



**PROVOST AND ACADEMIC VICE PRESIDENT**

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February 10, 2015

Dr. Cecile Brennan  
Chair, Department of Counseling

Dear Dr. Brennan,

I have received the department's revised tenure and promotion guidelines submitted on February 4, 2015, and I am in agreement with Dr. Graciela Lacueva that the department has responded carefully to the issues of concern.

I hereby approve the Department of Counseling tenure guidelines as revised in February 2015 (copy attached.) They will be in effect for any faculty members hired after this date.

Thank you for your careful attention to this matter.

Sincerely,

A handwritten signature in cursive script that reads "Jeanne Colleran".

Jeanne Colleran  
Provost and Academic Vice President

Attachment

cc: Dr. Graciela Lacueva  
Dr. Karen Schuele  
Dr. James Krukones

**John Carroll University  
Department of Counseling  
Tenure and Promotion to Rank of Associate  
Policies and Procedures**

**Tenure/Promotion to Rank of Associate Guidelines**

1. The tenure/promotion evaluation process should aid candidates in developing into the type of faculty that John Carroll University wishes to promote, a faculty member who implements the University mission to inspire students to excel in learning, leadership, and service.
2. The tenure/promotion evaluation process should be open and candid.
3. Candidates should be made aware of the criteria for promotion, the type of evidence that is to be used, and the evidence they are expected to supply.
4. Evaluations and decisions are to be in writing.

**Policy and Procedures** – See Appendix J in the *Faculty Handbook* for tenure guidelines, and Appendix K in the *Faculty Handbook* for promotion guidelines.

The Department sets up a Tenure/Promotion Committee (T&P) and establishes, by a vote of all members of the Department who have voting rights as defined in the *Faculty Handbook*, a statement on procedures and standards for promotion. The Academic Vice President must approve this statement.

The Department Tenure Committee is comprised of all tenured members of the Department. The Promotion Committee is comprised of all tenured members of the Department who are at or above the rank being requested, are on faculty contract, and have voting rights as defined in the *Faculty Handbook*.

At the beginning of each academic year, the T&P Committee elects its Chair from among its members.

The T&P Committee seeks input from all members of the Department in determining its recommendations.

The annual and final recommendation of the Department's T&P Committee is transmitted in writing from the Committee to the candidate and to the Council of Academic Deans.

**Tenure/Promotion to Rank of Associate Process Timetable**

Faculty in tenure-track positions will have their progress reviewed annually by no later than March 15th by the T & P Committee. Candidates will turn in their dossier each year by the second Monday in February and present to the T & P Committee a review of their progress towards tenure by March 15th. By April 1<sup>st</sup>, the candidate will receive a letter that includes an evaluative perspective on the candidate's progress toward tenure. The intent of this annual evaluation is to aid the candidate. The candidate will have one week to respond to the letter. All letters will be submitted to the Dean by April 15<sup>th</sup>. A 50% vote of the T & P Committee is necessary for continuance.

Faculty completing their third year with the University will have a third-year review as required by the University. The candidate will submit a dossier reflecting all work done towards tenure in the past three

years by March 1<sup>st</sup>. This document, along with the T&P Committee's evaluation, will be forwarded to Council of Academic Deans for further evaluation by April 1st. The Provost and Academic Vice President will consider the recommendations of both the tenure committee and COAD. Candidates will be provided feedback from both the T&P Committee and the Dean regarding their progress towards tenure.

A candidate who is being considered for Tenure and Promotion will provide the dossier to the Tenure Committee by September 30th. After October 1<sup>st</sup>, and before October 15<sup>th</sup>, the candidate will have an opportunity to present the dossier to the T & P Committee. When the Committee has discussed and evaluated the candidate, they will vote on whether or not to recommend him/her for tenure. Voting will take place through written ballots. The Chair of the T&P Committee will count ballots. A two-thirds vote of the T&P Committee is required for its recommendation of tenure.

A fifty percent vote of the Department's Promotion Sub-committee is required for a favorable recommendation for promotion to associate professor. Voting will take place through written ballot. Ballots will be counted by the Chair of the Promotion Sub-committee.

The Tenure and Promotion Committee will inform the candidate in writing of the Committee's decision, and that information will also be forwarded to the Dean of the College by October 31st.

The Department of Counseling presumes that every tenure candidate has the minimum qualifications required by the University, that is, a doctorate and the requisite number of years in a tenure track position established at hire.

### Criteria for Tenure and Promotion to Rank of Associate Professor

## Teaching

The Department of Counseling recognizes the importance of teaching as a criterion for granting tenure and promotion as referenced in the University's *Faculty Handbook*. Since the mission of the Department of Counseling is to prepare students to counsel others, excellence in teaching is required of all tenured faculty members. The Department places a major emphasis on teaching, including all the various components and activities that lead to the development and growth of students. It is expected that excellence in teaching will be a priority of each candidate for tenure and/or promotion.

Candidates for tenure are expected to structure their courses to align with Council for Accreditation of Counseling Related Educational Programs (CACREP) standards, to promote the desired outcomes of the Department of Counseling and to meet the individual learning needs of their students. Teaching excellence also entails faculty maintaining a current knowledge base in counseling as well as current knowledge of the realities of practice in counseling. The methods used to convey course content and encourage active student engagement, the materials and resources introduced, and the ways in which students' knowledge, skills and dispositions are assessed all contribute to counseling excellence.

Additionally, all tenure-track faculty must contribute to achieving the programs' learning outcomes as well as the Academic Learning Outcomes and Undergraduate Learning Goals. Where possible, candidates should contribute to the integrative curriculum. Systematic analysis of peer and student teaching evaluations provides important information for self-reflection and self-critique, and all tenure-track faculty should review the feedback carefully and make appropriate adjustments.

- Professional Development

As continued professional growth and development are essential for teaching excellence, tenure/promotion candidates are expected to maintain an ongoing professional development plan based on feedback from colleagues and students, as well as on the changing needs of students and of the counseling profession. Candidates should create and maintain an action plan to address areas targeted for development, to document efforts to implement the plan, and to collect evidence of the outcome and effectiveness of the plan.

- Academic Advising

Candidates for tenure/promotion are expected to be accessible to students in their role as advisor and be knowledgeable about the Department's programs, the policies and procedures of the University, various University services that are available to students, and licensure/certification requirements. Candidates should demonstrate how they assess their advising and how their assessment may have informed changes in their advising styles. Candidates are expected to participate in the University's cohort advising program as well as in major advising.

- High-impact pedagogies

Candidates are encouraged to develop assignments, course materials, and pedagogies that draw upon best practices in teaching and high impact pedagogies, such as faculty-student research, experiential learning, etc.

## Scholarship

The Department of Counseling recognizes the importance of scholarship as a criterion for granting tenure and promotion as referenced in the University's *Faculty Handbook*. Candidates for tenure/promotion are expected to remain current with the counseling discipline while developing an active and coherent research agenda that strives to make meaningful contributions to the counseling field. Candidates are responsible for demonstrating this coherent research agenda and for presenting evidence of the quality and significance of their work in fulfilling their agenda.

The following categories represent the Department's expectations related to scholarship. Candidates for tenure and promotion are expected to concentrate their scholarly work in the first category, publications. Candidates are to use, for all categories, evidence as suggested in the appendix to this document

- Publications

Publishing articles in refereed journals is considered the strongest type of publication. The reputation of the journal, the acceptance rate and impact scores are important factors when evaluating someone's accomplishment in this category. First authorship is considered strongest in multi-authored publications, and candidates should clearly defend their contribution when multiple authorships are identified. In cases where authors are listed alphabetically, the contribution of each author is considered equal. Authoring scholarly books or book chapters is considered second strongest in the publication category. Other forms of publication, such as book reviews, editorials, edited works, grant reports that have received external review and digital formats, may also be considered in this second category. Significant work in this category, work that has positively impacted the counseling profession, is considered essential for tenure and promotion. A minimum of three peer-reviewed published articles is required for tenure and promotion.

- Presentations

Conference presentations, which have been accepted following peer review, are considered a meaningful type of scholarship. The reputation of the conference/professional organization and the level of the particular meeting (e.g., national, state) are important factors when considering accomplishments in this category.

- Funding

Candidates for tenure/promotion are encouraged to establish a record of accepted grant proposals approved by peer-reviewed, internal and external funding sources and designed to support an active research agenda.

- Peer-Reviewed Alternative Forms of Scholarship

This category is included to recognize potential alternative forms for disseminating scholarly work. Such products, however, need to be peer-reviewed as well as fully explained and thoroughly defended by a candidate for tenure and promotion.

## Service

The Department of Counseling recognizes the importance of service as a criterion for granting tenure and promotion as referenced in the University's *Faculty Handbook*. The performance of service is integral to the mission of the University and of the Department. Service may be directed towards the Department, the University, professional organizations, and the broader community. Service to the University and Department are considered most essential to the attainment of tenure and promotion.

- Service to the Department and University

Service to the University may also include participation on University committees and in domestic and international immersion experiences.

- Service to the Profession

Active membership and leadership in professional organizations, including reviewing manuscripts or proposals, being an officer, serving as editor of a journal and planning conferences are examples of professional service.

- Service to the Community

Volunteer service to the broader community may include giving talks and interviews, conducting workshops and providing counseling or consultation.

## **Tenure/Promotion to Associate Criteria Appendix**

### **Evidence for Dossier**

This Appendix lists some suggested examples of evidence for the various categories described under teaching, scholarship and service.

#### **Teaching**

1. Statement of Philosophy of Teaching
2. Course Syllabi (most recent, if previously taught)
  - Mission/conceptual framework/desired outcomes/standards
  - Performance-based assessments
  - Knowledge base integral to the course
3. Teaching Methods/Materials
  - Written reviews of teaching observations
4. Evidence of Impact on Student Learning
  - Course goal(s) and means used to assess candidate progress toward goal(s)
  - Data that demonstrate achievement or change in regard to course goal(s)

#### **5. Analysis of Teaching Evaluations and Colleagues**

Student evaluations should be conducted every semester, for every course using the Department's evaluation form. Each year the tenured faculty will designate at least one tenured faculty member as classroom observer for each untenured faculty member. In addition, the candidate may invite other tenured colleagues to evaluate her or his teaching of a class. Other tenured faculty may ask to attend a class to conduct an evaluation.

The evaluation material might include:

- Quantitative analysis of student evaluations for each course taught
- Qualitative analysis of patterns found in evaluations
- Changes/adaptations made in teaching that reflect attention to feedback

6. Professional Development Plan, including measure of progress
7. Demonstration of efforts to stay current in the counseling field
8. Statement of Philosophy of Advising and information about advisement efforts
9. Awards won for outstanding teaching
10. Statement of how effective advising is assessed and evidence of effective advising

## **Scholarship**

### **1. Statement of Philosophy of Scholarship**

### **2. Scholarship Agenda/Scholarly Map/Scholarship Timeline**

- Statement of research interests, goals and research agenda
- Explanation of how completed active and planned scholarly works connect to research goals
- Scholarship map indicating the relationship between conference presentation and publications and their connection with research agenda
- Yearly updates as to the focus of the scholarly agenda, the timeline for achieving goals and progress made.

### **3. Information/Evidence to support the quality and significance of candidate's published and presented research**

- A copy of each publication (3 peer reviewed published articles is considered minimum)
- A copy of each conference presentation
- Information about and documentation of review process to establish the degree of rigor involved
- Acceptance rates, readership/circulation, impact scores and/or information about the professional organization/conference to establish the importance/significance of candidate's work to the profession
- External letters of support solicited by the candidate from professionals who are in a position to judge the quality and significance of the candidate's scholarly work
- Explanation of the role played by candidate if there are multiple authors/presenters
- For both planned and published work, the ability to discuss and support the design and research methodology
- Citations of candidate's published works
- Awards won for outstanding research

### **4. Information/Evidence to support funding/grants**

- Information /documentation about the funding source, the review process, and the acceptance rates
- Copies of reports/results of grant

## **Service**

### **1. Statement of candidate's philosophy of service**

### **2. Informative description of service provided, including verification when possible**

### **3. Award won for outstanding service**