

## **CCSU Promotion and Tenure Policy for Tenure-track Teaching Faculty**

This policy was adopted by the Central Connecticut State University Faculty Senate on October 22, 2007 and amended on September 22, 2008 and May 10, 2010.

### **I. Non-discrimination and Respect.**

The promotion and tenure process shall be conducted in a non-discriminatory fashion; with respect for individual career, group, and disciplinary differences; with respect for the expertise of faculty in evaluating peers; and with maximum transparency regarding standards and practices consistent with privacy of individual candidates. In keeping with the policy of Central Connecticut State University, unlawful or arbitrary discrimination is prohibited in all determinations regarding promotion and tenure. No decisions may discriminate against any individual with respect to race, color, religion, sex, national origin, age, political opinions, sexual orientation, physical disability, or any other conditions established by the law.

### **II. Departmental Guidelines and Mentoring.**

**II. A. Departmental guidelines.** Each Department shall develop written guidelines to assist faculty in following the procedures for promotion and tenure, taking into account faculty discipline or disciplines, and interdisciplinary work where appropriate, in conformity with the standards provided by the Collective Bargaining Agreement between Connecticut State University American Association of University Professors and the Board of Trustees for Connecticut State University System (hereinafter "Collective Bargaining Agreement"). Departmental guidelines shall be distributed to all new tenure-track faculty members.

**II. B. Departmental guidelines review.** Departmental guidelines for promotion and tenure shall be reviewed by CSU-AAUP, appropriate members of the CCSU administration and the Faculty Senate for the sole purpose of checking consistency with the Collective Bargaining Agreement and Faculty Senate-approved policies on promotion and tenure, and then forwarded to the Provost and respective Dean.

**II. C. Departmental guidelines archiving.** Departmentally approved and administratively reviewed Departmental guidelines shall be deposited with the Faculty Senate and the Connecticut State University American Association of University Professors office, which are the repositories from which Departmental guidelines shall be made available to other departments on request.

**II. D. Departmental guidelines modification.** Any modifications to Departmental guidelines shall be initiated by the relevant Department and follow the above procedure.

**II. E. Departmental mentoring programs.** Each Department shall establish a mentoring program for junior faculty. Departmental mentoring programs shall be supported at the University-wide level by regular workshops for Department Evaluation Committee members and for junior faculty.

### **III. Candidate Portfolio Structure.**

**III. A. Summary Dossier.** Each candidate for promotion, tenure or sexennial evaluation shall complete in a single dossier a succinct, comprehensive, uniformly formatted summary of his or her accomplishments. It is recommended that each dossier contain the following:

1. a current curriculum vitae;
2. at least the previous five years' (or as many years as the candidate has been at CCSU if fewer than five years) evaluative letters from Department Evaluation Committees, Chairs, and Deans at CCSU;
3. a narrative statement that should be limited to the recommended maximum of 2000 words (i.e., approximately 4 single-spaced pages);
4. a section labeled "Load Credit Activity" containing
  - a. a brief introductory narrative (if desired),
  - b. a summary of distribution of load credit for the period under evaluation,
  - c. statistical summaries of student opinion survey data for the period concerning the evaluation, and
  - d. original peer teaching evaluations;
5. a section labeled "Creative Activity" containing
  - a. a brief introductory narrative (if desired), and
  - b. a list of creative works organized with subheadings as suggested in the appendix and with clear indication for each item whether a work is completed (e.g., published), accepted, submitted, or in progress;
6. a section labeled "Productive Service to the Department and University" containing
  - a. a brief introductory narrative (if desired),
  - b. a list of Direct Service organized with subheadings as suggested in the appendix, and
  - c. a list of Service as a Representative of CCSU organized with subheadings as suggested in the appendix;
7. a section labeled "Professional Activity" containing
  - a. a brief introductory narrative (if desired), and
  - b. a list of activities organized using subheadings as suggested in the appendix; and
8. a copy of the Departmental guidelines.

**III. B. Supporting materials.** Each candidate's portfolio should include supporting material for items listed in the summary dossier, organized into four separate dossiers according to the evaluative categories identified in the Collective Bargaining Agreement (load credit activity, creative activity, productive service to the Department and University, and professional activity). Lists of potential categories for inclusion as supporting material for the four evaluative categories are included as an appendix to this policy.

**III. B. 1. Supporting material for load credit activity.** Supporting materials for load credit activity should include a summary of distribution of load credit (including courses taught, reassigned time, etc.), a statistical summary of student opinion surveys, a reproduction of written comments from student opinion surveys, and original peer teaching evaluation letters. The list in the appendix to this policy includes potential additional categories of material for inclusion.

**III. B. 2. Supporting material for creative activity.** The summary section should present how the candidate has fulfilled Section 4.11.9.2 of the Collective Bargaining Agreement: “Creative activity appropriate to one’s field, such as delivering papers at professional conferences, production/performance of artistic works, research, study, and publication.” CCSU recognizes and values all four broad categories of scholarship identified by Ernest Boyer in *Scholarship Reconsidered: Priorities of the Professorate* (1990): discovery of knowledge, integration of knowledge, application of knowledge, and the scholarship of teaching. Standards for assessing creative activity of candidates shall reflect realistic expectations for faculty consistent with the twelve load hour teaching load, with the understanding that candidates who receive load credit for research reassigned time or sabbatical leave may be expected to establish proportionally stronger records in this area. Creative activity should be appropriate to the individual's field or fields, including interdisciplinary work. This section shall present all relevant bibliographical information, including inclusive page numbers and dates. Candidates for full professor shall clearly explain what they produced before and after their last promotion. The list in the appendix to this policy includes potential additional categories of material for inclusion.

**III. B. 3. Supporting material for productive service to the Department and University.** This section should be divided into two parts: **a)** direct service and **b)** service as a representative of CCSU. The latter section should be limited to activities that use the candidate’s professional expertise. The list in the appendix to this policy includes potential categories of material for inclusion.

**III. B. 4. Supporting material for professional activity.** The list in the appendix to this policy includes potential categories of material for inclusion.

#### **IV. The Evaluation Process.**

**IV. A. Overview of the evaluation process.** The candidate portfolios provide documentation of accomplishments at Central Connecticut State University. When evaluating these portfolios, each Department Evaluation Committee, Department Chair, Dean, and the Promotion and Tenure Committee should use consistent reporting formats.

**IV. B. Faculty right to rebuttal.** Each faculty member shall see and sign his/her own Professional Assessment form and/or form for Tenure and/or Promotion before it is (they are) transmitted to the appropriate Dean. The faculty member’s signature does not indicate either approval or disapproval. If the faculty member disagrees with the evaluation/assessment/recommendation, he/she may append a reply to the evaluation/assessment/recommendation within five working days.

**IV. C. Communication between levels regarding disagreement.** In the case of disagreement at a higher level, consultation shall occur with the previous level before the recommendation is forwarded. That is, if a Dean disagrees with a Department recommendation, that Dean shall meet with the Department Evaluation Committee and Department Chair before forwarding a recommendation to the Promotion and Tenure Committee; if the Promotion and Tenure Committee disagrees with a Dean’s recommendation, the committee shall meet with that Dean before forwarding a recommendation to the President. Finally, if the President (or designee)

disagrees with the Promotion and Tenure Committee recommendation, the President (or designee) shall meet with that committee before issuing a final decision. In the case of disagreement with or need for clarification from any other level, consultation is permitted.

**IV. D. Department Evaluation Committees.** All Department Evaluation Committee letters should be evaluative and shall demonstrate internal consistency within the Department. Department Evaluation Committee letters evaluating candidates shall refer to Departmental guidelines and shall be organized according to the evaluative categories (load credit activity, creative activity, productive service to the Department and University, and professional activity). Department Evaluation Committees should normally evaluate classroom teaching through peer evaluations. Department Evaluation Committees shall evaluate each candidate in each evaluative category as exceeds expectations, meets expectations, or does not meet expectations, and shall give each candidate an overall evaluation of recommend or do not recommend.

**IV. E. Deans.** Deans shall evaluate each candidate in each evaluative category (load credit activity, creative activity, productive service to the Department and University, and professional activity) as exceeds expectations, meets expectations, or does not meet expectations, and shall give each candidate an overall evaluation of recommend or do not recommend.

**IV. F. Promotion and Tenure Committee.** The Promotion and Tenure Committee letter on each candidate shall provide, at the very least, a summary evaluation (i.e., exceeds, meets or does not meet expectations) of the candidate's performance in each evaluative category (load credit activity, creative activity, productive service to the Department and University, and professional activity), and shall give each candidate an overall evaluation of recommend or do not recommend.

*“This policy as explained in Articles I through IV shall take effect at the beginning of the Fall 2008 semester, except that Departmental Guidelines shall be submitted by departments to the Faculty Senate by February 2, 2009, and reviewed by the end of the Spring 2009 semester; parts of the policy that refer to Departmental Guidelines shall take effect at the beginning of the Fall 2009 semester.” (Passed 22 September 2008)*

#### **Appendix. Possible categories for inclusion in candidate portfolios.**

The subheadings listed alphabetically and unranked below are indicative, not prescriptive or exhaustive. Candidates will not necessarily be expected to have accomplishments in every subheading; instead, they will use the applicable headings, including headings that might be applicable but that are not listed below, on the lists of activities in each evaluative category to organize their accomplishments. These lists are in addition to required materials listed in the policy. Portfolios and curricula vitae should be clearly organized with different categories and subcategories of activity clearly delineated and listed. Candidates are encouraged to discuss portfolio organization with Department Evaluation Committee members, especially in cases in which they are uncertain as to where to list an activity.

#### **Load Credit Activity**

##### **Teaching:**

Course syllabi

Course materials (handouts, exams, etc.)  
 Curriculum development grants  
 Electronic enhancement of courses  
 Interdisciplinary course(s) taught  
 New course(s) introduced  
 Online courses taught  
 Software developed for teaching purposes  
 Special projects developed for a course  
 Student opinion surveys (numerical/averaged)  
 Student opinion surveys (written comments/typed)  
 Teaching excellence presentations  
 Teaching philosophy  
 Other . . .

**Other load activity:**

Administrative responsibilities for which reassigned time was provided  
 Assessment activities for which reassigned time was provided  
 Research activities for which reassigned time was provided  
 Sabbatical leave  
 Other . . .

Details of these other load activities may be cross-referenced and included in the appropriate other assessment categories.

**Creative Activity**

Applications of research and technology  
 Articles and book chapters (peer-reviewed, non-peer-reviewed)  
 Books  
 Edited volumes  
 Exhibitions (juried, non-juried)  
 Externally funded grants  
 Internal grants  
 Ongoing creative activity program or programs  
 Patents  
 Performances (juried, non-juried)  
 Presentations and papers on teaching  
 Presentations at conferences  
 Research reports to external sponsors  
 Submitted manuscripts or grant applications (with explanation of current stage)  
 Other . . .

**Productive Service to the Department and University**

**Direct Service:**

Academic advising  
 Administrative support work (e.g., school-wide governance, admissions reviews, accreditation and assessment work, etc.)

Committee work at department, school, university, and system levels; service as a committee officer should be noted.

Contributions to enhance equal opportunity and cultural diversity on campus

Involvement with student organizations, residences, etc.

Other . . .

**Service as a representative of CCSU (limited to activities that use the candidate's professional expertise):**

Expert witness testimony

Outreach and service to schools and other educational organizations

Participation in community affairs

Service to business and industry

Service to citizen/client groups

Service to government agencies

Service to public and private organizations

Other . . .

**Professional Activity**

Active participation in professional and learned societies

Attending conferences or seminars

Chairing conference sessions

Membership in professional and learned societies

Organizing conferences or serving on conference committees

Organizing sessions within conferences

Serving as a peer reviewer or juror for journals, granting agencies, etc.

Other . . .