Overview of P & T Process
Below is an overview of the Promotion and Tenure process involving mentoring committees. Please note that this set of guidelines and procedures is distinct from the annual review process. This reflects a traditional schedule on the tenure clock. Faculty members bringing in years at hire or intending to go up in Year 5 will need to work with their mentoring committee to adjust their schedule accordingly.

<table>
<thead>
<tr>
<th>Timeline (on Tenure Clock)</th>
<th>Mentoring Committee Action</th>
<th>Relevant Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Year 1</td>
<td>Mentoring committee chosen</td>
<td></td>
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<tr>
<td>Spring Year 1</td>
<td>Unofficial review</td>
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| Spring Year 2              | Official review by mentoring committee; all relevant faculty meet to provide input. | March 1: Faculty member provides mentoring committee with review materials  
April 1: Mentoring committee provides formal review letter to School Directors |
| Spring Year 3              | Official review by mentoring committee | March 1: Faculty member provides mentoring committee with review materials  
April 1: Mentoring committee provides formal review letter to School Directors |
| Spring Year 4              | Official review by mentoring committee; all relevant faculty meet to provide input | March 1: Faculty member provides mentoring committee with review materials  
April 1: Mentoring committee provides formal review letter to School Directors |
| Spring Year 5              | Official review by mentoring committee | March 1: Faculty member provides mentoring committee  
      |

Approved Spring 2018
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>April 1:</td>
<td>Mentoring committee provides formal review letter to School Directors</td>
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<tr>
<td>April 1:</td>
<td>Faculty member notifies School Directors of intent to apply for tenure; provide suggested names of reviewers.</td>
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<tr>
<td>April-May, Year 5:</td>
<td>School Directors reach out to mentoring committees for suggested reviewers; send requests to reviewers</td>
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<tr>
<td>Fall Year 6</td>
<td></td>
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<tr>
<td>September 15:</td>
<td>Tenure application due</td>
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<td>October 1, Year 6:</td>
<td>After all relevant faculty meet to provide input, mentoring committee sends forward a recommendation on P&amp;T</td>
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<tr>
<td>October 15, Year 6:</td>
<td>School Directors will consult with relevant program leads while conducting their own review. They will then forward P&amp;T materials, with their recommendation, to School P&amp;T committee</td>
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<tr>
<td>December 1, Year 6:</td>
<td>Candidate notified of recommendation of School P&amp;T committee</td>
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</table>
December 15, Year 6:  
Materials forwarded to the Dean

January 15, Year 6:  
Dean notifies candidate of recommendation

January 31, Year 6:  
Dean forwards recommendation to Provost and Vice President for Academic Affairs

March 1, Year 6:  
President notifies candidate of decision

**Purpose**
The purpose of these mentoring guidelines is to assist pre-tenure, tenure-track faculty members as they work toward promotion and tenure in the School of Public Service. These guidelines articulate the role of the mentoring committee, its composition, the role of the committee in the yearly progress toward tenure review, and the role of the Dean’s office in the mentoring of pre-tenure faculty in the School of Public Service.

**Composition of the Mentoring Committee and Role**
The School Directors oversee the School-wide junior faculty mentoring program with assistance from the Dean’s Office and input from Program Leads. During a faculty member’s first semester of service in the School of Public Service (SPS), the School Directors will form mentoring committees for individual faculty members. Mentoring committees consist of two tenured faculty members in or affiliated with the faculty member’s program(s) (when possible) and a third tenured member from another program in SPS. Mentoring committees will consist only of SPS faculty. If a faculty member’s work suggests a non-SPS mentor would be of value, a fourth (non voting) member may be added to the committee. Mentoring committees will be formed by the Directors after conversations with the Leads and the faculty member her/himself.

The mentoring committee will fulfill two tasks: first, the committee will monitor the faculty member’s progress and provide advice and encouragement toward tenure. Second, the mentoring committee will provide Progress Toward Tenure (PTT) annual reviews, based on
materials generated in Faculty 180, of the faculty member’s progress toward tenure beginning in his/her second year.

**Mentoring Committee Role in Progress Toward Tenure Process**

Progress Toward Tenure (PTT) reviews shall be both summative and formative in nature, and will review the faculty member’s accomplishments and future plans in relation to BSU Policy 4340, the School of Public Service’s Promotion & Tenure Guidelines, and the faculty member’s individualized workload as guided by Faculty 180 annual reviews. SPS anticipates that, moving forward, Faculty 180 (and not binders) will be the mechanism by which tenure and promotion decisions are made at the university level; the procedure described below reflects this.

Faculty being reviewed will keep their Faculty 180 profile up to date—Faculty 180 will be used to provide the mentoring committee with materials demonstrating teaching effectiveness and professional commitment to teaching (including teaching evaluations), scholarly/creative research activities, administrative responsibilities, and service activities.

The mentoring committee is also charged with providing formative guidance, and mentoring committees are encouraged to meet with junior faculty at least once a semester. In addition to the faculty member’s Faculty 180 report, the mentoring committee may require data regarding the faculty member’s work in progress, future plans, and any other materials that may assist the committee in mentoring tenure-track faculty toward success.

**Procedure**

1. By the end of the faculty member’s first semester on the tenure track, the School Directors, in consultation with relevant Program Leads and the faculty member themself, will appoint a Mentoring Committee.

2. During the second semester of the faculty member’s first year toward tenure the Mentoring Committee will provide the faculty member with a written unofficial review (using the materials detailed in step 3).

3. During the second semester of the faculty member’s second year toward tenure, and annually thereafter, the Mentoring Committee will review the faculty member’s Faculty 180 P&T report. In addition, they may request materials including the following:
   a. a cover letter
   b. a CV
   c. additional evidence of research productivity, teaching effectiveness, evidence of participation in service activities, and evidence of administrative responsibilities and accomplishments, if relevant.

4. As part of their charge, mentoring committees will annually request relevant tenured faculty in SPS to provide feedback on the candidate before completing their assessment of the candidate. In the candidate’s second and fourth year, the mentoring committee will call a formal meeting of relevant tenured faculty to provide feedback that will be incorporated into the review. Relevant faculty should be members of the faculty member’s program area or those who otherwise have knowledge of the faculty member’s performance in research, teaching, and service. School Directors should be apprised of the make-up of these formal review groups.
5. The committee will prepare a written assessment of progress toward tenure, including formative and summative assessments and feedback from other SPS faculty, which will be submitted to the faculty member, with a copy forwarded to the School Directors for inclusion in the faculty member’s personnel file. The School Directors will review this assessment, and provide their own feedback in writing before forwarding the materials to the Dean’s Office. If a School Director is a member of a faculty member’s mentoring committee, they will excuse themselves from this step and the other two Directors will perform the review. The faculty member may attach a written response to this assessment, which shall also be placed in the personnel file if desired.

6. Mentoring committees will meet with their tenure-track mentees to discuss the outcomes of the assessment.

If weaknesses in the candidate’s teaching, scholarly, creative, and research activities, and/or service are identified by the mentoring committee, the School Directors shall assist the faculty member with developing and implementing a plan of improvement. The School Directors are responsible for forwarding a copy of the mentoring committee’s report (and any faculty member response) to the Dean’s office.

**Changes to the Mentoring Committee**

A program lead, mentoring committee member, or the faculty member her/himself may request changes to a faculty member’s mentoring committee by contacting the School Directors. Directors not on the committee will approve or deny the request. Changes will be made in the best interests of the faculty member and based on conversations among all relevant parties. If the faculty member is prevented from making a desired change to the committee s/he has the right to send a written appeal detailing the issue to the Associate Dean.

**SPS Dean’s Office Role in Mentoring**

The Dean and Associate Dean will meet regularly with pre-tenure, tenure-track faculty as part of the SPS mentoring program. These meetings may be question-answer sessions, relevant workshop sessions, and/or SPS mission and vision sessions. These meetings occur at least once per semester.