RETENTION, TENURE AND PROMOTION STANDARDS FOR STUDENT SERVICES PROFESSIONALS-ACADEMIC RELATED

Effective Date: 7 / 25 /2013

Definition: Standards governing RTP process for counselor faculty (SSP-AR) in the Division of Student Affairs.

Authority: CSU Unit 3 Collective Bargaining Agreement; CSU San Marcos University Retention, Tenure, and Promotion Policy.

Scope: Eligible Unit 3 Counselor faculty in the Division of Student Affairs at California State University San Marcos.

Karen S. Haynes, President — Approval Date: 7/25/13

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I. RTP STANDARDS FOR SSP-AR FACULTY

A. Preamble

1. This document sets forth general standards and criteria for retention, tenure, and promotion of full-time counselor faculty.
2. The provisions of this document are to be implemented in conformity with University RTP Policies and Procedures (Retention, Tenure and Promotion Standards); the CSU-CFA Collective Bargaining Agreement (CBA), Articles 13, 14, 15; and the University Policy on Faculty Ethics.

B. Definitions of Terms and Abbreviations

1. The definitions, terms, and abbreviations are defined in the University RTP Standards document. For clarity, the use of "is" is informative, "shall" is mandatory, "may" is permissive, "should" is conditional, and "will" is intentional.
2. A "standard" is a reference point or formalized expectation against which progress can be measured for retention, tenure, and promotion.
3. Faculty have a right to performance expectations that are clearly articulated. Divisional and departmental RTP Standards provide consistency in guiding tenure-track faculty in the preparation of their working personnel action files (WPAFs).
4. Divisional and departmental RTP Standards educate others outside of the discipline, including deans, university committees, and the provost, with respect to the practices and expectations of a particular department/discipline/field.

II. INTRODUCTION AND GUIDING PRINCIPLES

A. All standards and criteria reflect the University, Division and Department mission and vision statements and advance the goals embodied in those statements.

B. The performance areas that shall be evaluated include professional performance, professional development, and service to the department, Division, University and community. While there will be diversity in the contributions of counselor faculty members, the Division affirms the university requirement of sustained high quality performance and encourages flexibility in the relative emphasis placed on each performance area. Candidates must submit a curriculum vita (CV) and narrative statements describing the summary of professional performance, professional development, and service for the review period. The faculty member must meet the standards in each of the three areas.

C. Items assessed in one area of performance shall not be duplicated in any other area. Items shall be cross-referenced in the CV, narrative statements, and WPAF to demonstrate connections across all three documents. Candidates who integrate their activities across areas may explain how their work meets given standards/criteria for each area.

D. The Division and Department recognizes innovative and unusual contributions.

E. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual performance. Ultimate responsibility for understanding the standards, meeting the standards, and effectively communicating how they have met the standards rests with the candidate. In addition to this document, the candidate should refer to and follow the University RTP Standards. Candidates should also note available opportunities that provide guidance on the WPAF and describe the responsibilities of the candidate in the review process (e.g., Provost's RTP meetings; Faculty Center Professional Development, and advice and counsel by tenured faculty). Candidates are encouraged to avail themselves of such opportunities.

III. GENERAL STANDARDS

A. Retention: A positive recommendation for retention requires that the candidate's record clearly meet the articulated standards for the granting of a retention decision in each of the three areas: professional performance, professional development, and service to the Department, Division, University, and community. Candidates for retention will show effectiveness in each area of performance and demonstrate progress toward meeting the tenure requirements in the areas of professional performance, professional development, and service to the Department, Division, University, and community.

B. Tenure and/or Promotion: A positive recommendation for tenure and/or promotion requires that the candidate's record clearly meet the articulated standards for the granting of a tenure/promotion decision in each of the three areas: professional performance, professional development, and service to the Department, Division, University, and community.

1. Candidates for the rank SSP, AR II require an established record of effectiveness in professional performance, professional development, and service to the Department, Division, University, and community.
2. Candidates for the rank of SSP, AR III require, in addition to continued effectiveness, an established record of initiative and leadership in professional performance, professional development, and service to the Department, Division, University, and community. Promotion to the rank

of SSP, AR III will be based on the record of the individual since promotion to the rank of SSP, AR II.

3. The granting of tenure at any rank recognizes accomplishments and services performed by the candidate during their career. The record must show sustained and continuous activities and accomplishments. The granting of tenure is an expression of confidence that the faculty member has both the commitment to and the potential for continued development and accomplishment throughout their career. Tenure will be granted only to individuals whose performance records meet the standards required to earn promotion to the rank at which tenure will be granted.

C. Early Tenure (prior to the 6th year in rank): This option for SSP, AR I is considered an exception. A positive recommendation for early tenure requires that the candidate's record clearly meet the articulated standards for the granting of a tenure and/or promotion decision in ALL areas. To be eligible for early tenure, a candidate must show a sustained record of successful experience at a university, and that experience must include at least one full year at California State University San Marcos prior to the year of review for tenure (CBA – 13.3.)

D. Faculty who are hired at an advanced rank without tenure may apply for tenure after two years of service at CSUSM (i.e., in fall of their third year at CSUSM). A positive recommendation requires that the candidate's record at CSUSM clearly demonstrate a continued level of accomplishment in all areas and, together with the candidate's previous record, be consistent with the articulated standards for the granting of tenure at the faculty member's rank.

IV. STANDARDS AND CRITERIA FOR PROFESSIONAL PERFORMANCE

A. Because the SSP, AR classification is flexible enough to potentially include professionals with varied responsibilities within the Division and University, the standards that apply to Professional Performance will be drawn directly from each employee's Staff Position Description. Sections 4 and 5 of the faculty member's Staff Position Description list in detail the Major Responsibilities of the position. For each Major Responsibility, the specific duties as well as the relative importance (and expected time commitment) of each is delineated. Hence, each counselor faculty member has a clear set of expectations with respect to their responsibilities as an employee. The Position Description shall be included in the WPAF and is the basis of evaluation standards for each faculty member's reviews.

B. Candidates will provide a clear and concise reflective narrative statement of their professional activities and performance thereof. This may include a summary of the most important areas of accomplishment during the review period, connecting these to the mission of the Department and/or Division.

C. Candidates will include evidence of accomplishments of their duties in this domain, appropriate to those duties as delineated in the Position Description. For example:

1. If the candidate's Position Description entailed a high importance and time commitment to clinical work, the candidate would provide evidence that the expected time was in fact invested in this area, as well as evidence of the quality of performance (such as the Client Satisfaction Survey, letters from colleagues, etc.).
2. If the Position Description included supervisory duties, the candidate would list the names of pre- and/or post-doctoral supervisees, feedback/evaluation forms from supervisees, and endorsements by colleagues of participation in the internship program.
3. If the Position Description included the expectation that the candidate offer workshops or similar outreach programs to the campus, they would include a list of programs they have offered in the period being reviewed, as well as participant evaluation forms, and, e.g., letters from university departments that co-sponsored or hosted these programs, if applicable.

V. STANDARDS AND CRITERIA FOR PROFESSIONAL DEVELOPMENT

A. It is essential to the University's mission that each SSP, AR demonstrate continued commitment, dedication, and growth as a member of the profession. Thus, it is essential that SSP, ARs conform *at a minimum* (where applicable) to state-mandated requirements for continuing education to maintain professional licensure and high ethical standards. Such continuing education must consist of courses approved by state and/or national professional accreditation boards. It is expected that the professional development activities contribute to the employee's growth in areas directly pertinent to the responsibilities and duties listed in their Position Description. For counselor faculty who supervise interns, at least one course in supervision will be taken within each (2-year) licensure cycle. In addition, it is the employee's responsibility, in accordance with state licensing laws, to stay abreast of the laws and ethics of the profession.

B. Candidates will provide a clear and concise reflective narrative statement of their professional development during the period under review. This will include a list of the courses taken, connecting these to the department and/or Division mission, especially describing how these contributed to growth in areas pertinent to the duties of the candidate and to their overall trajectory of growth as a professional.

C. Candidates will include copies of certification of licensure renewal, if applicable, during the period of review.

D. If there were additional accomplishments within the Professional Development area, candidates will describe these activities and provide evidence thereof. For example, if the candidate conducted research (for the Department, Division, University, or professional field of inquiry) or scholarly activities, or edited scholarly publications, a list of this work should be included in this section of the WPAF.

E. Tenure and/or Promotion from SSP, AR II to SSP, AR III: In addition to sustained growth and maintaining licensure, candidates for promotion to SSP, AR III should demonstrate leadership and training beyond this minimum. This may be accomplished by developing a special expertise in at least one area of practice pertinent to serving our students and University. This would lead to becoming an expert so that this training might allow others to refer certain students to the candidate and for the candidate to offer more intensive specialized training to, e.g., interns or other appropriate staff. The area(s) of expertise need not be limited to applied clinical practice, but must pertain directly to some aspect of the candidate's duties and leadership roles within the Department and the University.

VI. STANDARDS AND CRITERIA FOR SERVICE TO THE DEPARTMENT, DIVISION, UNIVERSITY, AND COMMUNITY

The Division of Student Affairs places a high value on service as an essential component of faculty work. The Division views activities that enhance the functioning of the candidate's Department, as well as the Division, University, and wider community as integral components of faculty service. Service activities are expected to advance the mission statements of the Department, Division, and University.
Evaluation of service will focus on determining a profile of the candidate's service activity. To determine such a profile, service will be assessed by holistic evaluation of the candidates' reflective statement, service work, and selected items that the candidate believes best reflect their progress, as described in the University RTP Standards document and further illustrated below.

A. Candidates will provide a clear and concise reflective self-assessment of their service activities and the impact of this work. Candidates may include statements regarding any short-term and long-term goals for service activities, connection to the mission of the Department, Division, and/or University, reasons for their involvement, and the impact of their service activities.

B. Evidence of Service to the Department may include, but is not limited to:
- Leadership/participation in Departmental accreditation efforts
- Development of new programs for the Department
- Development of policies, procedures, and/or protocols within the Department
- Collaboration with colleagues within the Department

C. Evidence of Service to the Division and/or University may include, but is not limited to:
- Leadership/membership in groups that carry on the business of the Division or University (e.g., standing committees [elected or appointed], *ad hoc* committees, shared governance bodies, task forces, etc.)
- University professional activities (e.g., service toward university accreditation, etc.)
- Role as an advisor for a student organization
- Mentoring of students, faculty, staff (e.g., in the Faculty Mentoring Program)

D. Evidence of Service to the Community may include, but is not limited to:
- Active participation, including leadership roles, in professional organizations at the county, state, and/or national/international levels
- Consultation and expert services to community agencies
- Providing continuing education for community
- Service Awards and Special Recognition

E. Assessment of Service

1. General Standards: Candidates will be assessed on the quality of the evidence provided, the evidence of sustained service, and the totality of their work. When judged as a group, not one indicator may be used to determine the overall rating of service activity. Note: Submitting letters from committee chairs about attendance is not considered best practice.
2. Candidates for retention must provide appropriate and effective evidence of significant internal service.
3. Candidates for promotion from SSP, AR I to SSP, AR II must provide evidence of effective sustained internal and external service contributions.
4. Candidates for promotion from SSP, AR II to SSP, AR III must provide evidence of leadership in one or more service activities in addition to demonstrating sustained active participation in both internal and external service activities.