ANNUAL REVIEW OF CLINICAL FACULTY POLICY

Counseling, Leadership, Adult Education & School Psychology Department

ANNUAL REVIEW OF CLINICAL FACULTY POLICY

I. PURPOSE AND GUIDING POLICIES

1. The purposes of an annual clinical faculty evaluation are to: 1) provide for self-development by identifying, reinforcing, and sharing the strengths of both faculty as individuals and the department as a whole; 2) extend opportunities for continuous professional development; and 3) identify and strengthen the roles of faculty members within their respective programs, the department and the university. The annual evaluation also provides information that may be used in promotion recommendations, in the awarding of performance and merit raises, and/or in decisions regarding the retention of faculty (PPS 8.09).

2. The annual departmental evaluation of clinical faculty is the direct source of decisions regarding both the retention of faculty and increases in salary. In evaluating performance, the departmental personnel committee, chair, and college dean will consider the clinical faculty member’s contributions in the context of departmental, college, and institutional needs, as well as the clinical faculty member’s past performance and career path.

3. Clinical faculty who meet departmental expectations as determined by the annual evaluation will be eligible for reappointment.

4. Failure to meet departmental expectations will cause the department to consider whether reappointment is warranted. If the department determines that a clinical faculty member is not to be retained, appropriate notice will be given to the clinical faculty member. If the clinical faculty member is to be retained, the chair will provide the clinical faculty member with specific written suggestions for improvement.

II. PROCEDURES

1. Annually, in early January, the Chair will notify all clinical faculty of the required electronic and hard copy materials to be submitted by February 1. The materials necessary are determined by the Personnel Committee (PC) and are noted in Appendix A.

2. This annual evaluation is in addition to any other procedures and deadlines having to do with the promotion evaluation process (PPS 8.10) and the attendant reappointment process.

3. All clinical faculty annual evaluation packets will be collected in a central location and PC members will have full access to them for the month of February. PC members will be provided with rating sheets (Appendix B) and rating guides (Appendices C, D, & E) for evaluating each faculty member’s materials. Rating sheets will be tallied initially on or about February 15 for the purposes of chair conferences, but they may be submitted until March 1. Ratings will be averaged
and entered into a cumulative spreadsheet for the purpose of input into merit recommendations.

4. Beginning approximately February 15, the department chair will meet with all clinical faculty members.

5. By July 15, the chair will write a formal evaluation letter for each clinical faculty member. This letter will be shared with the clinical faculty member who may then write a letter of rebuttal regarding the content of the chair’s letter. Both letters will then be entered into the clinical faculty member’s file.

6. All clinical faculty members will be reviewed (primarily on their teaching evaluations) by their respective Program Coordinators following each semester. The department chair will review such faculty members annually and report to them a rating of satisfactory or unsatisfactory, with or without suggestions for improvement.

III. CRITERIA FOR EVALUATION

Clinical faculty performance in the CLAS department is evaluated on documentation of effective Teaching (classroom, laboratory, clinical); Professional Status and Activities; and Practice or Practice-relevant Activities. Scholarly/creative activity is not a major expectation of clinical faculty and is therefore not emphasized in the evaluation. Collegial contributions to the University community by the candidates are also important. Collegial faculty members are expected to contribute to the positive functioning of their respective program, department and the university.

Examples of potentially relevant criteria may include (but are not restricted to) evidence of the following:

a) Excellence in teaching across multiple formats, utilizing quantitative and qualitative measures of performance – including:
   i. Classroom instruction at either the undergraduate or graduate level;
   ii. Directing of masters theses or doctoral dissertations, or membership on thesis or dissertation committees;
   iii. Supervision of students’ clinical/professional activities
b) Supervision of program/curriculum development or other department or clinical program activities
c) Administrative and clinical activities associated with managing campus-based clinics
d) Continued professional development and professional activities
e) Involvement in professional activities (e.g., presentations at professional conferences, committee involvement in professional organizations, service as a program reviewer or on a journal editorial review board, grant activity, scholarly writings)
f) Involvement in professional leadership activities
g) Published scholarship including theoretical or empirically-based articles, chapters, and books
h) Recognition outside the university at the local, state, or national levels for contributions to the profession of psychology
1. Faculty members do not work on a one-year cycle. Three to five years is a more accurate reflection of faculty productivity or the time needed to bring projects to completion. Merit pay determination should reflect the reality of faculty productivity cycles (length of time to complete a book, complete a research project, take a scholarly article to publication, develop and refine a course). Therefore, annual review for the purpose of determining merit pay will evaluate the current year’s productivity based on the current and previous two calendar years (except for faculty members who have been employed for less than two years at Texas State). This policy addresses the imbalance in merit pay distribution from one year to the next that results from the common and unavoidable occurrence that a faculty member has several projects reach fruition during one year and none the next. It also addresses the likelihood that journal articles and books are counted more than once (the year they are accepted and the year they are published).

2. In all evaluation of faculty performance, both summative and formative, our Department values:
   - teaching and professional activities that contribute to high quality training of students;
   - all faculty work, including that which integrates teaching, professional activities, and practice or practice relevant activities; we recognize that clinical faculty work does not include scholarship;
   - faculty work reflecting their diversity of personal and work histories, academic backgrounds, professional allegiances, and interests; we are committed to faculty assessment that identifies and credits faculty members for the worth of their unique expression of academic work through teaching, professional status, and practice.

A. TEACHING

1. High-quality teaching at all instructional levels is an essential criterion for appointment and promotion decisions. Every effort shall be made to recognize and emphasize excellence in teaching. The general test to be applied is that the faculty member is engaged regularly and effectively in high quality teaching. Collaboration with colleagues is viewed as a means of enhancing teaching.

2. Documentation of Criteria for Teaching. Evidence of effective teaching and student advisement can be established through careful consideration of productivity and quality. Materials to be used in annual evaluations may include the following items: student quantitative and qualitative evaluations; peer observations of teaching performance; published materials on teaching techniques; letters, awards, and other evidence of teaching.

3. Productivity. Productivity refers to the efficient application of time and energy to the instructional needs of the department and the College. Productivity may be
demonstrated by the following examples of documentation for teaching effectiveness:

a. number and nature of courses taught each semester [Reviewers should recognize that some courses may place a heavier demand on faculty time and effort than others.]

b. number of completed doctoral dissertations and master’s theses supervised. [Consideration should also be given to the number of doctoral dissertation and master’s thesis committees on which the candidate has served as a member and on the number of seminar papers directed.]

c. number of student advisees [Appropriate consideration should be given to the faculty member’s expected or assigned contributions to advising, mentoring, recruitment, retention, and timely graduation of students.]

B. PROFESSIONAL STATUS AND ACTIVITY

Professional Status and Activities refer to activities that represent clinical faculty’s status among both the university and professional communities. Clinical faculty performance in this domain will be evaluated by assessing the impact of the activities on the profession. In addition to leadership and educational activities, contributions to the scholarly development of the profession are considered relevant to Professional Status and Activities, such as serving as editor, reviewer, consultant, speaker, and panel member.

Quality. Professional status activities involve working with others so that professional knowledge has an impact on the growth of the profession. The impact of professional status activities on the larger professional as a whole is of critical importance in evaluating quality of professional status activities.

Examples of these types of activities may include:

- Hold leadership positions in national, state or local professional organizations;
- Coordinate or chair a major professional conference;
- Serve as member of examination committee for professional licensure and certification;
- Consult with government, business, and industry;
- Provide continuing professional development for practitioners;
- Publish in scholarly journals;
- Publish in professional newsletters and/or magazines;
- Edit professional publications;
- Present at state, national and international conferences.

Evidence of Professional Status and Activities may include

a) lists and descriptions of activities;
b) copies of materials produced;
c) letters from groups served;
d) evidence of any forms of recognition for service;
e) annual reviews of leadership/service.
C. PRACTICE OR PRACTICE-RELEVANT ACTIVITY

Clinical faculty should have a commitment to the University and their professions through participation in practice or practice-relevant activities, such as leadership/service to the university [leadership/service on committees charged by the Texas State Faculty Senate or by an administrator at the Dean level or higher]; leadership/service to the college [service on a committee charged by the College of Education Faculty Advisory Council or by the Dean of the College of Education]; leadership/service to the department [service on a committee charged by the chair of the department]; and leadership/service to the profession or to higher education in general [leadership/service appointments made by officials representing professional organizations, public schools, cities, states, or the nation]. Specific program areas within the department may have differing expectations regarding appropriate service activities.

Clinical faculty members are expected to participate in the conduct of department, college, and university activities; in appropriate professional organizations in their field; and in professional leadership/service to schools, colleges, universities, and other agencies in the community. Evidence of superior practice or practice relevant activity may be established through careful consideration in the areas of productivity and quality. While practice or practice-relevant activity is expected of each faculty member, practice or practice-relevant activity shall not substitute for expectations in teaching or professional status and activity. Practice or practice relevant expectations of untenured, clinical assistant professors seeking promotion to clinical associate professor will be lower than those for clinical associate professors seeking promotion to clinical full professor.

Productivity. Evidence of a clinical faculty member’s productivity is manifested by the extent of participation on departmental, college, and university committees; in professional organizations at the local, state, or national levels; and in outreach activities related to student settings. The level and frequency and stature of participation will be considered.

Quality/Practice or practice-relevant activity involves working creatively with others so that professional knowledge has an impact on the schools, colleges, professional organizations, community agencies, and other institutions. The impact of practice activities on the group served is of critical importance in evaluating quality of practice.

Practice or Practice-Relevant Examples

Faculty members engage in practice or practice-relevant activities when they:
   a) serve on departmental, school, and university committees;
   b) assume administrative responsibilities relating to both the academic and support services of their respective program and/or department; these responsibilities should primarily be reserved for associate and full professors;
   c) conduct institutional studies;
d) sponsor student activities organizations;
e) conduct organized student-recruiting activities;
f) serve on an outside program review team or as an external reviewer of faculty credentials;
g) link university work with community groups and members;
h) act as a liaison between university researchers and community research participants.

Practice or Practice-Relevant Activity Documentation Examples may include:

a) lists and descriptions of activities;
b) copies of materials produced;
c) letters from groups served;
d) evidence of any forms of recognition for service;
e) annual reviews of leadership/service.

D. ADDED VALUE

Because some activity, such as scholarly/creative work, is not a primary role of the clinical faculty member, evidence of such activity should be considered added value. Low levels of scholarly/creative activity should not result in a poor evaluation. Rather, scholarly/creative productivity at any level enhances the overall evaluation.

IV. RELATIONSHIP BETWEEN ANNUAL REVIEW AND PROMOTION REVIEW

While these two processes are not necessarily related, successful candidates for consideration of promotion typically have exceeded expectations during annual reviews.

Adopted by CLAS faculty, Jan 26, 2011
Appendix A

**Recommendations for Annual Review for the Calendar Year 20XX**

Clinical faculty shall submit a portfolio of teaching, professional status and activities, practice or practice-relevant activities, and related credentials. The portfolio will contain, but not be limited to the candidate’s dossier consisting of (1) a statement (not to exceed two pages) on goals, philosophies, strategies, and emphases in carrying out his/her professional responsibilities in the areas of assigned responsibility, as well as the candidate's written analysis of his/her teaching evaluations; (2) curriculum vitae; and (3) evidence of quality of performance in the areas of assigned responsibility including – but not limited to – teaching, professional leadership, program development, and scholarship.

**You need not include:**
Syllabi
Notes from students
Work samples
Letters of recognition or honors
Conference programs
Grant proposals
Etc.
Appendix B

CLAS Personnel Committee Clinical Faculty Annual Evaluation

Year _______________  Name ________________________________

Rank __________________________

Scale for merit evaluation:
4 points: Exemplary
3 points: Exceeds Expectations
2 points: Meets Expectations
1 point: Below Expectations

Teaching
Meets performance criteria of the department: ______yes______no

Merit evaluation:    Score_______

Professional status and activity
Meets performance criteria of the department: ______yes______no

Merit evaluation:    Score_______

Practice or practice-relevant activity
Meets performance criteria of the department: ______yes______no

Merit evaluation:    Score_______
I. PURPOSE AND GUIDING POLICIES

1. The purpose of an annual per-course faculty evaluation is to identify and strengthen the teaching role of per-course faculty members within their respective programs, the department and the university.

2. The annual departmental evaluation of per-course faculty is the direct source of decisions regarding the retention of per-course faculty. In evaluating performance, the program coordinator and chair will consider primarily the per-course faculty member's contributions in the context of teaching. Per-course faculty who meet departmental expectations as determined by the annual evaluation will be eligible for reappointment.

3. The per-course faculty member's failure to meet departmental expectations will cause the department to consider whether reappointment is warranted. If the department determines that a per-course faculty member is not to be retained, appropriate notice will be given to the per-course faculty member by the chair. If the per-course faculty member is to be retained, the chair will provide the faculty member with specific written feedback and suggestions for improvement when applicable.

II. PROCEDURES

1. At least once yearly, per-course faculty members will meet individually with a tenured program faculty member to share feedback regarding student progress and course content.

2. At least once yearly, program coordinators will review per-course faculty formal student evaluation (using the departmental quantitative and qualitative data), as well as relevant course syllabi. Observation of per-course teaching is recommended but not required for evaluation.

3. At least once yearly, program coordinators will make recommendations, with the input of full-time faculty members when appropriate, to the chair for retention of per-course faculty members and provide the chair with a concise summary of all evaluation data.

4. At least once yearly, upon receipt of the evaluation summary, the chair will provide feedback to the per-course faculty member. Per course faculty will have the opportunity to provide a written response to the evaluation.
III. CRITERIA FOR EVALUATION

1. The department holds high standards for per-course faculty members and recognizes that the expectations for per-course faculty are different from the expectations for full-time faculty.

2. High-quality teaching at all instructional levels is an essential criterion for appointment decisions. Every effort shall be made to recognize and emphasize excellence in teaching. The general test to be applied is that the per-course faculty member is engaged regularly and effectively in high quality teaching.

3. Documentation of Criteria for Teaching. Evidence of effective teaching can be established through careful consideration of productivity and quality. Materials to be used in per-course faculty evaluations may include the following items: student quantitative and qualitative evaluations; peer observations of teaching performance; and other evidence of teaching.

Adopted by CLAS Faculty, January 26, 2011
Department of Counseling, Leadership, Adult Education and School Psychology (CLAS)

Adjunct Faculty Hiring

- We have a policy. See attached.
- Each program coordinator selects adjuncts.

Adjunct Faculty Development and Mentoring

- Also, different programs in the department have other ‘working policies’. For example, our Professional Counseling Program links each adjunct with a full-time, tenure-track faculty member who has also taught the course, as their “content” resource; the Program Coordinator is their contact for any student issues. It has worked well.

Merit and Performance for Adjunct Faculty

- Adjunct faculty are not considered for merit and performance
- Our one lecturer participates in the Annual Review process. On that basis she has received some merit raises, but in lesser percentages.

Pay Scale/Compensation

- Per course faculty (Adjuncts) - $4,000
  - Our adjuncts all have terminal degrees (doctorates) and teach masters/doctoral level classes as such we pay $3,000 base; $500 each for excess hours required and excess preparation
  - We have one undergraduate course taught by a master’s level instructor. She also gets the $4,000, also based on the above. It is a time intensive skill building counseling course.
  - We pay no extra fees for parking, as some departments may.
- We have one lecturer
  - Her 9-month salary is approximately $45,000
  - She teaches 4 classes
  - Because she offices in San Marcos, and teaches at the RR Campus as well, she does receive that incentive pay.
POLICY AND PROCEDURE STATEMENT
PROMOTION REVIEW FOR CLINICAL FACULTY
Counseling, Leadership, Adult Education & School Psychology Department
College of Education
Texas State University–San Marcos

This statement has been developed to conform to University Policy and Procedure Statement 8.10 and the Policy and Procedure Statement on Tenure and Promotion adopted by the College of Education (COE PPS 8.10). It also draws directly from the CLAS department document “Counseling, Leadership, Adult Education and School Psychology Department: Annual Review of Faculty Policy.

Additions, deletions and/or modifications have been made within this statement in an effort to meet the clinical faculty performance expectations unique to the Department of Counseling, Leadership, Adult Education, and School Psychology, while remaining in essential accord with the University and College policies. Faculty should refer to the College document and UPPS 8.10 for details regarding the procedures used outside of the Department.

Purpose
The purposes of this promotion document are to: 1) establish the criteria of the department for promotion of clinical faculty, together with the policies and procedures for their application; 2) enhance the overall quality of work of clinical faculty in the CLAS department by establishing guidelines for the significance and importance of various professional endeavors with regard to promotion; 3) provide direction to new clinical faculty to help them successfully negotiate the promotion process within the department, college, and university; and 4) assist in the exercise of good judgment by those responsible for peer evaluation, as promotion recommendations are primarily based on the judgments of departmental reviewers. The following is an updated list of sources relevant to these criteria.

PPS 8.01, Development/Evaluation of Tenure – Tenure-Track Faculty
PPS 4.04 Teaching and Research or Creative Activity
PPS 4.05 Maintenance and Improvement of Quality in Teaching
PPS 8.10 Tenure and Promotion Review
PPS 7.18 Clinical Faculty Appointments
Faculty Handbook, Texas State University, 14th edition
The Texas State University System (TSUS) Rules and Regulations

The three areas of professional activities (Effective teaching- classroom, laboratory, clinical; Professional status and activities; Practice or practice relevant activities) are addressed in this document. It is expected that quality teaching in conjunction with quality clinical endeavors must be consistently demonstrated by all faculty. The faculty in the CLAS Department recognize that scholarship is not a primary function of clinical faculty members. While service activities are important and vital to the department, these are less important in achieving promotion than clinical and teaching activities.
**Criteria for Review:** Effective teaching, professional status and activities, and practice or practice relevant activities can include a variety of activities. Some of those activities are noted below. Those provided are meant to serve as examples only and should not be viewed as the total universe of possibilities.

**Relationship between annual review and promotion review:** While these two processes are not necessarily related, successful candidates for consideration of promotion typically have exceeded expectations during annual reviews.

In all evaluation of clinical faculty performance, both summative and formative, our Department values:

- teaching and professional activities that contribute to high quality training of students;
- all faculty work, including that which integrates teaching, professional activities, and practice or practice relevant activities; we recognize that clinical faculty work does not include scholarship;
- faculty work reflecting their diversity of personal and work histories, academic backgrounds, professional allegiances, and interests; we are committed to faculty assessment that identifies and credits faculty members for the worth of their unique expression of academic work through teaching, professional status, and practice.

**Teaching**

The teaching of each clinical faculty member in the CLAS department is evaluated by the Personnel Committee and the Department Chair on the basis of scholarly preparation, course development and planning, dedication, peer evaluation through classroom visits, and student evaluation. Teaching is understood to include not only classroom performance, but other factors as well, such as preparation, syllabi and other course materials, graded assignments, effective testing, staying current in the discipline, student academic and career advising and curriculum improvement.

Candidates for promotion to clinical associate professor should be observed in teaching by one or more tenured faculty in the department. The candidate’s teaching should be observed 3 times during their first year, but no more than twice per semester, and at least once during each subsequent year prior to application for promotion. Active observation and mentoring should be provided to the candidate, if needed. Program coordinators are responsible for assigning tenured faculty to observe the candidate.

In preparing for review, candidates for promotion will include at a minimum the items listed below to document teaching excellence. Candidates for promotion to associate professor should include teaching material collected since initial date of employment. Candidates for promotion to clinical full professor should include teaching material collected since their latest promotion.
• Student quantitative and qualitative feedback.
• Course syllabi, assignments and examinations for newly developed courses.
• Documentation of any other achievements relevant to teaching, such as awards, funded grants and/or curriculum development.
• Peer observations of teaching performance.
• Published materials on teaching techniques.
• Letters, awards, and other evidence of teaching excellence.
• Number and nature of courses taught each semester [Reviewers should recognize that some courses may place a heavier demand on faculty time and effort than others.]
• Number of completed doctoral dissertations and master’s theses supervised. [Consideration should also be given to the number of doctoral dissertation and master’s thesis committees on which the candidate has served as a member and on the number of seminar papers directed.]
• Number of student advisees [Appropriate consideration should be given to the faculty member’s expected or assigned contributions to advising, mentoring, recruitment, retention, and timely graduation of students.]
• Annual reviews of teaching.

Professional Status and Activities

Professional Status and Activities refer to activities that represent clinical faculty’s status among both the university and professional communities. Clinical faculty performance in this domain will be evaluated by assessing the impact of the activities on the profession. In addition to leadership and educational activities, contributions to the scholarly development of the profession are considered relevant to Professional Status and Activities, such as serving as editor, reviewer, consultant, speaker, and panel member.

Quality. Professional status activities involve working with others so that professional knowledge has an impact on the growth of the profession. The impact of professional status activities on the larger professional as a whole is of critical importance in evaluating quality of professional status activities.

Examples of these types of activities include:

• Hold a leadership positions in national, state or local professional organizations.
• Coordinate or chair a major professional conference;
• Serves as member of examination committee for professional licensure and certification;
• Consult with government, business, and industry
• Provide continuing professional development for practitioners
• Publication in scholarly journals
• Publication in professional newsletters and/or magazines
• Edit professional publications
• Presentations at state, national and international conferences

Evidence of Professional Status and Activities could include
   a) lists and descriptions of activities;
   b) copies of materials produced;
   c) letters from groups served;
   d) evidence of any forms of recognition for service;
   e) annual reviews of leadership/service.

**Practice or practice relevant activities** (similar to service activity)
Clinical faculty should have a commitment to the University and their professions through participation in practice or practice relevant activities, such as leadership/service to the university [leadership/service on committees charged by the Texas State Faculty Senate or by an administrator at the Dean level or higher]; leadership/service to the college [service on a committee charged by the College of Education Faculty Advisory Council or by the Dean of the College of Education]; leadership/service to the department [service on a committee charged by the chair of the department]; and leadership/service to the profession or to higher education in general [leadership/service appointments made by officials representing professional organizations, public schools, cities, states, or the nation]. Specific program areas within the department may have differing expectations regarding appropriate service activities.

Clinical faculty members are expected to participate in the conduct of department, college, and university activities; in appropriate professional organizations in their field; and in professional leadership/service to schools, colleges, universities, and other agencies in the community. Evidence of superior practice or practice relevant activity may be established through careful consideration in the areas of productivity and quality. While practice or practice relevant activity is expected of each faculty member, practice or practice relevant activity shall not substitute for expectations in teaching or professional status and activity. Practice or practice relevant expectations of clinical assistant professors seeking promotion to clinical associate professor will be lower than those for clinical associate professors seeking promotion to clinical full professor.

**Productivity.** Evidence of a clinical faculty member’s productivity is manifested by the extent of participation on departmental, college, and university committees; in professional organizations at the local, state, or national levels; in outreach activities related to student settings. The level and frequency and stature of participation will be considered.

**Quality.** Practice or practice relevant activity involves working creatively with others so that professional knowledge has an impact on the schools, colleges, professional organizations, community agencies, and other institutions. The impact of practice activities on the group served is of critical importance in evaluating quality of practice.

Practice or Practice Relevant Examples
Faculty members engage in practice or practice relevant activities when they:

a) serve on departmental, school, and university committees;
b) assume administrative responsibilities relating to both the academic and support services of their respective program and/or department; these responsibilities should primarily be reserved for associate and full professors;
c) conduct institutional studies;
d) sponsor student activities organizations;
e) conduct organized student-recruiting activities;
f) serve on an outside program review team or as an external reviewer of faculty credentials.
g) link university work with community groups and members
h) act as a liaison between university researchers and community research participants

Practice or Practice Relevant Activity Documentation Examples

a) lists and descriptions of activities;
b) copies of materials produced;
c) letters from groups served;
d) evidence of any forms of recognition for service;
e) annual reviews of leadership/service.

PROCEDURES FOR DETERMINING PROMOTION FOR CLINICAL FACULTY

For the purposes of this document, the following definitions apply:
• The department personnel committee is made up of tenured faculty who are paid at rate of fifty percent or more from faculty salary dollars budgeted to the department.
• A department recommendation refers to the recommendation of the personnel committee. This is to be distinguished from the recommendation of the departmental chair.

Eligibility for Promotion

Typically, the probationary period prior to the promotion to associate clinical professor is six years, so that when promotion is granted it begins with the next year's contract. Faculty with notably outstanding records may apply for promotion without prejudice before the end of the six-year probationary period. At the end of the sixth year, a decision will be made as to whether or not the faculty member will be promoted. Faculty members who are not promoted may remain in their position and reapply for promotion at a later date.
Neither leaves of absence nor part-time appointments count as part of the probationary period.

Successful candidates for consideration of promotion will typically have exceeded expectations during annual reviews.

Clinical faculty who have primary responsibility for the care of a newborn child or an adopted or foster child younger than five, or other family member in need of such care, may request that the promotion clock be suspended for one year during the probationary period (see PPS 8.10 for specific explanation).

Responsibilities of Candidates for Promotion

Candidates must verify and sign the candidate for promotion information form (see PPS 8.10).

Candidates must provide documentation that supports quality of clinical work, teaching, and leadership/service as defined in the above department criteria. This documentation should be arranged and presented in the order of categories prescribed by the Texas State Vita (see PPS 8.10).

The Texas State Vita must document all achievements and highlight those that apply to the probationary period or time period since the last promotion. Candidates must adhere to the timeline described herein for the promotion process. Candidates who are denied promotion may file an appeal or grievance following the procedure specified by the university (refer to paragraph 86 of PPS 8.10).

Responsibilities of the Department Personnel Committee and Chair

The department will provide each faculty member a copy of the department and college criteria for promotion.

The department chair and/or appointed members of the personnel committee will counsel the candidate about including relevant materials and organizing supporting documents. The program coordinator will assign each clinical faculty member two senior faculty mentors to advise the candidate on the effective presentation of the promotion application file. When possible, one of the mentors will be an associate professor who recently and successfully was promoted at Texas State and the other will be a full professor.

The chair and personnel committee are responsible for a thorough evaluation of the candidate's documentation. The chair and a selected representative from the candidate’s particular program will describe the total teaching, professional status or activities, and practice or practice relevant activities of the candidate and assess its impact on the discipline. This is particularly critical for promotion to clinical full professor.

The chair and personnel committee review the documentation presented to support the
existence of sustained quality teaching, professional status or activity, and practice or practice relevant activity of the promotion candidate. External reviews of the candidate’s portfolio shall not be required for promotion of nontenure-track clinical faculty – but may be sought if requested by the candidate. In such instances, the following procedures should be followed:

a. The candidate, the department’s Personnel Committee, and the department chair will identify and invite three external reviewers of the candidate’s accomplishments in teaching, professional status and activity, and practice or practice relevant activity.
b. External evaluations will be solicited from persons of repute in the candidate’s field.
c. Each external reviewer will be asked for a statement regarding his or her acquaintance with the candidate.
d. Guidelines for completing the external evaluation will be furnished to each external reviewer.
e. The department chair will deliver candidate materials to the external reviewers at least 30 days prior to the date these external evaluations are needed by the candidate.
f. The candidate will provide two or three exemplars of published works with the curriculum vita and other materials sent to the reviewers.
g. Each external evaluation received becomes a part of the candidate’s portfolio.

On the forms to be forwarded with each candidate's application, the personnel committee will briefly and clearly state the criteria for evaluation. The personnel committee's comments (Form 3) and the chair's comments (Form 4) should leave no doubt as to the action desired by the department. For candidates whose applications have been approved by the department, the comments should fully develop a rationale for recommending the candidate, leaving no doubt about the candidate's suitability and importance to the future development of the department.

Review Process

The chair should review each candidate's documentation with the candidate before it is made available for review by the personnel committee. No additional items may be included in the documentation without the chair's and candidate's permission.

The chair will make the candidates' documentation available for review by the personnel committee.

The personnel committee will meet to discuss the candidate’s application materials. Only members of the Department's personnel committee are eligible to be present during the voting procedures and to vote on the promotion of any candidate.

The department chair will preside over the meeting. At the conclusion of the discussion, and with the chair presiding in a non-voting capacity, the personnel committee will vote
by secret ballot to either recommend or not to recommend the candidates for promotion. A tie vote is a vote not to recommend.

If on first vote a candidate is not approved for promotion, any member of the departmental personnel committee may request a second vote to reconsider the decision. Such reconsideration will be given if approved by a two-thirds majority of the departmental personnel committee present and voting.

Voting

The committee will vote for promotions, using a ballot to indicate approval or disapproval for each candidate. Members must be present to vote.

The chair and a member of the personnel committee selected by the other members of the committee should conduct independent counts of the ballots before the results are announced. Any discrepancy between the two counts should be resolved before the results are announced to the personnel committee.

A member of the personnel committee will enter the results of the voting on Form 3, along with evaluative remarks that include a statement showing how this candidate's qualifications specifically meet or exceed the departmental and college criteria established for promotion from the personnel committee's perspective.

The chair is responsible for seeing that the comments accurately reflect the discussion about the candidate.

Following the verification and the official recording of the votes, the chair will destroy all ballots and tally sheets.

The chair will provide an independent “chair’s recommendation” for each candidate on Form 4 and add evaluative comments, including a statement showing how the candidate's qualifications specifically meet or exceed the departmental and college criteria established for promotion from the chair's perspective. The chair will inform the departmental personnel committee of these recommendations, with explanations as appropriate, within three class days of the chair's decision.

The chair will verify that information forwarded about each candidate to the college review group is correct.

The chair will attach a copy of the Tenure and Promotion Tracking Form (Form 8) to each application and will forward the approved applications and documentation with a copy of the department's evaluation criteria to the dean of the college.

Within three class days of the decision by the chair, the chair will notify the candidate of the action. The following two decisions require written notification:

1. If the candidate is denied by either the personnel committee or the chair, but not
both, the application is forwarded to the college review group.

2. If the candidate is denied by both the personnel committee and the chair, the application is denied unless the candidate files an appeal within the specified period of time.

If the candidate has applied for promotion, the chair must schedule a meeting with the candidate to discuss the department's evaluation. Reasons for denial of promotion shall be explained. The candidate will be advised in creating a program of professional development to enhance the likelihood of future promotion, providing that the denial of promotion does not result in a terminal contract.

**Timeline for the Promotion Process**

The timeline will make allowances for weekends, by moving due dates to the next business day when relevant.

By May 1, the department chair will submit to the departmental faculty and the college dean a list of faculty members eligible for promotion and tenure review including any clinical faculty eligible for promotion.

By August 15, eligible faculty members must:

1. notify the department chair in writing of their intention to apply for promotion. Faculty who fail to inform the chair by August 15 will not be considered in the year's cycle;
2. complete and submit an up-to-date Texas State Vita and a promotion form to the department chair. The candidate should also submit documentation of clinical work, teaching, scholarly/creative activity and leadership/service as defined in department and college criteria. Additional supporting material, dated appropriately, may be submitted before the formal meeting of the review group. Faculty who do not submit material by August 15 will not be considered during the cycle.

By September 15, the chair will send a copy of the list of candidates to the personnel committee and college dean.

By November 15, the department personnel committee will have reviewed each candidate's application and documentation, voted and submitted recommendations to the department chair.

By December 1, the department chair will submit his/her recommendations, along with those of the personnel committee, to the dean.

By February 9, the college review group and the dean will have completed the review of all candidates, and the dean will submit his/her recommendations, along with those of the review group, the personnel committee, and the department chair to the provost.
By April 30, the provost will notify candidates and the president will notify the chancellor and the board of the recommendations.

By June 1, the final board action will be publicized.

**Procedures for Appeal**

Candidates who are denied promotion may grieve the decision by following the procedures in Academic Affairs PPS 8.08.

**Communication of Information about Denial of Promotion**

Each person in the review and evaluation process has a professional responsibility to treat information that evaluates another's work as confidential. All votes in the process must be kept confidential.

Clinical faculty members who are denied promotion at any level should be informed regarding the reasons for denial by the responsible administrator, either the chair, the dean, or the provost. It is the responsibility of the candidate to request a meeting to determine the reasons for denial.

**Actions:**
Approved by CLAS Faculty, Jan 26, 2011
Approved by CLAS Faculty, Oct. 17, 2011
Policy on Terminal Degrees and Employing Faculty without Terminal Degrees

The Counseling, Leadership, Adult Education and School Psychology (CLAS) Department is made up of many very different programs and acceptable terminal degrees vary greatly across them.

The Educational Leadership program (EDCL) has courses that are most appropriately taught by faculty holding degrees such as the Ph. D. or Ed. D. in Educational Administration, Educational Leadership, some version of Educational Policy (there are several names for such doctoral programs), certain kinds of Curriculum & Instruction, Higher Education Administration under some conditions, and the J. D. (for education law courses only).

The School Psychology (EDP) program coursework should be taught by faculty holding a Ph. D., Ed. D., or Psy. D. degree in School Psychology or Counseling Psychology, Ph. D. or Psy. D. degree in Clinical Psychology, a Ph. D. in Neuropsychology in some form, or in very closely related fields to the above.

Professional Counseling (COUN) courses should be taught by persons holding the Ph. D. or the Ed. D. in Counseling, Counselor Education, or Counseling Psychology, the Ph. D or the Psy. D. in one of several forms of psychology (Clinical, School, etc.),

Student Affairs in Higher Education (SAHE) courses should be taught by persons holding a Ph. D. or Ed. D. Higher Education Administration (in several forms, for the Student Affairs emphasis), and J. D. for law courses only.

Degrees that are appropriate for faculty in the Adult Education (ADED) program vary widely, but include Ph. D.’s or Ed. D.’s in Adult Education (often combined with another designation such as Continuing Education, Community Education, Higher Education, etc.), Human Resource Development, English as a Second Language (ESL), Teaching English to Speakers of Other Languages (TESOL), Educational Leadership (several different formats for the names of such degrees), Developmental Education, Curriculum & Instruction, Educational Psychology, Reading, Reading Education, Mathematics Education, and English Education (Rhetoric and Composition).

The Ph. D. program has two majors, School Improvement (SI) and Adult, Professional, and Community Education (APCE). Degrees appropriate for faculty teaching those courses are the same ones for the EDCL program and for the adult education component of the ADED program (including degrees in Adult Education as described above, Human Resource Development, ESL/TESOL).

Because CLAS is an almost exclusively graduate department, faculty members without terminal degrees will not ordinarily be hired. Exceptions to this policy may occur under very unusual circumstances, such as the following:
1. The proposed faculty member is extraordinarily well-qualified in a special area of expertise. Examples could be a person who has worked as a legislator or legislative senior aide who would teach an educational politics course or a counselor or school psychologist of many years experience in working with a specified population or assessment technique who possesses certification or licensure that is not otherwise available in any given semester. Such a person would be hired on a per course basis and only upon program faculty recommendation and concurrence by the department chair.

2. The department has very few undergraduate courses, including EDP 1350 Effective Learning; COUN 3320 Introduction to Counseling and Psychotherapy; and COUN 4378 Student Issues in Higher Education. Each of these courses requires special expertise and experience and may occasionally be taught by persons with appropriate master’s degree and experience, including graduate instructional assistants. Approval would be needed by program faculty and the department chair.

3. In the very rare instance that the top candidate in a faculty search is a person who has not yet finished all degree requirements and upon recommendation of the full Personnel Committee, the person could be hired on a tenure track contract with the stipulation that all terminal degree requirements would be met within one year. Failure to do so would result in dismissal after the first year.

4. In all cases, PPS 7.02 will be strictly adhered to.