

## **PERFORMANCE CRITERIA FOR PROMOTION – COUNSELING FACULTY**

Candidates for promotion in academic rank are expected to demonstrate meritorious performance in each of the following categories: counseling/ student development services (or performance of professional duties), college/community service, and professional growth.

Evidence of meritorious performance in each category could include the following:

### **A. COUNSELING/STUDENT DEVELOPMENT SERVICES**

- Excellence in the provision of a broad range of counseling and student development services
- In-depth knowledge of counseling and student development theory
- Extensive and up-to-date knowledge of current trends, legal and professional issues, governmental regulations, etc. within area of professional responsibility
- Positive administrative, peer and student evaluations
- Ability to work with students from diverse backgrounds
- Regular and punctual attendance and effective discharge of duties (e.g., timely preparation for workshops, meeting appointments on time, attendance at meetings, etc.)
- Demonstrated initiative, follow-through, and dependability in the performance of professional responsibilities
- Development of new programs, workshops, and services
- High degree of professionalism and adherence to ethical standards
- Evidence of availability, accessibility and responsiveness to student needs above and beyond the minimum requirement
- Demonstrated ability and willingness to work in a variety of student service areas as needed
- Extensive knowledge and effective utilization of campus/community resources

## **B. COLLEGE/COMMUNITY SERVICE:**

- Active service and/or leadership on area, campus and college committees, faculty governance, and employee organizations
- Involvement in student activities, clubs and coaching
- Involvement in the College Success Program
- Development of outcomes assessment methodology
- Preparation of grant proposals and/or implementation of grant-funded projects
- Effective leadership in area activities and/or coordination of programs/services
- Leadership in developing partnerships with businesses, high schools, colleges and county organizations
- Creation and presentation of special workshops and seminars for faculty and/or students
- Active participation in special college events (e.g., graduation, professional development programs, open houses, etc.)
- Participation in orientation/mentoring of new counseling faculty
- Participation in student recruitment and retention efforts
- Professionally related community activities in civic, cultural, educational and benevolent organizations.

## **C. PROFESSIONAL GROWTH:**

- Advanced learning through graduate courses, seminars and workshops, etc.
- Advanced training in the area of counseling and student development services
- Professional awards and honors
- Attendance and presentation at national, regional and local conferences, seminars and workshops
- Active membership, service and leadership in professional organizations
- Evidence of scholarly work
- Publications, including books, articles, manuals, reviews, etc.
- Professional work and activities relevant to one's professional responsibilities

## **CRITERIA FOR EACH RANK**

GENERAL: As counseling faculty move through the promotion cycle, ascending from instructor to full professor, the expectations at each rank would increase such that the degree of excellence to be manifested for promotion to full professor would be significantly greater than that required for promotion to assistant professor. There should be evidence of: 1) compliance with college policies and procedures; 2) increasing proficiency and versatility in the performance of one's professional responsibilities; 3) a larger network of college and community service; 4) a demonstrated willingness to assume more responsibility and a greater leadership role; 5) more active and distinguished professional achievement, and 6) exhibiting professional, ethical and attitudinal qualities that enhance the stature of the college

**SPECIFIC:**

### **ASSISTANT PROFESSOR**

**COUNSELING/STUDENT DEVELOPMENT SERVICES**: The candidate's performance at this level, while not necessarily outstanding, should be more than merely satisfactory with clear demonstration of the potential to be excellent/outstanding.

**COLLEGE/COMMUNITY SERVICE**: The expectation for this rank should be strong service at the department/area level, in terms of positive and proactive involvement in department/area committees and projects. (Evidence of program development, creation of new workshops, enhancement of existing programs/services, commitment to student development, involvement in recruitment and retention activities, etc. would also be desirable.)

**PROFESSIONAL GROWTH**: The expectation for this rank should be evidence of remaining current in one's field through relevant coursework (where needed) and attendance at local, national, or regional professional conferences. Membership in appropriate professional organizations would also be expected.

### **ASSOCIATE PROFESSOR:**

**COUNSELING/STUDENT DEVELOPMENT SERVICES**: At this rank, the candidate should exhibit excellence in the provision of a broader range of counseling and student development services and a greater adaptability to meeting diverse student needs. The candidate's performance, in all the key categories, should have a substantive evaluation indicative of excellence.

**COLLEGE/COMMUNITY SERVICE**: The expectation for this rank should be a strong presence at the department/area level as well as solid service at the campus or college level. The candidate should at this point have a significant, positive impact on departmental matters and be in the process of becoming well known to faculty and administrators outside of his/her department or area through campus and/or college meetings, committees, and projects. He/she should also have begun to demonstrate some type of leadership role in his/her chosen paths of service.

**PROFESSIONAL GROWTH**: The expectation for this rank should be everything required at the assistant professor rank, but in greater quality and quantity. For example, instead of mere attendance at conferences and workshops, the faculty member should strive to be a presenter at these programs. Instead of simply belonging to a professional organization, one should move toward an active role in that organization.

## **PROFESSOR**

**COUNSELING/STUDENT DEVELOPMENT SERVICES:** A candidate for promotion to full professor should demonstrate significant mastery of all aspects of one's area of professional responsibility. The candidate should be capable of utilizing the full range of counseling and student development theories, techniques and practices; be able to provide the broadest possible range of services within one's area of responsibility; and be capable of responding with skill and self-assurance to the full gamut of students' needs. The candidate's performance, in all the key categories, should have an evaluative rating of "excellent." He/she should be someone to whom you would refer a new counselor for peer mentoring and someone whose services you would recommend to a relative or friend.

**COLLEGE/COMMUNITY SERVICE:** The expectation for this rank should be strong, proactive service at the college level, in addition to the department/area and campus levels. The candidate should have a strong and positive campus presence, and be in the process of becoming well known to faculty outside of his/her department/home campus. He/she should have demonstrated by this time a positive attitude and a leadership role in some form or area of service to the college, and his/her overall evaluative rating for service should be unequivocally "excellent."

**PROFESSIONAL GROWTH:** The expectation for promotion at this rank should be everything required at the assistant and associate professor ranks, but in still greater quality and quantity. At this point, there should be evidence of some significant professional accomplishment as appropriate to the changes in the field (e.g., recent attainment of a doctorate or completion of advanced graduate coursework, publications relevant to counseling/student development services, presentation of papers and/or workshops at national or regional conferences, attainment of a leadership role in a professional organization, development of significant new programs or services in one's discipline).

**NOTE:** The question sometimes arises as to whether a candidate for promotion should be "excellent" or "outstanding" in all three categories of teaching, college service and professional growth. The answer is yes, especially with respect to the full professor rank.

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SCCC Executive Council