

**Department of Counseling**  
**Policy for Reappointment, Tenure, and Promotion**  
(Adopted August 1998; revised & approved April 23, 2009)

The Counseling Department values having faculty members who differ from one another in their strengths and interests in the field of counseling. However, one consequence of such faculty diversity is that applying uniform retention, tenure, and promotion criteria may underestimate the talents and achievements of individual faculty members. Therefore, the Counseling Department has drawn up this policy statement regarding evaluative criteria to provide guidance both at the departmental level as well as at RTP review levels elsewhere in the University. This policy statement is also consistent with the University-wide RTP policy of July 2008.

Given that we are a graduate-level professional counseling training department, teaching effectiveness will be given the greatest emphasis in the department's RTP evaluation, followed in priority order by scholarship, university service, and community service. If a candidate has in a given review cycle allocated far greater effort to one of these areas compared to the above prioritization, it is incumbent on the candidate to provide a rationale in her or his self-evaluation.

Differentiation in criteria for two-year reappointments and promotion to full professor: For the former, the candidate must demonstrate exceptional teaching evaluations and scholarly productivity to warrant a two-year reappointment. For the latter, the candidate must demonstrate a trajectory of sustained and meaningful productivity across the RTP criteria.

Lastly, the Counseling Department endorses activities undertaken by its faculty that can be used to meet multiple RTP criteria; e.g., an activity might meet criteria for both scholarship and teaching effectiveness. It is expected that the individual candidate who contends that this is the case will have made this explicit in the self-evaluation noted above.

### **Teaching Effectiveness**

The evaluation criteria of the July 2008 University-wide RTP policy will be followed (section II, B). Effectiveness of teaching as measured by student evaluations will be demonstrated quantitatively by an average rating of 3.5 or 75% of all ratings are 4's and 5's; however, we value candidates' appraisal of the meaningfulness of these student ratings.

Faculty in a graduate counseling program also have teaching-related duties such as supervision of their students in either therapeutic settings or in schools offering guidance and counseling. Effectiveness in these other teaching-related activities will be taken in account by the individual RTP committees and may also be addressed by the candidate in her or his Self-Evaluation of Teaching and Professional Activity.

### **Scholarship, Research, and Creative Achievements**

The evaluation criteria of the July 2008 University-wide RTP policy will be followed (section II, C). In addition, the Counseling Department suggests that all of the following guiding principles be present in counseling-related scholarship:

1. Requires a high level of discipline-related expertise
2. Demonstrates innovation intellectually or as an application

3. Allows for replication and/or elaboration
4. Is documented and accessible to others for review and critique
5. Shows significance for the discipline or for a community

As long as these 5 principles are met, we consider as additional examples of scholarship such activities as (a) development of community/school programs, (b) implementation of professional training workshops, and (c) professional and community presentations. Further examples of scholarship include membership on editorial review boards or selected as ad hoc reviewers for scholarly journals, membership on review panels for research grants (e.g., NSF, NIH), or serving on special panels that reflect one's scholarly expertise (e.g., American Psych. Assoc.'s Media Information Group). Attending conferences, workshops, or mandatory continuing education classes for licensure renewal will need to be addressed by the candidate as to how the 5 principles above are met if they are used to document scholarship; such activities may more properly fit under Teaching Effectiveness or Service to the University.

The Counseling Department does not have a “quota” as to how many scholarly “products” are to be generated in any given RTP evaluation cycle. However, it is expected that candidates will have explicit documentation of their plans, proposals, progress reports, and outcomes available to their RTP committee. These documents will be evaluated by the candidate’s RTP Committee as to how and whether they meet the five principles above. It is expected that upon receiving critical feedback, candidates will show in subsequent RTP evaluation cycles that they have undertaken actions to remedy any shortfall.

### **Service to the University**

The evaluation criteria of the July 2008 University-wide RTP policy will be followed (section II, D). In addition, the Counseling Department endorses activities undertaken by its faculty that can be used to meet multiple RTP criteria; e.g., an activity might meet criteria for both scholarship and service to the university.

### **Public Service and Service to the Community**

The evaluation criteria of the July 2008 University-wide RTP policy will be followed (section II, E) In addition, the Counseling Department endorses activities undertaken by its faculty that can be used to meet multiple RTP criteria; e.g., an activity might meet criteria for both scholarship and service to the community such as when we provide interviews to the popular press that also reflect our scholarship or professional expertise.