff development sessions, etc.

comments:

- Excellent (3)
- Commendable (2)
- Satisfactory (1)
- Unsatisfactory (0)

10. Community Service:

Participation in organizations, activities, projects, volunteer activities, etc. that serve the community at large.

comments:

- Excellent (3)
- Commendable (2)
- Satisfactory (1)
- Unsatisfactory (0)

A. APPENDIX A: POST-TENURE ADVANCEMENT RATING FORM
(previous page)

B. APPENDIX B: STANDARDS FOR RATING

- 1. The professor accurately demonstrates knowledge of the content area and approved curriculum.**
 - a) Contributes to the refinement and development of the approved curriculum.
 - b) Provides clear explanations relating to lesson content and procedures in multiple ways
 - c) and is aware of knowledge and preconceptions that students can bring to the subject.
 - d) Communicates accurately in the content area and can create multiple paths to the subject matter.
 - e) Articulates to students the interrelatedness of the disciplines.
- 2. The professor appropriately utilizes a variety of teaching methods and resources for each area taught.**
 - a) Designs and engages students in large group, small group, and independent work activities.
 - b) Demonstrates effective selection and use of a variety of methods to make knowledge accessible to all students.
 - c) Demonstrates effective integration of a variety of resources and learning experiences into the curriculum.
 - d) Designs opportunities for students to practice, and demonstrate knowledge and skills based on knowledge of learning modalities, style preferences, and intelligences.
 - e) Engages with colleagues to collaboratively design and implement necessary modifications and adaptations in instruction and curriculum to optimize student learning.
- 3. The professor communicates with and obtains feedback from students in a manner that enhances student learning and understanding.**
 - a) Engages students in explaining and/or demonstrating the relevance of topics and activities.
 - b) Involves students in establishing instructional direction and plans.
 - c) Establishes and states expectations for student performance.
 - d) Presents directions and explanations in a variety of ways to insure student understanding.
 - e) Engages students in the analysis and evaluation of their learning and adjusts instruction based on student feedback.
 - f) Communicates regularly with students about their progress.
- 4. The professor comprehends the principles of student analysis, synthesis and critical thinking, and assessment in learning, and applies them appropriately.**
 - a) Consistently integrates the use of cognitive thinking skills such as critical thinking, problem solving, divergent thinking, inquiry, and decision making into instruction.
 - b) Selects the most effective teaching techniques to address a variety of student learning levels, rates, styles and needs as well as diverse interests and backgrounds.
 - c) Selects the most effective materials and media to address a variety of student

- learning levels, rates, styles and needs.
- d) Integrates community resources, service agencies, and other resources into the curriculum.
- 5. The professor effectively utilizes student assessment techniques and procedures.**
- a) Designs and uses multiple methods of measuring student understanding and growth.
b) Integrates assessment data from multiple sources into instructional planning and improvement.
c) Maintains documentation of student progress
d) Develops a two-way system of communicating with students about academic progress.
- 6. The professor manages the educational setting in a manner that promotes positive behavior and a sense of civic responsibility.**
- a) Integrates the teaching of constructive behaviors into regular instruction.
b) Establishes and teaches effective and efficient routines.
c) Engages students in establishing expectations for building a learning community in the classroom.
d) Establishes an environment where materials and media are available and ready for student use.
e) Develops a classroom management system that promotes acceptable and appropriate student behavior.
f) Helps students understand behavioral and civic responsibilities outside the classroom.
- 7. The professor recognizes inclusion and international perspectives and creates an atmosphere conducive to the promotion of positive student involvement.**
- a) Adjusts practice based on observation and knowledge of students with disabilities and/or from culturally and linguistically diverse groups (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well other recent immigrant groups).
b) Creates curriculum designs that include student performance and acknowledgment of achievement.
c) Demonstrates an awareness of the influences of context, language, and culture on student learning.
d) Provides learning perspectives from other cultures and nations.
e) Engages students in learning experiences that promote creativity, critical and divergent thinking.
f) Designs opportunities that require and reinforce student responsibility for learning character, and sense of civic responsibility and global citizenship.
g) Fosters the development of respect for individual differences.
h) Engages students in setting high standards for performance.
i) Treats all students equitably.
- 8. The professor demonstrates a willingness to examine and implement change, as appropriate.**
- a) Demonstrates the ability to reason, take multiple perspectives, be creative, and take reasoned risks to improve teaching.

- b) Collaborates with colleagues in the research and design of improved instructional strategies
- c) Assumes a leadership role in the study and implementation of instructional improvement, college governance and improvement, and reform initiatives.

9. The professor works productively with colleagues and community members.

- a) Serves as a role model for collaborative working relations across the profession.
- b) Demonstrates knowledge of specific college and community resources that can support student learning.
- c) Assists colleagues in the use of conflict resolution strategies.
- d) Engages colleges and community members productively in the work of CSN.

10. The professor demonstrates a pattern of professional development and self improvement.

- a) Participates annually in 20 hours of professional development training. Helps colleagues with uses of appropriate technologies in instruction
- b) Presents scholarly studies at national conferences and professional meetings in his/her discipline.
- c) Stays current with his/her discipline and contributes to regional and national trends in the discipline and its teaching.