Authors: Psychology DEC and Chair

Approved by Department of Psychology vote, May 5, 2008.

Version 1 (May 5, 2008)
Department of Psychology 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 on-line at the AAUP website.

The Faculty Senate of Central Connecticut State University adopted on October 22, 2007 a Promotion and Tenure Policy for Tenure-track Teaching Faculty. That policy, accessible at the Faculty Senate website and attached at the end of these guidelines, 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), and professional activity (e.g., conference and workshop participation/organization, professional memberships and participation in professional societies, peer review activities). 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 Psychology 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.

The Faculty Senate Promotion and Tenure Policy for Tenure-track Teaching Faculty provides a recommended format for the organization of the portfolio (See Appendix A, section III (pp 10-12 of this document). The Department of Psychology endorses this general format and encourages you to review it and to organize your portfolio as recommended.
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.

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 and ORGANIZATION! When you are assembling your portfolio, it is useful to have a clear system of organizing and cross-referencing 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!

6. In addition to the portfolio, we suggest that you create a one page letter with 5 or 6 bullet points that lay out your highlights and give page numbers of your narrative 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, 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. We suggest that you compile your portfolio into an appropriately sized and labeled binder. We further suggest that you use plastic sheet protectors for items in the binder to protect them as they get forwarded around the campus. 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.

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

9. The Dean of Arts & Sciences requests that in addition to the portfolio, each candidate shall submit a manila folder 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), (b) Vita/resume (original plus 2 copies), (c) the most recent student evaluation summaries plus a blank copy of the student evaluation form used by the department, and (d) Inventory/index sheet of items submitted within the binder(s).

**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
- written comments from the student opinion surveys (may be summarized, typed with originals in appendix)
- 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 which 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 Psychology 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, course materials (handouts, exams, classroom materials.
- Outcome measures such as pre-post tests; students 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.
• Internal teaching awards, e.g., teaching excellence presentations, 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 would 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.

Table 1. Examples of different Categories of Scholarly Activity

<table>
<thead>
<tr>
<th>Category A¹</th>
<th>Category B¹</th>
<th>Category C¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Published chapter in edited book</td>
<td>Contract research with external group (through CCSU)</td>
<td>Book published by &quot;vanity&quot; press/self-published</td>
</tr>
<tr>
<td>Book published by academic/professional press</td>
<td>Produce professional products (software, psychological measures, teaching aids, etc)</td>
<td>Poster/paper presented at a non-refereed meeting</td>
</tr>
<tr>
<td>Published edited book by academic/professional press</td>
<td>Review materials for professional publications</td>
<td>Internal grant (through CCSU)²</td>
</tr>
<tr>
<td>Obtained an External Grant</td>
<td>Produced an educational video/radio program in professional interest area that received airplay on a standard outlet.</td>
<td>Review materials for professional meetings</td>
</tr>
<tr>
<td>Editor of professional journal</td>
<td>Presenting at Department colloquium</td>
<td>Consulting with individuals or organizations (not thru CCSU)</td>
</tr>
<tr>
<td>Presented invited address at conference</td>
<td>Online activities such as maintenance of a professional website dealing with psychological issues.</td>
<td></td>
</tr>
</tbody>
</table>

¹The 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.

²Internal 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 Psychology 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 Psychology Department or University. It is not meant to be exhaustive.

- Academic advising, may also include serving on thesis 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.

1 Departmental guidelines were developed by the Department of Psychology DEC and Chair, April-May 2008. Guidelines were endorsed by a vote of the Department of Psychology, May 5, 2008. 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.

2 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.

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Appendix A: Central Connecticut State University

Promotion and Tenure Policy for Tenure-track Teaching Faculty

adopted by the Central Connecticut State University

Faculty Senate on October 22, 2007

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. 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. C. 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 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. D. 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. E. 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.

V. Scope.
This policy pertains to promotion and tenure decisions only for tenure-track, teaching faculty as described in the Collective Bargaining Agreement. To the extent applicable, and to the extent consistent with the Collective Bargaining Agreement, the procedures described in this document, especially section III on portfolio structure, should be used for annual and sexennial reviews. All aspects of previous policies pertaining to evaluation of faculty not specifically addressed in this document remain in effect, unless inconsistent with the Collective Bargaining Agreement.

VI. Implementation.

This policy as explained in Articles I through IV shall take effect at the beginning of the Fall 2008 semester, except that Departmental Guidelines should be submitted by the beginning of the Spring 2008 semester to CSU-AAUP and the Faculty Senate.

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 . . .