I. PURPOSE

The purpose of this document is to outline the standards pertaining to the review of counselor faculty for retention, tenure and promotion.

II. INTRODUCTION

The Counseling Faculty (SSP, AR) retention, tenure and promotion Standards are designed to assist in meeting a high level of competence and in providing a framework for evaluating probationary counselor faculty for retention, tenure, and promotion. This document is intended to express standards which satisfy the ideals of professional psychological counseling, consistent with the best personnel practices of this University, and which serve the mission and goals of the University. This document is designed in accordance with the Campus Administrative Policy (CAP) 500.2, Memorandum of Understanding (MOU), the “Personnel Policy statement of Student Affairs Division”, and the collective bargaining contract for Unit 3. Counseling faculty reflect the same level of commitment to professional performance, professional activities and development and services as do teaching faculty. Except as noted below, all terms, policies, conditions and definitions of CAP 500.2, MOU, Student Affairs Personnel Policy, and Unit 3 contract apply to this document or are incorporated by reference.

III. RECRUITMENT

Training and educational institutions of Counselor Faculty shall be accredited by a recognized accrediting agency and approved by tenured counselor faculty and departmental management.

IV. CLASSIFICATIONS & QUALIFICATIONS STANDARDS

(Student Services Professional, Academic Related Series, Counselor Faculty)

<table>
<thead>
<tr>
<th>Code</th>
<th>Class Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3070</td>
<td>Student Services Professional, Academic Related (SSP, AR I)-12 Month (Assistant Professor)</td>
</tr>
<tr>
<td>3071</td>
<td>Student Services Professional, Academic Related (SSP, AR I)-Academic Year (Assistant Professor)</td>
</tr>
<tr>
<td>3072</td>
<td>Student Services Professional, Academic Related (SSP, AR II)-12 Month (Associate Professor)</td>
</tr>
<tr>
<td>3073</td>
<td>Student Services Professional, Academic Related (SSP, AR II)-Academic Year (Associate Professor)</td>
</tr>
<tr>
<td>3074</td>
<td>Student Services Professional, Academic Related (SSP, AR III)-12 Month (Professor)</td>
</tr>
<tr>
<td>3075</td>
<td>Student Services Professional, Academic Related (SSP, AR III)-Academic Year (Professor)</td>
</tr>
</tbody>
</table>

II. SERIES DEFINITION

Individuals working in the SSP, AR series in Counseling Services are engaged in personal counseling involving the use of advanced professional knowledge and techniques which are gained through advanced degree(s) in the counseling, clinical social work, or psychology field from an accredited university training program. An SSP, AR performing teaching duties in a student services department typically engages in curriculum development and teaching at a level of complexity and difficulty that requires a doctoral degree. The SSP, AR also works in the field at such a level to contribute to the development of the discipline. Counselor Faculty (SSP, AR) have the responsibility for counseling of individuals who may be experiencing psychological, social, and personal problems. This requires skills, at the full professional level, for recognizing the need for mental health counseling, and utilizing group and individual counseling procedures. The SSP, AR assumes independent responsibility for handling a variety of cases, from assisting students in identifying major problems, determining services needed, selecting and using appropriate psychological counseling strategies, employing professional therapeutic counseling techniques, assessing and interpreting test results, and when appropriate, determining need for referral for specialized medical, social service, or other assistance. The Counselor Faculty are responsible for the complete
analysis and synthesis of psychological data and for the final evaluation and interpretation of that data.

The CALIFORNIA STATE UNIVERSITY Classification and Qualifications Standards are as follows:

A. SSP, AR I counselors shall have a doctorate from a clinical psychology or counseling psychology program from an accredited University, and be licensed and/or licensed eligible in the State of California as a Psychologist, MFT or LCSW. A Masters in a specialized area with 2 years training and clinical experience in a specialty area with a license (MFT or LCSW) may be considered.

B. SSP, AR II is a mid-level professional with a doctorate from an approved accredited clinical psychology, counseling psychology or social work program and shall be licensed in the State of California as a psychologist, MFT or LCSW. A Masters in a specialized area with 2 years training and clinical experience in a specialty area with a license (MFT or LCSW) may be considered.

C. SSP, AR III is an independent practitioner with a doctorate from a clinical psychology, counseling psychology or social work program from an accredited university training program and licensed in California as a psychologist, MFT or LCSW. SSP, AR III is an experienced doctoral licensed practitioner and may have supervisory and training responsibilities

D. Counselor Faculty shall have the credentials to progress from entry-level supervised practitioner (SSP, AR I) to an unsupervised independent practitioner (SSP, AR III) meeting ethical guidelines of the American Psychological Association and legal standards of the State of California.

III. DEFINITION OF LEVELS

A. Student Services Professional, Academic Related I (Assistant Professor)

Under general direction, the SSP, AR I performs Student Services work in counseling at a level requiring completion of advance professional training. This is the entry-level position requiring possession of a doctorate from a clinical psychology, counseling psychology, or social work program from an approved accredited program and be licensed and/or is license-eligible in the State of California as a psychologist, MFT or LCSW. A master’s degree in specialized areas with 2 years training and clinical experience in an approved setting and licensed in the State of California may be considered. The entry level counselor faculty should demonstrate potential for providing effective clinical services, outreach consultation, professional and creative achievement, and university and community service. The SSP, AR I has a rank commensurate to Assistant Professor.

Distinguishing Characteristics:

Incumbents at the SSP, AR I level function as entry-level clinical practitioners requiring supervision and will make substantial progress towards obtaining a license in California as a psychologist, MFT, or LCSW

B. Student Services Professional, Academic Related II (Associate Professor)

The SSP, AR II has a doctorate from a clinical psychology, counseling psychology, or social work program from an approved accredited educational program and licensed as a psychologist, MFT or LCSW in the State of California. A Masters in a specialized area with 2 years training and clinical experience in their specialty area from an accredited institution and licensed in California as an MFT or LCSW may be considered. The SSP,AR II has a rank commensurate to Associate Professor.

Distinguishing Characteristics:

SSP, AR II is distinguished from Level I by demonstrating some specialized expertise within Student Services, providing clinical services, consultation and outreach, supervision and training of student interns, and leadership activities in the campus community, and by possession of a psychologist, MFT or LCSW license from the State of California and a doctorate from an accredited institution of higher learning. A Masters in a specialized area with 2
years training and clinical experience and licensure in California as an MFT or LCSW will be considered.

C. Student Services Professional, Academic Related III (Professor)

SSP, AR III is an experienced, doctoral level, independent practitioner and is licensed in California as a Psychologist, MFT or LCSW, who is able to supervise doctoral level professionals on a part-time, or full time basis, as well as SSPAR-I and SSPAR-II counselors. The SSP, AR III has a rank commensurate to Full Professor.

Distinguishing Characteristics:

SSP, AR III is distinguished from Level II by experience, and demonstration of a high degree of excellence in professional leadership. An SSP, AR III has doctorate from a program in clinical psychology, counseling psychology, or social work, and is licensed by the State of California as a Psychologist, MFT or LCSW. This individual has attained professional recognition from their peers, and through supervision, teaching, training, research, community service, and/or other related activities, has demonstrated professional expertise in his/her chosen specialization.

IV. MINIMUM QUALIFICATIONS FOR ALL LEVELS:

A. Knowledge and Abilities

Dependent upon the specific position and class level under consideration, candidates should possess most or all of the following.

- Knowledge of professional counseling techniques and strategies, of statistics and research methodologies, understanding of the role and functioning of Student Services, and of working with a diverse student population.
- Ability to interview skillfully
- Ability to counsel students utilizing professional techniques and strategies
- Ability to prepare and present oral and written reports which are clear, concise and comprehensive
- Ability to plan and conduct classes, and to visualize needed changes and improvements in counseling
- Ability to originate new, different or creative solutions to student problems
- Ability to establish and maintain cooperative working relationships with others
- Ability to collect and analyze data or information, ability to solve problems and draw conclusions from an analysis of the data collected
- Ability to apply and utilize various statistical and research methods
- Ability to organize and present data and information in a concise and logical manner
- Ability to continue to increase the range of comprehension and knowledge in their chosen field

B. Education and Experience

Applicants for Student Services Professional, Academic-Related I, II and III positions should have a combination of education from an accredited program and experience comparable to the minimum qualifications typically required of individuals eligible for holding the rank of Assistant, Associate and Full Professor, and they will be licensed within two years of hire in the State of California, as a Psychologist, MFT or LCSW.

C. Minimum qualifications:

SSP, AR I, II, and III require possession of an appropriate terminal degree (Ph.D., Psy.D., or D.S.W.) and licensure in California as a Psychologist, MFT or LCSW. A Masters with a defined area of specialization, two years training and clinical experience, and licensure in California as an MFT or LCSW may be considered. Doctoral level staff must be license-eligible—that is, must meet the qualifications for licensure as a Psychologist, MFT or LCSW in the State of California and become licensed within two years of their start date.
V. COUNSELOR FACULTY SELECTION CRITERIA SSP AR I – SSP AR III

A. Education Requirements:

1. All candidates should have the Doctorate from an accredited university in the field relevant to the assignment. A Masters (M.S./M.A.) in a specialized area, with two years of training and clinical experience, and licensure as an MFT or LCSW as defined by departmental and university needs may be considered.

2. For all personnel in SSP, AR categories assigned to provide personal counseling services, the doctoral degree is considered to be the terminal degree. The counselor faculty member must be licensed or license-eligible in California as a Psychologist, MFT or LCSW and become licensed within two years of their start date. A Master’s degree with a specialization, licensed in California as an MFT or LCSW with two years training, and clinical experience in the specialty area may also be considered and is commensurate to the professorial rank.

3. A Masters with the above specialty skills will be able to advance from the SSP AR I to SSP AR II.

4. Movement from SSP AR II to SSP AR III requires a doctorate in clinical or counseling psychology, or clinical social work from an accredited university and a license in the State of California as a Psychologist, MFT or LCSW.

B. Experience

1. A background of experience in counseling work at the university level is preferred.

2. Practicum experience as a part of a training program from an accredited university program is required.

3. Internship experience, particularly in an APA approved doctoral or master’s level training agency, is required.

4. Work experience outside of the counseling profession may be considered as a desirable additional qualification, adding to the breadth of counselor skills.

C. Professional Qualities

1. Skills in individual and group counseling.

2. Work orientation such as staff balance, appropriateness to Cal Poly needs, style, approach, and conceptualization of interventions.

D. Program Development Skills

1. Specialty strengths such as working with diverse populations, substance abuse, rape, violence, supervision etc.

2. Research and evaluation skills.

3. Consultation and training skills.

4. Appreciation for and knowledge of differences (i.e., ethnicity, culture, religion, nationality, ability,
sexual orientation and gender).

5. Awareness of social issues in higher education.

6. Awareness of ethical and political issues in higher education.

7. Involvement in professional activities.

8. Be licensed or license eligible in the State of California.

E. Departmental Standards

1. SSP AR I Entry Level (Assistant Professor)

   a) Requirements: Terminal degree in professional area.

      (1) For personal counselors, the doctoral degree should be in counseling psychology,
      clinical psychology, or social work from an accredited training program and be licensed
      or license-eligible in the State of California as a psychologist, MFT or LCSW.
      Unlicensed hires must become licensed within two years of their start date. A specific
      licensure may be required based on job requirements, e.g. a candidate hired to be a
      psychologist may not complete the requirement for licensure by becoming licensed as
      an MFT.

      (2) The terminal degree in a specialty area shall be a doctorate and be license-eligible
      as a Psychologist, MFT or LCSW, or Masters with a license in California (MFT or
      LCSW) with two years training and clinical experience in the specialty area may be
      acceptable if consistent with Counseling Services needs and specialty programs.

   b) Characteristics: Needs on-going supervision of cases. Person typically spends 1-3 hours
      per week in supervision.

   c) Duties: Provide services consistent with working job description established at hiring. The
      duties will be consistent with training and skills.

   d) After familiarity with the system, the person should be able to handle a variety of individual
      clients, lead groups, provide clinical supervision, consult and carry on research under
      supervision.

   e) Be consistent in performance by exercising good judgment, grasp of subject area; ability to
      work effectively with others; increasing ability to relate responsibilities to overall department
      and university objectives; individual working relationships within and outside counseling
      services.

2. SSP AR II (Associate Professor)

   a) Requirements: Same as above plus licensure in area of specialty for counselors.

   b) Characteristics: This person is professionally recognized to provide independent
      unsupervised services. Counselors are to be licensed in the State of California as a Psychologist,
      MFT or LCSW within one year of their start date. May supervise interns on a part-time or full-
      time basis, depending on licensure limitations.

   c) Counselors with a Masters in a designated specialty are to be licensed in the State of
      California with two years training and clinical experience in their specialty area. Master-level
counselors must obtain a doctorate to be considered for advancement to a SSP AR III.

d) Includes all entry-level functions plus legal accountability, as recognized by professional standards.

e) Assumes a broader role in the activities of counseling services, university, campus and campus community than the SSP AR I.

f) Demonstrates a solid record of professional competence in assigned responsibilities.

3. SSP AR III (Full Professor)

a) Requirements:

(1) Includes all of the requirements of the SSP AR II, has an independent practitioner status, and may include administrative accountability, delegated or assigned authority, budgetary responsibility, and direct program or personnel responsibilities.

(2) Has attained a senior status within the department and becomes licensed in the State of California as a Psychologist, MFT or LCSW within one year of their start date.

(3) Has a doctorate from an accredited university in clinical psychology, counseling psychology or social work.

b) Characteristics: Recruited or re-classified into the position of administrative responsibility and accountability because of skills or needs of the department. Performs an administrative and senior professional function for program development and implementation.

c) Duties:

(1) All of the above plus being accountable for area responsibility, and directing programs.

(2) Performs in the role of a professor status: intern training, supervision of staff, independent practice and program coordination.

(3) Professional skills should be clearly of a senior, professional level and recognized as such by professional standards.

VI. RTP EVALUATION

The RTP evaluation will be conducted by the department tenured Counselor Faculty staff and will be no less than 3 members. In the event that there may not be a full compliment of tenured Counselor Faculty staff, Counseling Services administration in consultation with counseling faculty staff will consult with practicing or non-practicing tenured teaching faculty from Psychology, Child Development and Counselor training programs, who hold a higher rank than the counselor faculty being evaluated, whose training is from an accredited program in counseling and or clinical psychology to perform the duties needed to participate in counselor faculty's RTP evaluation. Should qualifying faculty or tenured counselor faculty not be available, the Counseling Services administrator, in consultation with current tenured and non-tenured counselor faculty staff, shall develop a proposal for approval by the Provost to address the RTP evaluation procedure for the department.

General provisions fall within the scope of the Campus' Administrative Policy manual (CAP 500.2), the Memorandum of Understanding, and the Personnel Policy Statement of Student Affairs. Notwithstanding any other provision in these criteria for personnel actions, if the contract pursuant to the Higher Education Employer-Employee Relations Act is in conflict with any provisions to other parts of these documents, the terms of contract shall govern.
VII. CRITERIA FOR EVALUATION FOR RETENTION, TENURE AND PROMOTION

A. General:

Generally departmental management assists in formulating a professional development plan for all non-tenured counselor faculty. The plan outlines how the counselor faculty being evaluated intends to provide substantive contributions to Counseling Services and how activities related to the discipline can be useful in keeping up with the mental health issues being presented by the clientele served, as well as keeping current in the field to further meet the needs of the student and the university. Specific goals and milestones are proposed throughout the probationary period with an emphasis on what the counselor faculty member intends to do to enhance professional development, and service to Health and Counseling Services, the university and the community by the time they are considered for tenure. A tenured staff member shall be assigned to act as the mentor to the probationary counselor faculty pursuant to Academic Senate AS-574-01.

B. Procedures for Performance Evaluations

1. Eligibility

Only full-time, tenured Counselor Faculty are eligible to participate in tenure decisions for colleagues in SSPAR positions. Specifically, colleagues in the Counselor Faculty Retirement Program or in the Pre-retirement Reduction in Time Base Program cannot take part. Full-time, tenured counselor faculty on leave may vote in personnel decisions if they are able to read and sign the relevant personnel files and participate in the Peer Review Committee meetings. If there is not a sufficient pool of full-time, tenured Counselor-Faculty available to participate in the decision process, a proposal will be put forth to the Provost to address the RTP process for this department.

2. Tenured Counselor Faculty

During Fall Quarter the probationary and tenured Counselor Faculty will elect as chair a tenured counselor faculty who will chair their Peer Review Committee. Again, if there is not a sufficient pool of full-time, tenured Counselor-Faculty available to participate in the decision process, a proposal will be put forth to the Provost to address the RTP process for this department.

3. Definition of the Peer Review Committee (PRC)

The PRC for each candidate for retention, tenure, and promotion (RTP) shall be composed of tenured counselor faculty who are at a higher rank than the candidate for promotion. The PRC is elected by the entire Counseling Services Staff (tenured and probationary) and may include eligible faculty from the Psychology and Human Development or Counseling Programs who may be licensed as an MFT, LCSW or Psychologist. If a counselor faculty person elected to serve on a PRC declines participation or abstains from voting, the person’s intention to abstain must be expressed in writing. Abstentions do not count as a vote.

4. Definition and Selection of Peer Review Subcommittees

If applicable early in Fall Quarter, subcommittees may be elected for each candidate for RPT by the Peer Review Committee. Sub-committee members must be of a rank higher than the candidate, when considering promotion reviews. Subcommittees shall include at least three members, and the candidate may nominate one eligible counselor faculty for his/her subcommittee. The purpose of the subcommittees is to enrich the review process of PRC members by providing information about the candidates based on observations, case presentations, outreach, and other evidence of professional contributions. (Note: the subcommittee is not a separate level of review, and they will not make recommendations as committees for or against approval of RTP candidates).
5. Responsibilities of the Peer Review Committee

   a) Each member will review and sign the Working Personnel Action File for the candidate prior to making a recommendation.

   b) Members of the committee are encouraged to observe case presentations or outreach presentations but may vote if they have not.

   c) Members will hear the subcommittee report (if applicable) and participate in discussions about candidates.

   d) Members will vote to approve or disapprove the applications for RTP, or abstain.

   e) For each candidate, a member will be elected to write a majority report. The author of the majority report will circulate a draft of the report among PRC members for suggestions and revisions prior to writing and circulating a final version for signatures. Members voting in the minority must sign a minority report or write their own minority report.

   f) Members will do one of the following: (1) sign the majority report, (2) write and sign a group or individual minority report, or (3) declare in writing the intention to abstain.

   g) The majority report, minority reports, and any statements of intention to abstain will be forwarded to the candidate. If the candidate elects to respond to the committee’s report(s) within seven days, committee members may reconsider their recommendation(s).

   h) The PRC reports, the candidate’s response, if submitted, and abstention statements will be forwarded to the Head of Counseling.

6. Responsibilities of the Peer Review Subcommittees

   a) Each member will intensively study the candidate’s working files, departmental files, division files and any other evidence of professional contribution.

   b) Each member will review a candidate’s case presentations and outreach consultation activity.

7. Evaluation by Head of Counseling; Director of Health and Counseling Services; Vice President of Student Affairs.

C. Evaluation by the Head of Counseling; Director, Health and Counseling Services, and Vice President of Student Affairs will follow the procedures outlined in CAPS and the MOU.

Evaluation Criteria For Performance Evaluations

1. Philosophy and Overview

   The evaluation criteria are based on three assumptions developed by the counselor faculty as a whole:

   a) It is the responsibility of the Counseling Services Department to seek to improve continually the professional growth and achievement of the Counseling Services Counselor faculty.

   b) Tenure track counselor faculty may need both time and assistance to develop and enhance their therapeutic skills. Counseling Services recognizes that counselor faculty will progress at different paces. Thus, it is important that evaluations measure performance and progress over several years.
c) The five areas of evaluation are: Professional Performance, Professional Growth and Creative Achievement, Professional Activities, Professional Behavior and Contributions to the University and the Community. While these areas are important, counseling is the most important area of evaluation. These criteria are taken from the University’s Personnel Form 109, as outlined in CAPS. The counselor faculty member is expected to show evidence of work in promoting and/or learning about diversity in at least one of the five areas in which the counselor faculty member will be evaluated: Diversity is being used in its broadest sense.

2. Specific Criteria for Evaluation

The evaluation of Counseling Faculty for retention, tenure, and promotion is based on the combination of one or more of the following areas.

a) Professional Performance
b) Professional Growth and Creative Achievement
c) Professional Activities
d) Professional Behavior and
e) Contributions to the University and Community

The first criterion, “Professional Performance,” shall be a primary and essential, but not sufficient, criterion in the evaluation process at each review level. In all personnel decisions, psychological counseling is the most important activity of the counseling faculty. Hence, primary emphasis will be given to assuring that, in the area of counseling related activity, counseling faculty demonstrate a high level of competence. Demonstrated competency in this area will outweigh performance in all other areas. Individual counseling faculty will vary in the amount of effort invested and quality of performance achieved within the other four areas. The overall contribution of each counseling faculty member in meeting departmental and University objectives shall be assessed.

3. Evidence of Professional Performance

General Guidelines: Successful professional work performance for counselor faculty must be validated with evidence such as competence in work assignment, ability to communicate ideas effectively, organization, professional and ethical behavior with students and colleagues, and effective use of time and energy. The Counseling Faculty shall be able to effectively counsel clients on a full range of psychological issues including but not limited to: anxiety, depression, eating disorders, substance abuse, self-esteem, interpersonal conflict, family issues, stress, sexual orientation/dysfunction, learning problems, crisis intervention, suicidality, and violence. In addition, the counselor faculty member shall be competent in the use and/or understanding of psychological research and assessment, and in small group counseling techniques that may address the above issues.

As means of assessing performance, consideration may be given to both student evaluations and peer evaluations of case management. In addition to collecting student data on counseling, probationary counselor faculty are required to make quarterly case presentations.

A post tenure review is required. Tenured counselor faculty shall be required to make quarterly case presentations and be reviewed at least once every five years. The counselor faculty to be evaluated will be required to submit an updated resume reflecting performance, professional growth and achievement, teaching-related activities, service to the University and community, and possession of appropriate licensure and continuing education. The resume will activate the periodic evaluation process. Counseling faculty are encouraged to stay abreast of recent trends in counseling research and theory. It is expected that any weaknesses in counseling performance discovered during previous reviews shall be
satisfactorily addressed.

Level of competency will be evaluated primarily by peer evaluations and other supporting documentation. Counselor faculty are expected to help assist their department in meeting all of its goals for providing service to students individually and in small groups or classes. Any individual may have more to contribute in one of these areas than another.

a) Type of Evidence/Documentation: The Counseling Faculty reviewed shall have written evidence attesting to overall counseling performance, which might include the following:

- Competence in performing job assignment; which may include student evaluations, peer and supervisory evaluations.
- Progress towards achieving professional growth and development goals in relationship to departmental goals.
- Participation in professional association and organizations; professional workshops attended.
- Maintenance of licensure. Actions by licensing boards and professional organizations.
- Letters by students, especially unsolicited letters.
- Student data.
- Case conferences.
- Awards, honors, and or fellowships.

b) Evidence of Professional Growth and/or Creative Achievement

(1) General Guidelines: The Division of Student Affairs and Counseling Services believe that professional growth and creative achievement activities complements and enriches counseling.

(2) Type of Evidence/Documentation: Evidence of professional growth and creative activities shall include but not be limited to the following:

- Evidence of professional presentations at professional meetings and conferences.
- Evidence of completion of professional training workshops aimed at enhancing relevant skills.
- Workshops, seminars, or teaching material that demonstrate scholarly work.
- Honors and awards.
- Feedback from colleagues evaluating scholarly and creative contributions.
- Research related to counseling.
- Peer-reviewed publications.
- Unpublished manuscripts and works-in-progress.
- Contributions to student scholarly works, e.g., Master’s Thesis, or Senior Project.

c) Evidence of Professional Activities

(1) General Guidelines: Professional activities enhance counseling activities on campus and improve available resources for students.
(2) Type of Evidence/Documentation: Evidence of professional activities shall include the following:

- Involvement in campus consultation.
- Involvement in campus Academic Senate Committees.
- Consulting activities in one's field of expertise.
- Attendance at local, regional, or national meetings.
- Organizing meetings or other professional forums.
- Supervision of senior project or student research.
- Local, regional, and national presentations.

d) Evidence of Contributions to the University and Community

(1) General Guidelines: Providing quality service enables the counseling faculty to contribute to the success of the Division of Student Affairs in fulfilling its mission. This in turn, contributes to the University's completing its mission and brings benefits to the larger community.

(2) Type of Evidence/Documentation: Evidence of departmental service and service to the Division of Student Affairs, the University, and the community shall include the following:

- Participation in committee responsibilities related to Health and Counseling Services and professional issues.
- Regular attendance and active participation in departmental meetings, seminars, case conferences, and other activities related to counseling.
- Development of, hosting of, or active participation in workshops, presentations and lectures to campus and community groups.
- Development of written, web-based, or other materials for use by faculty/staff, students or community members.
- Participation in faculty governance, search committees, membership on University-wide committees, curriculum development and serving as faculty advisor to student organizations.
- Consultation with faculty and staff regarding student's behaviors.
- Volunteer activities in community organizations related to psychological or counseling issues.

e) Counselor Faculty Resume Worksheet

This worksheet is intended to help in preparing counselor faculty resumes/vitae. Included are many categories of professional activity that may be appropriate. There may be other activities that should also be included in individual cases. The form of this resume is not prescribed. It might be appropriate to index the entries on the resume to any supportive materials that also appear in the counselor faculty personnel file.
(1) Background
   (a) Education
   (b) License
   (c) Counseling experiences
   (d) Related professional experiences

(2) Counseling Related Experience
   (a) Professional Performance
   (b) Professional Activities
   (c) Professional Growth and Creative Achievement
   (d) Professional Behavior
   (e) Senior Projects or Student Research Supervised
   (f) Supervision of Interns
   (g) Workshops/Seminars Given
   (h) Classroom Teaching or Presentations

(3) Professional Growth and Development Activities
   (a) Activities completed (with the primary emphasis on activities completed since coming to Cal Poly). Be specific: include dates about activities such as research, consulting, creative or artistic achievements, publications, editorial works, papers presented, reviews, professional presentations or workshops offered, professional conferences/workshops attended, etc.

   (b) Participation in Professional Associations and Organizations
   (c) Honors, Fellowships, Awards
   (d) Case Conference Presentations
   (e) Consultation Activities
   (f) Academic Activities

(4) Service
   (a) University
   (b) Department
   (c) Student Affairs
   (d) Community (Activities Related to Professional Expertise)
f) RPT Process

In the beginning of each new academic year, the Provost will send to the Vice President for Student Affairs a list of Counselor Faculty who are eligible for Retention, Tenure and Promotion. The Health and Counseling Services administration will inform the eligible counselor faculty to begin the process regarding the RTP cycle as outlined by the Academic Personnel Office.

g) Retention, Tenure, Promotion, and Level of Appointment

(1) 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 demonstrate evidence of a strong commitment to counseling and direct services related to activities and outreach and consultation. Probationary counselor faculty, if not licensed, must be licensed as a psychologist, MFT, or LCSW, within 2 years of their start date. The type of licensure required may be stipulated in the original job description.

(2) Tenure is awarded to probationary counselor faculty who have met the essential criteria in counseling and direct services, outreach and consultation, professional and creative achievement, and university and community service. To be awarded tenure, the probationary counselor faculty member must be licensed as a psychologist, MFT, or LCSW. Tenure represents the University's long-term commitment to a counselor faculty 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.

(3) 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 not normally be promoted beyond the SSPAR II.

The eligibility for promotion to a tenured counselor faculty shall normally be effective the beginning of the sixth year. In such cases, the performance review shall take place during the year preceding the effective date of the promotion. This provision shall not apply if the counselor faculty requests in writing not to be considered for promotion.

(4) Early Tenure and/or Promotion

To receive a favorable recommendation for early tenure or promotion, a candidate must achieve a record of accomplishment that meets the essential criteria at a superior level in all 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. (NOTE: Early Tenure and Promotion is not easily attained.)

(5) Counselor Faculty Evaluation Form 109
STATE OF CALIFORNIA

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA 93407

MEMORANDUM

TO: Paul J. Zingg, Provost and Vice President for Academic Affairs

VIA: Michael Suess, Associate Vice President for Academic Personnel

FROM: Cornel N. Morton, Vice President for Student Affairs

SUBJECT: Revised Retention/Tenure/Promotion (RTP) Guidelines For Counselor Faculty

Date: September 23, 2003

cc: Marty Bragg
    Teresa George
    Joette Eisengart

Forwarded herewith for your review and approval are revised RTP guidelines for Counselor Faculty.

Attachment
State of California
Memorandum

To: Cornel N. Morton
Vice President for Student Affairs

From: Paul J. Zingg
Provost and Vice President for Academic Affairs

Date: September 30, 2003

Copies: Michael Suess
Marty Bragg
Teresa George
Joette Eisengart

Subject: Revised Retention/Tenure/Promotion (RPT)
Guidelines for Counselor Faculty

The subject item, dated June 9, 2003, is approved for immediate implementation. Please extend my appreciation to those involved in revising the document.