

**Graduate Studies in Counseling  
Tenure and Promotion Criteria  
Revised and Approved, Spring 2022**

**INTRODUCTION**

The Department of Graduate Studies in Counseling affirms the spirit and intent of Article VIII of the bylaws of the College of Arts and Sciences of Rollins College as it pertains to evaluation of faculty for tenure and promotion. Faculty of the Graduate Studies in Counseling are evaluated on four areas: teaching, scholarship, service, and clinical supervision.

**EVALUATION PROCESS**

After being informed of eligibility by the Dean of the Faculty, the candidate may request evaluation for appointment to tenure and promotion to associate professor or promotion to professor. They will assemble supporting documents such as curriculum vitae, course syllabi and materials, copies of publications, a self-assessment statement making the case for tenure/promotion, and at least two outside letters from nationally-recognized colleagues with expertise in their area of specialization. The purpose of the outside letters is to provide an outside assessment of the quality and caliber of the candidate's research and scholarship as well as professional service. The process for obtaining outside letters will be:

1. *Outside evaluator 1:* The candidate will provide the names of three outside recommenders. The CEC chair and the candidate will rank order potential outside evaluators. The CEC chair will contact each evaluator in order of ranking until a commitment is secured.
2. *Outside evaluator 2:* The CEC chair will identify and recruit the second outside recommender in consultation with the CEC.

The two letters will be sent to the Chair of the CEC, who will then forward them to the candidate. The candidate will include the letters in their evaluation materials.

In consultation with the candidate, the CEC chair will schedule the CEC meeting. Prior to the CEC meeting, each CEC committee member will complete at least one classroom observation during the academic year in which the evaluation takes place. Prior to the CEC meeting, members of the committee will also review student course evaluations and other materials supplied by the candidate. The CEC will then meet with the candidate to discuss the assembled materials, the classroom observations, and any other data provided in light of the departmental and Arts and Sciences tenure and promotion criteria.

**CRITERIA**

**Teaching**

The criteria for assessing teaching are in accordance with the standards stated in the Faculty Bylaws. Evaluation of teaching quality is multifaceted and multiple direct and indirect observation methods are employed to assess the quality of the candidate's teaching. In evaluating teaching, each CEC member will: (1) review the candidate's self-

assessment statement; (2) review the candidate's course materials (e.g., syllabi, study guides, handouts, examinations, course learning assignments and activities); (3) conduct a classroom observation; and (4) analyze student evaluations as assessed by the Course and Instructor Evaluation (CIE) form. The CEC will also consider class observations conducted by colleagues outside the department, works produced by students (e.g., sample papers), formal evaluations of learning outcomes, communications from current and former students, feedback from colleagues who have taught with the candidate, and other relevant documentation provided by the candidate.

Candidates for **tenure and promotion to associate professor** must demonstrate a consistent record of excellence in teaching. The departmental criteria include:

1. Excellence in teaching as demonstrated by a pattern of positive results in the course **and?** instructor evaluations (CIE);
2. Syllabi that are clear, current, comprehensive, and reflective of the Council for the Accreditation of Counseling and Related Education Programs (CACREP) accreditation guidelines for the course, including designated learning outcomes that are reflected in course activities and assignments;
3. Responsiveness to student evaluations and colleague feedback as demonstrated by continual refinement of teaching methods and modification of syllabi, teaching strategies, incorporation of new developments in the field, and use of a variety of effective pedagogical strategies;
4. Evidence of teaching effectiveness during classroom observations by other members of the department and the CEC;
5. In addition to the above, the candidate is free to submit any other evidence that supports the case for excellence in teaching.

Candidates for **promotion to professor** must demonstrate evidence of continued excellence in teaching and continued growth and development beyond initial tenure and promotion to associate professor (as articulated under criteria for tenure and promotion to associate professor). We look for evidence of the ways in which the candidate has applied their experience since tenure to fine-tune their pedagogical strategies as they progress through their career. Such evidence may include but is not limited to periodic revision of existing courses, integration of new methods of teaching, application of new technologies in the classroom, and responses to changing student demographics and contemporary concerns (e.g., addition of material or refinement of courses that address issues within the discipline and/or society). In general, candidates should provide evidence of a level of pedagogical sophistication appropriate to the candidate's rank and years of service.

### **Research and Scholarship**

The Department of Graduate Studies in Counseling recognizes that scholarship is a central responsibility for faculty members in our department. All candidates for tenure and promotion to associate professor and to professor must show evidence of a sustained commitment to scholarship and a trajectory of continued growth as a scholar in counseling and counselor education. Achievement in these areas may be demonstrated by

authoring peer-reviewed and invited articles, peer-reviewed books, book chapters, professional documents (e.g., competencies, clinical manuals), and grants, by editing books and journals, and by presenting at professional conferences. Activities and achievements must be disciplinary-relevant and/or related to pedagogy to be considered evidence of scholarship. The department highly values involvement of students in faculty scholarship activities and evidence of interconnections between research/scholarship and teaching.

Criteria for **tenure and promotion to associate professor** include:

1. At least one peer-reviewed published article in a journal, and two other publications, which may include:
  - peer reviewed published article,
  - GSC approved professional documents (e.g., competencies, clinical manuals),
  - book chapter, or
  - a peer-reviewed book,

Both publications must be published since the candidate's arrival at Rollins. The candidate will be the first author on at least one publication. Articles may be co-authored and publications may be edited or co-authored, providing the candidate demonstrates that they contributed significantly to the scholarly work.

2. Regular, ongoing refereed and/or invited presentations at regional, national, and international professional conferences totaling a minimum of 4 regional/national/international presentations prior to tenure review.
3. Other professional activities that indicate a consistent pattern of scholarship, such as: participating in seminars in which scholarly work is required; service as a referee or reviewer for professional journals and/or publishers; invited lectures; receipt of external grants or fellowships; workshop presentations; collaboration with students on presentations and/or research; other publications such as training manuals; presentations at local, state, and professional conferences; and coordinating professional conferences.

Evaluation for **promotion to professor** will consider scholarship and research completed since tenure and promotion to associate professor. Criteria include:

1. At least one peer-reviewed published article AND two other publications, which may include:
  - peer reviewed published articles,
  - GSC approved professional documents (e.g., competencies, clinical manuals),
  - book chapters
  - a peer-reviewed book (in place of additional peer-reviewed articles and book chapters).

The candidate will be first author on at least one publication. Articles may be co-authored and publications may be edited or co-authored, providing the candidate demonstrates that they contributed significantly to the scholarship presented in the book.

2. Regular, ongoing refereed and/or invited presentations at regional, national, and international professional conferences totaling a minimum of 6 regional/national/international presentations since tenure.
3. Additional activities that demonstrate a continuing pattern of scholarship/research that will continue beyond promotion to professor (as articulated under criteria for tenure and promotion to associate professor).

## Service

### Preamble:

The profession of mental health counseling is regulated by Florida state law and the standards of the profession as articulated by the American Counseling Association and the American Mental Health Counseling Association. These laws and standards, along with criteria specified by our accreditation body, the Council for the Accreditation for Counseling and Related Education Programs (CACREP), require department faculty to engage in a variety of professional activities over and above the expectations set for faculty by the College. The addendum attached to this document highlights some of the activities that GSA faculty are expected to perform. In addition, these laws and standards require that GSA faculty acquire and maintain professional licensure and certifications, participate in professional continuing education in order to renew professional licenses and certifications, and stay up to date regarding state laws and rules, new developments in the profession, and licensure/certification and accreditation requirements.

Candidates for **tenure and promotion to associate professor** are expected to demonstrate a pattern of consistent commitment to college service, community service, and service to the discipline. Criteria for service include:

1. *College:* Membership on at least one of the CLA faculty governance or college wide committees and other services to the college as reflected by activities such as presentations, special projects, etc.
2. *Department:* Ongoing departmental service such as coordinating the Cornell Counseling Clinic, serving as department chair, annual program admissions committee, semi-annual student progress review member, annual site supervisor workshop presenter, coordinator of other departmental workshops, information and recruitment session presenter, and student advisor.
3. *Community:* Service to the community as reflected by activities such as community engagement projects, clinical or clinical supervision services in the community, community consultation, and community presentations and programming, etc.
4. *Profession:* Elected office or committee work within regional/national/international professional organizations. Other regional, national, and international service activities may be considered in addition to professional organization service. The department also highly values candidate service in local and state professional organizations as this kind of service creates valuable interconnections among professional colleagues, Graduate Counseling alumni, and current counseling students.

Candidates for **promotion to professor** are expected to demonstrate a continued commitment to college service, community service, and service to the discipline since tenure. Criteria for service include:

1. *College*: Membership on at least one CLA faculty governance or college-wide committee since tenure.
2. *Department*: Continued pattern of departmental service and leadership (i.e., serving as department chair) involvement post-tenure as specified in the previous section.
3. *Community*: Continued pattern of college service and service to the community post-tenure as specified in previous section.
4. *Profession*: Continued pattern of regional/national/international service and leadership (i.e., chairing divisional committee) to professional organizations as specified in previous section. Other regional, national, and international service activities may be considered in addition to professional organization service. As stated in previous section, the department also highly values service in local and state organizations as this kind of service creates valuable interconnections among professional colleagues, Graduate Counseling alumni, and current counseling students.

### **Clinical Supervision**

Faculty in Graduate Studies in Counseling acknowledge the importance of our role in providing clinical supervision for developing counselors-in-training. This role is distinctly different than teaching. This is a specialty area of counselor education and requires counseling competency as well as specific training and advanced skills in clinical supervision.

Criteria for **tenure and promotion to associate professor** include:

1. Competence in clinical supervision as demonstrated by clinical course syllabi content, excellence in supervision as demonstrated by a pattern of positive results in the course instructor evaluations (CIE), and attendance and participation in continuing education and training focusing on clinical supervision.
2. Attain and maintain all the clinical credentials outlined below:
  - a. Licensure in Florida in Psychology, Marriage and Family Therapy or Clinical Mental Health Counseling.
  - b. Florida Approved Supervisor credential.
  - c. National Certified Counselor credential.

Criteria for **promotion to professor**: Candidate must demonstrate growth and development as a clinical supervisor since tenure and promotion to associate professor AND maintain licensure, approved supervisor credential, and National Certified Counselor credential. Candidates will reflect on and articulate their growth as clinical supervisors in their Professional Assessment Statement.

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## **ADDENDUM**

(This addendum is submitted at the suggestion of the 2010/11 FEC in order to provide additional information about our department, program, and faculty requirements.)

Faculty in Graduate Studies in Counseling are part of the Rollins CLA faculty. Our program operates year-round; students are required to attend three semesters per year (fall, spring, summer). Faculty members must be available periodically during summer semester for advising, occasional faculty meetings, collegial consultation necessary to maintain the operation of the department, and to address student issues even if the faculty member is not teaching during the summer. These duties are performed without compensation. Graduate Counseling faculty teach a 3-3 load during the regular fall/spring academic year (core faculty have heavy teaching demands during the regular academic year because the clinical courses are only offered during the fall and spring terms for liability reasons). Thus, all summer courses are taught as overloads.

The department chair conducts ongoing administrative duties in the summer. Several core faculty members regularly teach during the summer to provide continuity to the students. We participate in the life of the college through our service on CLA governance and college-wide committees, other college committees and projects, and individual programming. Because of our location in the Holt School, our accreditation guidelines, and the demands of the Florida licensure board (which determines many aspects of our curriculum, student assessment activities, etc.), we also conduct a multitude of “infrastructure-oriented” and other program-specific activities. Below please find a list of our regular duties with regards to these particular demands and conditions.

Ongoing Graduate Studies in Counseling Program Faculty Responsibilities (shared among four core faculty):

- I. Program Policy Development and Administration - ongoing
  - a. Attend weekly faculty meetings (2-3 hours in length)
  - b. Participate in faculty retreats (2-3 times per year, 4-7 hours in length)
  - c. Meet ad-hoc as a faculty to address emergent issues regarding accreditation, curricular changes, Florida licensure board mandates, program administration, and/or student issues that must be addressed on the basis of professional standards (ongoing each semester).
  
- II. Marketing, Student Recruitment, and Public Relations
  - a. Present/co-facilitate semi-annual Information Sessions for prospective applicants
  - b. Consult with marketing personnel from Holt School and develop/implement marketing plan
  - c. Conduct telephone consultations and face-to-face meetings with prospective students
  
- III. Admissions Committee – two admissions meetings per year

- a. Define admissions criteria, policies and procedures
  - b. Review all applicant files
  - c. Decide admissions for early, regular, and late admissions
- IV. Alumni Relations -ongoing
- a. Maintain relationships with alumni individually or in groups by attending off-campus functions
  - b. Involve alumni in current student development, guest speaker opportunities, referrals
  - c. Schedule and host alumni meetings
  - d. Alumni assessment for accreditation purposes.
- V. Co-design and co-facilitate New Student Orientation – annually
- VI. Co-design and co-facilitate Clinical Orientation - annually
- VII. Curriculum Development – ongoing
- a. Participate in regular semi-annual review of selected courses to ensure compliance with CACREP standards and licensure requirements.
  - b. Work with program adjuncts to develop/revise syllabi and course curriculum that fulfill the above requirements.
- VIII. Adjunct Development (ongoing)
- a. Mentor adjuncts teaching companion sections of courses taught by core faculty (to ensure compliance with CACREP and licensing requirements and for quality control purposes).
  - b. Offer ongoing impromptu consultation to adjuncts teaching any of our courses.
  - c. Co-facilitate annual meeting, training, and update session for adjunct faculty
- IX. Clinical Coordination, Supervision, and Administrative Duties- ongoing
- a. Seek, screen, and develop potential clinical field sites that meet program, CACREP and Florida licensure standards (approximately 25 per year per faculty member – particularly salient during this period of economic strain where site conditions change rapidly) .
  - b. Co-design and co-facilitate annual workshop for Site Supervisors.
  - c. Co- design and co-facilitate annual orientation meetings for clinical students
  - d. Co-facilitate Internship Placement Orientation meeting
  - e. Co-facilitate Internship Orientation meeting
  - f. Place approximately 80 pre-practicum, practicum/internship students at appropriate field sites (20 per faculty member based on having four core faculty)
  - g. Fall semesters: Clinical supervision of one hour per week per student in addition to teaching the group supervision practicum course (this course demands in excess of 110 hours of direct student contact during fall term each year).

- h. Spring semester: Individual supervision for internship students, minimum of once per semester up to weekly depending on needs of student, in addition to teaching internship course
  - i. Fall and spring terms: Visit practicum and/or internship sites and meet with site supervisors one to two times per semester minimum, more often if needed.
  - j. Administer the Cornell Counseling Clinic (CCC), our departmental training clinic. The CCC provides counseling services for Holt and Crummer students.
- X. Advising
- a. Advise and mentor Graduate Students (approximately 20-25 students per faculty member) in relation to academic and professional issues as well as pre-practicum placements.
- XI. Gatekeeping
- a. Participate in annual progress review of every student (approximately 90 to 100 students per year) – this is a crucial gatekeeping function that must be performed by core faculty
  - b. Develop and monitor individual remediation plans for students
  - c. Plan, coordinate, and attend annual gatherings of student body, faculty, adjuncts, staff, community clinical supervisors