

Department of Counseling and Educational Development
Promotion and Tenure Guidelines
Revised May 18, 2018

Preamble

Faculty members in the Department of Counseling and Educational Development are committed to developing and maintaining a program that is characterized by integrity, innovation, respect, and breadth of professional perspectives. The faculty seeks to maintain a national profile by offering a strong, coherent, and innovative training program, and by providing exemplary leadership for the profession through scholarly works and professional service activities. Faculty serves as role models of excellence and professionalism.

A scientist-practitioner philosophy characterizes the program, including individual course content and assignments, supervision of clinical work, as well as expectations for professional practice. In addition, the integration of theory and research into clinical practice is promoted throughout the program.

At the master's level, the faculty seeks to educate students who, as counseling practitioners in a variety of community, school, and university settings, will provide high quality services to their respective clients, and will seek to provide leadership through service in their respective communities and professional associations. At the doctoral level, the faculty seeks to develop well-rounded counselor educators, counseling practitioners, and administrators who will make significant contributions through their own scholarship, teaching, supervision, and professional service activities.

Given the nature of the program, "teaching" is understood to include not only classroom instruction, but also other instructional processes, such as clinical supervision of students' counseling, teaching, and/or supervision work. In addition, mentoring of students' professional development, relevant to the professional career of the student, is a high priority and one that involves "teaching" in the fullest sense of the word. As appropriate to rank, and in line with the Department's teaching workload policy, faculty regularly contribute through their service on and leadership of doctoral/dissertation committees.

Faculty view service not only in terms of professional leadership in counseling organizations, but also academic citizenship, characterized by collegiality, mutual respect and support, and commitment to shared community values. Commitment to faculty members' individual career goals is balanced by a commitment to the University, School, Department and program responsibilities, as well as the development of students.

Scholarship may include conceptual and empirical works, using a variety of methodological approaches for basic and applied research questions, although rigorous empirical work is a strong value in the Department. In terms of research and publications, quality, significance, and impact are more important than quantity. Thus, attention to the quality and visibility of publication outlets is warranted.

Community-Engaged work is recognized by the University as a lens through which teaching, research/creative activities, and service can coalesce “to realize [the university’s] full potential as an inclusive, collaborative, and responsive public research university. As such, the University has developed specific examples for each evaluation category within the University’s Promotion and Tenure Guideline (see UNCG P&T Guidelines, pp. 4, 8, and 12) and the department supports candidates who consider community-engaged work to be their proper focus. In line with the University priorities, community engaged scholarship is valued for its application of knowledge in ways that benefit society. In addition, interdisciplinary and multidisciplinary research efforts increasingly are needed to address the complex societal issues relevant to the counseling field. Even more, scholarship informs teaching and professional service activities and characterizes the program environment, in that faculty seek to create and maintain a community of scholars.

This document is supplementary to University documents regarding promotion and tenure, as well as the School of Education document.

Reappointment at Assistant Professor Rank

Successful candidates are competent teachers who show a beginning mastery of content and pedagogy appropriate to counselor education and supervision, and demonstrate a commitment to all aspects of the teaching and learning process. Scholarly efforts, including publications in nationally refereed journals, are characterized by a theme(s). Service activities are primarily at the Department and School level, with some participation in professional organizations at the state, regional, and/or national levels. The candidate shows promise of satisfying criteria for promotion to Associate Professor with tenure.

Promotion to Associate Professor with Tenure

Successful candidates are strong and committed teachers who integrate theory, research, and practice into the classroom and other teaching-learning processes (e.g., supervision). They demonstrate progress in a well articulated research agenda/program that has made a contribution to the field/profession, with specific areas/questions for further work/development, and may have potential for external funding (as appropriate to the research area). There is active participation in professional service organizations at the state, regional, and national levels, as well as important contributions to the University, School, and Department. The faculty member demonstrates a commitment to program responsibilities and the development of students. There is evidence that productivity and professional development will continue beyond the point of promotion and tenure, and will progress toward promotion to full professor.

Promotion to Full Professor

Successful candidates at this level are accomplished teachers and mature scholars. They are established in their area(s) of expertise and hold strong national reputations as intellectual leaders in their area of research. There is evidence that the candidate's scholarly work has had a significant national impact on the field/profession. External funding (as appropriate to the research area) may provide support for scholarship. A particularly defining characteristic of the

candidate's work is the integration of research/scholarship into teaching, service, and leadership. Professional service contributions involve leadership roles, mentoring of students and junior faculty, and other efforts meant to enhance the profession, the University, the School, and the Department as well as the individual career. There is evidence that productivity and professional development will continue beyond the point of promotion to full professor.

(Note. The following is a guide around content to include in the candidate's file; the organization and format must follow UNCG policy and procedures, such as how the sections are organized and uploaded via a Canvas site.)

Documentation of Teaching Effectiveness

1. Summary of teaching/instructional responsibilities and activities.
2. A written statement that includes one's philosophy of teaching, description of teaching methods, and a self-appraisal of one's development and achievements in teaching, with particular attention given to the impact of one's teaching on student learning. For those candidates whose teaching responsibilities include supervision of interns or other instructional assignments, a similar statement(s) is included for these areas. Summary of student ratings (M, SD) on Departmentally-approved forms. The summary includes ratings solicited from all students in all courses taught each semester, including supervision of internships and other teaching assignments. Selected student comments for open-ended questions also are to be included.
3. Summary listing of student accomplishments, such as student publications based on course-related work, dissertation awards, etc. (As applicable).
4. Nominations for teaching excellence (as applicable).
5. Grant proposals for instructional/curriculum development or assessment of teaching effectiveness (as applicable).
6. Peer observations of teaching and supervision.
 - Candidates for reappointment at the Assistant Professor rank work with the Department Chair to solicit one peer observation each year by Departmental faculty.
 - Candidates for promotion to Associate Professor with tenure work with the Department Chair to solicit one peer observation each year by Departmental faculty.
 - Candidates for promotion to Full Professor work with the Department Chair to solicit peer observations, for an average of one peer observation every two years by Departmental faculty.
7. Summary evaluation, based on submitted documentation and first-hand knowledge, written by a Departmental faculty member.

Documentation of Scholarship/Research

1. Summary of one's scholarly productivity/achievements/outcomes, which may include

- articles published in peer-reviewed professional journals
- non-referred articles published in professional journals
- articles in press
- books
- textbooks
- edited books
- book chapters
- monographs
- grant submissions
- List of honors and awards received in recognition of one's scholarly work (as applicable).
- external peer review (for promotion and tenure decisions).
- grant(s) received
- scholarly papers presented at professional meetings
- presentations at professional meetings
- books reviews
- unpublished papers and reports
- works in progress
- other examples of scholarly productivity
- other creative accomplishments.

2. External Review Letters- The candidate may submit 3-5 names of external peer reviewers to the Chair, who also may solicit names of potential reviewers from Departmental faculty. The Chair then selects 3-6 persons from the larger list as external peer reviewers for the candidate, and, in concert with the SOE Dean's office, sends each reviewer a) a copy of the candidate's vita and b) 3-6 examples of the candidate's scholarly productivity. The external peer reviewers are asked to evaluate the candidate's scholarly productivity and achievements, particularly in terms of their originality, contributions, and/or impact on the field, in light of the candidate's academic rank.

3. Research Statement- A written statement that includes a) a description of the candidate's research theme(s) (reappointment) or research program (promotion), including future directions; and b) a self-appraisal of one's scholarly work, achievements, and development.

4. Summary Evaluation- based on the submitted document and first-hand knowledge, this document is written by a Departmental faculty member.

Documentation of Professional Service

1. Summary of one's service responsibilities and activities, including membership and leadership positions, in terms of contributions to the welfare of the Department, School, and University the counseling profession external communities related to the counseling profession and/or

Department activities (e.g., public schools, community mental health agencies, student affairs offices) any other examples of professional service

2. Summary of editorial responsibilities and/or positions, which may include

- Editor of a professional journal
- Associate editor of a professional journal
- Member of editorial board for a professional journal
- Editor of a special issue of a journal
- Ad hoc reviewer for a professional journal

3. List of honors or awards received in recognition of service contributions.

4. List of elected and/or appointed positions.

5. A written self-appraisal of one's service activities and contributions, including the impact of this work on the Department, School, University, profession, organization, and/or the persons served, using the preamble statement as a framework.

6. Summary evaluation, based on the submitted documentation and first-hand knowledge, written by a Departmental faculty member.

Departmental Procedures

Annual reports and reviews

Annual reports summarize the faculty member's responsibilities and achievements in teaching, scholarship, and service for a particular year. These yearly summaries, and feedback from peers regarding one's work, provide a context for evaluating one's progress toward reappointment, promotion to associate professor with tenure, and/or promotion to full professor, as well as serving as a basis for creating plans for professional development.

Each faculty member submits an annual report of his/her work in the three areas of teaching, scholarship, and service. These are subject to peer review following Departmental policy, with summary results of one's peer ratings communicated to each faculty member by the Chair.

Untenured faculty and others actively seeking promotion meet with the Department Chair to review the year's work and peer evaluations. The Chair and faculty member collaboratively write a statement of strengths and accomplishments, areas for enhancement, and a collaborative plan for continued development toward the desired rank.

The Reappointment / Promotion and Tenure / Promotion File

The candidate works with the Department Chair, and/or his/her designee, to create the file of materials to be reviewed. The file is reviewed by all persons eligible to vote on the candidate, which includes faculty members at or above the rank the candidate seeks.

The Department Chair appoints an eligible faculty member to serve as chair of the ad hoc review committee. The Acting Committee Chair arranges for faculty reviews of teaching, scholarship/research, and service from other eligible committee members. At a meeting scheduled by that Acting Chair, the candidate's file is reviewed. Faculty members who wrote the summary evaluation statements for teaching, scholarship/research, and service summarize their evaluations. Any faculty member may ask for clarification regarding any aspect of the file. Faculty members determine that appropriate and sufficient information has been provided by the candidate, or if additional information is needed to conduct an adequate review. Once the information is deemed sufficient, faculty members then vote their decision by a voice vote. The Acting Committee Chair records the count of the faculty vote. The Acting Committee Chair writes a recommendation regarding the candidate. The Department Chair writes an independent review and recommendation regarding the candidate. If both the vote of the faculty and the recommendation of the Chair are negative, the candidate's file does not go forward to the School of Education. Otherwise, the candidate's file, summary evaluations written by Departmental faculty members, the Departmental faculty vote count, and the written recommendation of the Chair is forwarded for consideration at the School of Education level.