Guidelines for Academic Assignment remain in effect.

Guidelines for Service and Scholarly/Artistic/Professional Achievement expired as of Spring 2024; Per S15-7, 4.4.5:

If guidelines expire during the candidate's period of review and are not renewed, revised, or replaced with new guidelines, the candidate may include the old guidelines or no guidelines. If guidelines change—revise or replace—during the candidate's period of review, the candidate shall include their choice of the old or the new guidelines. Only one set of guidelines may appear in the dossier, and reviewers are restricted to considering only included, approved guidelines.

Secret Ballot Completed on: 12/12/16
Election Result: 6 Accept, 1 Decline, 2 Absent

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 the College Level Committee. 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 University Committee. This committee will be comprised of a minimum of three full-time tenured counselor faculty (SSPARs) or elected with at least one full-time tenured counselor faculty and two allied full-time tenured faculty, who meet the eligibility requirements to review the faculty being considered.

If a College Level Committee cannot be formed due to having no full-time tenured counselor faculty available and/or not having enough allied full-time tenured faculty meeting the eligibility requirements, the department may designate The College of Social Sciences as their College Level Committee. Alternatively, Counseling and Psychological Services may designate, at any time, the College of Social Sciences as their College Level Committee. All tenure-track counselor faculty (SSPARs) shall vote for a full-time tenured counselor faculty at the SSPAR III level to serve as a representative for Counselor Faculty when designating the College of Social Sciences as the College Level Committee.

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 from those of instructional faculty:

1. Counselor Faculty members are required to spend an average of 40-hours per week on campus, providing mental health services to the campus community.
2. They are required to provide (on some level) 24 hour/7 day a week emergency mental health coverage for the entire campus.
3. Counselor Faculty members train and supervise the clinical work of masters-level practicum students, pre-doctoral interns and post-doctoral residents preparing for obtaining a professional psychology license.
4. Counselor Faculty members are required to obtain a State of California clinical license, which for psychologists, requires 1500 supervised pre-doctoral clinical hours, 1500 supervised post-doctoral clinical hours and the passing of two stringent professional exams –one on general clinical mental health knowledge and one on professional ethics and California laws pertaining to providing psychological services. Licensed clinical social workers are required to obtain 3200 of supervised work experience, 104 of supervised weeks, and the passing of a clinical examination.
5. They are required to maintain their license, which means completing 36 units of professional continuing education in every two-year licensing cycle.

In applying University RTP policies to Regular Counselor Faculty, the "Effectiveness in Academic Assignment" refers to counseling expertise and effectiveness. Criteria for evaluating counselors for RTP purposes must primarily emphasize the responsibilities for which Regular Counselor Faculty are trained and hired:

1) Expertise and effectiveness in providing clinical services;

2) Ability to assist Counseling and Psychological Services in meeting all of its goals for providing service to students individually and in small groups or workshops;

3) Expertise and effectiveness in training and supervising masters, doctoral and post-doctoral psychology trainees; and

4) Maintenance of current standards of clinical service by engaging in continuing professional development.

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 psychological issues that may include but not be limited to: anxiety, depression, anger management, domestic violence, sexual abuse, eating disorders, substance abuse, interpersonal conflict, relationship issues self-esteem, sleep disorders, family problems, stress, sexual problems, learning disabilities, crisis intervention, and suicidal threats.

The Counselor Faculty member shall be competent in group counseling techniques that may address the personal issues listed above, and shall be proficient at facilitating workshops and presentations, as appropriate and required. In addition, they shall be competent in the clinical use and understanding of psychological assessment and research.

1.1) <u>Evaluation of Expertise and Effectiveness in Providing Clinical Services</u>

A judgment of a Regular Counselor Faculty's professional effectiveness requires evaluation by one's faculty peers on the provision of counseling and psychological services to the campus community. It also requires opinions from student clients seen by the counselor and evaluations from trainees supervised by the counselor.

Evidence of expertise and effectiveness in providing clinical services will include, for the period under review:

a. Peer evaluations by peers knowledgeable of actual professional (counseling) performance through such formal evaluative methods as case presentations, observations of outreach presentations, co-leading groups, or chart review of case materials.

b. Evidence of professional competence through "Student Opinion of Counselor Effectiveness" rating – an instrument that closely resembles the SOTEs and the use of which will parallel as closely as possible the use of SOTE's in evaluation of instructional faculty.

c. Written evaluations of supervisory performance from masters-level practicum students, pre-doctoral interns and post-doctoral residents whom the Regular Counselor Faculty member directly supervised.

d. A narrative summary of counseling related activities including a discussion of theoretical orientation, techniques and methods utilized; a discussion of any areas of particular expertise such as expertise with certain diagnoses or with certain populations.

NOTE: Unlike syllabi, written case materials are legally and ethically confidential. Therefore, they cannot be included as work samples in dossiers. Evidence of professional competency may include: copies of supplemental counseling materials developed; statements of objectives of programs developed, students' success (retention, graduation, job performance, and licensure), and signed letters from

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, (e.g. theoretical orientation in relation to treatment plan, diagnostic impressions, rationale for clinical decisions).

2. Peer observation of outreach presentations: The RTP Committee will arrange for one or more tenured faculty members to attend, for each counselor, at least one workshop or seminar or lecture each semester for the first four semesters on campus and one per academic year thereafter until tenured. If the counselor so desires, the peer observation of outreach completed in the initial semester on campus shall be evaluated solely for the purposes of formative developmental feedback from tenured faculty . These formative written evaluations shall use the same forms as evaluations of subsequent outreach presentations but are for formative purposes only and are not to be included in the dossier, unless the counselor chooses to do so. The peer evaluator provides a signed evaluation to the candidate and to the Director.

3. Client File Review: If a Counselor Faculty chooses to have reviews in the form of a client file review, the department RTP committee shall review at least 3 personal counseling files pulled randomly from the current semester for the counselor. Files selected shall have at least three sessions completed by the counselor. Two members shall provide written feedback to the counselor after each review. The review would assess at least these elements: 1) completeness of file and related case materials; 2) risk assessment and adequacy of follow-up if warranted; 3) match between clinical issues and treatment plan; and 4) attention to the cultural demographics and corresponding intervention(s) used. A counselor may be asked by the department RTP committee to provide additional information to assist in the committee in completing the evaluation.

A Counselor Faculty member may request additional peer evaluations in the form of one additional case presentation per year, one additional outreach presentation per year, or a review of client files as described above.

b. Client Evaluations of Counseling: Student Opinion of Counselor Effectiveness

Counselor Faculty will be responsible for providing **each** of their clients with the official Counseling and Psychological client-satisfaction form, Student Opinion of Counselor Effectiveness. Ideally, they will inform the receptionist to give the form to the client at the end of their counseling sessions and ask the client to fill the form out in the waiting area. It is understood that this may not always be possible, e.g. the client has to rush off, the client doesn't return for their scheduled session, etc. The important point here is that the counselor is responsible for having the client-satisfaction forms filled out.

c. Workshop/Lecture/Presentation Participants

Counselors will be responsible for having participants fill out evaluations of the counselor's facilitation or lecture or presentation. This should be done for all events that they lead or co-lead if possible.

d. Interns/Trainees Evaluations of Supervision Received

Counselors will be responsible for obtaining evaluations of any and all supervision they offer to

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 of training seminar.

2) Criteria for Counseling Effectiveness

a. Unsatisfactory. The counselor has not documented counseling accomplishments that meet the baseline level as described below.

b. Baseline. The counselor has demonstrated the ability to counsel students effectively in a full range of psychological issues in peer evaluations. Any problems or recommendations identified in peer evaluations or prior performance evaluations have been addressed. Recent peer and student evaluations are supportive of the counselor. Evaluations of individual supervision and training related activities, such as facilitating training seminar, are supportive.

c. Good. In addition to baseline as described, the counselor has demonstrated the ability to articulate and integrate psychological theory consistently while counseling students. Peer evaluations articulate the integration of psychological theory as a strength. Student evaluations are supportive. The counselor has identified a specialized clinical area that they have provided individual or group counseling, and workshops. Student evaluations, for counselors meeting this level of achievement, are supportive and similar to the norm.

d. Excellent. In addition to a good performance as described above, the counselor has integrated awareness and knowledge of diversity in counseling and workshops provided. Peer and student evaluations are frequently at or above the norm. The counselor has been identified by the campus community as a specialist in a clinical mental health area through public recognition or awards received.

B. Scholarly/Artistic/Professional Achievement

A judgment of professional achievement requires evaluation by one's faculty peers, both on and off-campus. For Regular Counselor Faculty, such achievements often include those forms of scholarship referred to as the scholarship of integration or the scholarship of application. As a professional clinical practitioner, a successful Counselor Faculty member has a well-defined and focused professional agenda, is committed to continued growth and accomplishment, and has produced counseling-related accomplishments that have been judged of high quality by other members of the counseling profession. Documentation of such scholarship activities that are appropriate indicators of professional growth for the counselor faculty may take many forms.

1) Evaluation of Scholarly/Artistic/Professional Achievement

Evidence of professional achievement will include, for the period under review: a summary of evidence of continuing professional development and updating of knowledge and skills as required to maintain a clinical psychologist license in California, and any other formal or informal workshops or seminars attended for purposes of continuing professional development.

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 or 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; membership in professional organizations or on professional committees; critiques of manuscripts, articles, and other works for journals and publishers; awards for professional achievement; presentation of professional lectures or speeches, serving as an expert witness; and other activities deemed appropriate indicators of continuing professional development and updating of knowledge and skills.

When possible, these activities shall be reviewed by peers and written evaluations included in the dossier.

2) Criteria for Scholarly/Artistic/Professional Achievement

e. Unsatisfactory. The candidate has not completed, provided, or created scholarly/artistic/professional achievement that meet the baseline level as described below. (S15-8, 3.3.2.2)

f. Baseline. The candidate has, over the period under review, created a body of completed scholarly/artistic/professional achievements and shows the promise for continued growth and success within his/her discipline. (S15-8, 3.3.2.3)

    i. Under Counseling and Psychological Services, the candidate shall obtain and maintain a clinical license to practice in the State of California.

g. Good. In addition to the baseline described above, the candidate has created scholarly/artistic/professional achievements that constitute important contributions to the discipline and that help to enhance the scholarly/artistic/professional reputation of the candidate's department, college, SJSU or the CSU more generally. (S15-8, 3.3.2.4)

    i. Under Counseling and Psychological Services, the candidate has created scholarly/artistic/professional achievements that has been peer reviewed at local professional settings.

h. Excellent. In addition to a good performance as described above, the level requires achievements of both sufficient quality and quantity to establish a significant, important, and growing reputation within the candidate's field. Excellence in scholarly/artistic/professional achievement requires body of work that is recognized as significant within the discipline. (S15-8, 3.3.2.5)

    i. Under Counseling and Psychological Services, the candidate has created scholarly/artistic/professional achievements that has been peer reviewed at regional or

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; service to the community, such as honorary or active positions in community organizations; lectures, seminars or workshops delivered to community groups; special services rendered to community groups or organizations; or participation in special community activities.

2) Criteria for Service

i. Unsatisfactory. The candidate has not documented service activities that meet the baseline level as described below. (S15-7, 3.3.3.2)

j. Baseline. The candidate has undertaken a fair share of workload required to keep the Department functioning well. This includes activities such as department committees, the creation or revision of curricula, the assessment of student learning outcomes, or participating in department planning, accreditation, outreach, and advising. (S15-7, 3.3.3.2)

   i. Under Counseling and Psychological Services, this includes activities such as department committees and participation in department planning and accreditation.
   ii. A Baseline level of achievement for promotion to Student Services Professional - Academic Related (SSPAR) III, shall include some service at the Division/College level.

k. Good. In addition to the baseline described above, the candidate has also participated in significant service activities beyond the department. This will usually include college-level service and may include University level service, service in the community, or significant activities in a professional organization. In at least one facet of service, the candidate will have demonstrated leadership resulting in tangible, documented achievements. (S15-7, 3.3.3.3)

   i. Under Counseling and Psychological Services, this includes activities such as the coordination of programs or services within the department.
   ii. A Good level of achievement for promotion to Student Services Professional - Academic Related (SSPAR) III, shall include at least some service at the University level.

l. Excellent. In addition to a good performance as described above, the candidate has documented significant influence at a high level, whether it be service to students, the University, the community, or the profession. Candidates who achieve an evaluation of “excellent” in service

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.