

**Department of Counselor Education  
Tenure and Promotion Standards**

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**Introduction**

The Department of Counselor Education Tenure and Promotion Standards reflect the values and priorities of the department, college and university. These performance expectations are defined across four categories (teaching, non-teaching assignments, research and creative activity, and service). This document defines those expectations for persons seeking promotion to Associate Professor with Tenure, promotion to Associate Professor for one who already has tenure, and awarding tenure to one who already has the rank of Associate Professor. Later in the document, promotion to the rank of Professor (and awarding tenure to one who already has the rank of Professor) is defined. Those seeking promotion to the rank of Professor must show a sustained record of effectiveness in all categories, and must show evidence of outstanding achievement in at least one of those areas (consistent with university and college standards). These standards are in alignment with the UW-Whitewater Faculty Personnel Rules (2013), the COEPS Tenure and Promotion Standards (2013), and the UW-Whitewater Tenure and Promotion Standards (2006).

While maintaining high standards in all categories is expected, the department also values the unique contributions of each individual. Those contributions, taken as a whole, are believed to make the department and program stronger. The expectations and evidence requirements defined in this document will be applied in all decisions related to tenure and/or promotion.

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE; PROMOTION TO ASSOCIATE  
PROFESSOR FOR ONE WHO ALREADY HAS TENURE; AND AWARDING TENURE TO ONE WHO  
ALREADY HAS THE RANK OF ASSOCIATE PROFESSOR.

**Teaching**

The Counselor Education Department expects excellence in teaching. Teaching is inclusive of in-class and on-line instruction, supervision, advising and mentoring.

**EXPECTATIONS**

- Must have taught assigned courses
- Must have accepted new course preps as assigned
- Received student course evaluations at or above a grand mean of 4.25 for the review period

- Received positive evaluations (narrative and numeric at or above a grand mean of 4.25) in role as supervisor (internship/practicum)
- Received consistently strong peer reviews, with at least one peer review conducted each semester and with a minimum global rating of satisfactory (see appendix A for class visitation report)
- Received positive peer reviews in role as a supervisor (class visitation report is used in this process; see Appendix A) and addressed any concerns identified
- Must have participated in three or more professional development activities per year that served to enhance teaching
- Must have developed professional contacts outside the department which enhanced the profession and/or enhanced teaching effectiveness
- Maintained positive advising relationships
- Maintained high standards for student performance

## EVIDENCE

- Must include course syllabi
- Must include course evaluations
- Examples of creative teaching strategies and/or assessment measures when applicable
- Must include class visitation reports
- Must include agendas and shared learning from professional development activities
- Correspondence with collaborators when applicable
- Course evaluations in COUNSED 793 and/or COUNSED 795.
- Class visitation reports in COUNSED 793 and/or COUNSED795
- Advisee/advisor correspondence (e-mail correspondence, updated program of studies, student narratives)
- Positive responses to advising surveys conducted annually (Appendix B)

## Non-Teaching Assignments

The Counselor Education Department functions with a philosophy of shared leadership and expects all faculty members to serve the department through these selected leadership roles. The roles of Department Chair, Program Coordinator and Clinical Director are defined to ensure planning and leadership that will serve our students and our profession. Additional non-teaching assignments may be defined by the Dean and/or Department Chair. While there is *not* an expectation that tenure-track faculty be involved with these leadership roles, there may be that opportunity and desire (for the tenure-track faculty member and the department). In those cases, the evidence requested below would be provided as part of the tenure/promotion process.

## EXPECTATIONS

- No expectation of formal leadership in department roles (chair, program coordinator, clinical director). If faculty person was involved with one or more roles, evidence should be provided as indicated.

## EVIDENCE

- List job duties of the non-teaching assignment when applicable
- Accomplishments related to the non-teaching assignment when applicable

### **Research and Creative Activity**

The Counselor Education Department expects professional contributions to the counseling field; these contributions will take many forms, including publications, conference presentations and other creative works. Faculty members are expected to be intentional and constructive with their scholarship agendas.

## EXPECTATIONS

- Must have produced at least two refereed publications (or in press) (peer-reviewed article, book chapter) in appropriate professional sources at the international, national or equivalent level with at least one first author publication during the period in rank
- Must have demonstrated teacher-scholar model
- Must have presented at least four peer-reviewed presentations at relevant international, national, regional or state professional conferences and webinars, with at least two at the national or international level

## EVIDENCE

- Must have a well-defined research agenda
- Must have copies of publications, e.g., journal articles, books, book chapters, papers in conference proceedings, book reviews, educational software and materials, as well as invited publications
- Must have copies of letters, or documentation of notification regarding acceptance of manuscripts for publication
- Scholarly work may integrate research and teaching and vice versa, especially relative to the improvement of teaching and curriculum development, e.g., reflected in course syllabus
- Must include copies of conference/webinar program

- Must include copies of presentation materials, e.g., papers, power point slides and handouts

### **Service**

The Counselor Education Department values service to the department, the college and university, the profession and our community. It is expected that all faculty members will use their unique talents to contribute to the department and beyond, and that this service will be done collaboratively and willingly.

### **EXPECTATIONS**

- Must have participated in college committees (elected, appointed, or voluntary) and served one or more terms on a university committee
- Must have provided leadership in department committee work
- Must have collaborated with department colleagues in workshop development leadership, and departmental programming
- Must have on-going record of participation in the work of the department throughout years in rank
- Must have done one of the following:
  - Be engaged with professional organizations OR
  - Have established leadership role in state/regional/national committee work OR
  - Demonstrated one area of professional expertise with significant contributions to counseling, e.g., consultations, interest group leadership, technical assistance OR
  - Provided on-going service to professional organization, e.g., advisory board, officer of professional association
- Must be engaged with community service

### **EVIDENCE**

- Must have documentation of committee participation at the college or university levels
- Must have documentation of leadership at department/college/university levels
- Must have artifacts demonstrating ongoing participation/collaboration in department projects and programming
- Must provide documentation of the professional involvement, e.g. documentation of involvement with professional organizations, documentation of leadership in state/regional/national committee work when applicable, recognition from professional group or organization relative to the expertise, documentation of on-going service to professional organizations, honors/awards/nominations or other documentation relative to organizational professional service or documentation of attendance at appropriate conferences, state, regional, national and international

- Must provide documentation of community service, e.g. documentation of service and leadership to community agencies and/or organizations, documentation of consultations with agencies and institutions, documentation of active participation in relevant community organizations, or evidence of dissemination of expertise via workshops and or seminar presentations within the community

#### PROMOTION TO PROFESSOR; AND AWARDING TENURE TO ONE WHO ALREADY HAS THE RANK OF PROFESSOR

To be promoted to professor, a candidate must demonstrate a sustained record of effectiveness in the areas of teaching, non-teaching job assignments when applicable, research and creative activity, and public and professional service, and demonstrate outstanding achievement in at least one area. A faculty member is expected to identify one area (teaching, non-teaching assignments, research and creative activity, or public and professional service) where he/she has consistently and significantly exceeded the standards described below and must provide evidence of the outstanding achievement in this chosen area.

#### Teaching

The Counselor Education Department expects a sustained record of excellence in teaching. Teaching is inclusive of in-class and on-line instruction, supervision, advising, mentoring.

#### EXPECTATIONS

- Must have developed creative/innovative teaching strategies and/or assessment measures
- Must have supported departmental instructional goals by accommodating departmental needs, developmental courses as needed, and accommodating course rotation and sequencing
- Must have received student teaching evaluations at or above a *Grand Mean* of 4.25
- Must have received positive evaluation (narrative and numeric at or above *Grand Mean* of 4.25) in role as supervisor (internship/practicum)
- Must have received strong peer reviews in teaching, with two of these reviews occurring in the year prior to seeking promotion to professor and a rating at or above satisfactory (see peer review form in Appendix A).
- Must have received positive peer reviews in role as a supervisor, with two of these reviews occurring in the year prior to seeking promotion to professor and a rating at or above satisfactory (see class visitation report in Appendix A)
- Must have participated in three or more professional development activities per year that serve to enhance teaching
- Must have developed professional contacts outside the department which enhanced the profession and/or enhanced the teaching effectiveness
- Must have sustained effectiveness as an academic advisor
- Must have maintained high standards for student performance

## EVIDENCE

- Must include course syllabi
- Must include course evaluations
- Must include class visitation reports (peer reviews)
- Must include agendas and sharing of learning from professional development activities
- Correspondence with collaborators when applicable
- Examples of creative teaching strategies and/or assessment measures
- Course evaluations in COUNSED 793 and/or COUNSED 795
- Class visitation reports in COUNSED 793 and/or COUNSED795
- Advisee/advisor correspondence (e-mail correspondence, updated program of studies, student narratives) when applicable
- Advising survey feedback (advising survey conducted annually)
- Peer and student evaluations (related to maintaining high standards)

### **Non-Teaching Assignments**

The Counselor Education Department functions with a philosophy of shared leadership and expects all faculty members to serve the department through these selected leadership roles. The roles of Department Chair, Program Coordinator and Clinical Director are defined to ensure planning and leadership that will serve our students and our profession. Additional non-teaching assignments may be defined by the Dean and/or Department Chair. There is an expectation that all faculty members share responsibility as opportunities arise. When a faculty is seeking promotion to Professor, the evidence requested below would be provided as part of the promotion process.

## EXPECTATIONS

- Persons seeking promotion to professor are expected to provide leadership to department in one or more of the roles identified (department chair, program coordinator, clinical director); evidence should be provided as indicated

## EVIDENCE

- Leadership position and years in that position
- List job duties of the non-teaching assignment
- Accomplishments related to the non-teaching assignment during the years served

### **Research and Creative Activity**

The Counselor Education Department expects a record of sustained professional contributions to the counseling field; these contributions will take many forms, including publications, conference

presentations and other creative works. Faculty members are expected to be intentional and constructive with their scholarship agendas.

## EXPECTATIONS

- Must have produced at least four peer-reviewed publications (or in press) since previous review (peer-reviewed article, book chapter) in appropriate professional sources at the international, national or equivalent level with at least one first author publication during the period in rank
- Must possess a sustained record of professional research and a well-defined research agenda
- Must have participated in at least four peer-reviewed conference paper or program presentations at appropriate, professional, international, national, regional or state meetings with at least two of those at the national or international level
- Must have demonstrated teacher- scholar model

## EVIDENCE

- Must include copies of articles
  - Must include copies of publications, such as invited book chapters in a scholarly volume, papers in conference proceedings, book reviews, educational software and materials
  - Copies of letters, or documentation of notification regarding acceptance of manuscripts for publication
  - Must include copies of conference program
  - Must include copies of conference presentation materials, e.g., papers and power point slides
  - Must include course syllabi and publications providing evidence of teacher/scholar model
- Any of the following can be included when applicable:

### **Service**

The Counselor Education Department values service to the department, the college and university, the profession and our community. It is expected that all faculty members will use their unique talents to contribute to the department and beyond, and that this service will be done collaboratively and willingly. A record of sustained service in multiple arenas is required for promotion to professor.

## EXPECTATIONS

- Must have participated in college and/or university committees (elected, appointed, or voluntary)
- Must have provided leadership with department projects, e.g., workshop development, committee work, department programming, and strategic planning
- Must have established leadership role in state/regional/national committee work, e.g., officer or executive committee member
- Must have demonstrated one area of professional expertise with significant contributions to counseling as acknowledged by professional appropriate organizations such as WCA, ACA, WAMFT, AAMFT, WCPA, ACPA, NCDA, WCDA, e.g., consultations, interest group leadership, technical assistance
- Must be engaged with community service

## EVIDENCE

- Must include documentation of committee participation at the college or university levels
- Documentation of leadership with college or university committees when applicable
- Must include documentation of leadership at department level
- Must include artifacts demonstrating leadership in department projects and programming
- Must include documentation of leadership role in state/regional/national committee work
- Must include recognition from professional group or organization relative to the expertise or contributions received
- Must provide documentation of community service, e.g. documentation of service and leadership to community agencies and/or organizations, documentation of consultations with agencies and institutions, documentation of active participation in relevant community organizations, or evidence of dissemination of expertise via workshops and or seminar presentations within the community

**APPENDIX A**  
Counselor Education  
Class Visitation Report

Faculty/Staff:

Class:

Date:

1. Organization:

\_\_\_\_Excellent

\_\_\_\_Satisfactory

\_\_\_\_Needs Improvement

2. Presentation:

\_\_\_\_Excellent

\_\_\_\_Satisfactory

\_\_\_\_Needs Improvement

3. Interaction:

\_\_\_\_Excellent

\_\_\_\_Satisfactory

\_\_\_\_Needs Improvement

4. Content:

\_\_\_\_Excellent

\_\_\_\_Satisfactory

\_\_\_\_Needs Improvement

5. Additional Comments:

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Faculty

Date

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Reviewing Faculty

Date

## APPENDIX B

### Advising Survey (administered annually)

1. What is your emphasis?
  - a. Clinical Mental Health Counseling
  - b. Community Counseling
  - c. Higher Education
  - d. School Counseling
  - e. A certificate program (applies only to those who already have a Master's in Counseling and are continuing their education)
2. How far along in the program are you?
  - a. First year
  - b. Second year
  - c. Third year/internship
3. Are you a full-time or part-time student?
  - a. Full-time
  - b. Part-time
4. What is your gender?
  - a. Female
  - b. Male
  - c. Other
5. What is your age group?
  - a. 20-24
  - b. 25-29
  - c. 30-34
  - d. 35-39
  - e. 40 or more
6. Which advisor are you evaluating?
  - a. Cindy Anderton
  - b. Jennifer Betters-Bubon
  - c. Jeff Cook
  - d. Don Norman
  - e. Brenda Rust O'Beirne
  - f. Aneneosa Okocha
  - g. Dave Van Doren
7. In which ways have you interacted with your advisor? Check all that apply.
  - a. In-person by appointment
  - b. In-person walk-in (no appointment)
  - c. Before or after class
  - d. By email
  - e. By phone
  - f. Other, please specify

8. Which is the *primary* way you interact with your advisor? Select one.
  - a. In-person by appointment
  - b. In-person walk-in (no appointment)
  - c. Before or after class
  - d. By email
  - e. By phone
  - f. Other, please specify
9. In general, who initiates communication?
  - a. I usually initiate communication.
  - b. My advisor usually initiates communication.
  - c. Other, please specify.
10. Which of the following topics have you discussed with your advisor? Check all that apply.
  - a. Course selection/registration
  - b. Changes to my program of study
  - c. Clarifications regarding my program of study
  - d. Change of emphasis
  - e. Assistance regarding academic regulations or policies
  - f. Post-graduation/career planning
  - g. Academic difficulties or concerns
  - h. Personal difficulties or concerns
  - i. Other, please specify
11. Please indicate the extent to which you agree or disagree with the following (scale of 1-5; 1 = disagree strongly, 5 = agree strongly)
  - a. My advisor is easy to get in touch with.
  - b. My advisor gives me the time and attention I need.
  - c. My advisor encourages me to come to him/her with questions.
  - d. My advisor demonstrates respect and concern for me.
  - e. My advisor provides accurate information about policies and procedures, courses, and requirements.
  - f. My advisor helps me understand why required courses are important for my education and career.
  - g. Overall, my advising experiences have met or exceeded my needs.
12. What are your advisor's strengths?
13. In what ways could your advisor improve?
14. In general, how often do you check your UW-Whitewater email?
  - a. Daily
  - b. Two or three times a week
  - c. Weekly
  - d. Two or three times a month
  - e. Rarely
  - f. Other, please specify
15. Do you follow the program of study you received from your advisor at the beginning of your program?
  - a. Yes
  - b. No, please explain

16. Have you ever taken a course that *was not listed on your program of study* without first consulting your advisor?
  - a. No
  - b. Yes, please explain
17. Have you ever taken a course *during a semester other than the one listed on your program of study* without first consulting with your advisor? (For example, your program of study listed that you should take the course in Summer 2013 and you took it in Fall 2012.)
  - a. No
  - b. Yes, please explain
18. Please indicate the extent to which you agree or disagree with the following. (scale of 1-5; 1 = disagree strongly, 5 = agree strongly)
  - a. I have made one or more appointments with my advisor.
  - b. I have kept my appointments with my advisor.
  - c. I come prepared to my advising meetings.
19. What are some things you could do to improve your relationship with your advisor?