Counselor Education: Appointment, Promotion, and Tenure Documentation

The College at Brockport
Faculty Appointment, Promotion, and Tenure Policies and Procedures Document

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I. Introduction

This document provides guidance for full-time faculty in the Department of Counselor Education regarding performance-related responsibilities and expectations in the areas of teaching, scholarship, and service. The document outlines requirements for full-time faculty regarding Term Appointments, Tenure, Promotion, and Continuing Performance.

The guidelines presented below represent the minimal performance that is required for full-time faculty at the various stages of their career. It is important to note that minimal performance automatically does not guarantee tenure and promotion. At rank performance, in addition to meeting the minimal criteria outlined below, leading to tenure and promotion involves such issues as the quality of teaching, scholarship, and service, modeling of professional counselor behavior, collegiality, ability to work cooperatively and share responsibility in the work load of the department.

The burden of proof rests with the faculty member. The faculty member shall be responsible for supporting/documenting all claims concerning the importance, relevance or quality of any teaching, scholarship and service. Any claims made must be supported.

II. Framework for Work Assignments

The normal expectation is a 3/3 course load or its equivalent for faculty demonstrating an active program of scholarship and/or with major or multiple service responsibilities. The blend of teaching and supervision, scholarship and service may change from year to year and across the career of an individual faculty member as long as departmental responsibilities are met on an annual basis.

Faculty persons who do not demonstrate an active program of scholarship should contribute more in the areas of teaching and/or service. In practice, this alternative contribution will generally be in the area of teaching. Thus, a faculty member who is heavily involved in scholarship may have a reduction in expectations of service. Likewise, a faculty member that has major and multiple service responsibilities may have a reduction in scholarship expectations. In practice, only unusually demanding “service responsibilities” will meet this expectation in the absence of an active program of scholarship. The individual expectations will depend on the needs of the department and the individual faculty member’s needs (e.g., reappointment, tenure and promotion) and interests.

As part of the 3/3 course load, each faculty member provides clinical supervision to 3-5 students per semester. Our accrediting body, the Council for Accreditation of Counseling and Related Education Programs (CACREP) considers a supervision responsibility of 3-5 students to be equivalent to teaching one 3 credit hour course.

III. Active Teaching, Scholarship, and Service

Active Teaching

We consider teaching and supervision, and thus student learning, to be the most important part of our mission. Teaching and supervision serve not only to provide instructional support for our students but also modeling of important clinical and professional behaviors that will assist students in the development of their own counseling
styles and professional identities. Teaching and supervision - and the advisement that goes along with these - encompass promoting, guiding, facilitating, evaluating, and providing experiential opportunities for student learning.

An active program of teaching involves multiple aspects of demonstrated knowledge of counseling as a discipline and profession that includes the following:
1. Skills of pedagogy, including clear and precise communication and methods of instruction.
2. Skill in communicating and projecting this knowledge.
4. Effectiveness as a role model for the attitudes and behaviors of a professional counselor.
5. Demonstrated interest in the educational achievement of students.
6. Continual self-reflection regarding the effectiveness and impact of one’s teaching.
7. Utilization and integration of contemporary knowledge and resources.

**Active Scholarship**

Scholarship encompasses the production of an identifiable product or presentation subject to systematic internal or external evaluation by professional peers. Included in scholarship is the discovery, integration or application of knowledge.

Scholarship accepted for publication in which peer reviewed, referred procedure is used shall be considered to meet the evaluation criteria for scholarship defined by Boyer (1997).

The criteria for assessment of scholarship are:
1. clarity of goals
2. adequacy of preparation
3. appropriateness of methods
4. significance of results
5. effectiveness of presentation
6. reflective critique where appropriate

(See Appendix A for brief description of these criteria)

An active program of scholarship related to the discipline is defined as ongoing engagement in scholarly activity that builds upon and expands research focus beyond the dissertation, contributes to the body of knowledge, and leads to more sophisticated levels of scholarly achievement.

**Active Service**

Professional service includes service activities at the departmental, college and professional level. An ongoing program of service begins with service in the department and expands to include service at the college and professional levels. Service also typically begins with membership on committees but ultimately leads to leadership position within the department, college and profession. Where service is community-based, such activity should have a direct relationship to the candidate’s disciplinary expertise.
IV. Tenure, Promotion and Continuing Performance

The department weighs the relative importance of teaching, scholarship, and service in terms of activity, consistency, and increasing development over time in each of these areas. A fuller description of expectations for each of the areas of performance is provided in discussion that follows.

Evaluation of overall performance of an individual faculty member must conform to the following formula:

\[ \text{Teaching} > \text{Scholarship} > \text{Service} \quad \text{where Teaching is } \geq 50\% \]

A. Performance at Rank: Assistant Professor

The candidate is actively involved in teaching, scholarship and service such that he or she will be able to obtain promotion to Associate Professor. See the above discussion of active teaching, scholarship and service (Section III).

The achievement of an appropriate terminal degree (e.g., doctorate) establishes the individual as qualified in the profession. The expectation is that the individual has the ability to achieve the highest rank in the department and the potential to demonstrate excellence in the counseling profession. Performance at rank includes the preparation of a portfolio of teaching materials that addresses the multiple aspects of the instructional role. This includes documentation and demonstration of knowledge of the counseling discipline, skills of pedagogy, including clear and precise communication and methods of instruction, interest in the educational achievement of students, utilization of student feedback to improve teaching, and involvement in student advising.

In the department the successful completion of doctoral dissertation demonstrates minimal scholarly competence at this level. Additionally, evidence of a commitment to continued scholarly productivity is necessary and involves demonstrated initiative by the candidate, to establish a framework and focus for scholarship, future research and professional development. The candidate is expected to begin writing for publication in the counselor education field and presenting at various levels in professional counselor education and counseling forums. Ultimately, demonstration of scholarly activity means scholarly publications and professional presentations done in the counselor education field.

Service is an important role in the academic community and is an expectation within the total professional obligation. At this level, the faculty member’s expected role is that of active participant on departmental committees. Initial involvement in College, community and/or regional professional service also begins at this level.

B. Promotion to Associate Professor

A person promoted to the rank of Associate Professor has demonstrated achievement on a continuous basis in the rank of Assistant Professor in all three major performance areas: Effectiveness in Teaching, Scholarship, and University Service. There must be evidence that the person has made sustained high quality contributions to the Department and the College as an Assistant Professor. The faculty member has established a commendable reputation beyond the campus for scholarly work in the field. In addition, there is the expectation that the person has made discernible progress toward achieving excellence in the discipline/profession and for attaining the highest rank in the department.
1. Teaching

For promotion to rank of Associate Professor, teaching excellence and commitment should extend beyond that demonstrated at the rank of Assistant Professor. The candidate must present a teaching portfolio that demonstrates growth and continued teaching excellence and addresses the following 6 teaching criteria. Information from the time of appointment in the department to the time of application for tenure and promotion should be included.

Documentation should include course syllabi and materials, and candidate’s evaluation of performance in the 6 categories outlined below. Reviewers of these materials will look for a thoughtful self-critique of the candidate’s performance. In addition, the use of contemporary sources, correlation of content, method, student interest and need, and relationship to the academic standards of the institution will be evaluated. Asterisks (*) mark required documentation; other information should be included if available.

1a. Teaching Criteria

1. Statement of Teaching Philosophy and Focus*
   This statement should begin this section and address the candidate’s teaching and supervision pedagogy and educational values, ideals, and goals. The statement should include self-evaluation of successes in teaching, efforts to improve teaching generally or in a particular course, assessment and achievement of student learning outcomes, and general and specific course effectiveness. Minimally, this section should include:
   - List courses taught including contact hours and the number of students enrolled in each*
   - Number of supervisees per semester *
   - Include other pertinent information directly related to teaching and advisement*

2. Student Evaluation
   The candidate must evaluate his/her performance in this area. Discussion may include any or all of the following or more.
   - Summary of student ratings of instruction for all courses taught during the period under review including IAS mean scores, Departmental Evaluation Form mean scores, and Clinical Supervision mean scores by course and semester*.
   - Instructor-developed feedback
   - A personal interpretation of student evaluation in light of teaching philosophy and utilization of student feedback. *
   - Department-solicited letters of support or comments about teaching and supervision*.

3. Student Outcomes and Accomplishments
   The candidate must evaluate his/her performance in this area. Minimally the portfolio should address at least two of the following:
   - Student performance on standardized tests related to instructor’s expertise
   - Student employment rates in the field and success in the workplace related to the instructor’s expertise.
> Student accomplishments, e.g., conference presentations, published papers, awards, performances, exhibitions, student-faculty research projects.

4. Improvement of Teaching and Supervision
The candidate must evaluate his/her performance in this area. Discussion may include any or all of the following or more.
> Professional development as a teacher and supervisor (workshops, conferences pertinent to the counseling profession.) *
> Efforts to remain current in the field
> New applications of technology to teaching and supervision
> Revision of course instructional approach.
> A statement by the applicant that addresses how documentation provided in this category helps to improve teaching and supervision*

5. Teaching-Related Activity Beyond the Classroom
The candidate must evaluate his/her performance in this area. Documentation presented may include any of the following:
> Number of advisees *
> Evidence of advising quality (surveys, letters, etc.)
> Independent study and/or thesis supervision
> Mentoring of students
> Student involvement in scholarship, publication, and/or presentations resulting from student-faculty collaboration
> Service on student organization and/or advisory committees.
> Achievement and maintenance of relevant certification
> Invitations to be guest speaker/guest lecturer

6. Peer Evaluation
The candidate must evaluate his/her performance in this area. The evaluation will include a representative sample of instructional materials along with written peer evaluation that includes two or more peers, of syllabi and teaching.
> Review of course syllabi, assignments, and examinations by fulltime faculty in the department*
> Observation or videotape review by fulltime faculty in the department of the candidate’s teaching*
> Appropriate integration of technology
> Interviews of current students and/or alumni
> Awards or recognition related to teaching.

2. Scholarship
Scholarship is broadly defined to include discovery, integration, and application and may include any or all of the following products: journal articles; books (authored or edited including textbooks); book chapters; conference presentations; panel discussant involving a critique; and published media or software materials. Grant development may be considered as scholarship if it relates directly to research activity and results in a product.
For promotion, the person must show significant advancement in the area of scholarship beyond the level of Assistant Professor and beyond the presentation of doctoral dissertation results to new areas of investigation. The demonstration of scholarship must include products that are subject to external, anonymous, peer refereed reviews and contribute to the body of knowledge in the field. Three to four national and/or international journal publications are expected. The journals must be appropriate to the counseling field, such as American Counseling Association’s journal (i.e., Journal of Counseling and Development) and ACA divisional journals (e.g., Professional School Counselor Journal, Counselor Education and Supervision, Journal for Specialists in Group Work, Journal of Mental Health Counseling, etc.). The majority of journal publications must be in journals known in the counseling field. Additionally, other evidence of scholarly production is required. Examples include articles published in state journals, books, book chapters, monographs, presentations, editorial board membership, etc.

The candidate will prepare a Scholarship Focus and Summary. This statement will include the following components: a) an overview of the area of scholarship; b) a list of each scholarly product with a brief description of the peer review process and reputation of each piece; and c) a brief reflective critique. A narrative statement discussing the faculty member’s scholarly activity is also required. This narrative should include the relationship of the individual’s scholarly work to his or her teaching and service activities, a review of the scholarship produced, and an outline of future plans. In the case of joint or multiple authorship, the faculty member must provide a brief review of his or her contribution to the scholarly activity.

3. Service

The candidate should demonstrate excellence on a continuous basis in the area of service during the period of tenure as Assistant Professor. For promotion, the level and impact of service should have expanded significantly beyond the Assistant Professor level. Service at the college, state, regional and national levels is expected.

The candidate will prepare a statement of all relevant service activities with a brief description of the individual’s responsibilities, participation, and any product developed. Where service is community-based, such activity should have a direct relationship to the candidate’s disciplinary expertise.

- administrative and/or leadership roles on departmental, College, community, and/or professional committees;
- participation in service activities beyond the department (some faculty may become focused in one area of service outside the department, e.g., professional association leadership, while others may participate at many levels);
- evidence of participation and leadership may be provided through several types of evaluation, i.e., peer review, letters from committee chairs citing specific contributions to the work of the committee, substantive letters of recommendation from colleagues and/or community agencies that cite contributions and successful initiatives, and active leadership in disciplinary professional organizations.
C. Promotion to Professor

A person promoted to the rank of Professor has demonstrated professional growth and excellence on a continuous basis in the rank of Associate Professor in all three performance areas: Effectiveness in teaching, scholarship, and service. There should be evidence of new and more sophisticated levels of achievement in teaching and service beyond the Associate Professor level. The evidence must clearly support the person’s role as an established leader in the department and in the College, and that his/her contributions are of high quality and have been sustained over a reasonable period of time as an Associate Professor.

Accomplishment in the scholarship area should be significantly greater than was expected to achieve the rank of Associate Professor. The significance of the person’s accomplishment is attested to by peer and reputable figures in the field away from campus:

- Recognition of the quality of work should be made evident and available in the form of reviews, comments and citations in the works of others, direct letters of assessment by recognized authorities off-campus solicited by the department, and invitations from leaders in the field to contribute to publications, conferences, and exhibitions, to serve on editorial boards, to review books, etc.
- Reputation of place (i.e., journal, book, etc.) in which articles, research projects, etc. have appeared will be an important consideration, as will be the publishers or sponsors.
- Honors or awards that serve to recognize the person’s contributions for long term work in the field and/or new interpretations and applications of scholarship.

V. The Role of the Candidate

It is the responsibility of each individual seeking reappointment, continuing appointment, or promotion within the Department to prepare a complete and organized package of materials supporting his or her request. It is the responsibility of each individual to know and understand 1) the terms of his or her current appointment, 2) application deadlines for contract renewal, continuing appointment, and promotion, and 3) to supply the information requested in the APT document. With regard to external reviewers, the Candidate must supply a list of names to the Chair. Additionally, it is the Candidate’s responsibility to give the names to the Chair and the scholarship to be reviewed by the mid-semester of the academic year prior to the semester in which the Candidate applies for tenure and/or promotion.

VI. A Role of the APT Committee

It is the responsibility of each APT Committee member to review the candidate’s portfolio thoroughly before scheduled APT meetings. It is the role of the Chair of the APT committee to hold meetings and write the APT recommendation with input from the committee members.

Candidate documents will be keep in the Chair’s office. In order to keep track of the documents and to ensure that all members have reviewed the documents, committee members will sign out the documents on a sign out sheet.
VII. Role of Department Chair

It is the Chair’s responsibility to select the external reviewers used to review the Candidate’s scholarship and to contact the reviewers. It is the Chair’s responsibility to send the scholarship material to be reviewed and to communicate with the reviewers.

VII. Application Contents

Materials supporting the Candidate’s request for reappointment, continuing appointment, or promotion, shall be organized and indexed in accord with any administrative guidelines in effect at the time of application. The Candidate should strive to ease the burden of those reviewing the Candidate’s request through the use of clear, concise, and consistent labeling for all supporting documents. Where guidelines do not exist, the following ordering of materials should be used:

- Letter of application
- Cover sheet containing Candidate’s degrees, licenses, certifications, term of appointment, type of application (e.g., term appointment, etc), time at rank, potential tenure date (if applicable), and classes taught.
- Means from all teaching and supervision evaluations
- Inventory of materials submitted
- Comment pages with signatures from annual reports
- Teaching portfolio
- Supporting documents related to scholarship
- Supporting documents related to service
- Other applicable documents and appendices.

Where possible, materials should be organized into three-ring binders that are clearly labeled. A candidate should not expect individuals reviewing his or her materials to sift through unorganized and loose materials.

VIII. The Review Process

A. The APT Review Process

The APT committee shall consist of a minimum of three tenured faculty in the Department of Counselor Education. In case of promotion, the committee shall be comprised of faculty at or above the rank being sought. If the department does not have enough qualified individuals, it shall seek the help of Emeriti Professors within the department or other qualified individuals of the appropriate rank within the college.

The outcome of the APT review process will be a written report containing:

- The APT committee’s recommendation
- A supportive narrative summarizing the Committee’s conclusions as they pertain to the criteria of teaching, scholarship and service.

The Chair of the APT Committee is responsible for writing the report which reflects the committee as a whole review. The report is then distributed to the following:
1. APT Committee members
2. Candidate
3. Chair

The APT committee letter is addressed and sent to the chair. A copy of the APT committee’s letter is given to the Candidate at the same time the letter is given to the chair. The Chair then reviews the Candidate’s portfolio and writes his or her recommendation. The Chair’s recommendation is sent to the Dean but copies are also sent to the Candidate and the APT Committee.

All tenure-track faculty in the department are to review the Candidate’s portfolio using the APT document. Each member is to vote in support of or against the Candidate’s application. Each faculty member is responsible for communicating his or her vote to the Chair of the department. The Chair tallies the vote and communicates the vote to the Dean, Provost, and the President. The applicant may request and receive the numerical tally.

B. Appeal Process

It should be noted that the Candidate has the option of withdrawing his or her request for re-appointment, continuing appointment or promotion at any time during the process, provided the Candidate draws in writing.

1. APT Level

If the Candidate disagrees with the APT Committee’s review and recommendation, the Candidate must write an appeal letter directed to the APT chair outlining the reasons for his or her disagreement. This must be done within two weeks from the date on the letter to the Chair. Further, the Candidate has the option of asking to talk with the APT Committee as a whole to discuss the disagreement. Upon receipt of the letter, the APT chair must share the letter with the APT Committee as a whole. It is up to the APT committee to decide if and how it may respond to the appeal letter from the Candidate. The APT Committee’s response must occur within two weeks from the receipt of the Candidate’s letter. The APT Committee’s options include (1) meet with the Candidate to discuss their recommendation and the Candidate’s disagreement with the recommendation with the intent to come to some conclusion regarding the disagreement, or (2) write a response letter (with a copy to the Chair) to the candidate indicating its decision regarding the Candidate’s appeal. If option number one (1) is chosen, the APT Committee must put its final decision in writing to the Candidate with a copy to the Chair.

2. Chair Level

If the Candidate disagrees with the Chair’s review and recommendation, the Candidate must write an appeal letter directed to the Chair outlining the reasons for his or her disagreement. The appeal must occur within two weeks from the date on the Chair’s letter to the Candidate. The Candidate has the option of requesting a meeting with the chair to discuss the appeal. The Chair must put in writing to the Candidate his or her decision
regarding the Candidate’s appeal. Copies of the letter are to be sent to the APT Committee and attached to the Chair’s review and recommendation letter to the Dean.

If the Candidate continues to disagree with the Chair’s decision, he or she must write an appeal letter to the Dean, School of Professions outlining his or her disagreement. The Candidate also has the option of requesting a meeting with the Dean to discuss his or her concerns.
Appendix A

Summary of Scholarship Standards

Clear Goals

Does the scholar state the basic purposes of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?

Adequate Preparation

Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?

Appropriate Methods

Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to changing circumstances?

Significant Results

Does the scholar achieve the goals? Does the scholar’s work add consequentially to the field? Does the scholar work open additional areas for further exploration?

Effective Presentation

Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating work to its intended audiences? Does the scholar present his or her message with clarity and integrity?

Reflective Critique

Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?