




Associate Vice President

Academic Planning, Policy, and Faculty Affairs

Date: August 31, 2017

To: Lideth Ortega-Villalobos, Interim Director
Student Health and Counseling Services (SHCS)

Copy: Sylvia Alva, Provost & Vice President for Academic Affairs
Lea M. Jarnagin, Vice President for Student Affairs

From: Sep Eskandari, Interim Associate Vice President
Academic Planning and Faculty Affairs 

Subject: Department Reappointment, Tenure, and Promotion (RTP) Criteria

Dear Dr. Ortega-Villalobos:

I approve the Student Health and Counseling Services (SHCS) RTP Criteria document for academic years 2017-2018 through 2021-2022. Your document complies with most aspects of University policies and the provisions of the Unit 3 Collective Bargaining Agreement (CBA). Please note that in case of any deviations from either University policies or the CBA, the CBA takes first precedence, University policies take second precedence, and the department RTP criteria take last precedence.

Thank you for your commitment to faculty counselor mentoring and evaluation. RTP matters are among the most important activities undertaken at academic institutions. At any time, please do not hesitate to contact me if there is any information or help I can provide to facilitate your success.

Sincerely and best wishes,

Sep Eskandari, Ph.D.

Interim Associate Vice President for Academic Planning and Faculty Affairs

DEPARTMENT RTP DOCUMENT
APPROVAL TRACKING RECORD

AUG 4 2017

Academic Planning
Policy, & Faculty Affs

Department:	Student Health & Counseling Services
Starting Year for Department RTP Document:	2017
Intended Length for use of Department RTP Document: (maximum 5 years)	5 years

DEPARTMENT

"This Department RTP Document has been approved by a majority vote of the probationary and tenured faculty in this department."

Dept. Chair: Lideth Ortega-Villalobos, Ph.D. Lideth Ortega-Villalobos, Ph.D. 8/7/17
Printed Name Signature Date

DRTPC Chair: Dao Q. Nguyen, Ph.D. Dao Q. Nguyen, Ph.D. 8/4/17
Printed Name Signature Date

COLLEGE RTP COMMITTEE

"The CRTPC has reviewed this Department RTP Document and makes the following recommendation."

1. Recommend Approval
 2. Recommend Approval, but concerns noted in attached memo.
 3. Recommend to DENY Approval (explanation must be attached.)

CRTPC Chair: _____
Printed Name Signature Date

COLLEGE/SCHOOL DEAN

"I have reviewed this Department RTP Document and make the following recommendation."

1. Recommend Approval
 2. Recommend Approval, but concerns noted in attached memo.
 3. Recommend to DENY Approval (explanation must be attached.)

Dean/Director: Kevin T. Colaneri Kevin T. Colaneri 8/7/17
Printed Name Signature Date

ACADEMIC AFFAIRS

1. Approved for the following years 2017/18 through 2021/22
 2. Not Approved (Explanation attached.)

AVP for Faculty Affairs: Sepehr Eskandari, Ph.D. Sepehr Eskandari 8/31/2017
Printed Name Signature Date

In cases where the Department RTP Document does not conform to the provisions of the collective bargaining agreement or university policy (in particular, appendix 16 or appendix 10), those documents take precedence.

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Introduction

The following criteria and procedures have been developed for Counseling Services, a unit within the department of Student Health and Counseling Services at California State Polytechnic University, Pomona to provide guidelines for the evaluation and recognition of the contributions of faculty counselor in all personnel actions involving reappointment, tenure and promotion. This document seeks to provide all persons involved in the reappointment, tenure and promotion process with criteria for making recommendations and decisions concerning these matters and to provide the candidates for reappointment, tenure and promotion with criteria for measuring their own performance, growth and qualifications.

These criteria and procedures are in addition to the policies and procedures for personnel action mandated by the current agreement between the Board of Trustees and the California Faculty Association for the faculty in Article 13 (Probation and Tenure), Article 14 (Promotion) and Article 15 (Evaluation); Policy No. 1328 and Appendix 27; the CSU System Classification and Qualification Standards for the Student Services Professional, Academic-Related Series (SSP-AR); and the Cal Poly Pomona Affirmative Action Guide. Every effort has been made to ensure that this document complies with the policies and procedures for the personnel actions mandated by the current Collective Bargaining Agreement (CBA) between the CSU Board of Trustees and the California Faculty Association for faculty, and by the University Manual.

Division of Student Affairs Mission and Vision

The Division of Student Affairs creates environments of student success, respect and engagement that facilitate learning and growth within a culture of collaboration, assessment and innovation through engaging learning, building communities, and transforming lives.

Department Vision Statement

Counseling Services seeks to inspire the Cal Poly Pomona community to be a working and learning environment where every student has access to cutting edge, effective treatment interventions and healing relationships that respond to each individual's unique needs, moving them closer to realizing their highest potential. Interventions to enhance student's personal, interpersonal and systemic wellness are integrated at all levels.

Department Mission Statement

The mission of Student Health and Counseling Services (SHCS) is to promote academic and personal success and help students develop healthy lifestyles by providing caring, student-centered, professional and quality medical, psychological and health education services to our diverse community.

As part of SHCS, Counseling Services' mission is to advance the academic and personal success of Cal Poly Pomona students by promoting community wellness, removing psychological barriers, facilitating

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self-awareness and cultivating personal strengths through providing culturally relevant mental health services.

To accomplish our mission, the Counseling Services faculty counselors and staff strive to:

- Practice with professionalism, integrity and passion.
- Provide the highest quality culturally competent psychological care.
- Cultivate a safe, welcoming environment where students find accessible, culturally relevant services designed to improve the quality of their personal, social and academic lives.
- Assist students in meeting their education and career goals by identifying and attending to their psychological needs.
- Educate the campus community regarding the psychological needs of students and healthy ways to meet those needs.
- Heighten awareness, promote sensitivity and encourage celebration of diversity within the university community.

Counseling Services RTP (DRTP) Committee

Composition of the DRTP Committee

- The Counseling Services RTP Committee shall consist of a minimum of three (3) tenured faculty counselor members within the department.
- If too few counselors are available to meet the minimum required size for the committee, the faculty counselors will solicit nominations of faculty members from other, related disciplines, who, upon election by Counseling Services members, will serve on the unit's Counseling Services RTP committee.
- All Counseling Services tenure-track and tenured faculty counselors shall elect (by simple majority) members of the Counseling Services RTP Committee for the coming academic year at a meeting scheduled for this purpose in the Winter Quarter. If there are more than three tenured Counseling Services faculty on staff, a tenured faculty member may decline to serve on the Counseling Services RTP Committee with appropriate justification.
- Once constituted, the committee shall elect one member to serve as chairperson of the Counseling Services RTP Committee.
- Notifications as to the final composition of the Counseling Services RTP Committee and its elected chairperson must be made to the Counseling Services Director in the Winter Quarter each year.

Functions of the DRTP Committee

- Receives, reviews and makes recommendations based on the Faculty Performance Review documentation from candidates for reappointment, tenure and promotion.
- Receives and processes evaluations of tenured counselor faculty every 5 years.

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- Acts as disseminating agent for RTP-related information in the department of Counseling Services.
- Facilitates discussions regarding proposed policy changes for all Counseling Services RTP Committee related matters. Discussions should include all Counseling Services tenured and tenured-track faculty.
- Serves as mentor to the RTP candidate(s) throughout the year.
- Ensures that the minimum number of two (2) peer reviews per year using the Case Presentation evaluation, Chart Review and/or Peer Observation Review instruments, is conducted per departmental policy and procedure.
- Per department policy and procedures, the Counseling Services RTP Committee ensures that when peer review documents are completed, the counselor is notified and provided with a copy of these materials 5 days prior to the placement of these materials into the candidate's Personnel Action File. The candidate shall have 5 days to respond to the peer review materials. The peer review materials and the candidate's response to them shall be placed into the counselor's Personnel Action File.

Responsibilities of the DRTP Committee Chair

The elected chair of Counseling Services RTP Committee is responsible for carrying out the following steps with regard to the RTP process (per Policy No. 1328):

- Ensures that the Counseling Services RTP Committee actions are carried out in accordance with the calendar for RTP Evaluations.
- Ensures the RTP process is carried out in accordance with Policies No. 1328 and 1329 of the University Manual, and the relevant sections of the current Collective Bargaining Agreement.
- Verifies the list of counselors eligible for RTP consideration with the Counseling Services Director when it is made available by Faculty Affairs.
- Asks candidates who are eligible for a regular RTP action to indicate in writing whether or not they intend to pursue RTP actions to the Counseling Services RTP Committee, using the standard university Faculty Performance Review.
- Ensures the confidentiality and safety of the candidate's RTP package between the submission of the package to the committee by the candidate and the forwarding of the package to the Director of Counseling Services. During this period, the committee chair and only the committee chair shall be responsible for any additions to the package or any changes in the content of the package. The chair must notify the appropriate parties of any additions or changes to the package.

At the discretion of the Committee Chair, the following responsibilities may be delegated to other members of the Counseling Services RTP Committee:

- Provides copies of the appropriate Counseling Services RTP Criteria and Procedures document and other appropriate policies regarding reappointment, tenure and promotion to all new full-

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time tenure-track faculty counselors in Counseling Services no later than 14 days after the first day of employment.

- Within three (3) weeks, following the receipt of the RTP document, the Counseling Services RTP Committee Chair, or the designee of the Chair, will meet with each new faculty counselor to discuss in detail the Counseling Services RTP Criteria and Procedures.
- Directs RTP candidate(s) to online information regarding the RTP calendar and all appropriate forms.
- Provides a copy of the Counseling Services RTP Criteria and Procedures document to each Counseling Services RTP candidate who will need the document in preparation of their RTP package the following academic year.
- Provides each RTP candidate with a copy of the University RTP calendar for the current academic year.
- Calls meetings, schedules meeting locations and notifies committee members accordingly. Guides discussions, and is responsible for organizing and directing the committee members' work.
- Acts as liaison among the Counseling Services RTP Committee members, the Counseling Services Director and Student Affairs Administration, candidates and others.
- Ensures that all appropriate sources of information are invited to provide input, and that all members of the Counseling Services RTP Committee have access to the information they need.
- Ensures that the candidates have received copies of all written statements concerning them in the Faculty Performance Review and are advised of relevant timelines.

The Evaluation Process

Deliberations on reappointment, tenure and promotion shall remain confidential. Evaluation packages shall be held in confidence; access to them shall be limited to the candidate and persons with official business. The evaluation of faculty counselor will be based upon data in the candidate's official Counseling Services RTP documents and personnel action file. Each committee evaluation report and recommendation shall be approved by a simple majority of the committee members. The committee shall not assign any of its duties to any other group or individual.

Evaluation Criteria

Evaluation is conducted in four areas. Below are the evaluation criteria describing the performance expectation levels and required or suggested supporting documents.

1. Counseling Competence

Counseling Competence entails effectively performing professional counseling duties, direct and indirect clinical services, including but not limited to:

- Clinical Assessment and Intake Evaluation;
- Individual, Couple or Group Counseling;

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- Crisis Intervention, Hospitalization and other Emergency Response;
- Mental Health Consultation, Counseling Support and Linkage, and Referrals;
- Case Management, Documentation and Record Keeping;
- Administering, Interpreting and Reporting on Psychological Assessments/Testing (when applicable).

Counseling Services faculty counselors meet Counseling Competence expectations when they:

- Maintain and demonstrate a current command of knowledge in professional counseling theory, research, practice, legal and ethical guidelines, and Counseling Services policies and procedures;
- Employ a variety of therapeutic methods to effectively counsel clients with a full range of psychological issues;
- Utilize sound clinical judgment and apply methods appropriate to presenting problems and needs of clients;
- Demonstrate cultural sensitivity and competence addressing needs of a diverse client population;
- Are willingly accessible and available for crisis intervention and mental health consultation (both during and outside assigned coverage times);
- Maintain (in a timely manner) a thorough record of counseling activities for each client;
- Apply legal and ethical standards of the profession in executing clinical services, programming and documentation;
- Utilize consultation opportunities for treatment planning, and to ensure service quality and adherence to legal and ethical mandates.

Ratings and evaluations should provide evidence of the counselor's knowledge, expertise, interpersonal skill, job effort, availability and sensitivity to individual and team needs. Competence is demonstrated by favorable student feedback data, positive peer evaluations and other supporting documentation. The sources of information relied upon for evaluating Counseling Competence may include but are not limited to:

- Written discussion of counselor's therapeutic approach evidencing current knowledge of efficacy research and treatment innovations;
- Summary data and written discussion of supervisee evaluation(s) of supervision and training (when applicable);
- Summary data and report from ongoing student evaluations of individual and/or group counselor;
- Summary data and report from ongoing evaluations of case presentations and client charts;
- Annual peer review ratings from professional colleague observations;
- Annual performance evaluation by appropriate supervisor;

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- Email or signed written letter of commendation, if available, from professional colleagues either on or off-campus.

2. Professionalism, Contribution and Service

Professionalism, Contribution and Service entail conduct and work ethic, as well as a variety of non-clinical services that enhance Counseling Services and/or the University community.

Counseling Services faculty counselors meet Professionalism, Contribution and Service expectations when they are active in:

- Establishing and maintaining positive professional relationships with counseling colleagues, student services professionals, faculty and other campus personnel;
- Demonstrating collegiality, flexibility, cooperation, responsibility and respect in interpersonal interactions and professional conduct;
- Presenting at least two workshops, trainings and/or seminars for outreach purposes, per academic year.

And, are also active in one or more of the following:

- When applicable, performing coordination duties in one or more of the following areas:
 - Clinical services
 - Crisis and case management
 - Group
 - Testing
 - Research
 - Training
 - Outreach
 - Other areas as needed
- Providing supervision and clinical case management for trainees (when applicable);
- Developing and/or providing training seminars and curricula to trainees;
- Participating in and serving on faculty governance, Counseling Services department committees, Student Affairs division or University committees or advisory groups;
- Developing workshops, training and/or seminar materials for outreach purposes;
- Serving as advisor or sponsor for a student group on campus;
- Serving as liaison to other University departments, functions or activities.

The sources of information relied upon for evaluating Professionalism, Contribution and Service may include but are not limited to:

- Annual peer review ratings from professional colleague observations;
- Annual performance evaluation by appropriate supervisor.
- Summary data and report from ongoing evaluations of campus outreach presentations;

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- Copy of outreach presentation title page, agenda/table of contents and objectives;
- Summary data and written discussion of supervisee evaluation(s) of supervision and training (when applicable);
- Copies of documents identifying the counselor as participating in a faculty governance activity (e.g., RTP Committee, Search Committee, Academic Senate);
- Documentation indicating advisor position;
- Documentation indicating liaison role.

3. Professional Training and Development

Counseling Services faculty counselors meet Professional Training and Development expectations when they:

- Maintain unrestricted professional licensure;
- Complete at least one professional development training (updating of knowledge and skills) via formal education or attendance at continuing education workshops and seminars.

As an additional, but not required option, faculty counselors may elect to:

- Accrue additional professional licensures or certifications;
- Maintain membership in professional organizations;
- Attend professional meetings or conferences when adequate time is granted for professional development.

The sources of information relied upon for evaluating Professional Training and Development may include but are not limited to:

- Copy of license renewal;
- Copy of newly acquired licensures or certifications;
- Official transcripts of formal graduate level education completed;
- Certificates of completion from continuing education coursework or seminars;
- Proof of membership (valid card or receipt for dues) in professional organization(s);
- Certificate of attendance, or registration receipt and copy of program, from professional meeting(s) or conference(s).

4. Professional and Scholarly Activities

Professional and Scholarly Activities entail services that enhance mental health awareness and contribute to the field of psychology.

Counseling Services faculty counselors meet Professional and Scholarly Activities expectations when they are active in at least one of the following:

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- Providing professional development seminars or training to Counseling Services counselors on clinical issues or treatment innovations;
- Performing discipline-related academic instruction in the classroom (e.g., guest lecturing, First Year Experience Teaching Partnership, full academic course, on or off-campus);
- Providing lectures, seminars or workshops to community groups;
- Organizing and presenting seminars or workshops at professional meetings or conferences;
- Making presentations to media such as interviews or articles in newspapers, magazines, radio or television;
- Conducting research or program evaluation that leads to publication and/or contributes to Counseling Services program development or service improvements;
- Presenting research and/or scholarly papers at professional conferences and/or during on-campus events (including presentations, panel, or poster sessions);
- Publishing books or articles in professional or scholarly journals;
- Producing critiques of, or editing/reviewing manuscripts, articles or other works for professional or scholarly journals;
- Contributing to student scholarly works (e.g., doctoral dissertations, master's theses, senior projects, etc.);
- Applying and/or receiving fellowships or grants;
- Creating original training programs;
- Creating psychoeducational multi-media material for mental health education (e.g., brochures, pamphlets, handouts, manuals, articles, videotapes, web pages, or other media);
- Developing new programs/procedures/forms for the Counseling Services department or Student Affairs division;
- Providing consultation, whether paid or unpaid, of a professional nature to off-campus entities;
- Volunteering counseling related services to community organizations;
- Providing leadership or serving on committees in professional organizations/associations.

The sources of information relied upon for evaluating Professional and Scholarly Activities may include but are not limited to:

- Copy of title page, agenda and learning outcome/objectives of seminar, training or workshop;
- Copy of course syllabus listing the counselor as instructor;
- Summary of students' evaluation of the counselor as an instructor;
- Research summary and/or reports;
- Copy of title page of research report, scholarly paper or published works;
- Copy of professional conference or community event program or agenda listing faculty counselor as presenter;

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- Copy of title page (required if published) and letter enlisting faculty counselor to critique, edit/review manuscripts, articles or other works for professional or scholarly journals;
- Copy of title or dedication page from student scholarly work showing faculty counselor's authorship or contribution;
- Copy of grant proposal and/or certificate, letter or notification of grant approval;
- Copy of certificate, letter of notification of fellowship, award, honor or other recognition;
- Copy of training program syllabus and/or manual showing authorship, evaluation instruments and relevant evaluation outcomes;
- Copy of the page that shows authorship of brochures, manuals, articles, videotapes, power point programs, web pages or other media. If the psychoeducational multi-media do not show authorship, documentation and proof of specific contribution is required (e.g., emails, memo from committee chair, etc.);
- Copy of new programs/procedures/forms. Documentation and proof of specific contribution is required (e.g., emails, memo from committee chair, etc.);
- Documentation of consultation or volunteer service (e.g., contract, letter of invitation or appreciation, etc.) from community entities or organizations;
- Written letters of commendation, if available, from colleagues or community members (on or off-campus);
- Documentation from professional organization/association of leadership appointment or committee minutes reflecting faculty counselors' service.

Weighted Evaluation Rating System

Performance Index	Detail	Rating
Exceeds Expectations	Reflects superior, extraordinary performance; candidate is advanced and exceptionally proficient	3
Meets Expectations	Reflects satisfactory performance; candidate is fully competent and proficient	2
Below Expectations	Reflects less than satisfactory performance; candidate's work needs improvement	1

Area of Evaluation	Weighting	Below Expectations	Meets Expectations	Exceeds Expectations
1) Counseling Competence	4	4	8	12
2) Professionalism, Contribution and Service	3	3	6	9
3) Professional Training and Development	1.5	1.5	3	4.5
4) Professional and Scholarly Activities	1.5	1.5	3	4.5
Total Possible Score	10	10	20	30

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Eligibility for Reappointment

A tenure-track faculty counselor must apply for reappointment during an RTP cycle if the previous reappointment letter (or initial appointment letter) specifies that the term of (re)appointment expires at the end of the current academic year. The only exception is the case of a tenure-track counselor in the sixth probationary year, who must apply for tenure. Recommendations for reappointment are based solely on contributions made during the time period since the previous evaluation for reappointment. All accomplishments listed must be documented. To be recommended for reappointment to a given rank, the individual must satisfy the requirements set forth below and the guidelines presented in the Faculty Performance Review Form.

Reappointment Criteria

2nd and 3rd Probationary Year

A successful candidate must receive a minimum overall rating of 18.5. This requires the candidate to receive a Meets Expectations rating in categories 1, 2, and 3. A rating of Below Expectations in category 4 only is acceptable during the first two years of reappointment.

Sample Minimum Evaluation:

Area of Evaluation	Expectations	Rating	Weighting	Score with Weighting
1) Counseling Competence	Meets	2	4	8
2) Professionalism, Contribution and Service	Meets	2	3	6
3) Professional Training and Development	Meets	2	1.5	3
4) Professional and Scholarly Activities	Below	1	1.5	1.5
Total Score				18.5

4th, 5th and 6th Probationary Year

A successful candidate must receive a minimum overall rating of 20. This requires the candidate to receive a Meets Expectations in all categories. A rating of Needs Improvement in any category will lead to denial of reappointment.

Sample Minimum Evaluation:

Area of Evaluation	Expectations	Rating	Weighting	Score with Weighting
1) Counseling Competence	Meets	2	4	8
2) Professionalism, Contribution and Service	Meets	2	3	6
3) Professional Training and Development	Meets	2	1.5	3
4) Professional and Scholarly Activities	Meets	2	1.5	3
Total Score				20

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Eligibility for Tenure

A request for tenure is obligatory when tenure track counselors have begun their last year of their probationary period. Recommendations for tenure are based on contributions made during the time period since the candidate's initial appointment in the department. All claims to accomplishments must be documented. To be recommended for tenure, the individual must satisfy the requirements set forth below and the guidelines presented in the Faculty Performance Review Form.

Tenure Criteria

A successful candidate must receive a minimum overall rating of 20. This requires the candidate to receive a Meets Expectations in all categories. A rating of Needs Improvement in any category will lead to denial of tenure.

Sample Minimum Evaluation:

Area of Evaluation	Expectations	Rating	Weighting	Score with Weighting
1) Counseling Competence	Meets	2	4	8
2) Professionalism, Contribution and Service	Meets	2	3	6
3) Professional Training and Development	Meets	2	1.5	3
4) Professional and Scholarly Activities	Meets	2	1.5	3
Total Score				20

Early Tenure Criteria

A successful candidate must receive a minimum overall rating of 28.5. This requires the candidate to receive an Exceeds Expectations in categories 1 and 2 and an Exceeds Expectations in 3 or 4 with at least Meets Expectations in the remaining category.

Sample Minimum Evaluation:

Area of Evaluation	Expectations	Rating	Weighting	Score with Weighting
1) Counseling Competence	Exceeds	3	4	12
2) Professionalism, Contribution and Service	Exceeds	3	3	9
3) Professional Training and Development	Exceeds <u>or</u> Meets	3 <u>or</u> 2	1.5	4.5 <u>or</u> 3
4) Professional and Scholarly Activities	Meets <u>or</u> Exceeds	2 <u>or</u> 3	1.5	3 <u>or</u> 4.5
Total Score				28.5

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Eligibility for Promotion

Counseling Services criteria and procedures for eligibility for promotion and early promotion shall follow the procedures described in 2.4, 2.5, and 2.6 of the University Policy No. 1328 – Reappointment, Tenure, and Promotion Policy and Procedures, which are as follows:

“2.4 Recommendations for promotion to associate professor and to professor may be made on a contingency basis provided that the contingency does not conflict with department RTP criteria and that the contingency is met prior to the individual's anniversary date. If the contingency is not met, promotion eligibility will be deferred to the next evaluation cycle.

2.5 A probationary faculty unit employee shall not normally be promoted during probation. Probationary faculty unit employees shall not be promoted beyond the rank of Associate. A probationary faculty unit employee shall normally be considered for promotion at the same time he/she is considered for tenure. (CBA 14.2)

The promotion of a tenured faculty unit employee shall normally be effective the beginning of the sixth (6th) year after appointment to his/her current academic rank/classification. In such cases, the performance review for promotion shall take place during the year preceding the effective date of the promotion. This provision shall not apply if the faculty unit employee requests in writing that he/she not be considered. (CBA 14.3)

2.6 A candidate may, upon application and with a positive recommendation from his/her department or equivalent unit, be considered for early tenure. A positive recommendation from the department or equivalent unit is not required for consideration for early promotion. Requests for early tenure and/or promotion must be initiated by the candidate and follow the regular RTP procedures.

Requests for early actions shall not be considered unless the individual will have completed two years of full-time service in an academic rank position on this campus prior to the effective date of those actions.

Criteria for early actions shall place emphasis on teaching and shall require exceptional performance or extraordinary qualifications with regard to scholarly and creative activities, and service to the university and profession. DRTPC recommendations shall include material relating specifically to the approved department RTP criteria.”

It is the responsibility of faculty counselors to regularly review the University Reappointment, Tenure and Promotion Policy and Procedures (Policy No 1328) as well as Unit 3's Collective Bargaining Agreement, as they are subject to change.

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Promotion Criteria to SSP-AR II

A successful candidate must receive a minimum overall rating of 24. This requires the candidate to receive an Exceeds Expectations in category 1, and at least Meets Expectations in categories 2, 3 and 4. A rating of Needs Improvement in any category will lead to denial of promotion.

Sample Minimum Evaluation:

Area of Evaluation	Expectations	Rating	Weighting	Score with Weighting
1) Counseling Competence	Exceeds	3	4	12
2) Professionalism, Contribution and Service	Meets	2	3	6
3) Professional Training and Development	Meets	2	1.5	3
4) Professional and Scholarly Activities	Meets	2	1.5	3
Total Score				24

Early Promotion Criteria to SSP-AR II

A successful candidate must receive a minimum overall rating of 28.5. This requires the candidate to receive an Exceeds Expectations in categories 1 and 2 and an Exceeds Expectations in 3 or 4 with at least Meets Expectations in the remaining category.

Sample Minimum Evaluation:

Area of Evaluation	Expectations	Rating	Weighting	Score with Weighting
1) Counseling Competence	Exceeds	3	4	12
2) Professionalism, Contribution and Service	Exceeds	3	3	9
3) Professional Training and Development	Exceeds <u>or</u> Meets	3 <u>or</u> 2	1.5	4.5 <u>or</u> 3
4) Professional and Scholarly Activities	Meets <u>or</u> Exceeds	2 <u>or</u> 3	1.5	3 <u>or</u> 4.5
Total Score				28.5

Promotion Criteria to SSP-AR III

A successful candidate must receive a minimum overall rating of 27. This requires the candidate to receive an Exceeds Expectations in categories 1 and 2, and at least Meets Expectations in categories 3 and 4.

Sample Minimum Evaluation:

Area of Evaluation	Expectations	Rating	Weighting	Score with Weighting
1) Counseling Competence	Exceeds	3	4	12
2) Professionalism, Contribution and Service	Exceeds	3	3	9

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3) Professional Training and Development	Meets	2	1.5	3
4) Professional and Scholarly Activities	Meets	2	1.5	3
Total Score				27

Early Promotion to SSP-AR III

A successful candidate must receive a minimum overall rating of 30. This requires the candidate to receive an Exceeds Expectations in categories 1, 2, 3, and 4.

Sample Minimum Evaluation:

Area of Evaluation	Expectations	Rating	Weighting	Score with Weighting
1) Counseling Competence	Exceeds	3	4	12
2) Professionalism, Contribution and Service	Exceeds	3	3	9
3) Professional Training and Development	Exceeds	3	1.5	4.5
4) Professional and Scholarly Activities	Exceeds	3	1.5	4.5
Total Score				30

Choice of Criteria

The Counseling Services RTP criteria and procedures are based upon the procedures specified in Section 7.0 of Policy No. 1328. The candidate shall be evaluated according to the criteria stated in this document.

Each candidate for reappointment shall be evaluated by the Counseling Services RTP criteria that were in effect during the candidate's first academic year of probationary service on this campus.

Each candidate for tenure or promotion (including early tenure or early promotion) may use either the Counseling Services RTP criteria during the candidate's first academic year of probationary service on this campus or the Counseling Services RTP criteria in effect in the year the candidate requests action.

If a candidate requests simultaneous consideration for both promotion and tenure, the candidate must select a single set of criteria.

Committee Review Procedures

The Counseling Services RTP Committee shall be provided with a list of candidates who are eligible for consideration. The names of candidates seeking early tenure or promotion shall be added to this list upon receipt of their Statement of Intent.

Students, administrators, faculty unit employees and the President may contribute information to the evaluation of a faculty counselor. In order to provide an opportunity to contribute information, a list of candidates eligible for reappointment, tenure or promotion shall be posted along with the names of

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DRTPC members to whom materials can be submitted, and the deadline by which information must be submitted for each candidate.

Information submitted by the faculty unit employee and administrators may include statements and opinions about the candidate's qualifications and work, provided by other persons, as long as they are identified by name and position. Letters and/or other information, which contain statements of opinion or allegations of fact by unnamed persons, cannot be accepted for review. All information must be submitted in written form to the Counseling Services RTP Committee Chair, with a copy provided to the candidate. The candidate has ten calendar days to respond to any information submitted for review. The original documentation submitted and the candidate's response then go into the RTP file (Note: Because the RTP file is part of the Personnel Action File, requests for removal of such information/materials on the grounds of inaccuracy may be made under the terms of Article 11 of the Collective Bargaining Agreement).

As part of its review and evaluation, the Counseling Services RTP Committee may meet with the candidate to clarify the contents of the RTP file submitted by the candidate. Such a meeting may be held at either the request of the candidate or of the Counseling Services RTP Committee.

At all levels of review, and before recommendations are forwarded to a subsequent review level, the candidate shall be given a copy of the recommendation and the written reasons thereof. The candidate may submit a rebuttal statement or response in writing and/or request a meeting to be held to discuss the recommendations(s) no later than ten (10) calendar days following receipt of the recommendation. A copy of the response or rebuttal statement shall accompany the Counseling Services RTP File and shall also be sent to all previous level of review. (Note: This procedure shall not require that the evaluation timeline be extended, as specified in the current University Calendar for RTP actions).

Faculty Status Grievance Appeal procedures shall be in accordance with Article 10 of the Collective Bargaining Agreement for Unit 3.

Decisions made by the Counseling Services RTP Committee must be supported and shall address all applicable criteria. Decisions shall be based on evidence supplied to the committee by the candidate or requested by the committee from the candidate.

After the Counseling Services RTP Committee members have reviewed and discussed the candidate's RTP package, the committee shall complete its evaluation report based on majority opinion. All Counseling Services RTP Committee members will actively participate in writing each candidate's evaluation.

It is the responsibility of faculty counselors to regularly review the University Reappointment, Tenure and Promotion Policy and Procedures (Policy No. 1328) as well as Unit 3's Collective Bargaining Agreement, as they are subject to change.

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Candidate Responsibilities

The candidate initiates all RTP requests. If the candidate is eligible for an RTP action then there will be written notification from Faculty Affairs. The candidate must indicate in writing to the Counseling Services RTP Committee Chair whether there will or will not be a request for consideration. If the candidate is requesting for early promotion or tenure, then the candidate must notify the Counseling Services RTP Committee Chair in writing that there will be a request for an early action.

The candidate should read and understand all materials relevant to the Counseling Services RTP process including the Criteria and Procedures for Counseling Services RTP Performance Reviews; Policies No. 1328 and 1329 of the University Manual; and the current Collective Bargaining Agreement for Unit 3, Articles 13, 14 and 15.

In the self-evaluation, the candidate shall explicitly address item by item Counseling Services RTP criteria for the action(s) requested. According to Policy No. 1328, section 7.4C: "Each candidate for consideration shall submit to the Counseling Services RTP Committee a summary of their professional accomplishments and a self-evaluation of performance using the standard Faculty Performance Review Form (RTP Forms). He/she will supplement it with other evidence to demonstrate that department RTP criteria have been met. In particular, candidates for reappointment must discuss their progress towards meeting department requirements for tenure. All candidates must discuss progress made on any recommendations for improvement given in the previous RTP cycle."

The candidate shall identify all materials to be considered and make available copies of those not already available in the candidate's RTP file. When writing the self-evaluation of performance, candidates should address the criteria in the order it was written to facilitate thorough review at all levels. Completeness must be balanced with consideration for the time commitment required of the Counseling Services RTP Committee and other evaluators. If material can be summarized or cited rather than included, this is preferable. The candidate should consider including an appendix to the evaluation package (e.g., commendations, special projects, publications, articles, etc.) An index to the appendix should be included in the RTP package.

It is the responsibility of faculty counselors to regularly review the University Reappointment, Tenure and Promotion Policy and Procedures (Policy No 1328) as well as Unit 3's Collective Bargaining Agreement, as they are subject to change.

Submission of RTP Packages

Counseling Services RTP packages are due to the Counseling Series RTP Committee Chair by 5:00 p.m. on the scheduled due date. RTP packages should be submitted in one-clear, three-ring binder with an index for appended materials.

Approval and Amendments

As indicated in Policy No. 1328, section 2.1, "Adoption of the Department RTP Document, describing the criteria and procedures, shall be accomplished by a majority vote of the probationary and tenured

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faculty in that department. The department chair shall ensure that each faculty member has a copy of the approved Department RTP Document. RTP evaluations at all levels, including deans and other administrative levels, shall apply the approved department RTP criteria.”

When Student Health and Counseling Services has an Executive Director that individual shall serve as “College Dean” and the Director of Counseling Services shall serve as “Department Chair.” When Student Health and Counseling Services does not have an Executive Director, the Director of Counseling Services shall serve as “College Dean” per section 6.3 of Policy No. 1328.

Counseling Services RTP criteria and procedures may be in effect for up to five years (Policy No. 1328, section 2.1C), and will be reviewed at least once every five years. It may be reviewed more frequently upon the request of faculty counselors or the Associate Vice President of Student Services (Policy No. 1328, section 2.1C).

- A. Any faculty counselor in Counseling Services may request that the Counseling Services RTP Criteria and/or Procedures document be reviewed, and propose amendments, if necessary.
- B. The Counseling Services faculty counselors will formally review Counseling Services RTP Criteria and Procedures document as needed. Recommendations to approve or amend the document shall require a majority vote of the tenured and tenure-track faculty counselors in Counseling Services. Such amendments shall become effective when approved by the President of the university or his/her designee.