

**Department of Counseling, College of Health & Social Sciences, SFSU
Process and Criteria for Retention, Tenure, Promotion and
Post Tenure Review**

Faculty Affairs approved Fall 2023

The faculty of the Department of Counseling (DoC), through its Retention, Tenure, and Promotion (RTP) Committee evaluates candidates for retention, tenure, promotion, and post-tenure reviews according to the policies and procedures outlined in the University [Faculty Manual](#). All members of the DoC are advised to be familiar with the University policies and the [College of Health and Social Sciences Handbook for Preparing and Evaluating Retention, Tenure and Promotion Files](#) that address any personnel action. In particular, the Retention, Tenure and Promotion Guidelines provided below are consistent with the [Academic Senate's Retention, Tenure and Promotion Policy #F19-241](#) and [Academic Senate Policy #S14-122](#) concerning the Evaluation of Tenured Faculty, also called post tenure review. All members of the DoC are also advised to be familiar with Articles 13, 14, and 15 of the Collective Bargaining Agreement (CBA) as these pertain to retention and tenure, promotions, and the evaluation of tenured faculty respectively. These articles are available on the California Faculty Association website at <http://calfac.org>.

This document shall be revised per University policy by the DoC RTP Committee and/or an ad-hoc committee of the DoC tenured/tenure track faculty. Each candidate reviewed for a personnel action may choose whether to use the department procedures in place during the first semester of their employment or the procedures outlined in this document at the time of the personnel action.

PREAMBLE

The DoC offers a graduate level, professional education and training program. The DoC also offers an undergraduate minor in counseling. We seek to educate and train social justice oriented, culturally and disability competent, ethical professional counselors specializing in one or more of the DoC's six distinct professional specialization areas (Career Counseling; Clinical Mental Health Counseling; College Counseling; Gerontological Counseling; Marriage, Family and Child Counseling; and, School Counseling). As such, our faculty members must embrace and reflect a commitment to professional counselor education and training as demonstrated through their accomplishments.

The RTP Guidelines are developed and revised by tenured and tenure track DoC faculty. These Guidelines provide the DoC standards for evaluating the following three University criteria: Teaching Effectiveness, Professional Achievement and Growth (PAG), and Contributions to Campus and Community. The RTP Guidelines are intended to make the faculty evaluation process relevant to each DoC faculty member and to allow the latitude to have that process reflect different interests, specialty areas, and professional focus. Formative (process focused) and summative (decision focused) evaluations are ongoing processes in the DoC for all faculty members regardless of rank or level. Input on these processes by DoC faculty is welcomed by the department's RTP committee.

The RTP Guidelines support traditional as well as nontraditional forms of scholarship and seek to foster a commitment to and recognition of all actions that facilitate collaboration and community building within the department, the college, the university, and beyond.

GENERAL INTRODUCTION

The electronic Working Personnel and Action File (eWPAF) is the dossier format to which all University faculty submit their RTP materials. The eWPAF is submitted by faculty on specific dates posted on the [faculty affairs website](#). Submission dates and RTP deadlines depend on the type of RTP action. The RTP schedule and guidelines for submitting the eWPAF are located on the faculty affairs website (<https://facaffairs.sfsu.edu/ewpaf-guidelines-3>). Further, faculty members should consult the [College of Health and Social Sciences Handbook for Preparing and Evaluating Retention, Tenure and Promotion Files](#). Each candidate going up for action should upload and submit their eWPAF as outlined on the faculty affairs website to the DoC RTP committee on the appropriate due date.

The self-study should cover three areas: a) teaching effectiveness, b) PAG and c) contributions to campus and community) and be approximately 750 words per area. The self-study explains both what has been done by the candidate within a particular personnel action cycle, and how the candidate evaluates their work in terms of realized strengths and areas for growth. The teaching section of the self-study should address the candidate's teaching philosophy/approach and provide an analysis of teaching effectiveness based on the criteria outlined below (e.g., SETE data, peer observation, course material, etc.). The statement may include responses to peer and student evaluations included in the eWPAF. The PAG and Contributions to Campus and Community sections should emphasize achievements in these areas and the impact of these contributions. In addition, the self-study ought to address the candidate's plans to successfully achieve a given personnel action goal or summative review (e.g., tenure, promotion) or positive formative review (e.g., retention).

A. Teaching Effectiveness

The primary mission of San Francisco State University is teaching. According to the Academic Senate guidelines for Tenure, Retention, and Promotion (S19-241), "For teaching faculty, excellence in teaching is required. For faculty whose primary assignment is other than teaching, excellence in the primary assignment is required. To merit tenure and/or promotion all candidates must meet the standard of excellence normally expected of faculty and required by their department's RTP criteria. Effective teaching is exhibited in the classroom, research laboratory, or in the community. It is demonstrated when faculty join with students to develop knowledge and skills through classroom experiences, scholarly research, creative activities, and community service."

Assessment of teaching effectiveness is based on systematically gathered evidence and the RTP Committee must indicate the basis on which that judgment was made. The DoC acknowledges and values a holistic approach to assessment of teaching effectiveness. Teaching effectiveness is assessed through multiple sources of evaluative data including quantitative and qualitative data gathered from the following: 1) the candidate's [University Student Evaluation of Teaching Effectiveness \(SETE\)](#) reports for each course taught during the period under review; 2) annual

peer observation reports completed during the period under review; 3) course material; and 4) the candidate's teaching self-study. While these sources are typically used to evaluate teaching effectiveness, extenuating circumstances (e.g., COVID-19, natural disasters) and changes in University Policy may result in any of the above data sources not being used for determining teaching effectiveness. Faculty will be informed of any changes to teaching effectiveness evaluation tools in advance. Below is a description of these four evaluation tools.

1. ***University Student Evaluation of Teaching Effectiveness (SETE)***. Per University and DoC policy, the SETE is used to gather quantitative and qualitative student evaluation data for each class. The full SETE report including all numerical data and qualitative comments needs to be uploaded by the candidate into their eWPAF. Additionally, they will need to create a summary of their numerical ratings and include those in their self-study. The SETE reports can be used in a formative way in the early stages of a faculty member's career to assist with mentoring. The SETE data provide an overall quantitative score for all courses taught each semester, a quantitative score for each course, and scores for each of the six University items and the six DoC items. The size of the class and the percentage of class respondents to the evaluation is provided. It is expected that the overall mean score for each course, each semester on SETEs will be predominantly below 2, where 1 is most favorable and 5 is least favorable. The committee also reviews individual SETE items to better understand strengths and areas for growth. Department means for DoC courses are provided to faculty by the Chair of the RTP Committee or the DoC Chair. Department mean and standard deviation aggregate data may be used as a tool for comparison. Refer to the guidelines published by the College of Health and Social Sciences when preparing the summary of numerical ratings for the period under review.

The RTP Committee recognizes that a primary professional responsibility held by our faculty is that of maintaining high standards for the profession ensuring that students that graduate from our program are competent, professional, and ethical. Exercising this responsibility (e.g., appropriately discriminating levels of performance through grades, discussing students in student progress meetings, assigning failing grades to those who earned them) sometimes has adverse consequences which are reflected in negative feedback from students about a candidate on the SETE. We also acknowledge the well-documented existence of bias in teaching evaluations (e.g., Mengel, Sauermann, & Zölitz, 2019; Wallace, Lewis, & Allen, 2019), particularly as it impacts candidates from marginalized backgrounds, thus we insist on a holistic evaluation of the candidate's teaching effectiveness and do not rely solely on numerical evaluations.

2. ***Peer Observations***. Peer observations are organized by the RTP committee and conducted once a year for all Assistant and Associate level tenured/tenure track faculty by the RTP committee or other faculty members of higher rank than the person evaluated. Following each classroom observation, the peer observer will prepare a written report using the DoC peer observation template [link to form] and meet with the faculty member to discuss their observations and the class session. Specific areas of evaluation include: a) evidence of preparation and organization of course and lectures; b) evidence of sensitivity to issues of diversity; c) knowledge of subject; d) style of delivery of course material; e) integration of assignments and readings into class sessions; f) handling of student behavior; and, g) overall

assessment of teaching effectiveness as deemed relevant by the evaluator. The faculty member will have the opportunity to review and sign the written report and a signed copy of the report will be submitted to the RTP Committee. The candidate is expected to place it in their eWPAF.

3. **Course Material.** Course material provides additional evidence of teaching effectiveness and should, at minimum, include all course syllabi and may also include representative assignments, iLearn sites, and materials created for instruction. Course materials are evaluated based on the following indicators: organization and clarity of course structure, assignments, and grading rubric; currency and relevance; incorporation of social, racial and disability justice pedagogy; statements of student learning objectives; table of accreditation standards met by the course and associated assessments; department, college and university policies including a clear statement regarding process for requesting accommodations for those registered with Disability Programs and Resource Center (DPRC); and the means by which critical thinking and student engagement is facilitated. Faculty are also evaluated on the depth and breadth of courses taught for the Department. Specifically, faculty are expected to teach core courses (designed for all counseling students), practicum/internship, and specialization courses (designed for students in specific counseling specialization areas), and expected to teach effectively within as well as beyond their specialization and research area.
4. **Teaching Self-Study.** The self-study is another tool used for evaluating teaching effectiveness. The self-study should address the following areas: a) teaching philosophy and how the philosophy supports the SF State, CHSS and DoC missions; b) description of any contextual factors that influence your teaching experience (e.g., extensive new course preparations, time-intensive practicum courses, student and environmental factors); c) analysis of SETE and peer observation data including challenges and strengths; d) direct examination and contextualization of specific SETE data (quantitative or qualitative) above a 2.0, above department class norms, or is a relative outlier as compared to the candidates other course data; e) future plans and/or prior actions taken for teaching growth and currency (e.g., attending teaching workshops, accessing CEETL); f) analysis of student advising quality and the degree of adherence to the DoC's advising policy and expectations; g) discussion of additional supplementary teaching materials the candidate has included; and h) any evidence of curriculum development and innovation.

Promotion from Associate to Full Professor.

For promotion from Associate to Full Professor, candidates are expected to demonstrate continuing efforts to enhance their teaching in the numbered areas above. In addition, they must demonstrate leadership in developing departmental teaching more broadly by contributing, for example, by: a) Mentoring faculty through classroom observations and sharing of teaching techniques; b) participating in teaching evaluations including performing peer observations; c) leading curriculum development; d) evaluating quality of curriculum (e.g., currency, accreditation, licensure, and certification standards); e) curricular innovations including new methods, new courses, use of new technology, etc. Faculty should describe these areas in their self-study and may include letters of acknowledgement.

B. Professional Achievement and Growth

DoC faculty must contribute to, and have an impact on, the profession and the diverse communities we serve. The DoC expects candidates for tenure and promotion to publish and present on issues related to their fields and to maintain a robust research agenda. Given that publications and presentations vary widely in the field of counseling, the DoC emphasizes quality rather than quantity of work. The DoC recognizes that scholarship can be evaluated by multiple criteria such as innovation, the impact on the profession, community, or university, and the quality of the journal or publisher. Professional achievement and growth is evaluated across the following areas: a) peer-reviewed articles; b) books/book chapters; c) community reports & technical documents; d) professional presentations; e) grant writing; f) attainment of new professional licenses or certification as well as their maintenance; g) creative works; h) unpublished manuscripts; and i) candidate self-statement.

The strongest evidence in the evaluation of professional achievement and growth is the publication of the faculty member's work. Because certain types of research and scholarship can require extensive time, we expect some important projects to take a number of years from inception to publication. Consequently, in weighing merit for tenure and/or promotion, the DoC may adjust the quantitative measure of scholarly output outlined below to take into consideration the complexity and time commitment dedicated to the research and engagement associated with a project, the type of project, or the project's impact on the field. Other publications and forms of professional contributions (e.g., conference presentations and creative works) are also valuable demonstrations of professional achievement and growth and will enhance the candidate's portfolio. Further, we recognize that social justice-oriented scholarship may have significant impact when disseminated through non-traditional media. The DoC values collaborative works, including those with students and thus does not prioritize sole authored work above all. The manner of evaluating each type of work is given below.

1. ***Journal Articles.*** The DoC requires contributions through traditional refereed journals. Three peer-reviewed journal articles are expected for a candidate applying for tenure and promotion to associate professor status. In cases of multiple authorship, candidates should specify the significance of their roles if they are not the first or second author. Candidates should also inform the RTP Committee of the level of importance a particular journal carries in their specialization.
2. ***Books/book chapters.*** In addition to peer-reviewed articles, books and book chapters are an important contribution to counselor education and can be used by the candidate to demonstrate their scholarly trajectory. Self-published books, books produced for a fee and books that have not had the scrutiny of acquisitions and copy editors will not be considered. In an edited book, the candidate should describe the role that they played. If the candidate has served as a book editor, the DoC expects that the candidate will have contributed at least one chapter of text to qualify the work as professional achievement and growth.
3. ***Community Reports and Technical Documents.*** In congruence with the DoC mission to support action-oriented scholarship and community partnerships, professional documents pertaining to community engaged research and/or other professional materials designed to

disseminate information to non-academic audiences are considered as evidence of professional achievement and growth.

4. ***Professional Presentations.*** Professional presentations include keynote addresses, invited lectures, peer-reviewed symposia, papers, roundtables, and posters at professional meetings. Presentations may also include those given at international, national, regional and state associations appropriate to the candidate's interest area. Serving as a keynote or invited speaker is given special consideration. In the event of joint presentations, the candidate should describe the role they played in both preparation and the actual presentation if they are not the first or second author.
5. ***Grant Writing.*** The DoC views grants as means to an end and not the end themselves. Candidates are encouraged to develop internal and external sources of funding only to the extent that such grants are needed to advance a faculty member's scholarship, professional agenda, or the well-being of the community. Further, the DoC expects that the funding will result in relevant publications, fund student or programmatic areas, support the candidate's research, or contribute to the professional community or the public at large. Grant proposals that are submitted and under review but are currently without funding should be included in the eWPAF. Candidates may also include previous unfunded grant efforts as an indication of professional effort.
6. ***Licensure and Certification.*** The DoC encourages all faculty to acquire credentials, licenses, or certifications that are appropriate to their specializations as a part of their professional achievement and growth. Achieving new status with a professional license or becoming a diplomate in the profession deserves acclamation. These credentials include but are not limited to: Licensed Marriage and Family Therapist, Licensed Professional Clinical Counselor, a Pupil Personnel Service Credential - School Counseling in the State of California, Certified Rehabilitation Counselor, Certified Counselor by the National Board of Certified Counselors, Certified Career Counselor, Licensed Psychologist, or Licensed Clinical Social Worker in California. Taking classes and continuing education units to fulfill professional licensing requirements is important to the DoC and to the candidate's growth.
7. ***Creative Works.*** Professional contributions such as the creation of websites, training videos, podcasts and other creative works are also recognized as valuable means of disseminating one's professional work and expertise. The candidate should provide context about the quality and impact of the creative works in their self-statement.
8. ***Professional Recognition.*** Recognition in the form of honors given by professional societies is welcomed, although not expected. If the candidate has received such awards, this should be included in their CV and it is helpful to provide some context for the award in the self-statement.
9. ***Self-Statement.*** In the self-statement, candidates are expected to provide a context for their PAG works including the relationship of their scholarship to their overall research agenda, their contribution to the work (e.g., authorship), impact of the work, relevance to the mission and values of the DoC or to its students, or quality of venues (e.g., journal, publisher,

conference). The DoC RTP committee will use this self-statement, as well as their professional knowledge to assess the quality and significance of the contributions to the counseling profession.

Promotion from Associate to Full Professor

Candidates applying for promotion to full professor are expected to demonstrate an intentional research agenda. In their self-study, the candidate is expected to clearly articulate this agenda and its impact and contribution to the field and the community as well as its relevance to the values and mission of the DoC. Impact can be illustrated in various ways such as advancing literature and knowledge in an area, providing meaningful contribution to the community, and/or impact on the discipline. Examples of evidence of this contribution could be a) material is used by others in one's field (e.g., widely cited papers); b) candidate is asked to be an invited speaker or keynote given their expertise in an area; c) invitations to contribute to projects based on their expertise; and/or, d) securing and sustaining funding for scholarly work. Candidates are expected to produce published works including a minimum of three peer-reviewed publications (post tenure) and at least one of the following: a) book or book chapters, b) community report, c) creative works, d) grants, e) conference presentations, and f) licensure or certification.

C. Contributions to Campus and Community

Contributions to campus and community are those in which the faculty member contributes their skills and expertise to the DoC, the College of Health and Social Sciences (CHSS), and/or the larger university and professional communities. The DoC supports a developmental approach to professional service; specifically, for candidates going up for associate professor rank, service may be focused primarily at the departmental level with some engagement at the college, university, community, and/or state or national professional organizations; for promotion to full professor, service across all levels is expected. This document does not set limits on the type or number of activities. The number and type of activities should reflect a pattern of meaningful contributions that demonstrate a candidate's professional identity and aspirations. Below is a detailed description of campus, community and professional contribution areas.

1. ***Department Contributions.*** Given the nature of graduate degree programming and the number of counseling specializations (career, clinical mental health, college, gerontological, marriage and family, and school counseling) within the DoC, departmental service is essential and the workload is heavy. Fundamental service requirements include (but are not limited to participating in: admissions recruitment and review, student advising, lecturer peer observations, field supervisor meetings, student orientations, faculty meetings, specialization specific service/meetings, accreditation and licensure compliance and curricular modifications. In addition to these responsibilities that are shared amongst all faculty, service may also be demonstrated by membership on formal DoC committees (e.g., retention tenure and promotion, student evaluation, liaison roles to Counseling Student Association and Chi Sigma Iota) and by service as a specialization coordinator or other similar roles as defined by the current needs of the department.
2. ***College and University Contributions.*** College contributions may include service on CHSS task forces, initiatives, work groups, and elected or ad hoc committees. University service may

include the Academic Senate and affiliated committees, California Faculty Association related committees and task forces, as well as other task forces, and consultations with faculty in other departments.

3. ***Community Contributions.*** A primary part of the mission of the DoC is to provide service to the community at local, state, and/or national levels. This may include presentations to community groups, in-service trainings, or service through professional practice and organizational consultations. In addition, candidates may share counseling knowledge and skills with the community via working with non-profits and other educational and health service organizations, private practice and/or participating on governmental and advisory boards.
4. ***Professional Service.*** Professional service includes such activities as holding office in professional organizations, serving on and/or chairing committees (e.g., conference planning committees), and serving on editorial boards or as a reviewer. Service as an editor in chief is viewed as a major professional contribution and should be noted in professional achievement and growth. The roles, functions, and time commitments of all professional organization service activities should be outlined in the self-study.
5. ***Departmental Citizenship.*** The following reflect departmental citizenship expectations: a) attend and contribute to faculty meetings, committee meetings, and other meetings, task forces, or events of the DoC; b) communicate and/or collaborate with other faculty and staff colleagues in ways which are supportive and constructive; c) volunteer to assume responsibilities and undertake tasks which benefit the DoC and contribute to its functioning; d) actively contribute in the identification, management, and resolution of problems affecting the DoC and attempts to resolve problems which are affecting the DoC; e) consult on all matters of policies and procedures for the department and within each specialization; respond in a timely manner to colleagues, students and Chair; f) keep office hours and inform the Chair of absences.
6. ***Self-Statement.*** In the self-statement, candidates are expected to provide a context for their contributions to campus and community, impact of their service, and their future plans for ongoing engagement. The DoC recognizes the additional emotional and supportive labor that scholars from marginalized communities engage in to support students, colleagues, and systems in academia. The self-study is an appropriate venue to outline the ways that this more informal service has been carried out if relevant to the candidate's experience. To the extent possible, the candidate should augment their self-statement by including letters of support from the places where they have provided service. The candidate should also indicate the ways that they have met the departmental citizenship expectations.

Promotion From Associate To Full Professor

Candidates applying for promotion to full professor are expected to demonstrate a continued commitment to professional service via participation in departmental, college, university, and professional community engagement. For promotion from associate to full professor, service and leadership across all levels is desired. In addition, candidates are expected to demonstrate

leadership in departmental activities (e.g., committee or task force chair, specialization or minor coordinator, student group advisor, accreditation lead).

CRITERIA FOR THE EVALUATION OF POST TENURE REVIEW (PTR)

The evaluation of tenured faculty takes place in five-year cycles. The Office of Faculty Affairs informs the DoC and the tenured faculty member about all review timelines and procedures. The RTP Committee is the DoC committee that prepares the report evaluating the tenured faculty member. This report includes an analysis of and recommendations to support the candidate's teaching, professional achievement and growth, and contributions to campus and community.

The DoC has adopted a policy of having the tenured faculty member forward the following two documents to the RTP Committee: (1) A brief, maximum five-page, self-study that includes information on Teaching Effectiveness, Professional Achievement and Growth, and Contributions to Campus and Community, and (2) a current curriculum vita. The RTP Committee prepares a one-page summary report with recommendations that is sent forward to the DoC Chair. The reports go to the Dean, and then to the personnel file in Human Resources. A routing form then goes to Faculty Affairs to acknowledge that the review has been completed.

EARLY TENURE APPLICATION

Candidates may choose to submit their eWPAF for early tenure and/or promotion to associate professor. A probationary faculty member may request review for tenure in any probationary year. Candidates choosing to submit their eWPAF early must meet the teaching, professional achievement and growth, and contributions to campus and community RTP criteria outlined in this policy.