

GUIDELINES FOR TENURE AND PROMOTION

1. Philosophy and Principles

In developing appropriate criteria for tenure and promotion decisions, the Department of Rehabilitation and Mental Health Counseling (RMHC) has considered the goals we desire to attain in building our Department as well as the Department, College, and University guidelines, policies, and strategic priorities.

- a. Our goal is to create an interdisciplinary community of scholars whose members are, and are recognized to be, among the leaders in their chosen areas of research. We expect our colleagues to make scholarly contributions that transform and shape the areas of scholarship in which they work.
- b. To continue building a department with a reputation for excellence to include stimulating teaching with a focus on knowledge translation to the field.
- c. To offer a stimulating environment necessary for the professional development and success of our faculty, staff, and students.
- d. To deliver high quality service to the counseling profession, the University, and the community utilizing the unique talents and qualifications of rehabilitation and mental health counselors.

The granting of tenure is not solely a reward for past achievement; it is also a prediction of future performance. Tenure will be recommended by the Department if, and only if, in the judgment of the Department, the candidate will continue to be a leading scholar in the field, an effective teacher, and a respectable member of the Department, Department, College, University and community.

Each individual candidate is evaluated entirely on the merits of his/her own professional achievements and tenure is awarded whenever we are confident that we can predict that an individual's career trajectory will be consistent with the goals of the Department and with those of the College, and University. In addition to meeting the standards in the criterion areas (scholarship, teaching, and service) discussed below, a candidate must be adjudged to be contributing to the mission and goals of the Department and to be able and willing to work cooperatively with colleagues.

2. Criterion Areas

The quality of a university depends chiefly upon the merited reputations of its faculty. Thus, decisions to grant tenure and promotion are among the most critical. They require careful,

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deliberate planning by each faculty members who expects to be considered for such action and responsible, objective, and informed consideration by all who are involved in review and recommendations. For this reason, clear and consistent tenure and promotion criteria must be applied.

When a faculty member is considered for tenure and promotion within this Department, we review the candidate's contributions in three major areas:

- a. Scholarship
- b. Teaching
- c. Service

A favorable decision requires clear and compelling evidence of the candidate's contributions, impact, and recognition in each of these areas. In addition, this evidence must be documented and verifiable to support a recommendation for tenure and promotion. The guidelines for determining "excellence" in each of the three major areas of consideration are described in the following sections. It should be noted that "excellence" in one of the three dimensions does not compensate for weakness in other dimensions.

a. Scholarship

For a candidate to be recommended for tenure and promoted from Assistant Professor to Associate Professor in this Department, it is expected that the published work will provide evidence that s/he is becoming a leading scholar in his or her area of specialization with the expectation that s/he will indeed become a leading scholar in the field in future years. Candidates are expected to have established a coherent, meaningful program of research and to have demonstrated and clearly documented a continuous and progressive record of research indicative of potential for sustained contribution throughout his or her career. Recommendations for tenure should present a clear and compelling case for the merit of an application in context of the kind of scholarship in which the candidate's work has been conducted, leading to high confidence in the candidate's prospects for continuing and meaningful contributions. . Due to the multidisciplinary nature of the work in RMHC, scholarship takes many forms and often involves collaboratively generated contributions to new knowledge as well as improvements in service delivery and practice patterns.

Excellence in research is manifested by the quality and coherence of a sustained commitment to a line of research, its scientific soundness and significance, its innovation, and the impact of the work. The contribution of a candidate for tenure must be judged against the national standards in the discipline, focusing on the significance of the work and the quality of the contribution made to the field. Quantity must be interpreted in the context of the nature and scope of the work.

We consider a number of sources of information regarding the overall quality and impact of the candidate's scholarly work. Chief among these are quality peer-reviewed publications and letters

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from external scholars regarding the applicant's impact and recognition in the field. Other sources may include evidence of research grants awarded and/or grant applications that received high ratings, conference presentations at prestigious meetings, keynote and other invited presentations, community-engaged scholarship and interdisciplinary work, high profile products such as reports to local, national, or international agencies, appointments to study panels and task forces, election to offices in professional societies, scholarly awards and honors, citation counts, impact factors, and other objective indicators of scholarly impact. We recognize that the ranked journals in the field of rehabilitation and mental health counseling may have lower impact factors compared to other fields and that citations may depend, in part, on the length of time since publication. In addition, some areas of scholarship, publications, or other products may appear only after lengthy or extensive effort and may appear in a wider range of venues, both of which can be particularly true of community-engaged and/or interdisciplinary work at the local, national and/or international levels.

The body of work of a candidate for tenure must be judged against the appropriate standards within the area of research and creative scholarship, balancing the significance and quality of the contribution with the quantity of publications and other scholarly products. Recommendations for tenure should present a clear and compelling case for the merit of an application in the context of the kind of scholarship in which the candidate's work has been conducted, leading to high confidence in the candidate's prospects for continuing and meaningful contributions.

b. Teaching

The second area of contribution to be assessed is teaching and/or comparable activity appropriate for the unit. Teaching effectiveness is understood to be fundamentally grounded in demonstrable learning outcomes. Evaluations of teaching quality are judged with consideration of the candidate's assignment of duties within RMHC. An additional measure of teaching effectiveness is knowledge translation to the field which is measured through clinical practicums and internships and other applied work in the field of rehabilitation and mental health counseling.

Excellence in teaching is manifested by the quality and impact of teaching, both in and outside of the classroom, in various formats to include traditional, online, and/or hybrid. In evaluating the candidate's teaching, we consider evidence regarding the quality of classroom teaching (to include syllabi, student ratings, and other evidence such as peer observation), use of emerging technologies and media, the degree to which students are drawn to work with the candidate, thesis direction and committee activity, supervision of graduate assistants, and other instructional effort including advising and mentoring and the handling of student issues that may impact success in the Department or future work in the field. Additional indices of teaching impact include directed studies with students that lead to presentations at conferences and/or publications, student acceptance into doctoral Departments, awards and recognition, and other measures of student growth and learning.

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It is to be noted that students within the Department of Rehabilitation and Mental Health Counseling are not required to complete thesis and very few students choose to pursue a thesis. Participation on thesis is not expected but encouraged. Opportunities to serve as a thesis Chair or committee member within the college and university depends on the status Doctoral programs within the College and University. Therefore, while faculty are encouraged to serve on thesis and dissertation committees, the evidence for these activities will take into account the related opportunities at the time.

c. Service

Service is discernable through substantive contributions in one or more of the following areas: service to the University, service to the counseling profession, and engagement with the community. In evaluating service, we consider participation in Department, College, and University committees and professional activities related to rehabilitation and mental health counseling in the community such as consulting with community agencies, service on community task forces, and public workshops and lectures relevant to the discipline as well as/or national professional activities. Evidence of service impact may include involvement in policy decisions, administrative responsibility, and effective service related outcomes.

A candidate may present the following kinds of preferred documentation of excellence in service: participating in department, college, and university committees, developing new programs, advising student organizations, serving as editor for newsletters or journals or other editorial service to professional publications, reviewing for granting agencies and publications, activities with national, state, and local news media, filling leadership roles in professional organizations, completing external reviews of tenure and promotion applications for other institutions, and activities related to engaging with the community, such as consulting with community/state/national agencies, serving on boards and accreditation bodies, and providing public lectures relevant to the discipline.

3. Criteria for Promotion from Associate to Full Professor

The indicators of excellence used to assess the viability of tenure applications are used for promotion to Full Professor, but with higher levels of expectations. To be promoted from Associate Professor to Full Professor in this Department, it is expected that a faculty member is a leading scholar in their area(s) of specialization at the national or international level with an established record of research and scholarly activity that has national visibility. Candidates for Full Professor should demonstrate achievements in teaching and mentoring that is beyond that shown in tenure. There should be continued excellence in teaching as indicated by course evaluations and success at attracting and mentoring graduate students. In addition, candidates may demonstrate leadership through documentation of engagement in curriculum development, program development, accreditation reviews, consultation to other higher education programs or

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departments on academic programs or teaching, publishing with students, mentoring junior faculty, or mentoring graduate students. Candidates for Full Professor should have an established record for service that includes leadership roles in the Department, College and University, professional organizations, and the community.

Approved by Dean, April, 2015

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