

Department of Counseling and Family Therapy
Guidelines for candidates seeking tenure and promotion

Tenure Applications:

All non-tenured faculty will submit portfolios of their work annually to the Departmental Evaluation Committee according to the dates established in the AAUP/BOT contract. The department will assign a mentor to each new faculty member based on the consent of both persons. The candidate and the mentor will meet at least once a month to discuss the candidate's progress in the four areas indicated in the P&T guidelines. If either the candidate or the mentor feels that the candidate would benefit from extended conversations with other members of the university faculty, the mentor should make every effort to help the candidate identify and meet those persons. The sections outlined below are intended to identify what materials should be included in the portfolio each year as well as identifying a sequence of progressive steps over the entire pre-tenure period. The promotion process from Associate Professor to Full Professor is expected to occur several years after the initial appointment to a tenured position. Applicants for promotion are expected to demonstrate an extensive record of publications including peer reviewed journals, book chapters or books. Additional evidence for promotion includes service in national, professional leadership roles, on editorial boards of journals or other evidence which the candidate for promotion may wish to submit.

The portfolio for the initial tenure review will be divided into four major subsections.

I Administrative summary. This section should include:

- Faculty member's personal statement of philosophy regarding teaching and scholarship
- Summary of load credit activity
- Summary of scholarship and creative activity
- Summary of service
- Summary of professional activity
- Curriculum vitae
- Previous letters of appointment and DEC statements may be included

II Load Credit Activity:

- This section should include a statement of teaching philosophy.
- Statistical and verbal summaries of course evaluations for every course taught should be presented in a comprehensible and well-organized format. Verbal summaries should include verbatim comments made by students on evaluation forms. These summaries should be complete, but not redundant.
- Copies of the syllabi of each course taught should be included. When new courses have been developed, the rationale should be included along with the syllabi.
- All candidates should be observed in at least two courses, one clinical and one theoretical or research-based. DEC committee members will serve as

observer/evaluators. The evaluator's observation forms should be included in this section of the portfolio.

- Evidence of innovative teaching tools and methods such as use recording technologies as part of teaching strategies or other creative approaches to teaching in the specific course content area should also be included in this section.
- Samples of outstanding student work may also be included.
- Unsolicited letters from students may also be included in this section.
- Reassigned time should be included in this section so that the total load credit activity includes credit for work completed under this category.

III Creative Activity

- Candidates are expected to begin developing areas of scholarly and creative interest very early in their careers at CCSU.
- These areas should be discussed with the mentor and clarified so that the candidate can begin producing creative or scholarly works in the chosen area.
- During the second year, the candidate should begin presenting the results of the early scholarship in public venues. These may include presentations at local or regional conferences, articles in professional newsletters, grant applications to local or state agencies. Written evidence of presentations such as announcements, conference proceedings and other documentation should be included.
- During the third year, the candidate should make efforts to speak at national conferences and should submit at least one manuscript to a peer reviewed journal. These efforts may be done in collaboration with colleagues locally or at other campuses.
- During the 4th and 5th years, the candidate should be consistently producing one or two pieces of scholarly work per year for publication in peer reviewed journals.
- By the time the candidate reaches the tenure review process, she or he should have produced several items in one or more of the following categories: publications in peer reviewed journals, invited articles in professional journals, innovative use of media to document scholarship of teaching, presentations at regional or national conferences in which a peer proposal review process is in place.
- These documents and other forms of evidence will be reviewed as a cumulative record of the candidate's progress. The final tenure portfolio is considered summative evidence of the candidate's achievements.

IV Productive service to the department and university

- Early in the candidate's career she or he should be able to articulate areas of interest within the university where she or he would like to focus his or her service.
- The candidate should serve on committees as assigned.
- The candidate should participate in accreditation activities required by the areas of specialization for which she or he is responsible.
- The candidate should have taken leadership roles on at least two projects designed to benefit the department or the university.

V Professional Activity

- Professional activity is defined as activity that serves each person's wider profession i.e. counseling or marriage and family therapy. These activities tend to enhance the skills and reputation of the candidate, the department and the relevant profession.
- The candidate should belong to and become an active participant in at least one statewide professional association.
- The candidate should become actively involved in at least two projects in her or his area of expertise in the local area i.e. clinics, public schools, colleges and universities.
- The candidate will regularly conduct site visits to field placements and help to stimulate collaborative work among those sites for the purposes of improving the training of all students in the department.

Promotion Applications:

- Candidates who apply for promotion should follow the guidelines indicated for tenure as the foundation of their promotion process.
- Applications for promotion should indicate substantial improvement in all categories.
- Of particular concern in the promotion process is creativity, scholarship and presentation of the candidate's ideas and products to a wider audience than in the tenure process.
- Candidates applying for promotion should demonstrate that their work as teachers and scholars has greater depth and broader exposure than the work displayed in their tenure application, using the vehicles of publication in peer reviewed journals, presentation at national and international conferences, innovations in teaching and/or creation of electronic training tools and a wider ability to provide service to the civic and campus communities.
- Candidates may also use evidence of grant writing and fund raising activity as part of an application for promotion.