

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

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

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