

Standards and Criteria for Retention, Tenure, and Promotion

Humboldt State University Counseling and Psychological Services

The tenured and tenure-track faculty members of Counseling and Psychological Services approved the following counseling, scholarly/creative, and service activities as applicable to the Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook (effective AY 2008-2009).

This document will remain open to revision on an annual basis. For example, if candidates undergoing review do not believe that certain areas of contribution are receiving due recognition, the IUPC will discuss such concerns and will determine and evaluate possible revisions for the next review cycle.

It is understood that counseling (SSPAR) faculty are assigned to non-teaching roles and thus the assignment differs from other faculty in that the responsibilities are largely to provide professional services as their primary assignment. The criteria on which retention, tenure, and promotion of SSPAR faculty are based shall reflect the unique characteristics of counseling and the responsibilities inherent in the academic support role counselors perform.

COUNSELING EFFECTIVENESS

- a) Counseling effectiveness is essential for retention, tenure, and promotion.
 - (1) Counseling faculty members are expected to provide individual, couples, and group counseling, as well as crisis intervention and mental health consultation. The counselor faculty shall demonstrate ability to provide counseling to students in a full range of psychological issues and be competent in the use and/or understanding of psychological assessment, research, and referral. Therapeutic approaches and methods should be appropriate to the presenting problems and needs of the clients.
 - (2) It is expected that faculty will continually improve their understanding of psychotherapeutic theory and intervention and will strengthen their counseling skills throughout the probationary period.
 - 1) Faculty members are expected to participate in professional development activities that enhance counseling effectiveness, such as attendance of professional conferences, participation in relevant professional organizations and listservs, reading of professional books and journals, and participation in specialized training.
 - 2) Faculty members are expected to apply their evolving knowledge base to the practice of psychotherapy at CAPS.
 - 3) Faculty members are expected to demonstrate how the knowledge and understanding of various therapeutic theories and

techniques have informed and enhanced their counseling effectiveness.

- (3) Counseling effectiveness is demonstrated through having a solid knowledge base regarding what constitutes mental health and mental distress or illness, understanding of the process of change and growth, and an ability to adjust therapeutic technique according to the specifics of a given case and the client's response to (e.g., improvement with) therapy.
- (4) Counseling effectiveness includes the facilitation of client learning in the areas of self-awareness, emotional and interpersonal insight and understanding, as well as assisting students in acquiring a wide range of life management (e.g., in regard to education, career, relationship) skills through individual, couples, and group counseling, psychoeducational workshops and classes, and crisis intervention services.
- (5) The primary emphasis of this area is on the quality of counseling. Evaluations of counseling effectiveness shall be based primarily on written statements from faculty members within the candidate's areas of service. The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as review of videotapes of counseling, co-therapy (e.g., of couples or groups), etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes. The department shall organize and promote a system of peer evaluation which will aid in developing the written statements of the candidate's colleagues.
 - 1) Demonstration of counseling effectiveness to one's colleagues is aided through formal case presentations wherein one discusses his/her theoretical orientation, conceptualization of the case material, treatment approach, goals and plans, and discusses the course of (and, if applicable, outcome of) treatment. It is expected that all faculty members will provide a formal case presentation to the CAPS staff every academic year.
 - 2) Formal clinical supervision, informal case consultation, and co-therapy are alternate means by which one's colleagues become familiar with one's clinical work and as such provide a solid basis through which colleagues can provide written feedback of a faculty member's counseling effectiveness.
- (6) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service, student counseling evaluations, degree of improvement or achievement, and (when provided) supporting statements from former clients. [Given the confidential nature of therapeutic work, it is understood that client feedback will be presented in an anonymous fashion with any identifying information having been removed].
 - 1) Written student evaluations of both individual and group counseling is required. Such evaluations may include both quantitative and qualitative components and should be garnered

- from a significant proportion (at least 50%) of students participating in counseling with the candidate.
- 2) Additional written or oral evaluations may be submitted as part of the candidate's file. For example, any student letter written for the purpose of inclusion in the WPAF file will be included for review. In addition, student letters written to the counselor may be submitted to the WPAF for review at the therapist's discretion. In order to protect client confidentiality, such letters will be submitted without the student's identifying information (name).
 - 3) Student evaluations (and letters, if provided) will be used as one element in assessing the quality of counseling, but not as the sole indicator of such quality.
- (7) It is expected that faculty that provide clinical supervision and/or administrative oversight of clinical programming/personnel as part of their direct service at CAPS will have a reduced client caseload in proportion to the time spent engaged in these other activities.
- 1) Those candidates that provide clinical supervision of CAPS therapists in training are expected to obtain trainee evaluations of their supervisory work and to include a summary of these evaluations in their file for RTP. Supervisory effectiveness will be weighted in the overall assessment of counseling effectiveness for to be an effective supervisor one must have strong counseling skills.
- (8) All faculty at CAPS are expected to engage in the promotion of mental health and the prevention of psychological problems through outreach activities on the HSU campus. It is expected that a summary of evaluations of these activities, and/or a collegial letter substantiating such activities and noting their importance, will be included in the RTP file and will be considered in the consideration of counseling effectiveness.
- (9) The counselor faculty adheres to the current Ethical Principles of Psychologists, Social Workers, and MFTs and the Code of Conduct of the American Psychological Association, NASW, and CAMFT. The counselor faculty also demonstrates knowledge of, consults, and adheres to current California law regulating mental health service providers. Client records are kept in accord with these principles and mandates and are maintained in a timely manner.

SCHOLARLY/CREATIVE ACTIVITIES

The order in which the activities are listed does not indicate a preference of one activity over another. Further, documented examples of scholarly/creative activities to be assessed are not limited to those listed. There is no expectation that faculty members will have contributions in each of the areas of scholarship, and there is no expectation that faculty members will have examples of each of the activities listed below. Faculty

members should engage in scholarly/creative activities appropriate to their particular discipline, CAPS assignment/specialization, and description in their PDP.

Candidates should address the quality, significance, and impact of each scholarship contribution in the PDS. We also encourage CAPS colleagues to address the quality and significance of these contributions within their collegial RTP letters. External letters evaluating such contributions are helpful in evaluating the candidate for tenure and/or promotion.

Activities specific to Counselor Faculty:

- I. Scholarship related to one's own professional development as a mental health practitioner.
 - a) Attainment and maintenance of licensure in the relevant mental health field (Licensed Psychologist, LCSW, LMFT).
 - b) Receiving awards for scholarly or professional achievement, attaining additional certification or licensure, developing a specialty (e.g., through completion of training workshops aimed at enhancing professional skills in a particular area), or receiving clinical or professional recognition.

- II. Scholarship that is related to improving CAPS clinical programming and/or to addressing general mental health needs of the university campus.
 - a) Authoring documents or reports pertinent to the CAPS department mission or operation (e.g., development of year-end reports that are shared with the Associate Director (head of) CAPS and/or department of Student Affairs and/or that help to provide direction for possible CAPS departmental changes).
 - b) Conducting CAPS research or program evaluation that does not lead to publication but contributes to CAPS program development or service improvements.
 - c) Innovative clinical procedures, projects or programs (such as the development of a new CAPS therapy group, formal (manual-based) treatment program, outreach program, peer counseling program, web-based self help program, etc.).
 - d) Innovative development and/or coordination/management of CAPS clinical, crisis, and outreach programs, including material used for clinical assessment and documentation purposes.
 - e) Innovative development and/or management of CAPS educational materials (e.g., through web-site design, content, management; informational brochures, etc.).
 - f) Taking a leadership role in developing campus-wide policies and procedures and/or programming in relation to individual and/or community based mental-health related issues (e.g., suicide and/or homicide risk, AOD abuse, Sexual Assault Prevention, etc.).

- g) Development of new [non-client based] integrative/creative programs or procedures (e.g., developing criteria of intern selection standards, developing innovative measures to aid in the clinical development of new professionals).

III. Scholarship of application relevant to the training of new mental health practitioners.

- a) Presents training seminars and workshops in relevant areas of professional expertise to colleagues at CAPS in an effort to expand the knowledge and understanding of other CAPS mental health professionals (including psychology students and recent graduates).
- b) Creates & disseminates unique educational material in the training of new professionals (e.g., videotapes, power point programs, web pages, training packets, articles, etc.)
- c) Provides clinical case management for clinical trainees (including the provision of initial and ongoing training in case documentation).
- d) Presents written or oral clinical or educational projects which demonstrate a further understanding of the clinical process. A practice portfolio may be developed which includes a narrative on scholarly or clinical understandings developed through the course of providing services.
- e) Presents training seminars, workshops, and/or classes in relevant areas of professional expertise at conferences, departments of psychology and social work, professional associations or other professional groups.
 - (1) Peer-reviewed presentations will be given more weight than non-peer-reviewed presentations/workshops.
 - (2) Presentations that did not go through a formal peer review will be given more weight when the significance of such presentations is addressed in a letter from a colleague in the associated field of study/practice.
- f) Creation of innovative curricula for teaching workshops or courses in counseling, social work, psychology, or other disciplines related to the mental health field.
- g) Mentors other professionals in the mental health field (e.g., psychology professors, community therapists, other university counselors) to enhance their expertise and improve the field of counseling's accountability, success rate and ability to meet the needs of Californians.

IV. Scholarship related to the broadening of knowledge in the field of psychology and/or psychotherapy.

- a) Presents published or unpublished manuscripts or institutional research at professional conferences and/or meetings.
- b) A successful research project or program that leads to dissemination of the relevant information (design, outcome, implications) through professional presentations and/or publication.
 - (1) Peer-reviewed publications and/or presentations will be given more weight than non-peer-reviewed publications/presentations.
 - (2) On-going research programs will be given more weight than single discrete research projects.

- (3) Applied research (e.g., related to treatment approach, presenting problem, therapeutic outcomes) will be given more weight than non-clinical or non-applied research.
- c) Membership and appropriate participation in activities of relevant professional organizations and holding office in those organizations. Such participation largely should serve the purpose of disseminating innovations in clinical practice.
- d) Takes a leadership role in developing and/or implementing a professional workshop or conference (e.g., in terms of design, organization, review of presentation submissions, advertising, and/or implementation of the professional conference or workshop).
 - (1) The length, size & breadth of participation, type, and complexity of the workshop or conference shall be taken into account in determining the significance of this contribution.
 - (2) Workshops or conferences that offer continuing education credit to mental health professionals will be judged as more significant than those that do not (because workshops/conferences that offer CE credit have been judged to satisfy board-approved criteria/standards).
- e) Publications in the form of books, chapters, journal articles, monographs, proceedings, software, and electronically published documents, etc.
- f) Editorial assignments by recognized professional publications, journals, newsletters or electronic media.
- g) Professional review of manuscripts that have been submitted for publication.
- h) Sponsoring and organizing special forums or workshops to disseminate knowledge and encourage connections and the integration of ideas across disciplines.
- i) Development of new and unique psychological assessment tools.
 - (1) Significance will be determined, in part, based on the quality of measures taken to establish reliability, validity, etc.
- j) Development of new and unique psychotherapeutic outcome measures.
 - (1) Significance will be determined, in part, based on the quality of measures taken to establish reliability, validity, etc.
- k) Contributing to student scholarly works (e.g., master's theses, senior projects, etc.).
- l) Completed grant proposals, grant awards, research activity.
 - (1) Funded grants will be judged as more significant than those that are unfunded.
 - (2) If grant proposals are unfunded, review comments will provide review of quality.
- m) Teaching graduate level classes which will improve and innovate the fields of counseling, clinical psychology, social work, or other related disciplines.
 - (1) While teaching a semester-long class will be judged as the most significant contribution within this arena, seminars and guest lectures will also be considered important scholarly contributions.

Levels of Accomplishment in Scholarly/Creative Activities Necessary for Tenure or Promotion

Minimum Essential

- a) Attainment and maintenance of licensure in the relevant mental health field.
- b) Either number 1 or 2 below:
 - (1) Evidence of a relative strength in one of the main categories above (II, III, or IV) by achieving a minimum of three accomplishments in that particular area of scholarship [not including mere membership in professional organizations/associations].
 - (2) Evidence of broad scholarship by achieving a minimum of 5 accomplishments in all the areas of scholarship above (I, II, III, IV), not including licensure or mere membership in professional organizations/associations.
 - (3) Note: a particular accomplishment that is deemed highly significant may be given extra weight (e.g., count for 1.5-2 accomplishments above) if the candidate provides evidence of this significance. For example, a peer reviewed presentation at a reputable national or international conference should be given more weight than a regional non-peer reviewed presentation.
- c) Scholarship should include participation in one or more professional organizations/associations. Serving in a leadership capacity within a professional organization or association may be counted as a significant contribution under category b above if the significance of the role is clearly defined.

Good

- a) Attainment and maintenance of licensure in the relevant mental health field.
- b) Participation in one or more professional organizations/associations.
- c) Contributes to the development and/or dissemination of knowledge in the field of psychology and/or psychotherapy through attainment of:
 - (1) One or more accomplishments in category II.
 - (2) Three or more accomplishments in category III.
 - (3) One or more accomplishments in category IV.
 - (4) A total number of accomplishments in categories II, III, and IV combined of no less than 7. Note: a particular accomplishment that is deemed highly significant may be given extra weight (e.g., count for 1.5-2 accomplishments above) if the candidate provides evidence of this significance. For example, a peer reviewed presentation at a reputable national or international conference should be given more weight than a regional non-peer reviewed presentation.
- d) At this level, scholarship should include presentation at a professional conference, a professional publication, involvement in conference planning and/or implementation, or a major contribution to a significant organization/association in the mental health field.

Excellent

- a) Candidate has achieved the criteria of accomplishment described as “Good” above.
- b) In addition, either one or two below:
 - a. Evidence of leadership or significant strength in one of the areas above (II, III, IV) by achieving a minimum of 5 accomplishments in that particular area of scholarship, not including licensure or mere membership in professional organizations/associations.
 - b. Evidence of broad scholarship by achieving a minimum of 10 accomplishments in all areas of scholarship above (I, II, III, IV), not including licensure or mere membership in professional organizations/associations.
- (3) Note: a particular accomplishment that is deemed highly significant may be given extra weight (e.g., count for 1.5-2 accomplishments above) if the candidate provides evidence of this significance. For example, a peer reviewed presentation at a reputable national or international conference should be given more weight than a regional non-peer reviewed presentation.
- c) Candidate will have provided evidence of at least 8 accomplishments in the area of scholarly and creative activities (of which at least 5 should be unique [e.g., falling under different category examples noted above]).
- d) Clear demonstration of leadership and/or excellence in at least one area of scholarly/creative activities as evidenced through collegial letters, awards/recognitions, special certification/s, and/or increasing levels of initiative, responsibility, complexity and/or depth within a particular realm.

SERVICE

The order in which the activities are listed does not indicate a preference of one activity over another. Further, documented examples of service activities to be assessed are not limited to those listed. There is no expectation that faculty members will have examples of each of the activities listed below.

Activities to be Assessed

- a) Service to the university, profession, and/or the community not otherwise listed below.
- b) Participation on department, student affairs, and university committees, including shared governance activities.
 - (1) Serving in a leadership capacity on such committees (e.g., as chairperson) will be given more weight than mere membership.
- c) Working collaboratively and productively with CAPS and other HSU colleagues.
- d) Mentoring colleagues outside of the CAPS unit.
- e) Serving as liaison to other university departments, functions, or activities.
- f) Serving as an advisor or sponsor for a student group on campus.
- g) Participation in traditional academic functions such as convocation and commencement.

- h) Participation on university search committees for open positions
- i) Student outreach activities (through email, tabling on the quad, delivering classroom presentations, dissemination of brochures or other psychoeducational material, etc.).
- j) Consultation with faculty, staff, community members, and/or family regarding concerning student behaviors
- k) Active attendance of and participation in university events and workshops (e.g., Week of Dialogue on Race, Take Back the Night, EOP activities, etc.)
- l) Participation in group projects directed toward accomplishing department and university goals such as outcomes assessment development and implementation, strategic planning, accreditation activities, etc.
- m) Contributions to the community-at-large such as organizational leadership and presentations, as well as other relevant participation in groups serving the public interest. Community service contributions which relate directly to one's discipline or position will be given greater weight. Those activities that bring recognition to the university and aid faculty in their professional growth are of particular interest.
 - (1) Ongoing participation on community based boards or panels.
 - (2) Volunteering professional time to community based agencies, particularly in the candidate's area of expertise/service (e.g., professional clinical or organizational consultation, supervision, training, etc.).
 - (3) Providing consultation (paid or unpaid) of a professional nature to off-campus entities.
 - (4) Volunteering counseling related service services to community groups
 - (5) Providing interviews or presentations in relation to mental health topics through the local, national, or international media (e.g., newspapers, magazines, radio, television).

Levels of Accomplishment in Service Activities Necessary for Tenure or Promotion

Minimum Essential

- a) Participation in commencement and other convocations.
- b) Service on Departmental committees.
- c) Working in a collaborative and collegial manner with departmental colleagues.
- d) Establishing collaborative relationships with colleagues in other units (particularly Health, Housing, and other student affairs units).
- e) At least one university outreach activity/project during each academic year.
- f) At least one additional activity related to service to the profession, university, or community

Good

- a) Attainment of Minimum Essential level of accomplishment.
- b) Volunteering to serve on one appointive student affairs or university level committee.
- c) Service on an elective committee at the student affairs or university level.

- d) Other equivalent activities in place of one of the above committee service activities including community service in the candidate's area of expertise.
- e) Two additional university and/or community outreach activities/projects during each academic year. Serving as chairperson on a university committee may substitute for one of these project requirements.
- f) At least one additional activity related to service to the profession, university, or community.

Excellent

- a) Attainment of Minimum Essential and Good levels of accomplishment.
- b) Service on two or more elective or appointive committees at the student affairs or university level.
- c) Other equivalent activities in place of some of the above committee service activities including community service in the candidate's area of expertise.
- d) Additional (3 or more) university and/or community outreach activities/projects during each academic year. Serving as chairperson on a university committee may substitute for one of these project requirements.
- e) At least one additional activity related to service to the profession, university, or community.

STANDARDS FOR ACADEMIC RANK for COUNSELORS [SSPAR]

- 1) SSP-AR III is parallel to the rank of full professor. This rank is reserved for those who have earned the highest order of respect and recognition from their colleagues in the university. Counseling faculty members at this level have demonstrated effectiveness in their professional roles in breadth, depth, and length of service within the department, university, and profession. Counseling faculty at this rank must be capable of integrating the theory and implementation of psychological practice at the highest level of competence. SSP-AR III counselors must demonstrate superior performance, leadership, and expertise and be recognized as authorities by their colleagues, both within and outside of the Health and Counseling Services program. SSP-AR III counselors must have a strong record of participation and achievement in the combined non-counseling activities, and show promise of continuing growth in these activities.
- 2) SSP-AR II is parallel to the rank of Associate Professor. This rank is reserved for those who have clearly demonstrated that they are well along the way towards achieving those qualities essential for senior rank. Counselors at this rank must be capable of performing a range of counseling activities with a high degree of competence using initiative, judgment, and independence. They possess a higher degree of specialized expertise that is sought after by colleagues; they exhibit more broadly developed working relationships within and outside their work setting. They must have a reasonable record of participation and achievement in counseling and related activities and show promise of continuing growth in these activities.

- 3) SSP-AR I is equivalent to the academic rank of assistant professor. The SSP-AR I counselor is characterized by knowledge, ability, and experience for independent performance of the full range of counseling activities in an assigned area. The SSP-AR I counselor demonstrates a thorough knowledge of the university and has the potential to make substantial achievements in the areas of counseling effectiveness, scholarly and creative activities, service to the university and profession, and service to the community.
- 4) Tenure. In most instances only those persons will be recommended for tenure that have the potential to meet the standards required for eventual promotion to the rank of SSP-AR III. It should be understood, however, that the granting of tenure does not assure promotion.
- 5) The terminal degree for counseling faculty is a doctorate in psychology (or a closely related discipline), or a master's in psychology or a related field that leads to licensure and the ability to independently practice psychotherapy (for example LCSW [licensed clinical social worker] or LMFT [licensed marriage and family therapist]). In cases where an alternative degree is desirable within the Counseling unit, such preparation which is to be regarded as terminal shall be defined by the initiating unit with the concurrence of the UFPC and the president.