

**REAPPOINTMENT, TENURE, AND PROMOTION PROCEDURES  
FOR COUNSELOR FACULTY UNIT EMPLOYEES**

**Counseling and Psychological Services  
Division of Student Services  
California State University, Long Beach  
Effective Date – January 1, 2000**

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- I. Composition of the Reappointment, Tenure, and Promotion (RTP) Committee
- A. Counselor Faculty with earned tenure are eligible to serve on the RTP Committee.
- B. The CAPS RTP Committee shall consist of three (3) tenured counselor faculty members in CAPS. The members shall be elected by secret ballot of the tenure/tenure-track counselor faculty in CAPS. The term of committee members shall be two (2) years. In the first year, two (2) members shall be elected to two (2) year terms, and the other member shall be elected to serve a one (1) year term.
- The term of office begins with the first day of the academic year. New members are normally elected in May by secret ballot of the tenure/tenure-track Counselor Faculty Unit Employees. Members may be re-elected for one (1) additional consecutive term. Terms shall be staggered.
- C. Vacancies shall be declared by the appropriate committee, and new members shall be elected within two (2) weeks of the occurrence of the vacancy in accord with Section B above. A term of less than six (6) months does not count toward the two (2) year consecutive term limitation.
- D. Members shall be declared ineligible to participate in any way in the following instances:
1. If they do not have rank higher than the individual being considered for promotion reviews only.
  2. If they are administrative supervisors of the candidate for reappointment.
  3. If they themselves are candidates for RTP action.

When there is insufficient membership to complete the appropriate Committee, alternates shall be chosen by lot (random selection) from the pool of all eligible professionals in CAPS. If there is an insufficient number of eligible professionals in CAPS to form the RTP Committee, the Committee shall be filled by lot from the ranks of the eligible instructional faculty, librarians, and Student Services Professionals-AR.

E. The Committee shall elect one (1) member to serve as Chair.

## II. Procedures

The RTP file of the candidate shall be forwarded to the Chair of the RTP Committee. When the Committee's recommendation is completed, the candidate shall review the Departmental RTP Evaluation and Recommendation Form and sign the form before it is sent forward to the next level of review.

There shall be an open period as follows:

Faculty, students, academic administrators, and the President may contribute information to the evaluation of a faculty unit employee. Information submitted by faculty and academic administrators may include statements and opinions about qualifications and work of the candidate provided by other persons identified by name.

To provide this opportunity to contribute information, an "open period" has been established by the University, normally from October 7, to the deadline for candidates to submit their RTP files.

The CAPS RTP Committee shall be provided with a list of the candidates who are eligible for consideration; this list shall be posted. The names of candidates seeking early tenure or promotion shall be added to this list upon receipt of their statement of intent (no later than October 7). Each posted list shall contain the following statement:

Faculty, students, academic administrators, and the President may contribute information to the evaluation of a faculty unit employee. Information submitted by faculty and academic administrators may include statements and opinions about qualifications and work of the candidate provided by other persons identified by name. Letters or memoranda which contain statements of opinion or allegations of fact by unnamed persons cannot be accepted. All information must be submitted in written form to the CAPS RTP Committee, with a copy to the candidate.

Information provided during the open period must be submitted in written form to the CAPS RTP Committee Chair, with a copy to the candidate. These materials shall be placed in the candidate's file by the CAPS RTP Committee Chair, in a separate section identified as "Open Period Information". (An index of this "open period information" shall be prepared by the CAPS RTP Committee to be retained as part of the candidate's Personnel Action File.) At any time before the file is forwarded to the next level of review, the candidate may respond to or rebut information provided during the open period, as described below. (Note: Since the RTP file is part of the Personnel Action File, requests for removal of such information on the grounds of inaccuracy may be made under the terms of Article 11 of the Collective Bargaining Agreement.)

CAPS RTP Committee and shall be limited to items that become accessible after this date.

- A. The RTP Committee will provide the candidate with a list of required and suggested materials to submit as a part of the candidate's RTP file. As part of its review and evaluation, the RTP Committee may meet with the candidate to clarify the contents of the RTP file submitted by the candidate. This meeting may be held at either the request of the candidate or the RTP Committee. In addition, the RTP Committee may elect to meet with the Director to clarify the assigned duties of the candidate.
- B. At all levels of review, before recommendations are forwarded to a subsequent review level, the candidate shall be given a copy of the recommendation and the written reasons therefor. The candidate may submit a rebuttal statement or response in writing and/or request a meeting be held to discuss the recommendation within seven (7) days following receipt of the recommendation. A copy of the response or rebuttal statement shall accompany the RTP File and also be sent to all previous levels of review. (Note: This section shall not require that evaluation timelines be extended. In rare instances where the candidate cannot be given a copy of the recommendation at least seven days before the file is to be forwarded, he/she shall still have seven days to respond. The candidate's response shall then be forwarded to the next level of review to be placed in the RTP file.)
- C. The RTP Committee will then forward copies of the recommendation, including reasons and all documentation, to the CAPS Director. The CAPS Director reviews the file and the RTP Committee's evaluation and forwards to the Vice President for Student Services an evaluation along with that made by the RTP Committee.

The final decision on reappointment, tenure, and promotion actions shall be made by the Vice President for Student Services, in accord with the process outlined in Diagram 1.

- D. Faculty Status Grievance Appeal procedures shall be those in Article 10, of the Collective Bargaining Agreement for Unit 3.

### III. Approval and Amendments

- A. Any counselor faculty member in CAPS may request the appropriate RTP Committee to review this document and propose amendments, if necessary.
- B. The RTP Committee will formally review this document annually. Recommendations to approve or amend this document shall be by a secret ballot and shall require a majority vote of the counselor faculty in CAPS. Such amendments shall become effective when approved by the Vice President for Student Services.
- C. Copies of this document and other appropriate policies regarding reappointment and tenure shall be provided to all new full-time probationary counselor faculty in CAPS during their first month on campus. Within three weeks following receipt of this document the chair, or

the designee of the chair, of the CAPS' RTP Committee will meet with each new counselor faculty member to discuss in detail this document and its meaning.

#### IV. RTP Committee Policies and Procedures

##### A. Functions of the Department RTP Committee

1. Initial appointments:
  - a. One member of the RTP Committee serves on all screening committees established by the Director. The RTP Committee elects this member to serve on screening committees for review of candidates for initial appointment in CAPS. A separate election will be accomplished for each separate screening committee.
2. Reappointment and Tenure
  - a. Makes reappointment and tenure recommendations to the Vice President, Student Services, via the CAPS Director.
  - b. Informs candidates regarding these recommendations, by providing a copy of the recommendation to the candidate.
3. Promotion
  - a. Makes promotion recommendations to the Vice President, Student Services, via the Director.
  - b. Informs candidates regarding these recommendations, by providing a copy of the recommendation to the candidate
4. Retreat Rights. Reviews *requests and makes recommendations* to the Vice President for Student Services regarding the granting of retreat rights to CAPS for persons in other campus departments/colleges and for new appointees from other campus units.
5. Reviews and recommends to the Vice President for Student Services regarding the acceptance of persons to CAPS that were not members previously.

**DIAGRAMS OF RTP PROCESS  
PERSONNEL FLOW-PATHS**

*Diagram 1*

**• REAPPOINTMENT:**

Candidate >>>> RTP Committee >>>> Director >>>> Vice President  
for  
Student Services

**• PROMOTION:**

Candidate >>>> RTP Committee >>>> Director >>>> Vice President  
for  
Student Services

**• TENURE:**

Candidate >>>> RTP Committee >>>> Director >>>> Vice President  
for  
Student Services

V. Criteria and Evaluation

- A. Criteria. Counselor faculty are evaluated in the following areas: *Counseling and direct services related activities*, Outreach and Consultation, Predoctoral Internship Assignments, Professional and Creative Achievement, University and Community Service. The criteria for evaluation for each of the five areas of professional review are divided into two distinct categories: Essential Criteria and Enhancing Criteria. Essential Criteria describe the nature and level of performance required of all counselor faculty. Enhancing criteria establish standards by which counselor faculty, following diverse career paths, are evaluated beyond the Essential Criteria. Colleagues in Counseling and Psychological Services and on the RTP committee play the central role in evaluating the quality of performance in each of these areas.

## 1. Counseling and Direct Service Activities

Counseling and Direct Service Activities include individual, group, and couples counseling; clinical assessment; crisis intervention; direct service workshops; and mental health consultation.

- a. Essential Criteria: Counseling and Direct Service Activities will be evaluated in terms of three dimensions: (1) Individual and Group Counseling Effectiveness, (2) Other Counseling-related and Direct Service Activity Effectiveness, (3) Ethical Principles and Legal Mandates, 4) Professional Development.

- (1) Individual and Group Counseling Effectiveness. *Counseling* approaches and methods should be appropriate to the presenting problems and needs of the clients. Relevant assessment tools such as the structured clinical interview and psychological testing are used in the assessment. Each case is presented to the CAPS disposition team. Consultation is utilized in treatment planning and referral on a routine basis. The counselor faculty member is accessible and available for crisis intervention and mental health consultation. (In addition to observations made by peers during weekly quality assurance meetings, letters from clinical supervisors and colleagues, self-assessment, and review of client files, client ratings of counseling will be reviewed as a part of the evaluation of the clinical effectiveness of the counselor faculty member. Those ratings should reflect a favorable client perception of the counselor's expertise, interpersonal skills, effort, availability, and sensitivity to individual needs.)
- (2) *Other Counseling-related and Direct Service Activity Effectiveness. Other direct service activities such as teaching or workshops should also be assessed by consumer feedback and evaluations, peer examination of materials, direct observation, or other means. Coordination and management of related programmatic aspects of the direct services should be considered.*
- (3) Ethical Principles and Legal Mandates. The counselor faculty member adheres to the current Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association. The counselor faculty member demonstrates knowledge of, consults, and adheres to current California law regulating health service providers. The counselor faculty member maintains client records according to these principles and mandates, and current professional practice and CAPS policies. Client records are maintained in a timely manner.
- (4) Professional Development. Thoughtful, deliberate effort to produce continuous improvement in clinical effectiveness is expected of all candidates. This pattern of

change should be described in a narrative and supported by exemplary materials. This record may include regular and ongoing interactions with colleagues regarding clinical interventions, such as pre- and postdoctoral supervision, group co-leadership, informal consultations, and case disposition presentations. Following the practitioner-scholar model, counselor faculty are expected to remain consumers of current research and practice in the field of counseling and clinical psychology. All candidates are expected to keep abreast of developments in counseling, psychology, and college student development through participation in discipline conferences, reading of journals and books, interaction with other practitioners in the field, electronic communications with colleagues, and other related activities.

- b. **Enhancing Criteria.** There are many ways that counselor faculty may go beyond the essential criteria for clinical effectiveness to enhance their achievement; the following are illustrative, not exhaustive, of the possibilities. Counselor faculty may develop innovative approaches to counseling students or exemplary ways of fostering student growth and development. A structured group or workshop targeting a specific educational barrier or psychological problem, or a support group developed for a special population are examples of innovation. Offering professional development seminars to CAPS colleagues demonstrates leadership regarding clinical issues. Providing formal pre- or postdoctoral supervision to colleagues is an enhancing criteria.

## 2. Outreach and Consultation.

*Outreach activities are often performed outside of the Center but are normally directed toward students. Consultation activities, on the other hand, normally are directed toward administration, faculty, staff, groups, or organizations; but should normally benefit students.*

- a. **Essential Criteria.** Counselor faculty are expected to remain active in the area of outreach and consultation. All candidates will engage in the assessment of campus needs associated with quality of life, student development, and community development. All candidates will design and implement outreach services, either within or outside of CAPS, relevant to special student populations or general student problems or issues. All candidates will be available to provide training for peer advisors. All candidates will be available to provide crisis and trauma debriefing sessions to student, faculty, and staff groups. Consumer ratings, written materials, and peer and supervisor feedback may be used as part of the evaluation of these criteria.
- b. **Enhancing Criteria.** Counselor faculty may enhance their outreach and consultation efforts by serving as a program coordinator, an advisor to a student organization, or as a mentor for an identified program. Candidates may provide process and organizational consultation to faculty and staff units. Candidates may provide expert consultation in the form of training to academic departments or colleges or to staff groups. Candidates

may initiate, coordinate, or participate in projects or programs that serve the mission of the university and directly or indirectly benefit students.

3. *Predoctoral Internship. All activities related to the support of our predoctoral internship.*
  - a. *Essential Criteria.* In coordination with the Director and/or Training Director, counselor faculty are expected to provide training seminars or workshops and clinical consultation in their areas of expertise to predoctoral interns. Intern ratings are utilized in the evaluation of these criteria.
  - b. *Enhancing Criteria.* Candidates may serve as clinical supervisors of predoctoral interns. Intern ratings are used in the evaluation of this criteria. Candidates may serve as members of a training committee responsible for developing and implementing the training program. Candidates may serve as a member of the selection committee during the intern search process.
  
4. *Professional and Creative Achievement. Professional and creative activities are usually directed toward professional audiences. However, brochures, manuals, books, or other media created for use by students and non-professionals may also be considered under this category. (Workshops and other presentations to students or non-professionals should be listed in sections 1, 2, or 5.)*
  - a. *Essential Criteria.* Although this criterion may not be performed on a regular basis, candidates are expected to present training seminars or workshops in relevant areas of professional expertise to local groups such as a conference, a professional school or department of psychology, a community group, or other professional group such as clergy.  
  
Included in this criterion are improvements made to client access to services, improvements in data collection, improvements in forms or procedures, and/or revision or development of manuals or brochures.
  - b. *Enhancing Criteria.* Counselor faculty may enhance their professional and creative achievement with substantial records of peer reviewed professional activities and products. Such activities and products may include books, articles in professional journals, scholarly presentations, software, and electronically published documents. Counselor faculty may also enhance their scholarly and creative achievement with editorial assignments with recognized professional publications, journals, newsletters, or electronic media. Other achievements of this nature are appointments to licensing or examination commissions or selection panels for grants, fellowships, awards, and conference presentations. Enhancing achievements include completed grant proposals, grant awards, research activity, innovative procedures, projects, or programs, and development and administration of projects or programs. Teaching courses in counseling and psychology is included in this area of achievement.

5. *University and Community Service. University service is any type of service to the university not included in the above categories. It includes service to the department and the broader university. Community Service is any type of service to the community outside the university, not included in other categories above. Professionally-related community service is especially relevant.*
- a. **Essential Criteria.** All counselor faculty are expected to participate in the collegial processes of faculty governance as well as in appropriate professional organizations and activities. Candidates are expected to serve on committees of the Academic Senate and ad hoc committees or task forces of CAPS and the University.
- b. **Enhancing Criteria.** Counselor faculty may enhance their service achievements with active involvement on committees at all levels of the University and University system. Whatever the level of service within the University, the quality of that service is the primary consideration. Service as a committee officer, authorship of documents, reports and other materials pertinent to the University, division, or CAPS missions or procedures may comprise a service contribution.

In addition to campus governance activities, counselor faculty member may participate in community service to professional organizations and in professionally-related activities (e.g., local, state, national, or international levels) through such discipline-oriented activities as committees, workshops, speeches, media interviews, articles, or editorials.

Service to the community may also include consultation to public schools, local government, and community service organizations. Service contributions based on consultations, whether paid or unpaid, shall be evaluated on the basis of their contributions to the mission of the University and particularly of CAPS. Meaningful service related to the psychological expertise of the counselor faculty member is more relevant.

## VI. Retention, Tenure, and Levels of Appointment and Promotion

- A. Retention is awarded to probationary counselor faculty upon the completion of a performance review. The successful candidate will have performed satisfactorily in each area to be evaluated, although consideration will be given to the limited opportunities new appointees have for professional service. Probationary counselor faculty should show evidence of a strong commitment to counseling and direct services related activities and to outreach and consultation. Probationary counselor faculty should be making substantial progress toward licensing by the Board of Psychology or the Board of Behavioral Sciences in California.
- B. Tenure is awarded to probationary counselor faculty who have met the essential criteria in counseling and direct services related activities, outreach and consultation, predoctoral internship assignments, professional and creative achievement, and university and community service. In addition, they shall have demonstrated fulfillment of some of the enhancing criteria. To be awarded tenure, it is normally expected that the probationary counselor faculty member

will have received a license from the Board of Psychology or, dependent upon her/his appointment letter, the Board of Behavioral Sciences in California. Tenure represents the University's long-term commitment to a counselor faculty member and is only granted when there is strong evidence that the individual has the potential to make increasingly distinguished contributions to the University, as well as to the professional community.

- C. Promotion shall be the advancement of a probationary or tenured counselor-faculty to a higher classification. A probationary counselor-faculty member shall not normally be promoted during probation. Probationary counselor-faculty shall normally not be promoted beyond *Level II*. A probationary counselor-faculty at Level I shall normally be considered for promotion to Level II at the same time he/she is considered for tenure.

The eligibility for promotion of a tenured counselor-faculty unit employee shall normally be effective the beginning of the sixth (6<sup>th</sup>) 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 counselor-faculty unit employee requests in writing that he/she not be considered.

- D. Early Tenure and/or Promotion are granted only in exceptional circumstances and for compelling reasons.

1. Early Tenure. To receive a favorable recommendation for early tenure, a candidate must achieve a record of accomplishment that meets the essential criteria at a superior level in all five areas of review at an early point in time. In addition, the candidate must present a record of significant enhancing achievements. The length of the candidate's record must be sufficient to provide confidence that the pattern of achievement will continue.
2. Early Promotion. To receive a favorable recommendation for early promotion, a candidate must achieve a record of accomplishment that meets the essential criteria at a superior level in all five areas of review at an early point in time. In addition, the candidate must present a record of significant enhancing achievements. The length of the candidate's record must be sufficient to provide confidence that the pattern of achievement will continue.

- E. Counselor Faculty Unit Employee - Level I. The appointee ordinarily shall hold the doctorate or recognized terminal degree in counseling, counseling psychology, or clinical psychology. The appointee should also show potential for providing effective clinical services, outreach and consultation, intern training, professional and creative achievement, and university and community service as defined above and consistent with the mission of CAPS, the Division of Student Services, and the University.

- F. Counselor-Faculty Unit Employee - Level II. In addition to the qualifications of a Counselor Faculty Unit Employee I, the candidate ordinarily shall have had successful experience in providing clinical services and consultation and outreach. Meeting essential criteria is necessary, though not sufficient, for promotion or appointment to the rank of Counselor Faculty Unit

Employee II. In addition to meeting the essential criteria, there should be evidence of progressive professional development in the areas of counseling and direct services related activities, outreach and consultation, intern training, professional and creative achievement, and university and community service, along with enhancing elements in each of these areas.

- G. Counselor-Faculty Unit Employee - Level III. In addition to having the qualifications of a Counselor Faculty Unit Employee II, there shall be substantiation of continued effectiveness and professional growth in counseling and direct services related activities and evidence of relevant and effective achievement in outreach and consultation. The candidate ordinarily shall have established a record of sustained professional and creative achievement and university and community service reflecting professional growth and demonstrating fulfillment of several of the enhancing elements.

## VII. Deadlines

### Reappointment and Tenure

Counselor Faculty Unit Employees shall be reviewed through the RTP process at the beginning of the academic year of appointment or at the beginning of the academic year following appointment, regardless of the contract anniversary (hire) date. The end of the probationary period shall be the end of August of the sixth year and coded as such on the initial payroll transaction form. Service salary increases will, however, be effective with the contract anniversary (hire) date, if awarded.

#### A. Reappointment Deadlines (candidates who have served fewer than two years of probation.)

1. Documents must be submitted to the committee by **November 11**.
2. Committee forwards its recommendation to Director by **December 16**.
3. Director forwards its recommendation to Vice President by **January 21**.
4. Vice President notifies candidate of decision by **February 15**.

#### B. Reappointment (candidates who have served more than two years of probation) and Tenure Deadlines:

1. Documents must be submitted to the committee by **December 2**.
2. Committee forwards its recommendation to Director by **February 18**.
3. Director forwards its recommendation to Vice President **April 3**.
4. Vice President notifies candidate of decision by **June 1**.

#### C. Promotion Deadlines:

1. Persons will be notified of eligibility for promotion in early fall of the year of their review for promotion. A probationary faculty unit employee shall normally be considered for promotion at the same time he/she is considered for tenure. If tenured, a candidate is normally eligible to be considered for promotion during the fifth year in his/her current rank. Probationary counselor-faculty unit employees shall not be promoted beyond the rank of Counselor-Faculty Unit Employee-Level II.

An individual wishing to be considered for promotion will be provided with the necessary criteria. (All new personnel will be so provided at the time of appointment.)

2. Documents must be submitted to the committee by **December 16.**
3. The RTP Committee forwards its recommendation to the candidate and the Director by **March 6.**
4. The Director's recommendation will be forwarded to the Vice President of Student Services by **April 15.**
5. If a negative decision with regards to either tenure or promotion is made by the Vice President, the individual may appeal the decision according to the CSU California Faculty Association Collective Bargaining Agreement.

#### VIII. Appeals

For faculty status disputes, the process shall follow Article 15, Collective Bargaining Agreement.