

RTP GUIDELINES FOR THE DEPARTMENT: COUNSELING AND PSYCHOLOGICAL SERVICES

The following guidelines are to supplement University Policies S15-7 and S15-8, Retention, Tenure, and Promotion for Regular Faculty Employees. As Counseling and Psychological Services (CAPS) is identified as an academic unit with no departments, and has regular counselor faculty with assignments different from teaching faculty, specific components of S15-7 and S15-8, shall be replaced with guidelines set forth in this document.

PROCEDURES FOR RETENTION, TENURE, AND PROMOTION FOR REGULAR COUNSELOR FACULTY EMPLOYEES

A. Election and Evaluation of Committee

Department & College Committees

The Associate Vice President for Student Services in the Division of Student Affairs, or designee, in consultation with the Office of Faculty Affairs, shall distribute a ballot of the counselor faculty (SSPARs) eligible for the Department Level review committee. All tenure track counselor faculty (SSPARs) may vote. Only full-time tenured counselor faculty (SSPARs) above the highest level of any candidate under review may be placed on the ballot and serve on this committee. The Department Level Committee shall elect a chair immediately. This committee will be composed of no fewer than three tenured counselor faculty (SSPARs) who meet the eligibility requirements to review the faculty members being considered. When there are not enough tenured counselor faculty in the department for this committee, membership may be augmented with allied full-time tenured faculty from another department, who meet the eligibility requirements to review the faculty being considered.

Immediately upon selection, the Department Level review committee chair shall solicit from all tenured and tenure-track counselor faculty, a list of nominees of SSPAR IIIs and full professors from allied colleges to serve on the College Level Committee. The tenured and tenure-track counselor faculty members shall elect a chair. The College Level Committee shall complete a review of the dossier and forward it to the appropriate AVP for Student Affairs, who shall conduct a separate review. The dossier shall then be forwarded to the Office of Faculty Affairs for transmission to the

CRITERIA AND STANDARDS FOR COUNSELOR EFFECTIVENESS, SCHOLARLY/ARTISTIC/PROFESSIONAL
ACHIEVEMENT, AND SERVICE

Regular Counselor Faculty are assigned primarily to professional practitioner, i.e. non-teaching, roles as counselors. The assignment differs from other faculty in that the responsibilities are largely to provide professional counseling services as the primary assignment.

Regular Counselor Faculty members provide counseling and psychological services primarily to students, and will provide consultation to faculty, staff, and administrators regarding students' mental health. These services foster the learning experience inside and outside the classroom. Both the professional environment and the work of Regular Counselor Faculty differ in some important ways.

A. Effectiveness in Academic Assignment/Counseling Effectiveness

1) Expertise and Effectiveness in Providing Clinical Services

A successful Counselor Faculty member shall employ a variety of counseling modes and assessment methods and demonstrate mastery and continuing professional currency. The counselor shall be able to effectively counsel individual clients in the full range of psycholo

colleagues. Regular Counselor Faculty members under review should include an analysis of any of these materials in the dossier and a statement explaining their relevance.

The department committee reviewing the candidate shall evaluate all available evidence using a holistic approach in evaluating professional effectiveness, professional competence, knowledge, the appropriateness of counseling methods, or other factors.

1.2) Procedure for Obtaining Evaluations for Expertise and Effectiveness in Providing Clinical Services

- a. Peer evaluations ("Peer" is defined by university policy as faculty of equal or higher academic rank)

Peer evaluations of counselor effectiveness: Regular Counselor Faculty are to have one peer evaluation of their counseling effectiveness each semester for the first four semesters on campus. The peer evaluation completed in the initial semester on campus, if the counselor so desires, shall be evaluated solely for the purpose of developmental feedback from tenured faculty. Peer evaluations completed in the initial semester may be excluded from a Regular Counselor Faculty's dossier, should the counselor choose to do so. After the first four semesters, the counselor will complete one peer evaluation per academic year until tenured. The peer evaluations of counselor effectiveness may be either a case presentation, case review, or video review. It is the counselor faculty's responsibility to notify the department's retention, tenure, and promotion committee at the beginning of the semester which method they would like to be evaluated in their counselor effectiveness.

1. Case presentations: Counselor Faculty will present one formal case presentation each semester for the first 4 semesters on campus. The case presentation completed in the initial semester on campus, if the counselor so desires, shall be evaluated solely for the purposes of developmental feedback from tenured faculty. These written evaluations shall use the same forms as evaluations of subsequent case presentations but are for formative purposes only and are not to be included in the dossier, unless the counselor chooses to do so. After the first four semesters, the counselor will present one case presentation per academic year until tenured. These case presentations will be to tenured faculty, the Director, and the Associate Director of Counseling and Psychological Services only, (i.e., no trainees or non-faculty should be present). An exception is that the counselor may invite other peer tenure-track faculty if they wish, with the understanding that the tenured faculty will be leading the questioning. A minimum of two tenured counselor faculty present will complete written evaluations of the presentation and give signed copies to the Director and candidate.

The RPT Committee will be responsible for arranging the case presentations each semester and ensuring that at least two faculty members complete written evaluations of the presentation. The dates and times of case conferences should be arranged within the first two weeks of each semester and should be arranged in a timely manner for inclusion in the Regular Counselor Faculty's dossier. The presentation will be for at least one hour. At least three working days in advance of the scheduled presentation, the counselor will identify the client to be presented so that faculty evaluators have time to review the client's file. At least one working day in advance of the scheduled presentation, the counselor will distribute a

brief written summary addressing issues not covered in the file,

interns or trainees. Following standard Training Committee procedures, the intern evaluations will only be collected after final evaluation of the intern is completed by the counselor.

Evaluations are required for individual supervision, supervision of group leadership, supervision of workshops/outreach efforts by interns and trainees, and facilitation

Evidence of professional achievement may include: presenting papers or posters at professional or scholarly meetings; participation in workshops, seminars, panels, etc. at professional conferences; development of new programs, policies, or procedures such as developing criteria for trainee selection or department assessment activities or website development; creative activities which do not lead to formal publication such as workshop protocols or training seminar presentations or informational brochures; instructor intake or survey protocols; publishing of books or articles or book chapters in professional or scholarly journals or databases; teaching or training outside the academic assignment in a scholarly environment, on or off-campus; participation in the professional development of colleagues; observation and evaluation of other counseling programs and appropriate educational institutions.

national professional settings.

C. Service

In keeping with the mission of an urban University and the necessity to relate to the regional area which the university serves, Regular Counselor Faculty shall be evaluated on service to the students and university and to the larger community.

1) Evaluation of Service

Evidence of service will include, for the period under review: a narrative summary of the following: service on department, division, and University committees and offices held in such committees; other service to the University such as lectures delivered to University audiences or service in connection with other University functions and activities; committee membership

will generally have occupied an elected or appointed positions of leadership and will document multiple specific accomplishments that have significance for people beyond the candidate's department or college. (S15-7, 3.3.3.4)

- i. Under Counseling and Psychological Services, significant service to students and the University shall be the priority over the community or profession.