

# Department of Psychological Science Guidelines Relating to Tenure and Promotion<sup>i</sup>

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# Department of Psychological Science Guidelines Relating to Tenure and Promotion

Standards for tenure and promotion are 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 known as the Collective Bargaining Agreement (CBA). The CBA is available [here](#) on the CSU AAUP website.

The Faculty Senate of Central Connecticut State University adopted a [Promotion and Tenure Policy for Tenure-track Teaching Faculty](#). That policy, accessible on the Faculty Senate [website](#), mandated the development of department level written guidelines to assist faculty in following the procedures for promotion and tenure, established the process for review of guidelines and called for ongoing mentoring programs for junior faculty to be supported by University wide workshops for these faculty members and for Department Evaluation Committee members. This document was created in response to the Senate mandate.

According to the timetable specified in the CBA, full-time tenure-track faculty members during their pre-tenure period must submit a portfolio to their Department Evaluation Committee yearly providing evidence of the quality of performance in the contractually mandated categories of service: load credit activity (e.g., teaching and reassigned time), scholarship and creative activity appropriate to the field (e.g., research, study and publication), productive service to the Department and University (e.g., academic advising, committee work, community service and outreach), professional activity (e.g., conference and workshop participation/organization, professional memberships and participation in professional societies, peer review activities), and record of disciplinary action. Similarly, all candidates for promotion, tenure or sexennial evaluation are required to submit evidence via portfolio of their performance in the same contractually mandated categories. The Department of Psychological Science also encourages full-time faculty members who are hired on "emergency appointments" to submit a portfolio for review following the timeline of first year tenure-track appointees.<sup>ii</sup>

The [Faculty Senate Promotion and Tenure Policy for Tenure-track Teaching Faculty](#) provides a recommended format for the organization of the portfolio including a list of documents that should be included in each section. The Department of Psychological Science endorses this general format and encourages you to review it and organize your portfolio as recommended. For faculty doing community engagement work, we recommend following the [Guidelines for Documenting Community Engaged Research, Teaching, and Service](#) developed by the CCSU Faculty Senate Community Engagement Committee and approved by the Faculty Senate.

Some additional advice that we make with respect to planning, formatting and organization:

1. Read and familiarize yourself with the relevant articles in the [Collective Bargaining Agreement](#) (especially Article 4). Read and familiarize yourself with the [Faculty Senate Promotion and Tenure Policy for Tenure-track Teaching Faculty](#), which includes a list of documents to be included in each section of your portfolio as well as recommendations for length of your narrative statement (e.g., a maximum of 2000 words or approximately 4 double-spaced pages). Follow guidelines for creating promotion and tenure folders using OneDrive if choosing to submit your materials online.

2. Talk with colleagues who are familiar with the process. Talk with your DEC Chairperson and your Department Chairperson. Ask questions about the CBA and Policy. Review colleagues' portfolios for ideas about expectations and what you will need to do. Go to the promotion and tenure workshops that are held on campus. Each university has its own "culture" surrounding the evaluation, tenure and promotion process. Get familiar with this culture at CCSU.

3. During the course of the year put all evidence in a folder or other organizational scheme of your choice for ease of access when the time comes to compile your portfolio. We suggest you collect in your folder all information relevant to evidencing your performance in the contractually mandated categories of service. See later discussion in each section of these guidelines as well as the appendices of the Promotion and Tenure Policy for example times to be included. In short, your file could include student opinion survey results, peer teaching evaluations and other relevant information relating to teaching and load credit, ideas for class revisions, evidence of course improvements, examples of your scholarship (e.g., published articles, scholarly presentations, etc.), letters or other evidence from professional sources that document the quality of your work in all of the contractually mandated categories.

4. Remember, the section of your portfolio referred to as "Creative Activity" will contain your Research, Scholarship and Creative Activity.

5. We want to stress the importance of **HIGHLIGHTING** your major accomplishments and **ORGANIZING** your portfolio (whether online or in binders)! When you are assembling your electronic portfolio please follow the guidelines for creating folders on OneDrive. In addition, it is useful to have a clear system of organizing and cross-referencing your materials to assist your DEC, Department Chairperson, Dean, P & T committee, and Provost in finding the materials supporting your case for promotion and tenure. You may want to briefly describe your organization system. You have done the professional work! Make sure it is easy for the evaluators and decision makers to be able to find it! Although not required, hyperlinks may be helpful.

6. In addition to the electronic portfolio and summary narrative, we suggest that you create a one-page letter with 5 or 6 bullet points that highlight your major

accomplishments and provides hyperlinks to where elaborations can be found. Also, in your letter you should cross-reference to the locations of more detailed supporting evidence. Present this letter at the beginning of your portfolio in your summary dossier folder, immediately following your inventory of items, but before your CV and narrative statement. We believe such will allow you to directly communicate your most important accomplishments to your readers in an efficient and hard-to-miss format. Basically, tell them what they should know about your most important professional achievements and where to find the evidence.

7. If not submitting your portfolio online, we suggest that you compile your portfolio into an appropriately sized and labeled binder. Make sure that all items are easily readable, appropriately cross-referenced and easily findable. Back-to-back placement of pages within sheet protectors makes the reading of the main parts of your portfolio, such as CV, narrative, etc. more manageable for your reviewers. Otherwise, the use of sheet protectors should be minimized.

8. Make sure to include in your Appendices or online folders your relevant raw evidence. If you don't have the evidence, don't make the claim.

9. The Dean of the College of Liberal Arts and Social Sciences requests that in addition to the portfolio, each candidate shall submit a manila folder (electronic or physical) marked with the individual's name, department and requested action, e.g., renewal, promotion, tenure, annual review, or sexennial review. This folder shall contain: (a) DEC signed evaluation form (original plus 2 copies, if physical), (b) Vita/resume (original plus 2 copies, if physical), (c) a blank copy of the student evaluation form used by the department, (d) if physical, most recent student opinion summaries and student comments, and (e) Table of contents and inventory of documents submitted within the portfolio.

## **Mentoring**

Mentoring will be provided by volunteer senior faculty who shall conduct informal and open group meetings with non-tenured faculty to discuss issues of concern or interest (e.g., advising, curriculum, scheduling, budget, travel, etc.) at least twice per academic year.

Each new full-time faculty member can request a mentor from among the tenured associate or full professors in the Department, or from outside the department, who volunteer to serve in such capacity. A list of mentoring volunteers will be available from the Department Chairperson. In addition, non-tenured faculty members will be encouraged to seek informal counsel from other faculty both within and external to the Department.

Mentors shall hold meetings with their faculty mentee at least twice per academic year if agreed to by the mentee.

## **Teaching and other Load Credit Activity**

### **The required materials to demonstrate quality of teaching include:**

Supporting material for load credit activity should include:

- Summary of the load credit activity including courses taught, reassigned time, and any activities for which the faculty member was assigned credit
- Statistical summary of student opinion surveys using the student opinion survey form designed by the psychology department
- Summary of written comments from the student opinion surveys (include all originals in your Load Credit Activity folder)
- Original peer teaching evaluations, if any have been obtained
- Faculty receiving load credit for non-teaching activities should provide a summary of these activities and documentation of the quality of their reassigned time work.

The following are suggestions about the materials included to demonstrate quality of teaching includes:

- Materials that document quality teaching performance such as samples of student work in the form of exceptional papers, projects, portfolios, exams
- Faculty should note that the contract (4.11.7) states that “peer review through observation of load credit activity should normally be a part of evaluations, especially in pre-tenure evaluations.” Although the Department of Psychological Science does not consider this to be a mandate, faculty members, particularly those prior to their penultimate year, are encouraged to consider including peer review as part of their portfolio, at their discretion.
- Statements of teaching responsibilities such as the courses taught, required, elective, graduate, undergraduates, number of advisees, number of theses directed, read,
- Reflective statements on the way each course was taught and why: philosophy, objectives, methods,
- Statement of teaching philosophy, statement of teaching goals in the future for a specified number of years, e.g., my five-year goals are \_\_\_\_\_
- Course syllabi and course materials (e.g., handouts, exams, classroom materials, etc.).
- Outcome measures such as pre- and post-tests; student’s reports of specific things they have learned, why these are significant, and how they are applicable; can include examples.
- Curricular development, new course(s) introduced, online courses taught, interdisciplinary course(s) taught, special projects developed for a course
- Use of course management systems, electronic enhancement of courses, software developed for teaching purposes,

- Student ratings on diagnostic questions (chart/table)--indicate why highlighting specific questions; Representative student comments as tied into philosophy, methods, objectives to get a cohesive thread.
- Teaching awards or honors
- Curriculum development grants and how they have yielded results
- External recognition or honors or awards
- Efforts to improve teaching – application of new knowledge; how attending teaching activities/conferences led to new applications
- Any materials which documents developing and strengthen course content in the light of developments of the field

### **Research, Scholarship and Creative Activities appropriate to the field**

The DEC encourages all members of the Department to engage in research, scholarship and creative activities that reflect their professional interests. The DEC recognizes that there is a wide range of activities that might be deemed “scholarly.” Our hope is that the following guidelines can help faculty members, with an eye toward tenure and/or promotion, plan their scholarly work.

Our guiding principle is peer review. The quality of scholarly accomplishment is best judged by peers with recognized expertise in the relevant specialty area. In psychology, the peer review process has been best articulated in areas dealing with professional publication and external funding applications. Articles, books and book chapters are typically reviewed with a high degree of stringency. Faculty members submitting scholarly work as part of their tenure and/or promotion review that has gone through such a review are clearly documenting their expertise in their research area. In Table 1, Category A (page 7), we have listed examples of scholarship that meet these criteria. Given that the standard for evaluating and recommending faculty members for tenure and/or promotion includes the quality of scholarship, the DEC feels that evidence of scholarship in Category A is required for consideration for tenure or promotion.

There are additional domains that involve peer review (see Table 1, Category B). These forms of scholarship are viewed as important, valid and valued activities for our faculty. For example, nearly all major national and regional psychology conferences involve peer review of submissions. Thus, peer-reviewed conference presentations, as well as the other peer reviewed activities in this category are valued forms of scholarship that are normally part of our professional life. Such activities are expected for consideration for tenure or promotion; however, they are not a substitute for Category A activities since the level of peer-review tends to be more rigorous for Category A scholarship.

Finally, there are other types of scholarship which do not routinely go through a review process. Some examples of these are shown in Table 1, Category C. While these *may* represent valid and high-quality forms of scholarly work, the absence of a peer review process puts the burden on the DEC to judge the quality. This may be difficult to do since members of the DEC may not have the appropriate expertise in a specific content area to make sound judgments. Consequently, if a faculty member submits materials of the type listed in Category C, the onus is on the faculty member to document a critical review of

such material by appropriate external referees. Without such documentation, the DEC will not assume that the materials represent professional quality work.

We encourage faculty members to concentrate their scholarly activities to those listed in Categories A and B. As noted above, the DEC feels that evidence of scholarship at CCSU in Category A is required for consideration for tenure or promotion; evidence of scholarship in Category B is also expected. Please note that meeting this minimum standard does not imply that tenure or promotion will be recommended by the DEC, but the absence of such evidence is almost sure to result in a non-recommendation.

It is important to note a concern with “predatory journals” (Richtig et al., 2018 – see <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6174996/>) which present themselves as scholarly but do not provide an adequate peer review process. Note that while such journals tend to require payment by authors and provide free “open access” to readers, the DEC does not equate open access with a predatory approach. The DEC recognizes that there are high-quality open access journals, and good resources for identifying them, such as the Directory of Open Access Journals at <https://doaj.org/>. If the DEC has questions about the adequacy of peer review for a journal in which a faculty member has published, the DEC may ask the faculty member to provide information on the scholarly quality and/or review process for the journal.

**Table 1. Examples of different Categories of Scholarly Activity**

Category A <sup>1</sup>	Category B <sup>1</sup>	Category C <sup>1</sup>
Paper published in refereed journal (including electronic)	Poster/paper presented at refereed professional meeting	Paper published in non-refereed journal
Published chapter in edited book	Contract research with external group (through CCSU)	Book published by "vanity" press/self-published
Book published by academic/professional press	Produce professional products (software, psychological measures, teaching aids, etc.)	Poster/paper presented at a non-refereed meeting
Published edited book by academic/professional press	Review materials for professional publications	Internal grant (through CCSU) <sup>2</sup>
Obtained an External Grant	Produced an educational video/radio program in professional interest area that received airplay on a standard outlet.	Review materials for professional meetings
Editor of professional journal		Presenting at Department colloquium
Presented invited address at conference		Consulting with individuals or organizations (not thru CCSU)
		Online activities such as maintenance of a professional website dealing with psychological issues.

<sup>1</sup>The ordering of items within each category is not hierarchical and does not imply that higher listed items are to be preferred over lower listed ones.

<sup>2</sup>Internal grants are placed in this category because their primary value is to provide funding that will allow the faculty member to perform Category A and Category B activities. Thus, although the acquisition of the internal grant is scholarly, we encourage the faculty member to focus on the use of the grant to achieve Category A and B outcomes.

### **Productive Service to the Department and University**

Full-time faculty members are expected to engage in service to the Psychological Science Department and/or the University (also known as “direct service”). We also value professional service to the larger community that makes use of the faculty member’s unique professional knowledge and skills (also known as “service as a representative of CCSU”) As suggested by the CCSU Promotion and Tenure policy, this section of the portfolio should begin with an introductory narrative (optional) and then list service undertaken since the last annual evaluation, evaluation for promotion and/or tenure, or last six-year evaluation for senior faculty. Faculty members are encouraged to document each service listed along with some indication of quality of participation were possible. The following is a list of activities that would fall under the category of direct service to the Psychological Science Department or University. It is not meant to be exhaustive.

- Academic advising, may also include serving on thesis and dissertation committees (when not primary advisor)
- 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.
- Consulting for colleagues (statistical, technological, etc.)
- Contributions to enhance equal opportunity and cultural diversity on campus
- Leadership and involvement with student organizations, residences, etc.

The following is a list of activities that would fall under the category of service as a representative of CCSU. It is not meant to be exhaustive. It is recognized that some of the activities listed below *may* fit under Research, Scholarship and Creative Activities (as described above) depending on the extent and nature of the activity.

- Expert eyewitness testimony
- Outreach and service to schools and other educational institutions
- Participation in community affairs
- Service to business and industry
- Service to citizen/client groups
- Service to government agencies
- Service to public and private organizations

### **Professional Activity**

Full-time faculty members are encouraged to engage in professional activity. As suggested by the CCSU Promotion and Tenure policy, this section of the portfolio should

begin with an introductory narrative (optional) and then list professional activities undertaken since the last annual evaluation, evaluation for promotion and/or tenure or last six-year evaluation for senior faculty. Faculty members are encouraged to document each activity listed along with some indication of quality of participation where possible. The following is a list of activities that would fall under the category of professional activity. It is not meant to be exhaustive.

- Active participation in professional and learned societies
- Membership in professional and learned societies
- Attending conferences or seminars
- Chairing conference sessions
- Organizing conferences or serving on conference committees
- Organizing sessions within conferences
- Serving as a peer reviewer or juror for journals, granting agencies, etc.

### **Record of Disciplinary Action**

Consistent with the Faculty Senate guidelines, we recommend that candidates indicate whether they have any record of disciplinary action by including a single statement in the relevant folder of the portfolio. If there is a record of disciplinary action, we recommend the candidate include the record and their explanation of it as they feel is appropriate. Although you are not obligated to include any information that you don't want to include and the DEC is not obligated to inquire about it, the personnel file is accessible to those involved in the P&T process (e.g., DEC, dean, provost) upon request. Also, please note that if you have a record of disciplinary action in your personnel file you will know about it.

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<sup>i</sup> Departmental guidelines were developed by the Department of Psychological Science DEC and Chair, April-May 2008. Guidelines were endorsed by a vote of the Department of Psychological Science, May 5, 2008; amended on April 16, 2021. Guidelines shall be distributed to all current faculty members and to new full-time faculty members during their first semester. Guidelines shall be maintained in Department records and updated as necessary. Nothing in guidelines should be interpreted in a manner inconsistent with the CSU-AAUP Collective Bargaining Agreement. Future revisions 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 Dean of the School of Arts & Sciences.

<sup>ii</sup> It is our experience that the portfolio for faculty on emergency appointment often has developmental value as well as value with respect to future employment.