

## **Department of Counseling and Human Services East Tennessee State University**

### **Professional Development within Programs Including Criteria for Promotion and Tenure**

#### **Preamble**

The Department of Counseling and Human Services (CSHS) is comprised of two educational programs: Counseling and Human Services and two service programs: Service Learning and America Reads. Although each program addresses a specific discipline with distinct accreditation bodies, professional associations, and scholarly journal, they are united by a common mission. The mission of the Department of Counseling and Human Services in the Claudius G. Clemmer College of Education is to prepare competent, ethical, self-reflective and caring counseling and human services professionals who are committed to improving the human condition through supportive, therapeutic, educational, and counseling services and who advocate to improve accessibility, accountability, and coordination of services for all.

This document seeks to delineate an on-going professional development process within the two educational programs that comprise CSHS. The process is designed to promote a collaborative atmosphere of academic success. That is, rather than giving new faculty members a set of criteria that must be met for professional advancement, the faculty of CSHS seek to establish a positive, engaged, and involved relationship with each other within programs. This relationship is interactive and seeks to provide each of the faculty members within a program a chance to learn from and develop professional academic skills in the company of colleagues. Indeed, one of the central goals of the department is to “provide opportunities for faculty to expand their knowledge and skills, as well as, contribute to the knowledge base of the social/behavioral sciences and human development disciplines, and counseling and human service professions.”

It is within these programmatic relationships of interest, care, personal contact and knowledge of others that regular, periodic feedback of competence and academic skill are to be sought and provided. Further, in combination, this formal and informal feedback and the required FAP, FAR, FAE processes will serve as the support foundation for those who seek promotion and/or tenure within CSHS.

#### **A Review of the Process for Professional Development within Programs**

When new faculty are hired in the department for service within a given program, CSHS faculty believe that it is the responsibility of program faculty members to be engaged in the professional development of new faculty. Further, since faculty development is a career-long process, this same interest and involvement ought to be available to those who are already tenured and who are or are not pursuing promotion. Non-tenured faculty members and those seeking promotion during the upcoming academic year will be given priority with regard to program/departmental faculty involvement and developmental support (over those who are already tenured and not seeking promotion).

## **Specific Activities and Processes Expected of Program and Departmental Faculty in Relation to the Professional Development Process**

Specific processes and activities will be expected of program and department faculty to ensure the kind of relationship anticipated by this document. These processes and activities include, but are not limited to, the following:

- Program/Departmental faculty will seek to become familiar with and interested in the teaching processes and skills of each other—especially those who are new and untenured faculty members or those soon to seek promotion—by entering into collaborative conversations that:
  - Review and consider options for course syllabi, text books, integrative technology, collaborative learning, and field experiences;
  - Review and consider the experience of watching the faculty member teach on multiple occasions throughout the year;
  - Discuss teaching philosophies and pragmatic pedagogical processes for adult learners and the children and families they will ultimately serve;
  - Review and consider processes for team-teaching or an interchange of presentations within multiple courses;
  - Review and consider processes and options for as well as results in grading, course and instructor evaluations, and other methods and systems for feedback and accountability.
  
- Program/Departmental faculty will seek to become familiar with and interested in the research and scholarly interests and work of each other—especially those who are new and untenured faculty members or those soon to seek promotion—by:
  - Discussions of scholarly interests and an agenda for research and/or professional writing;
  - Reading and commenting on draft articles, grants, published works, competitively selected professional papers, and other forms of developing and accomplished scholarship;
  - Inviting other faculty members to join in collaborative research and scholarship;
  - Seeking to pair faculty members with similar interests for cross-fertilization of ideas and contributions to the knowledge base of their shared discipline.
  
- Program/Departmental faculty will seek to become familiar with and interested in the service interests and work of each other—especially those who are new and untenured faculty members or those soon to seek promotion—by:
  - Carefully monitoring service activities of new faculty in relation to their other areas of academic development and experience at ETSU, such that less is expected of them in the first years of service and additional opportunities are considered in relation to the needs of the program, department, college, and university when the person is more established;
  - Linking those with skills and connections in the local community to those who have yet to establish similar processes and contacts;
  - Helping colleagues to say “yes” to those university assignments that fit their interests and capabilities and “no” to those that do not or when that faculty member is in danger of overloading themselves and letting their teaching and scholarship suffer;
  - Helping colleagues to enter into state and national professional organizations associated with the program discipline and to find a healthy balance to professional involvement when considered as part of the full range of activities in which the faculty member is engaged;
  - Helping colleagues to access support and approval for professional development, professional travel, and professional practice in their fields.

As shown, there are a variety of ways to seek and offer support and feedback outside of the formal FAP, FAR, FAE process that occurs with the department chair. Additionally, there are three structured methods for assisting in the development and support of new faculty within CSHS: The Mentoring Committee, peer observations, and the 3<sup>rd</sup> year review.

### **Mentoring Committee**

The purpose of the Mentoring Committee is to provide a “semi-formal” support group for development and navigating the evaluation, third-year review, and promotion and tenure processes. Although it is highly recommended as a support to new faculty, it is not a requirement.

Within the first year of appointment, the new faculty member is encouraged to form a three-person mentoring committee comprised of program and department peers. Because the first step in the promotion and tenure process is a departmental review, at least one tenured department faculty member is required and it is recommended that at least one member be from within the program. The selection of the mentoring committee is often based on personal choice facilitated by interactions with colleagues, similar interests, etc. The committee members may also change due to scheduling conflicts or other needs and is ultimately determined by the new faculty member. The Chair of the committee is selected by the members. It is recommended that the committee meet at least once per year and may meet or communicate more frequently. Often at these meetings, there is a review of experiences and progress in the areas of teaching, scholarship, and service. Committee members are encouraged to share honest feedback, provide thoughts on how to proceed in each area, as well as general ideas for ongoing development. The mentoring committee also assists with peer observations and the 3<sup>rd</sup> year review process.

### **Peer Observations**

All faculty members are required to *solicit* and *encouraged to conduct* peer observations of teaching. Years of experience do not necessarily equate to exceptional teaching and with new developments related to student learning and achievement of outcomes, as well as innovations in technology that aid in teaching/learning, all may benefit from observing others. According to the Faculty Handbook Promotion Guidelines a “separate peer evaluation of teaching effectiveness must take place.” This evaluation includes “a review of student evaluations with consideration given to the type of courses involved, assignments, information on assessment and grading practices, and expectations relating to the candidate’s particular teaching responsibilities.” The Department Chair is responsible for uploading the Peer Reviews of Teaching summary. In addition to the formal observations that the Chair of CSHS may perform, new faculty members (pre-tenure) are expected to *invite* peer observations and are encouraged to have 2-3 prior to the 3<sup>rd</sup> year review as well as an additional 1-2 prior to promotion/tenure. See APPENDIX page 17. CSHS has developed an accompanying feedback form for peer observations to assist in the provision of feedback. Note that the Department Chair is required to upload a “**Peer Review/Evaluation of Teaching**” statement as part of the candidates Promotion and/or Tenure documentation. New faculty members are also encouraged to engage in peer observation.

### **3<sup>rd</sup> Year Review**

CSHS is committed to the 3<sup>rd</sup> year review process in order to provide important feedback to pre-tenure/promotion faculty members regarding their progress. Prior to the conclusion of the 3<sup>rd</sup> year, the faculty member and Department Chair will discuss progress and a decision about moving forward with the review. If favorable, the faculty member submits a dossier reflecting the requirements for tenure and the desired rank during the fall of the 4<sup>th</sup> year. All tenured faculty members are involved in the review beginning with a review of the dossier. Subsequently, a meeting, facilitated by the Mentoring Committee Chair (or if no Mentoring Committee; a tenured colleague from the Department), is held to provide feedback to the faculty member. This meeting may be open to all (non-tenured faculty observe only) or closed to tenured faculty only as determined by the faculty member under review. SEE APPENDIX FOR PROCESS page 18.

## **Documentation of Involvement in the Professional Development Process**

Faculty members are encouraged to maintain yearly documentation of involvement in professional development processes. This information may be included on a vitae and the yearly FAR. The information should also be included in the 3<sup>rd</sup> year review dossier as well as the portfolio presented for tenure and/or promotion.

Please note that as of 2012, the tenure and promotion forms and process is digital. It is expected that candidates for tenure and/or promotion will follow the guidelines provided for the *Tenure & Promotion Online System* <http://www.etsu.edu/senate/facultyhandbook/tandpforms.aspx>.

While basic criteria for positive departmental evaluations in tenure and promotion decisions are indicated below, each program is expected to clarify and develop standards and criteria that are specific to the professional disciplines they represent. Further, the program faculty has the right to specify emphases, weights, or other expected dimensions based on the needs of the Program and the students they serve. These should be stated prior to faculty members submission of tenure and/or promotion consideration. With the idea that departmental criteria will be adjusted by program and respected by other programs within the department, the following criteria for tenure and promotion are considered basic for all faculty members in CSHS.

## **Guidelines and Criteria for Promotion and Tenure**

The faculty member seeking promotion and/or tenure is to be rated by Program/Departmental faculty in one of three ways: as (a) having ***exceeded*** program and department expectations for promotion and/or tenure; (b) having ***met*** program and department expectations for promotion and/or tenure; or (c) having ***failed to meet*** program and department expectations for promotion and/or tenure. In considering the criteria below, Program and Departmental faculty shall consider course load as a context for their decisions. The Program and Department faculty shall support any person's application that meets or exceeds expectations, listed below, for promotion in rank and/or tenure within the declared timelines of the university.

***A note on tenure and promotion timelines:*** It is expected that the department follow university established tenure and promotion application timelines. In cases where department faculty "start their clock" upon hire in the CSHS Department teaching and services responsibilities will begin on the start date of the applicant. Note that *scholarship and research* that is accepted and/or published within three (3) months of the start date will be considered acceptable for consideration in promotion/tenure upon application. For instance, if an article is published in May 2015 and the hire date is August 2015, that article may be considered in the scholarship expectations. If the article is published in December 2014, that article would not be considered as part of the scholarship expectations. Regardless of acceptance date, any article published during the tenure/promotion period at ETSU will be considered as part of the scholarship expectations. For instance, if an article was accepted in 2013 and published in August 2015, that article would be considered in the promotion/tenure process. For faculty who bring in years toward tenure/promotion, their clock starts with the years they are bringing and all teaching, scholarship, and service during those years will be considered in the tenure/promotion application. For instance, if a faculty member brings in 2 years and starts at ETSU in August 2015, the calendar years of 2013 and 2014 would be included as well as work done in the spring and summer 2015.

### ***Application of Guidelines and Criteria for Promotion and Tenure***

All faculty members employed under the auspices of the Department of Counseling and Human Services as of its inception on August 8, 2012 will be held to the expectations outlined in this document as approved on April 24, 2013 by a vote of the department faculty. In the future, should this document be amended (see below), faculty will be held to the departmental *expectations that existed upon hire or at the beginning of their employment/tenure/promotion cycle within the department.*

Adopted 4.24.13 Revised 7.13.15 Revised 10.10.16

***Revisions to Guidelines for Promotion and Tenure***

Revisions will be made based on identified needs or changes in university, college or department processes. The department and chair will collaborate in the revisions and enacted by a majority vote of department faculty.

Following are the specific guidelines and criteria for promotion from instructor to assistant professor to associate professor to full professor, as well as for tenure. Guidelines are organized by *Teaching* (pp. 6-9), *Research and Scholarship* (pp. 10-14), and *Service* (pp. 15-17).

## Teaching

### *To Gain Promotion from Instructor to Assistant Professor:*

#### **Qualitative Expectations in Teaching**

1. A clearly defined philosophy of teaching with a self-evaluation of how the faculty member pragmatically applies that philosophy.
2. Consistently good/positive written evaluations from students (both formally and informally obtained).
3. Consistently meets expectations in teaching as evidenced by written evaluations from the Chair of the Department and Program/Department peers (Peer Review/Evaluation of Teaching).
4. Documented participation in at least two activities leading to improvement or innovation in pedagogy and/or teaching effectiveness within their subject area. Documentation of the integration of feedback and new learning from any of the following into pedagogy, teaching methods, and skills over the period of review is expected: (a) participation (enrollment/attendance) in courses, conferences, and/or seminars reflecting effective and innovative teaching strategies and/or pedagogy, (b) participation in seminars/courses focused on technology use in the classroom, (c) consultation regarding course development and teaching methods, (d) provision of presentations/workshops on pedagogy delivery, teaching, and learning strategies within the subject area, (e) creation and teaching of new courses, (f) conversion and teaching of face to face courses to online delivery (or vice versa), (g) awards for teaching.

#### **Quantitative Expectations in Teaching**

1. An earned terminal degree (doctorate) from a regionally accredited university in a field or discipline directly associated with the program in which the person was hired.
2. Formal Instructor Ratings (e.g., from the SAI's) are primarily in the range strongly agree/agree with few exceptions.

## *Teaching*

### *To Gain Tenure in the Department of Counseling and Human Services:*

#### **Qualitative Expectations in Teaching**

1. A clearly defined philosophy of teaching with a self-evaluation of how the faculty member pragmatically applies that philosophy.
2. Consistently good/positive written evaluations from students (both formally and informally obtained).
3. Consistently meets expectations in teaching as evidenced by written evaluations from the Chair of the Department and Program/Department peers (Peer Review/Evaluation of Teaching).
4. Documented participation in activities leading to improvement or innovation in pedagogy and/or teaching effectiveness within their subject area. Documentation of the integration of feedback and new learning from any of the following into pedagogy, teaching methods, and skills over the period of review is expected: (a) participation (enrollment/attendance) in courses, conferences, and/or seminars reflecting effective and innovative teaching strategies and/or pedagogy, (b) participation in seminars/courses focused on technology use in the classroom, (c) consultation regarding course development and teaching methods, (d) provision of presentations/workshops on pedagogy delivery, teaching, and learning strategies within the subject area, (e) creation and teaching of new courses, (f) conversion and teaching of face to face courses to online delivery (or vice versa), (g) awards for teaching.

#### **Quantitative Expectations in Teaching**

1. Formal Instructor Ratings (e.g., from the SAI's) in the range from strongly agree/agree in at least 80% of the tenure-review period.

## *Teaching*

### *To Gain Promotion from Assistant Professor to Associate Professor:*

#### **Qualitative Expectations in Teaching**

1. A clearly defined philosophy of teaching with a self-evaluation of how the faculty member pragmatically applies that philosophy.
2. Consistently good/positive written evaluations from students (both formally and informally obtained).
3. Consistently meets, and often exceeds, expectations in teaching as evidenced by written evaluations good/positive written evaluations from the Chair of the Department and Program/Department peers (Peer Review/Evaluation of Teaching).
4. Documented participation in activities leading to improvement or innovation in pedagogy and/or teaching effectiveness within their subject area. Documentation of the integration of feedback and new learning from any of the following into pedagogy, teaching methods, and skills over the period of review is expected: (a) participation (enrollment/attendance) in courses, conferences, and/or seminars reflecting effective and innovative teaching strategies and/or pedagogy, (b) participation in seminars/courses focused on technology use in the classroom, (c) consultation regarding course development and teaching methods, (d) provision of presentations/workshops on pedagogy delivery, teaching, and learning strategies within the subject area, (e) creation and teaching of new courses, (f) conversion and teaching of face to face courses to online delivery (or vice versa), (g) awards for teaching.

#### **Quantitative Expectations in Teaching**

1. Formal Instructor Ratings (e.g., from the SAI's) in the range from agree to strongly agree in at least 80% of the tenure-review period.



## *Teaching*

### *To Gain Promotion from Associate Professor to Full Professor:*

#### **Qualitative Expectations in Teaching**

1. A clearly articulated statement describing the evolution of the faculty member's teaching philosophy and pedagogical development, including what has informed this development, and a self-evaluation of how the teaching philosophy has been pragmatically applied.
2. Consistently good/positive written evaluations from students (both formally and informally obtained).
3. Consistently meets and/or exceeds expectations in teaching as evidenced by written evaluations from the Chair of the Department and Program/Department peers (Peer Review/Evaluation of Teaching).
4. Documented participation in activities leading to improvement or innovation in pedagogy and/or teaching effectiveness within their subject area. Documentation of the integration of feedback and new learning from any of the following into pedagogy, teaching methods, and skills over the period of review is expected: (a) participation (enrollment/attendance) in courses, conferences, and/or seminars reflecting effective and innovative teaching strategies and/or pedagogy, (b) participation in seminars/courses focused on technology use in the classroom, (c) consultation regarding course development and teaching methods, (d) provision of presentations/workshops on pedagogy delivery, teaching, and learning strategies within the subject area, (e) creation and teaching of new courses, (f) conversion and teaching of face to face courses to online delivery (or vice versa), (g) observations and assistance in professional development of new professors or other colleagues, (h) awards for teaching.

#### **Quantitative Expectations in Teaching**

1. Formal Instructor Ratings (e.g., from the SAI's) in the range from agree to strongly agree in at least 80% of the tenure-review period.
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## **Research and Scholarly Activities**

### ***To Gain Promotion from Instructor to Assistant Professor:***

#### **Qualitative Expectations in Research and Scholarly Activity**

1. A clearly defined research and scholarly activities plan (perhaps broadly defined within one's primary discipline), complete with a focus on what kind of voice the person wishes to have and what kind of contribution the person wishes to make to her or his field.

#### **Quantitative Expectations in Research and Scholarly Activity**

1. At least one (1) article, chapter, or grant significantly developed with a reasonably planned date for submission to a national or international refereed journal, a national publisher, or an external grant-funding agency, respectively.
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## ***Scholarship***

### ***To Gain Tenure in the Department of Counseling and Human Services:***

#### **Qualitative Expectations in Research and Scholarly Activity**

1. A clearly defined research and scholarly activities plan (perhaps broadly defined within one's primary discipline), complete with a focus on what kind of voice the person wishes to have and what kind of contribution the person wishes to make to her or his field.

#### **Quantitative Expectations in Research and Scholarly Activity**

1. During the five years of tenure-track service, at least **two** articles, chapters, or grants\* (or any combination of two) published, accepted for publication, or awarded in national or international refereed journals, national publishers, or external grant-funding agencies, respectively.

#### **\*Equivalencies:**

- 1) A nationally published book or textbook in which the faculty member is a first or second author *will count as the equivalent of two articles, chapters, or grants.*
- 2) Any two of the following shall count as the equivalent of one of the two required articles, chapters, or grants: (a) serving on an editorial board of a national or international refereed journal; (b) Presentation of a refereed paper or a competitively selected poster or convention presentation at a national or international professional meeting; (c) article in state or regional refereed journals; (d) submission of an external grant; (e) professional audio or video tapes; (f) development of computer software related to the person's discipline or other technology related to academic life; (g) the attainment of an internal *research* grant.

## ***Scholarship***

### ***To Gain Promotion from Assistant Professor to Associate Professor:***

#### **Qualitative Expectations in Research and Scholarly Activity**

1. A clearly defined research and scholarly activities plan (perhaps broadly defined within one's primary discipline), complete with a focus on what kind of voice the person wishes to have and what kind of contribution the person wishes to make to her or his field.

#### **Quantitative Expectations in Research and Scholarly Activity**

1. During the five years of tenure-track service (or should tenure have been attained prior to promotion, within the previous 5 years of service), at least **three** articles, chapters, or grants\* (or any combination of three) published, accepted for publication, or awarded a grant in national or international refereed journals, national publishers, or external grant-funding agencies, respectively.

#### **\*Equivalencies:**

- 1) A nationally published book or textbook in which the faculty member is a first or second author *will count as the equivalent of two articles, chapters, or grants.*
- 2) Any two of the following shall count as the equivalent of one of the three required articles, chapters, or grants: (a) serving on an editorial board of a national or international refereed journal; (b) Presentation of a refereed paper or a competitively selected poster or convention presentation at a national or international professional meeting; (c) article in state or regional refereed journals; (d) submission of an external grant; (e) professional audio or video tapes; (f) development of computer software related to the person's discipline or other technology related to academic life; (g) the attainment of an internal *research* grant.

## ***Scholarship***

### ***To Gain Promotion from Associate Professor to Full Professor:***

#### **Qualitative Expectations in Research and Scholarly Activity**

1. A clearly defined research and scholarly activities plan (perhaps broadly defined within one's primary discipline), complete with a focus on what kind of voice the person wishes to have and what kind of contribution the person wishes to make to her or his field.

#### **Quantitative Expectations in Research and Scholarly Activity**

1. During the five years between achieving the rank of Associate Professor and the Application for Full Professor, at least **five** articles, chapters, or grants\* (or any combination of five) published, accepted for publication, or awarded a grant in national or international refereed journals, national publishers, or external grant-funding agencies, respectively.
  - For those who apply more than five years after receiving promotion to Associate Professor, the quantity expected for promotion shall be at least **five** articles, chapters, or grants\* (or any combination of five) published, accepted for publication, or awarded in national or international refereed journals, national publishers, or external grant-funding agencies, respectively, **in the previous six years**.

#### **\*Equivalencies:**

- 1) A nationally published book or textbook in which the faculty member is a first or second author *will count as the equivalent of two articles, chapters, or grants*.
- 2) Any two of the following shall count as the equivalent of one of the five-plus required articles, chapters, or grants: (a) serving on an editorial board of a national or international refereed journal; (b) Presentation of a refereed paper or a competitively selected poster or convention presentation at a national or international professional meeting; (c) article in state or regional refereed journals; (d) submission of an external grant; (e) professional audio or video tapes; (f) development of computer software related to the person's discipline or other technology related to academic life; (g) the attainment of an internal *research* grant.
- 3) Should a publication of research or scholarly work be recognized by other professionals in the field as a seminal work making a significant contribution in the field through any of the following documentation: (a) extensive citation of the work in other research and scholarly work in the profession, (b) recognition of the work through national award(s), (c) independent review of the work by at least three reputable members of the faculty member's discipline, will count as the equivalent of one of the five-plus required articles, chapters, or grants.

The following items may be added to supplement the above requirements, but they are in no case a substitution for the above requirements in research and scholarly activities:

- A review by two people from the faculty member's discipline is helpful in validating that the articles, chapters, or grants associated with the faculty member make a professional contribution to the field of study.
- Serving on editorial boards for state or regional professional journals.
- Presentations of papers at local, state, or regional professional meetings.
- Research or scholarly efforts in progress, but not yet accepted for publication.
- Support for and mentoring of student research, theses, or dissertations.
- Articles, chapters, or books published in newspapers, local journals, or privately/personally.

## Service

### *To Gain Promotion from Instructor to Assistant Professor:*

#### **Qualitative Expectations in Service**

1. Promise of productive service.
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### *To Gain Tenure in the Department of Counseling and Human Services:*

#### **Qualitative Expectations in Service**

1. A clearly defined service plan, complete with a focus on meeting the needs of the program, department, college, university, and professional discipline.
2. Active participation and responsibility in **one** of the following:
  - the faculty member's assigned Program area/Department (Note: Student advisement is considered an element of Program service.)
  - the College/University area,
  - the Professional area
  - the Community area.
3. Support letters that specifically address quality of service in any professional area in which service is offered.

#### **Quantitative Expectations in Service**

1. Documentation of service involvement through (a) number of advisees, examples of advisement records, etc.; (b) minutes; (c) brochures; (d) surveys conducted; (e) recruitment letters; (f) PowerPoint; (g) committee rosters; (h) newsletters; etc.
2. Membership in one (1) professional organization related to discipline.
3. Documentation (e.g., evaluation data, presentation materials, etc.) from non-refereed professional presentations.

## ***Service***

### ***To Gain Promotion from Assistant Professor to Associate Professor:***

#### **Qualitative Expectations in Service**

1. A clearly defined service plan, complete with a focus on meeting the needs of the program, department, college, university, and professional discipline.
2. Active participation in **two** of the following:
  - a. the faculty member's assigned Program area/Department (Note: Student advisement is considered an element of Program service.)
  - b. the College/University area,
  - c. the Professional area,
  - d. the Community area.
3. Support letters that specifically address quality of service and responsibilities in any professional area in which service is offered.

#### **Quantitative Expectations in Service**

1. Documentation of service involvement through (a) number of advisees, examples of advisement records, etc.; (b) minutes; (c) brochures; (d) surveys conducted; (e) recruitment letters; (f) PowerPoint; (g) committee rosters; (h) newsletters; etc.
2. Membership in one (1) professional organization related to discipline.
3. Documentation (e.g., evaluation data, presentation materials, etc.) from non-refereed professional presentations.



## ***Service***

### ***To Gain Promotion from Associate Professor to Full Professor:***

#### **Qualitative Expectations in Service**

1. A clearly defined service plan, complete with a focus on meeting the needs of the program, department, college, university, and professional discipline.
2. Active participation and responsibility in **three** of the following:
  - a. the faculty member's assigned Program area, (Note: Student advisement is considered an element of Program service.)
  - b. the Department
  - c. the College
  - d. the University area,
  - e. Professional associations,
  - f. the Community area.
3. Leadership in 1 area listed in #2.
4. Support letters that specifically address quality of service in any professional area in which service is offered.

#### **Quantitative Expectations in Service**

1. Documentation of service involvement through (a) number of advisees, examples of advisement records, etc.; (b) minutes; (c) brochures; (d) surveys conducted; (e) recruitment letters; (f) PowerPoint; (g) committee rosters; (h) newsletters; etc.
2. Membership in one (1) professional organization related to discipline.
3. Documentation (e.g., evaluation data, presentation materials, etc.) from non-refereed professional presentations.

Counseling and Human Services Tenure and Promotion Document Adopted April 24, 2013

Updated to include information on Peer Evaluation of Teaching, August 7, 2014

Updated to include information on student advisement included as Program Service, April 16, 2015

Updated to include the word "departmental" on p. 4 in the paragraph describing the impact of amended T & P guidelines

Updated to include the "note on tenure and promotion timelines," October 12, 2016 (this adoption applies to all current and future department faculty per vote of the department faculty).

### Classroom Observation Report

**Instructor evaluated** \_\_\_\_\_ **Course** \_\_\_\_\_  
**Program** \_\_\_\_\_  
**Number of students' present** \_\_\_\_\_ **Date** \_\_\_\_\_ **Entry Time** \_\_\_\_\_ **Exit time** \_\_\_\_\_  
**Evaluator(s)** \_\_\_\_\_

*Purpose:* The purpose of this classroom observation is to serve as a base for providing formative feedback/evaluation to Counseling and Human Services adjuncts, instructors, and/or tenure-track professors, with the desired outcome of effective classroom instruction and overall performance.

*Instructions:* Please consider each item carefully and reflect your assessment in the rating. Items 11 and 12 have been deliberately left blank. The observer and the instructor being evaluated are encouraged to add pertinent items. The observer(s) should remain in the classroom for at least 50 minutes. It is suggested that the observer(s) arrange a pre-visit and post-visit meeting with the instructor. **The instructor is to be notified as the exact time of the visit and be given at least two weeks' notice.**

Date of pre-visit conference/conversation? \_\_\_\_\_ post-visit conference? \_\_\_\_\_

<u>Target</u>	<u>Acceptable</u>	<u>Unacceptable</u>	<u>Not Applicable</u>
2	1	0	n/a
_____	1.	Defines objectives for the class presentation.	
_____	2.	Effectively organizes learning situations to meet the objectives of the class presentation.	
_____	3.	Uses instructional methods encouraging relevant student participation in the learning process.	
_____	4.	Uses class time effectively.	
_____	5.	Demonstrates enthusiasm for the subject matter.	
_____	6.	Communicates command of subject matter.	
_____	7.	Explains important ideas simply and clearly.	
_____	8.	Demonstrates command of subject matter.	
_____	9.	Responds appropriately to student questions and comments.	
_____	10.	Encourages critical thinking and analysis.	
_____	11.		
_____	12.		
_____	13.	Overall rating	

*Please use this space to provide a narrative of observed strengths as well as recommendations or ideas for course or instructional improvement. (use back of page or additional pages if needed)...*

What teaching strategies/strengths were observed during this time period?

What are specific recommendations/ideas concerning how this particular class could be improved?

General comments and questions rooted in observations

### **3<sup>rd</sup> Year Review Procedures**

- Chair notifies individuals due for 3-year review in spring of third year to discuss status to proceed with review and subsequently prepare for a fall review. Reviews are typically scheduled for November unless there are no tenure/promotion reviews scheduled
- Individual prepares **portfolio** according to tenure/promotion guidelines
  - o Create a binder of evidence
  - o Updated vita
  - o Description of workload across the years (accounting of how time spent across categories)
  - o Teaching
    - Teaching philosophy
    - List of courses taught by semester/enrollment
    - Summary of SAI results for all courses evaluated
    - Overview of student evals of instruction with discussion of improvement plans, modifications, etc.
    - Peer observation reviews
    - Chair observations
    - Syllabus example (particularly for new or modified course)
    - Student letters of support, etc.
    - Other teaching support (guest lectures, scholarship about teaching on a college level, professional development related to teaching, etc.)
  - o Scholarship
    - Scholarship philosophy
    - List of publications (published, submitted)
    - List of writing/research projects in process
    - List of presentations at various levels
    - List of grants applied for/funded or non-funded
    - Other scholarship?
    - A few examples of publications and/or presentations
  - o Service
    - Service philosophy
    - List of service – University, college/department, program, professional, community
    - Evidence of service (letters, etc.)
  - o Administration
    - Description of administrative duties/responsibilities
    - Overview of accomplishments, impact, etc.
    - Letters/notes of support
- **Submit portfolio** for review to mentoring committee
- Submit portfolio to chair at least two weeks prior to meeting
- Portfolio is made available for review by all tenured faculty in the department/faculty at or above rank being sought
- **Review meeting**
  - o May be open or closed to non-tenured/tenure-track individuals
  - o Mentoring committee chair leads discussion; Summarize status including strengths and noted areas for focus/attention
  - o Notes are taken for documentation (including any responses from those not present who reviewed the portfolio)