

AGENDA

Executive Committee Meeting

CSUSM Academic Senate

Wednesday ~ March 20, 2013 ~ 12-2 p.m. ~ Kellogg 5207

- I. Approval of agenda
- II. Approval of minutes of 03/13/2013 meeting
- III. Chair's report, [Jackie Trischman](#)
Referral: APC Defining full-time status during summer session (Financial Aid)
- IV. Interim Provost's report, Graham Oberem
- V. ASCSU report, Brodowsky/Meilich
- VI. [Committee](#) reports: SAC re student athletes who are short credits
- VII. Discussion item
 - A. FAC RTP for SSP-ARs, complete revision
 - B. Extended Learning: program proposals and proposal review - Powell/Schroder

Time certain 1:15 pm
- VIII. EC members' concerns & announcements

1 FAC: RTP for SSP-ARs

2
3 **Rationale:** *This is a revision of the SSP-AR RTP document. Steven Nichols was our FAC*
4 *liaison, conferring with Fritz Kreisler as the originator. Kreisler sees this as a total*
5 *revision of the document in existence now; therefore, there is no markup provided.*
6

7 **Definition:** Standards governing RTP process for counselor faculty (SSP,ARs) in
8 the Division of Student Affairs.

9 **Authority:** The collective bargaining agreement The California State University
10 and the California Faculty Association.

11 **Scope:** Eligible Unit 3 Counselor faculty in the Division of Student Affairs at
12 California State University San Marcos.
13

14 **I. DIVISION OF STUDENT AFFAIRS RTP STANDARDS**

15 A. Preamble

- 16 1. This document sets forth general standards and criteria for retention, tenure,
17 and promotion of full-time counselor faculty in the Division of Student
18 Affairs.
19 2. The provisions of this document are to be implemented in conformity with
20 University RTP Policies and Procedures (Retention, Tenure and Promotion
21 Standards); the CSU-CFA Collective Bargaining Agreement (CBA), Articles 13,
22 14, 15; and the University Policy on Faculty Ethics.
23

24 B. Definitions of Terms and Abbreviations

- 25 1. The Division of Student Affairs uses the same definitions, terms, and
26 abbreviations as defined in the University RTP Standards document. For
27 clarity, the use of "is" is informative, "shall" is mandatory, "may" is
28 permissive, "should" is conditional, and "will" is intentional.
29 2. A "standard" is a reference point or formalized expectation against which
30 progress can be measured for retention, tenure, and promotion.
31 3. Faculty have a right to performance expectations that are clearly articulated.
32 Divisional and departmental RTP Standards provide consistency in guiding
33 tenure-track faculty in the preparation of their working personnel action files
34 (WPAFs).
35 4. Divisional and departmental RTP Standards educate others outside of the
36 discipline, including deans, university committees, and the provost, with
37 respect to the practices and expectations of a particular
38 department/discipline/field.
39

40 **II. ELEMENTS OF THE STUDENT AFFAIRS SSP, AR RTP DOCUMENT**

41 A. Introduction and Guiding Principles

- 42 1. All standards and criteria reflect the University, Division and Department
43 mission and vision statements and advance the goals embodied in those
44 statements.

- 45 2. The performance areas that shall be evaluated include professional
46 performance, professional development, and service to the department,
47 Division, University and community. While there will be diversity in the
48 contributions of counselor faculty members, the Division affirms the
49 university requirement of sustained high quality performance and
50 encourages flexibility in the relative emphasis placed on each performance
51 area. Candidates must submit a curriculum vita (CV) and narrative
52 statements describing the summary of professional performance,
53 professional development, and service for the review period. The faculty
54 member must meet the standards in each of the three areas.
- 55 3. Items assessed in one area of performance shall not be duplicated in any
56 other area. Items shall be cross-referenced in the CV, narrative statements,
57 and WPAF to demonstrate connections across all three documents.
58 Candidates who integrate their activities across areas may explain how their
59 work meets given standards/criteria for each area.
- 60 4. The Division and Department recognizes innovative and unusual
61 contributions.
- 62 5. Retention, tenure, and promotion decisions are made on the basis of the
63 evaluation of individual performance. Ultimate responsibility for
64 understanding the standards, meeting the standards, and effectively
65 communicating how they have met the standards rests with the candidate. In
66 addition to this document, the candidate should refer to and follow the
67 University RTP Standards. Candidates should also note available
68 opportunities that provide guidance on the WPAF and describe the
69 responsibilities of the candidate in the review process (e.g., Provost's RTP
70 meetings; Faculty Center Professional Development, and advice and counsel
71 by tenured faculty). Candidates are encouraged to avail themselves of such
72 opportunities.

73 74 **III. GENERAL STANDARDS**

75 A. Retention: A positive recommendation for retention requires that the candidate's
76 record clearly meet the articulated standards for the granting of a retention decision
77 in each of the three areas: professional performance, professional development, and
78 service to the Department, Division, University, and community.

79
80 Candidates for retention will show effectiveness in each area of performance and
81 demonstrate progress toward meeting the tenure requirements in the areas of
82 professional performance, professional development, and service to the
83 Department, Division, University, and community.

84
85 B. Tenure and/or Promotion: A positive recommendation for tenure and/or
86 promotion requires that the candidate's record clearly meet the articulated
87 standards for the granting of a tenure/promotion decision in each of the three
88 areas: professional performance, professional development, and service to the
89 Department, Division, University, and community.

- 90 1. 1. Candidates for the rank SSP, AR II require an established record of effectiveness
91 in professional performance, professional development, and service to the
92 Department, Division, University, and community.
93 2. Candidates for the rank of SSP, AR III require, in addition to continued
94 effectiveness, an established record of initiative and leadership in
95 professional performance, professional development, and service to the
96 Department, Division, University, and community. Promotion to the rank of
97 SSP, AR III will be based on the record of the individual since promotion to
98 the rank of SSP, AR II.
99 3. The granting of tenure at any rank recognizes accomplishments and services
100 performed by the candidate during their career. The record must show
101 sustained and continuous activities and accomplishments. The granting of
102 tenure is an expression of confidence that the faculty member has both the
103 commitment to and the potential for continued development and
104 accomplishment throughout their career. Tenure will be granted only to
105 individuals whose performance records meet the standards required to earn
106 promotion to the rank at which tenure will be granted.
107

108 C. Early Tenure (prior to the 6th year in rank): This option for SSP, AR I is
109 considered an exception. A positive recommendation for early tenure requires that
110 the candidate's record clearly meet the articulated standards for the granting of a
111 tenure and/or promotion decision in ALL areas. To be eligible for early tenure, a
112 candidate must show a sustained record of successful experience at a university,
113 and that experience must include at least one full year at California State University
114 San Marcos prior to the year of review for tenure CBA – 13.3.
115

116 D. Faculty who are hired at an advanced rank without tenure may apply for tenure
117 after two years of service at CSUSM (i.e., in fall of their third year at CSUSM). A
118 positive recommendation requires that the candidate's record at CSUSM clearly
119 demonstrate a continued level of accomplishment in all areas and, together with the
120 candidate's previous record, be consistent with the articulated standards for the
121 granting of tenure at the faculty member's rank.
122

123 **IV. STANDARDS AND CRITERIA FOR PROFESSIONAL PERFORMANCE**

124 Because the SSP, AR classification is flexible enough to potentially include
125 professionals with varied responsibilities within the Division and University, the
126 standards that apply to Professional Performance will be drawn directly from each
127 employee's position description. Sections 4 and 5 of the faculty member's Staff
128 Position Description list in detail the Major Responsibilities of the position. For each
129 Major Responsibility, the specific duties as well as the relative importance (and
130 expected time commitment) of each is delineated. Hence, each counselor faculty
131 member has a clear set of expectations with respect to their responsibilities as an
132 employee. The Position Description will be included in the WPAF and will be the
133 basis of evaluation standards for each faculty member's reviews.
134

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

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

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

155

156 **V. STANDARDS AND CRITERIA FOR PROFESSIONAL DEVELOPMENT**

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

169

170 Candidates will provide a clear and concise reflective narrative statement of their
171 professional development during the period under review. This will include a list of
172 the courses taken, connecting these to the department and/or Division mission,
173 especially describing how these contributed to growth in areas pertinent to the
174 duties of the candidate and to their overall trajectory of growth as a professional.
175 Candidates will include copies of certification of licensure renewal, if applicable,
176 during the period of review.

177

178 If there were additional accomplishments within the Professional Development
179 area, candidates will describe these activities and provide evidence thereof. For

180 example, if the candidate conducted research (for the Department, Division,
181 University, or professional field of inquiry) or scholarly activities, or edited scholarly
182 publications, a list of this work should be included in this section of the WPAF.

183

184 Tenure and/or Promotion from SSP, AR II to SSP, AR III

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

194

195 **VI. STANDARDS AND CRITERIA FOR SERVICE TO THE DEPARTMENT, DIVISION, 196 UNIVERSITY, AND COMMUNITY**

197 The Division of Student Affairs places a high value on service as an essential
198 component of faculty work. The Division views activities that enhance the
199 functioning of the candidate's Department, as well as the Division, University, and
200 wider community as integral components of faculty service. Service activities are
201 expected to advance the mission statements of the Department, Division, and
202 University.

203

204 Evaluation of service will focus on determining a profile of the candidate's service
205 activity. To determine such a profile, service will be assessed by holistic evaluation
206 of the candidates' reflective statement, service work, and selected items that the
207 candidate believes best reflect their progress, as described in the University RTP
208 Standards document and further illustrated below.

209

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

215

216 Evidence of Service to the Department may include, but is not limited to:

217

- 218 • Leadership/participation in Departmental accreditation efforts
- 219 • Development of new programs for the Department
- 220 • Development of policies, procedures, and/or protocols within the
Department
- 221 • Collaboration with colleagues within the Department

222

223 Evidence of Service to the Division and/or University may include, but is not limited
224 to:

- 225 • Leadership/membership in groups that carry on the business of the Division
- 226 or University (e.g., standing committees [elected or appointed], *ad hoc*
- 227 committees, shared governance bodies, task forces, etc.)
- 228 • University professional activities (e.g., service toward university
- 229 accreditation, etc.)
- 230 • Role as an advisor for a student organization
- 231 • Mentoring of students, faculty, staff (e.g., in the Faculty Mentoring Program
- 232 or through the Faculty Center)
- 233

234 Evidence of Service to the Community may include, but is not limited to:

- 235 • Active participation, including leadership roles, in professional organizations
- 236 at the county, state, and/or national/international levels
- 237 • Consultation and expert services to community agencies
- 238 • Providing continuing education for community
- 239 • Service Awards and Special Recognition
- 240

241 Assessment of Service

- 242 1. General Standards
- 243 Candidates will be assessed on the quality of the evidence provided, the
- 244 evidence of sustained service, and the totality of their work. When judged as
- 245 a group, not one indicator may be used to determine the overall rating of
- 246 service activity. Note: Submitting letters from committee chairs about
- 247 attendance is not considered best practice.
- 248 2. Retention
- 249 Candidates for retention must provide appropriate and effective evidence of
- 250 significant internal service.
- 251 3. Tenure and/or Promotion from SSP, AR I to SSP, AR II
- 252 Candidates for promotion from SSP, AR I to SSP, AR II must provide evidence
- 253 of effective sustained internal and external service contributions.
- 254 4. Tenure and/or Promotion from SSP, AR II to SSP, AR III
- 255 Candidates for promotion from SSP, AR II to SSP, AR III must provide
- 256 evidence of leadership in one or more service activities in addition to
- 257 demonstrating sustained active participation in both internal and external
- 258 service activities.