# Faculty Senate Minutes
## Thursday, May 2, 2019, Alumni House, 1:30 p.m.

I. **Attendance**

K. Armbruster, K. Corley, G. Glasgow, T. Green, J. Haldeman, S. Jensen, D. MacCartney, J. Palmer, K. Pease, E. Risik, G. Renz, C. Sagovac, H. Singaravelu, L. Teeter, P. Witkowski.

II. **Minutes**

1. Upon motion by K. Pease, seconded by P. Witkowski, the Senate unanimously approved the minutes of the April 18, 2019 Faculty Senate meeting.

2. Upon motion by D. MacCartney, seconded by P. Witkowski, the Senate unanimously approved the minutes of the April 23, 2019 Faculty Assembly meeting.

III. **Old Business**

3. C. Guehring reported that at the end of this AY on May 31, 2019, she estimates there will be around $6,000 that can be used to prepay Pere Marquette for the 2019 Fall Faculty Institute.

4. At the April 18, 2019 Faculty Senate meeting, the Senate unanimously approved a motion that Jeffrey Carter be appointed to the Finance Advisory Committee if he agreed. Jeffrey Carter has agreed to serve another term on this committee.

IV. **New Business**

5. The Senate unanimously approved a motion by G. Renz, seconded by K. Pease, to appoint Heather Mitchell to an At-Large Senate appointed seat on the International Studies Committee with a term ending in May 2022.

6. The Senate unanimously approved a motion by G. Renz, seconded by K. Corley, to appoint Van McElwee to an At-Large Senate appointed seat on the Speakers Committee with a term ending in May 2022.

7. The Senate unanimously approved a motion by G. Renz, seconded by K. Armbruster, to appoint Hemla Singaravelu as an At-Large representative on the Committee to Review Faculty for a term ending in May 2022.

8. The Senate unanimously approved a motion by C. Sagovac, seconded by J. Palmer, to appoint Terry Sullivan as the School of Communication member on the Academic Program Review Committee, replacing Chris Sagovac. The duration of this term remains indefinite until the committee's stagger of seats is determined.

9. The Senate unanimously approved a motion by G. Renz, seconded by K. Pease, to re-appoint Terry Sullivan and Eric Rhiney to the Marketing Advisory Committee for terms ending in May 2021.

10. The Senate unanimously approved a motion by G. Renz, seconded by K. Corley, to appoint Chris Sagovac to finish K. Corley's School of Communications Faculty Senate term ending in May 2020.

11. The Senate unanimously approved a motion by K. Armbruster, seconded by D. MacCartney, to hold a Town Hall meeting to discuss the re-envisioning of Webster University on Tuesday, August 27, 2019, in the Emerson Library Conference Room from 3:00 PM to 5:00 PM.

12. Muthoni Musangali presented a proposal from the Professional Counseling department to create three new statused and status-track faculty classifications: "clinical assistant professor," "clinical associate professor," and "clinical professor." *(See Appendix A.)* She said these new faculty classifications will allow full-time faculty members teaching Professional Counseling in South Carolina and Florida to become statused and status-track faculty members. M. Musangali said this is needed because Professional Counseling has a difficult time attracting and retaining full-time faculty members to teach in the Professional Counseling programs in South Carolina and Florida.

   After discussion, the Senate would not agree to the proposal by the Professional Counseling Department. Some Senators said they were concerned about using the term "clinical" to classify statused or status-track faculty members when the term often means non-tenure track appointments at other universities. Some Senators also had questions and reservations about extending status and status-track appointments to full-time faculty members outside Webster Groves. For example, would the new statused or status-track faculty members outside Webster Groves have the right to move to Webster Groves if the programs were closed at extended campuses? The Senators also noted that that the proposal changing the University Handbook to create new statused and status-track "clinical" faculty classifications would have ramifications throughout Webster University's campuses and programs. Some Senators felt the new classifications could not be limited to the Professional Counseling programs in South Carolina and Florida.

   K. Pease suggested that instead of creating new "clinical" faculty classifications, the University Handbook could be changed to allow full-time faculty members outside Webster Groves to become statused or status-track faculty members without creating the "clinical" classifications. She proposed removing the sentence "This applies to the Webster Groves home campus only." from "II. Academic Rank and Status, A. Definitions" (page 37). However, by removing this sentence, the Senate was not requiring nor recommending that full-time faculty members outside Webster Groves should become statused or status-track faculty members. The goal was to potentially allow full-time faculty members outside Webster Groves to become statused or status-track faculty. However, that decision will need to be determined later by the Administration and the Faculty Senate, and possibly the Faculty Assembly.

   The Senate approved (but not unanimously) the proposal, in the form of a motion, by K. Armbruster, seconded by T. Green, to remove the sentence "This applies to the Webster Groves home campus only." from "II. Academic Rank and Status, A. Definitions" in the University Handbook (p. 37, Webster University Policy Handbook, updated October 15, 2018).

13. John Aleshunas requested that the Senate remove Ben Brink from the Faculty Assembly and Senate committees because he has been appointed to be a full-time administrator working with Webster's military campuses. G. Renz said he was unaware of any provision in the University Handbook that says full-time administrators cannot be on the Faculty Assembly or Senate committees. He noted that other full-time administrators are on the Faculty Assembly. No formal decision was made on this request, but discussions will continue.

14. J. Haldeman asked if there were any comments or questions concerning his Future Search presentation at the April 18, 2019, Faculty Senate meeting. L. Teeter said it was nice to have laughter during the exercise they carried out. J. Haldeman informed the Senate that a group of people have been meeting to share stories and ideas regarding the idea of re-

envisioning or reimagining Webster University.  J. Haldeman said he would like to invite more faculty members to this informal group by using the Faculty Assembly distribution list.  He also said he would keep the Senate informed of the group's discussions.  J. Haldeman said that if the Town Hall scheduled for August 27, 2019, shows there is little interest among the faculty to participate in Future Search, or something like it, he still hopes to keep a small group of faculty meeting.

**Meeting Adjourned: 3:30 PM**

**Appendix A**

# Webster
## UNIVERSITY

**College of Arts & Sciences**

**Department of Professional Counseling**

**Proposal to introduce new faculty classification to**

**Webster University Policy Handbook**

**Presented to Faculty Senate**

**May 2019**

**Proposal**

The Department of Professional Counseling wishes to propose an amendment to the University Policy Handbook (2017) to create a new category of Clinical Faculty. The current policy handbook contains two classifications of faculty: faculty with contingent appointments, and status track or status appointments. The proposed category would be under the status track/statused classification, with ranks parallel to those that currently exist here, with the exception of Administrative Faculty. This category would therefore consist of Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor, and Clinical Professor Emeritus.

## Rationale

Currently, full time faculty in South Carolina and Florida occupy Instructor positions and are not eligible for status. Some of these faculty have been on the faculty for well beyond the typical probationary period, and yet remain at the Instructor level with 6 or more years of full time service to the university. Following a revision of the Webster University Policy Handbook in 2017, the full time faculty at the extended campus currently fall under the classification of Contingent Faculty. This classification is inconsistent with the nature of the duties and responsibilities of counseling core faculty and with accreditation requirements for faculty stability.

| Faculty | Position | Degree Earned | Hire date | Location |
|---------|----------|---------------|-----------|----------|
| Alexandria Smith, | State Director | PhD University of South Carolina, 2007 | **2011** | **Columbia** |
| Rebecca George, | Clinical Coordinator | PhD University of South Carolina, 2007 | **2013** | **Columbia** |
| Diane M. O'Brien, PhD | Counseling Coordinator & Clinical Coordinator | University of North Carolina at Charlotte, 2006 | **2015** | **Myrtle Beach** |
| Thomasina Odom Lawson, PhD | Instructor | Mercer University, 2016 | **2016** | **Myrtle Beach** |
| Julie Martin, PhD | Counseling Coordinator & Clinical Coordinator | University of South Carolina, 2012 | **2017** | **Charleston** |
| Jessica Conroy, PhD | Instructor | Walden University, 2014 | **2016** | **Ocala** |

This proposal is based on three key factors as detailed below.

1. CACREP  compliance
2. Recruitment and retention of qualified faculty
3. Duties and responsibilities of faculty in these positions are similar to those of faculty on status or status track at Webster Groves

1. <u>CACREP Compliance</u>

In the past 5 years, the Department of Professional Counseling has undertaken a significant effort to obtain CACREP accreditation for its programs at the various locations where it is offered. In 2016, the Clinical Mental Health program at Webster Groves obtained CACREP accreditation. The next phase of the accreditation effort was South Carolina and we currently awaiting an accreditation decision following a site visit in January 2019. The department recently obtained approval from the Graduate Council for a hybrid program that will begin in Fall 2019. We expect that this program will be an immediate candidate for CACREP accreditation and work towards that effort will commence immediately upon the implementation of the program.

CACREP standards require that counselor education programs follow specific guidelines with regards to core faculty and defines core faculty as

*'… one who is employed by the institution and holds a full time academic appointment in the counselor education program for at least the current academic year. Faculty members may be designated as core faculty in only one institution, regardless of how many other institutions in which they teach classes.*

*(CACREP Standards, 2016)*

CACREP standards contain an entire section devoted to faculty resources. I share a few of these for the committee's reference:

- **Standard 1.Q.** The academic unit <u>makes continuous and systematic efforts to recruit, employ, and retain</u> a diverse faculty to create and support an inclusive learning community.
- **Standard 1.R.** The academic unit has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the academic unit must employ <u>a minimum of three full-time core</u> counselor education program faculty members who teach in the entry-level program. Core counselor education program faculty may <u>only be designated as core faculty</u> at one institution
- **Standard 1.S.** To ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty.
- **Standard 1.T.** For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 12:1.

- Standard 1.U. The teaching and advising loads, scholarship, and service expectations of counselor education program faculty members are consistent with the institutional mission and the recognition that counselor preparation programs require extensive clinical instruction.
- **Standard 1.W.** Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013
- **Standard 1.X.** Core counselor education program faculty identify with the counseling profession (1) through sustained memberships in professional counseling organizations, (2) through the maintenance of certifications and/or licenses related to their counseling specialty area(s), and (3) by showing evidence of sustained (a) professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling, and (c) research and scholarly activity in counseling commensurate with their faculty role.

Webster has struggled to meet the standards above in the past four years as the lack of status-eligibility for faculty at extended campuses has been a deterrent to faculty retention and has in turn, affected faculty stability. At multiple stages of the accreditation review for South Carolina, CACREP reviewers raised questions "about how the program, maintains stability within its group of core faculty in order to maintain faculty resources of appropriate quality and sufficiency to meet the program's demands" (CACREP response to Webster, 2018). They remarked on the disparity in status and titles for faculty at the Webster Groves campus and those at the extended campus sites. In their final report this year, reviewers noted the following:

> *There appears to be some disparity in the use of academic titles. Individuals at the regional sites, though core are considered instructors, whereas those based in Missouri have rank. To eliminate this disparity and confusion adaptation of titles such as Clinical Assistant, Clinical Associate, etc. should be considered in consultation with upper administration. It is suggested that the institution consider allowing extended campus faculty to be tenure eligible would increase faculty retention, aid in recruiting quality faculty applicants for new openings, show a value of worth, and encourage professional growth. These incentives may work to increase the stability and retention of faculty.*

> *(CACREP Report, February 2019)*

Reviewers recommended that the university consider revising the faculty positions at the extended campuses, and suggested the use of more appropriate titles such as Clinical Assistant Professor or Clinical Associate Professor. These titles are in use at peer institutions and are being used increasingly in universities that have an extended campus system like Webster. Reviewers also recommended the possibility of tenure for faculty at extended campus locations, multi-year contracts such as those provided for by Webster's Faculty Development Leave (FDL) track.

2. Faculty Recruitment and Retention

As a result of the current profile, it has been difficult to retain qualified faculty whom we recruit to Instructor positions at the extended campuses. Our current practice of issuing one year contracts to full time (core) faculty does not reflect a commitment to retaining these positions. Faculty have shared that they feel insecure in their positions and are therefore constantly looking to move to other universities where they will find positions that are relatively more stable. When we have advertised a position in the last 4 years, the applicant pool has been small, mostly attracting candidates who are place bound. We are fortunate to have hired quality faculty in these circumstances, but retention of the same has proved to be a challenge.

The counseling program has been saddled with the reputation of being a degree mill where counselors were not very well trained and people came to get an easy degree. The faculty have worked tirelessly to combat this reputation by increased academic and professional rigor. We hear from students and community members that they can see the impact of the changes we have made and continue to make. The perception of a program that cannot, or will not retain faculty for any length of time serves to perpetuate the image of a degree mill with low or no standards. Having faculty who can stay in their positions and oversee the program at these locations is critical to sustained quality, and will in turn, attract more students.

I provide a list of faculty who have left Webster after serving for only a brief period of time and being faced with the reality that their positions are as they are.

## Faculty who have left Webster in the last 5 years

| Name | Position | Campus | Separation date |
|------|----------|--------|-----------------|
| Thomasina Lawson | Instructor | **Myrtle Beach** | **May 2019** |
| Kristin Page, PhD | State Director | **Orlando** | **August 2018** |
| LaVera Brown, PhD | Clinical Coordinator | **Myrtle Beach** | **March 2018** |
| Rodney Pennamon, PhD | Counseling Coordinator & Clinical Coordinator | **Charleston** | **July 2017** |
| Tanesha Boyd-Jones, PhD | Counseling Coordinator & Clinical Coordinator | **Greenville** | **July 2016** |
| Angela Colistra, PhD | Counseling Coordinator | **Greenville** | **August 2015** |
| Shon Smith, PhD | State Director | **Orlando** | **May 2015** |

Frequent faculty resignations pose a significant cost to the program. With each resignation, there is considerable time and effort that we put into posting a position, screening and interviewing applicants, orienting new faculty to university/program policies and practices. The resignations also affect faculty morale, student morale, and create gaps in the efforts to elevate professionalism and academic rigor in the program. Our recruitment efforts in the small world of counselor education give the appearance of a revolving door of faculty and if this trend continues, we will have difficulty filling any faculty positions in future.

Most importantly, with possible CACREP accreditation beginning July 2019, it is important that we do not have frequent lapses in data collection and assessment processes that will ensure we remain compliant with accreditation standards.

3. Duties and responsibilities

Core faculty at extended campuses in South Carolina and Florida perform extensive duties in all aspects of a faculty job. They teach a full load of classes, sometimes teaching overloads in order to help the department meet CACREP's standard regarding the number of courses delivered by core faculty. They carry a heavy advising load as they are only one or two faculty at each campus. For example, Dr. Conroy in Florida serves as the faculty advisor for students at her Ocala campus as well as students at all other 5 Florida campuses because she is the only full time faculty in Florida. They work with faculty at Webster Groves on revising counseling curriculum, designing new courses, teaching courses across new modalities to increase efficiency in our course delivery while maintaining quality.

They do an enormous amount of service to the department and to the program at their respective campuses. They serve as program coordinators at their campuses, clinical coordinators, support recruitment efforts by going into the community to participate in recruitment events, host student events at their campus to promote professional identity and professionalism, course leads, serve on department curriculum committees, student remediation committees, admission committees, and various ad hoc departmental committees as dictated by need. Currently, the online counseling program initiative is chaired by Dr. O'Brien and she has worked to coordinate meetings with faculty at other campuses as well as various offices at Webster Groves in order to plan for this new program. They are anxious to participate in university and college committees through emerging technologies that we already utilize in teaching and that are easily adapted to facilitate distance collaboration on taskforces and committees.

In addition to teaching, faculty in South Carolina and Florida maintain an active scholarly agenda as required by CACREP standards. In spite of only having $1000 for professional development in the past, all have maintained active profiles in the professional development arena, publishing and presenting at a comparable rate to that of faculty at Webster Groves. They have successfully infused scholarship and professionalism at their respective campuses, collaborating with students in professional endeavors that promote Webster's image in the community. Webster University received national recognition in 2017 when a student team at the Myrtle Beach campus placed first in a national Ethics Essay Contest under the

sponsorship of one of our faculty. Faculty have also instituted an annual counseling conference for students in South Carolina.

I provide evidence of sustained scholarship rate similar to illustrate the level of scholarship that is evident at our extended campuses. The first appendix is an excerpt from the CACREP self-study report on a standard that inquires about **sustained** professional development. This excerpt reflects work done by each faculty until 2017 (I excluded those who already left Webster).The second appendix reflects scholarship efforts for the 2018-2019 academic year. Work by extended campus faculty is highlighted.

Considerations:

1. As a global university, distance is not adequate barrier to prevent faculty from being meaningfully engaged in the work of faculty assembly and faculty committees. The university has significantly improved access for students in remote areas. Students can now log into a class from anywhere and be part of a learning community in real time, engaging with instructors and peers in a seamless manner. In similar fashion, Webster University possesses the tools to be inclusive of faculty at extended campus locations and provide access to faculty forums such as faculty assembly, faculty institutes, university committees and taskforces, etc.
2. As stipulated in the Webster Policy Handbook, all full time faculty positions must be filled through a national search. The positions that currently exist in South Carolina and Florida were all filled following a national search that followed EEO guidelines as well as university hiring procedures. This condition has therefore already been satisfied if these current positions are converted to Clinical faculty lines.
3. The proposed positions do not cost the university any more than what we are already spending. Salaries for the current positions already match the current salary structure for the rest of the department faculty.
4. Departments with clinical programs(e.g., Nursing, Nurse Anesthesia) that require sustained and direct oversight may utilize the proposed positions.
5. Due to the nature of a distributed campus network and long-term sustainability of remote locations, Clinical Faculty lines will only be eligible for FDL. This will ensure that faculty are held to review every five years as stipulated by university guidelines. They will be eligible for a sabbatical every seventh year of service.
6. After the initial review by CRF, future reviews will be conducted at the department level according to current FDL guidelines. Faculty may petition to apply a maximum of 3 years already served towards their initial probationary period.

Response excerpted from CACREP self-study, 2017

A. Core counselor education program faculty identify with the counseling profession (1) through sustained memberships in professional counseling organizations, (2) through the maintenance of certifications and/or licenses related to their counseling specialty area(s), and (3) by showing evidence of sustained (a) professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling, and (c) research and scholarly activity in counseling commensurate with their faculty role.

All core faculty identify with the counseling profession through their sustained memberships in professional counseling organizations, licenses and certifications, research and scholarly activity in the counseling field, and professional development activities related to counseling. All core faculty are engaged in professional organizations at both the state and national levels, including ACA and its subdivisions. These activities are detailed below for

Diane Clark

Memberships in professional counseling organizations
- American Counseling Association (ACA)
- Association for Counselor Education and Supervision (ACES)
- Southern Association for Counselor Education and Supervision (SACES)
- South Carolina Counseling Association (SCCA)
- Association for Adult Development and Aging (AADA)
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)

Maintenance of certifications and/or licenses related to their counseling specialty
- Licensed Professional Counselor (NC and SC)
- National Certified Counselor (NCC)
- Certified Clinical Mental Health Counselor (CCMHC)
- Approved Clinical Supervisor (ACS)
- Certified Trauma Professional

Professional service and advocacy
- Program Coordinator Myrtle Beach
- Hygiene, clothing, and blanket drive for homeless veterans in Brunswick County, NC
- Assisted with collection of school supplies for students in poverty in Brunswick County, NC
- Provide pro bono counseling for military and veterans through Give an Hour
- Co-lead group for caregivers at Arbor Landing in Ocean Isle, NC

Research and scholarly activity in counseling & Professional development and renewal activities

- **Clark, D. M.** (2017) *Vicarious trauma and burnout: Symptoms, causes, and resiliency* at the Annual Healing Our Community Conference in Columbus, SC.
- **Clark, D.M.** and Callahan, B.G. (2017), R*ecognizing and supporting impaired counselors and students: The supervisor's responsibility* at South Carolina Counseling Association Conference in Charleston, SC.
- **Clark, D.M.,** George, R., Lawson, T., Pennamon, R., & Smith, A. (2017). *Bloom where you are planted: A guide to finding your own "happy"* at South Carolina Counseling Association Conference in Charleston, SC.
- **Clark, D.M.** and Boyd, M.V. (2016). *Ethics, counseling, and reimbursement collide: Supervision of in home counselors* at the South Carolina Counseling Association Conference in Hilton Head, SC.
- **Clark, D.M**., Jain, S., & Manyam, S. (2015). *The state of counseling in India* at the American Counseling Association Conference in Orlando, FL.
- **Clark, D.M.** (2016) Bereavement counseling. In Jon Carlson (Ed.) *Encyclopedia of marriage, family, and couples counseling*, Jon Carlson (Ed.). Thousand Oaks, CA: Sage.

[Dr. Rebecca George](#)

Memberships in professional counseling organizations
- American Counseling Association (ACA)
- Southern Association for Counselor Education and Supervision (SACES)
- South Carolina Counseling Association (SCCA)

Maintenance of certifications and/or licenses related to their counseling specialty
- Licensed Professional Counselor, SC
- LPC/S Candidate-SC,
- Approved Clinical Supervisor (ACS)
- National Certified Counselor (NCC)

Professional service and advocacy
- Clinical Coordinator, Columbia
- Conference Chair for Annual Healing Our Community Conference
- Coordinates Mental Health Counseling Panel every fall
- Speaker for hurdling through life series: presented on self-care and stress management
- Personal Hygiene drive for Sistercare of midlands http://sistercare.org/
- Sock drive for transitions  https://transitionssc.org/
- St. Lawrence place toiletries

Research and scholarly activity in counseling & Professional development and renewal activities
- **George, R.** and Edwards, T. (2017). White racial identity development: A reflective

stage analysis. SC Counseling Association (SCCA), Isle of Palm, SC.
- **George, R**. Pennamon, R. Clarke, D. Lawson, T. and Smith, A. (2017). Bloom where you are planted: A guide to creating your happy. SC Counseling Association (SCCA), Isle of Palm, SC.
- **George, R**. and Smith, A. (2016). Mindfulness Moments: Managing MicroAggressions with Innovative Interventions. American Counseling Association (ACA), Montreal, Canada.
- **George, R**., and Allen, K. (2016). High Stakes: Using mock trial simulation to learn counseling ethical codes. South Carolina Counseling Association Conference (SCCA), Hilton Head, SC.
- **George, R.**, Henry, K., Garrick, B., Jackson, T, and Allen, K. (2015). Thriving in Graduate School: Self Care while making the grade. South Carolina Counseling Association Conference (SCCA), Hilton Head, SC. R.

[Dr. Thomasina Lawson]

Memberships in professional counseling organizations
- American Counseling Association (ACA)
- Southern Association for Counselor Education and Supervision (SACES)
- South Carolina Counseling Association (SCCA)
- National Career Development Association (NCDA)

Maintenance of certifications and/or licenses related to their counseling specialty
- Licensed Professional Counselor (GA)
- National Certified Counselor (NCC)

Professional service and advocacy
- Conference Proposal Reviewer ACA Annual Conference - 2017 (2016)
- Fellowship and Scholarship Reviewer National Board for Certified Counselors (2016 – present)

Research and scholarly activity in counseling & Professional development and renewal activities
- **Lawson, T.** & Barnett, N. (2017). "Supervising the NonTraditional Student: The role and psychological impact of perfectionism and self-care," *Southern Association for Counselor Education and Supervision Newsletter:* Spring 2017, p.14.
- **Lawson**, Thommi Odom (2016) "Online Supervision Case Analysis: The Case of Kelly," *Journal of Counseling and Psychology*: Vol. 1: Iss. 1, Article 4. http://digitalcommons.gardner-webb.edu/jcp/vol1/iss1/4
- **Odom, T.,** & Rowland, K. (2016). The New Traditional Student: The Role and Psychological Impact of Perfectionism. Presented at the American Counseling Association (ACA). Montreal, Canada
- Barnett, N. **Lawson, T.** (2017). Receiving Critical Feedback: Student Resistance and Implications to Professional Identity Development. Presented at Association for Counselor Education and Supervision Conference (ACES). Chicago, IL.

- **Lawson, T.** & Shi, Q. (2017). Examining Counselors-in-Training Sense of Community, Professional Identity, and Engagement in Hybrid and Online Courses. Presented at Association for Counselor Education and Supervision Conference (ACES). Chicago, IL.
- Barnett, N. **Lawson, T.** (2016). Supervising the NonTraditional Student: The role and psychological impact of perfectionism and self-care – Roundtable discussion. Presented at Southern Association for Counselor Education and Supervision Conference (SACES). New Orleans, LA.
- **Odom, T.** (2014). Does Virtual Supervision Impact the Working Alliance Between Supervisor and Supervisee? – Roundtable discussion. Presented at Southern Association for Counselor Education and Supervision Conference (SACES). Birmingham, AL.
- **Lawson, T.,** Cangeme, J., Hilton, K., Rantuccio, M. (2017). Counselors – in-Training: Challenges and Recommendations for Developing Professional Identity Amongst Non-Traditional Graduate Students. Presented at the South Carolina Counseling Association Conference. Charleston, SC.
- Clark, D., George, R., Smith, A., **Lawson, T**., Pennamon (2017). Bloom Where are Planted: A Guide to Creating Your Happy. Presented at the South Carolina Counseling Association Conference. Charleston, SC.
- **Odom, T.** (2016). The New Traditional Student: The Role and Psychological Impact of Perfectionism. Presented at the Georgia College Counseling Association (GCCA). St. Simons Island, GA.

[Dr. Alexanderia Smith](#)

Memberships in professional counseling organizations
- American Counseling Association (ACA)
- South Carolina Counseling Association (SCCA)
- National Association for Alcoholism and Drug Abuse Counselors (NAADAC)

Maintenance of certifications and/or licenses related to their counseling specialty
- Nationally Certified Counselor (NCC)
- Licensed Professional Counselor (SC)
- Certified Addictions Counselor

Professional service and advocacy
- South Carolina State Counseling Coordinator
- Counseling Program Coordinator, Columbia Metropolitan Campus

Research and scholarly activity in counseling & Professional development and renewal activities
- Colistra, A., & Smith, A. (2017). Patterns of Loss and Grief in Treating Alcohol Use Disorders: An Integration of 12 Steps and Stages of Grief Approaches. *Alcoholism Treatment Quarterly 35 (2),* 179-182.
- George, R. Pennamon, R. Clarke, D. Lawson, T. and **Smith, A.** (2017). *Bloom where*

*you are planted: A guide to creating your happy*. South Carolina Counseling Association (SCCA), Isle of Palm, South Carolina.

- George, R. and **Smith, A.** (2016). *Mindfulness Moments: Managing MicroAggressions with Innovative Interventions*. American Counseling Association (ACA), Montreal, Canada.
- George, R. and **Smith, A.** (2016). *A Recipe for Preparing Self-Care to Avoid BURNING Out*. South Carolina Counseling Association (SCCA), Hilton Head, South Carolina.
- George, R. and **Smith, A.** (2015). *Counseling outside of Comfort Zones: Andragogy to empower students with the art of maintaining their own values while embracing their clients'*. Association for Counselor Education and Supervision (ACES), Philadelphia, Pennsylvania.

**BRAG REPORT FROM THE DEPARTMENT OF PROFESSIONAL COUNSLEING**

**ACADEMIC YEAR 2018-2019**

**Submitted on May 1, 2019**

*Note: Many of the accomplishments of department faculty have been in the areas of service this year, with a great deal of work going into preparation for South Carolina's CACREP accreditation initiative, as well as developing a new online program. These activities are not easily reportable with a line on faculty CVs but are none-the-less, critical to the life of the department.*

**<u>Publications</u>**

Chakaryan, H. (2018). Need for establishing a clinical counseling degree program in Armenia. *Regional Post – Caucasus.* 3, 20-23.

Chakaryan, H. & Laux, J. (2018). Establishing a Master's Counseling Program in Armenia: Historical and socio-cultural context. *International Journal for the Advancement of Counseling, 40*, 1-13.

Chakaryan, H. (2018). Effective ways to approach sexual assault response and critical elements to consider. Counseling Today. 61(1), 52-57.

George, R., & Smith, A. (In press). How I got over: Tales of triumph and truth from black women educators. In Jefferies, R. (Ed.), Queen Mothers: Articulating the spirit of black women teacher leaders. Charlotte, NC: Information Age Publishing Inc.

Smith, A., & George, R. (2019). Black girl glare. In Culbreth, D., Jung, J., & Murti, L. (Eds.), Our voices our stories: An anthology of writings advancing, celebrating, embracing and empowering girls and women of color. Jersey City, NJ: Complexity Publishing, Inc.

George, R., and Smith, A. (In Press). Nightmare on Black Magic Street: The reality of staying woke. In Matias, C. E. (Ed.), Surviving Becky(s): Pedagogies of whiteness and Gender.

O'Brien, D. and George, R. (2019) Narrative Family Therapy. In Gold, J. (Ed.). Intervening for Stepfamily Success: One Care, Multiple Perspectives. Alexanderia, VA: ACA

O'Brien, D.M. (2019). Understanding Neuroscience and Neurocounseling in the Treatment of Co-Occurring Disorders. Invited to present at the 41st Annual Cross-Cultural Conference in Myrtle Beach, SC.

Lawson, T. and Jackson, M. (2019) "Expanding the Conversation: The Value Proposition of For-Profit Institutions for African-American Post-Secondary Students," *Journal of Research Initiatives*: Vol. 4 : No. 2 , Article 5. Retrieved from https://digitalcommons.uncfsu.edu/jri/vol4/iss2/5

**Liberati, R.** & Braun, E. (2018). Counselor competence with male body image disturbance. *Alabama Counseling Association Journal.* 42(2), 49-57.

Garo, L. A., & **Lawson, T.** (2019). My Story, My Way: Conceptualization of Narrative Therapy with Trauma-Exposed Black Male Youth. *Urban Education Research & Policy Annuals, 6(1).*

Retrieved from https://journals.uncc.edu/urbaned/article/view/914/760

Davis, T., & **Lawson, T**. (2019). From University to Employment: Perfectionism in International Students Living in the United States. *Career Convergence Web Magazine. April 2019.* Retrieved

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Singaravelu, H. & Cheah, W. (2019, in press). Being gay and lesbian in Malaysia. In Nakamura, N. & Logie, C. (Eds.) LGBT Mental Health-Global Perspectives & Experiences. APA Press.

Stehn, M. & Tang, M. (2018). A feminist qualitative investigation of dialectical behavior therapy skills group as context for fostering intrapersonal growth. *Journal of Counselor Practice. 9(2),*77–108. DOI: 10.22229/mos902112

**Grants/Funding**

Chakaryan, H. (2018-2019). Interviews with public and professionals regarding the need for establishing a counseling profession in Armenia. Faculty Research Grant ($6,300). Funded.

Liberati, R. (2018). Midwest Leadership Conference Travel Grant, Illinois Counseling Association.

$800. Funded.

**Presentations**

Chakaryan, H. (2019). Trauma-focused counseling and crisis intervention with refugees and new immigrants. American Counseling Association (ACA) Annual Conference. New Orleans, LA.

Chakaryan, H., & Babb, L.* (2018). Using case studies to promote social justice and global citizenship in the classroom. Webster University Annual Teaching Festival.

Cummings, C, **Chakaryan, H.,** Riley, T., Kleinman, K., Tamarkin, N., & Wingo, K. (2018). Roundtable on Inclusive Teaching. Webster University Annual Teaching Festival.

Chakaryan, H. (2018). Internationalizing counseling as a profession and a graduate degree. Webster Annual Faculty Research Symposium.

Nichols, A., **Chakaryan, H.,** & Allen, S. (2018). Sex trafficking of domestic minors: An overview, challenges, & interventions. Brown School Presentation Series. Washington University.

Chakaryan, H. (2018). Clinical counseling: Concepts, structure, the code of ethics, and how counseling looks in practice. "Jest" Psychological Center, Yerevan, Armenia.

Chakaryan, H. (2018). The code of ethics: Discussion and case analysis. "Yerkusov" Psychological Center, Yerevan, Armenia.

George, R. A. and Smith, A. T., "Black Girl Glare: Uplifting and edifying your sister" (2019). Cross-Cultural Counseling and Education Conference for Research, Action, and Change. 12. https://digitalcommons.georgiasouthern.edu/ccec/2019/2019/12

George, R. A. and Smith, A. T., ""Get Out" Survival guide: Transcending from your

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Lawson, T. (January, 2019). Using Assessments in Supervision to Engage, Empower and Encourage Supervisees. Presented at the Georgia College Counseling Association (GCCA). St. Simons Island, GA.

Lawson, T. (January, 2019). Keynote Presentation - Encourage Engage Empower Like The Incredibles: The Culture of Compassionate Bad Asses. Presented at the Georgia College Counseling Association (GCCA) Conference. St. Simons Island, GA.

Lawson, T. (February, 2019). Ethics of Self-care and Gatekeeping. Presented at the South Carolina Counseling Association (SCCA) Conference, Hilton Head, SC.

Lawson, T. & Davis, T. (June, 2018). From University to Employment: Perfectionism in International Students Living in the United States. Presented at National Career Development Association (NCDA) Conference, Phoenix, AZ.

Peila-Shuster, J., Smith, A., Van Horn, S., **Lawson, T.**, Littlefield, L. & Carr, D. (June, 2018).

Intentionally Integrating Career Counseling Research, Practice, and Activities into Counseling Courses. Presented at National Career Development Association (NCDA) Conference, Phoenix, AZ.

**Lawson, T.** & Wimberly, R. (April, 2018). From Combat to Counselor-in-Training: Counselor Preparation for Student Veterans. Presented at the American Counseling Association (ACA) Conference. Atlanta, GA.

Barnett, N., Johnson, L**., Lawson, T.,** Shell, E. (October, 2018). To Do No Harm is Not Enough: Gatekeeping as Social Justice. . Presented at Southern Association for Counselor Education and Supervision Conference (SACES). Myrtle Beach, SC.

Lawson, T. (February, 2018). Inside Out: Reconciling Personal and Professional Identity. Presented at the South Carolina Counseling Association Conference. Hilton Head, SC.

Lawson, T. (February, 2018). Life After Graduation: Networking and Career Tips for New Counselors. Presented at the Cross-Cultural Counseling Association Conference. Myrtle, Beach, SC.

Liberati, R. (2018, November). Self-care for School Counselors. Conference session for the 2018 Missouri School Counselor Association Fall Conference. Osage Beach, MO

Musangali, M. (2019). Bridges and connectors: Mental health considerations for Kenyan women in the diaspora. Invited keynote presentation at Christ Covenant Church Women's Annual Dinner, Saint Louis MO.

Musangali, M. (2019). Teaching with empathy and analyzing my implicit biases. Facilitator at the Webster University Reflective Teaching Community, St. Louis, MO.

* Mayo, C., * Ganachaud, J. & Singaravelu (2018). Working with refugees: what to know and why it matters. Research Across Disciplines. Webster University

Stehn, M. & Musangali, M. (2018). Navigating the Dialectic Between Responsible Gatekeeping versus Inclusive, Student-Centered Learning. Presented at Webster University Teaching Festival. Saint Louis, MO. X c

Stehn, M., Blythe, B.*, & Conrad, A.* (2019). Dialectics and the counselor: Using DBT principles to mindfully navigate intrapersonal and interpersonal paradoxes in counseling. American Counseling Association of Missouri. Independence, MO.

Stehn, M., Palmore, E., Bitner, J., & Kogbara, J. (2019). An introduction to using recent graduate voices in our work. Webster University Global Citizenship Program Collaboratory. St. Louis, MO.

Stehn, M. (2018). Knowing we matter: Assessing our impact in the classroom. Webster University Reflective Teaching Community. St. Louis, MO.

 **Invited Interviews**

Chakaryan, H. (2018). The third Channel, Yerevan, Armenia: What is Clinical Counseling and What it May Look Like in The Armenian Society, Culture, and Existing Mental Health Field. Live TV Interview on "Orva Ditarkumy" program. (August, 2018). Link to the program excerpt on youtube: https://www.youtube.com/watch?v=fLOjljjbMqc&feature=share

Smith, A., & George, R. (March 20, 2019). In BlogTalk Radio "Our Voices Our Stories Mini Series," Episode 3: "On Being Our Sisters' Keeper." http://www.blogtalkradio.com/complexitylive/2019/03/21/on-being-our-sisters-keeper

 * Student collaboration

Appendix C: Job descriptions

# Job Descriptions for faculty at extended campus

## Instructor/Counseling coordinator

### Teaching and Advising

- Teach assigned load
- Review new courses and courses with potential to change
- Advising
- Review applications for approval/disapproval
- Applicant interviews
- Registrations
- Program plans
- Scheduling
- Add/drop forms and approvals/disapprovals
- State licensure procedures
- State certification resources
- State-specific mandates/laws
- Write letters to verify completion of requirements specific to licensure/certification, in compliance with statutory guidelines
- Course replacements (PORs/TOCs) approval/disapproval
- Address red flags
- Committees as needed
- Statewide red flag review
- StarFish
- New Student Orientation
- Field Experience Orientation

### Research and Scholarship

- Plan the annual state counseling conference
- Maintenance of professional credentials
- Scholarly writing
- Professional development
- Further establishing counseling skills
- Through additional theoretical components
- Advanced skills through Continuing Education Units
- Develop new skills

### Service

- Keep track of applicants in Recruiter and assist with follow up as needed.
- Retrieve applications from Recruiter.
- Graduation preparation

- Coordinate the NCE
- Further establish community relationships
- Hold faculty meetings, state-wide Counseling meetings, and Field Experience instructor meetings
- Committee participation/collaboration
- Department Meetings
- Clinical Coordinator
- Online/Hybrid Program
- School Counseling
- State-specific for Counseling
- State-specific for Region
- Arrange/lead Community projects (i.e. Field Experience Fair) to provide service to Webster University
- Establishing MOUs for new/continuing sites and for new/continuing programs
- Hiring new instructors
- Staffing courses

# **Clinical Coordinator**

- Collaborate with director of clinical program (and other clinical coordinators) to **organize and implement the clinical experiences** within the COUN curriculum to meet professional ethical codes (ACA, ACES); professional standards (CACREP); individual state laws in which program is taught; and individual state licensure requirements in which program is taught.
- Exercise oversight of Practicums and Internships, ensuring that *Professional Agreements* are signed and understood.
- Ensure **all faculty teaching** practicums and internships (especially non core) are oriented to requirements of field experience and teaching accordingly (updated syllabi, protocol, forms, evaluations procedures, site visits)
- Work with the director of assessment through the director of clinical program i**mplement assessment of program clinical experiences** as part of overall program assessment plan
- **Serve on Counseling Advisory Committee in remediation cases**. Step off Committee when making remediation referral to Committee; acts on Committee when other faculty refers remediation case. Committee to be made up of core faculty in the Professional Counseling program.
- **Work with clinical faculty in cases of student concerns**; consult with director of clinical program in all cases.
- **Work with clinical faculty to coordinate and carry out regular site visits** with clinical sites. All practicum students are required to have site visited during Practicum semester. All sites with more than 2 Webster counseling students are required to be visited twice per year. All site visits are to follow the Site Visit Guidelines.
- **Meet with field experience sites** (ongoing and potential) with other clinical core faculty **to develop and coordinate** a base of sites that will provide quality, comprehensive professional counseling field experiences for program practicum and intern students
- Develop relationships with strong sites to accept field experience students on regular basis—with other core clinical faculty.
- Orient supervisors to program field experience requirements through Program Field Experience Orientation with other core clinical faculty.

- Organize orientation, ensure all clinical faculty (core and non core) are oriented. Faculty not attending orientation are to be sent Orientation PWPT and request response that they have received. Save for accreditation assessment purposes.
- Insure site supervisors understand program orientation and relation of accreditation to the site supervisor, i.e., that course requirements must be met and maintained for accreditation, that site supervisors agree to biweekly contact with Practicum instructor and regular contact with Intern faculty.
- Meet with clinical faculty as appropriate.
- Ensure site supervisors meet CACREP standard

### State Counseling Director

- Essential Function: Maintain quality and integrity of the counseling program at the state level.
- Main Duties
- Collaborate/consult with the State and/or Campus Counseling Coordinator(s)
- -Liaison among the respective state boards (licensure, certification, and education) and the Department
- Liaison among the Department and the individual State and/or Campus Counseling Coordinator(s)
- Oversee implementation of Counseling program in coordination with counseling coordinators at each campus
- Participate/lead accreditation needs in collaboration with campus director and department chair.
- With students: (local and state)
- Respond to telephone inquiries about programs that are inappropriate for the CRC to manage.
- Complete PORs and Credit Transfer Approvals
- Collaborate or consult with department chair regarding student issues
- Work with program coordinators at each individual campus to trouble shoot student issues and concerns
- Provide letters of verification for licensing/certification boards
- Provide recommendations to Graduate Council for students involved in appeals or the reinstatement process
- Provide advising for students at campuses where the program coordinator's position is vacant.
- Collaborate with state clinical coordinator
- Oversight of orientation of faculty in collaboration with campus director and department chair
- Collaborate with campus director to hire adjunct instructors
- Collaborate with department chair to review/evaluate adjunct instructor
- Collaborate with counseling coordinator to manage Counseling staff and instructor meetings
- Participate on search committees for vacant positions
- Participate in the admission interview process in conjunction with the Program Coordinator at campuses where there may only be one full-time faculty member
- Work collaboratively with Department Chair and Program Coordinators to ensure compliance with CACREP recommendations
- Organize and conduct state faculty or director meetings
- Liaison to State licensing board(s) in the state; maintenance of knowledge of LPC requirements
- Advisory board liaison (with individual campuses)
- Serve as the primary spokesperson for state campuses to licensing boards and professional organizations
- Participation in committees as appropriate