

**Resolution Regarding Adoption of the Counselor  
Faculty Personnel Policies and Procedures  
(#13-00/01-FA)**

WHEREAS, The Academic Senate of Humboldt State University has been requested to review the Counselor Faculty Personnel Policies and Procedures; and

WHEREAS, Humboldt State University's policies and procedures for evaluating counselors in the retention, tenure, and promotion process must be consistent with Appendix J of the Faculty Handbook and the Unit 3 Collective Bargaining Agreement; and

WHEREAS, The document developed by the counselors is consistent with Appendix J and the Unit 3 Collective Bargaining Agreement, and is a well developed, thoughtful, and lucid statement of the policies and procedures for evaluating counselor faculty in the context of the retention, tenure, and promotion process; therefore, be it

RESOLVED: That the Academic Senate of Humboldt State University recommend that the attached Counselor Faculty Personnel Policies and Procedures (Revised 02/27/01) be adopted and implemented; and be it further

RESOLVED: That the Academic Senate of Humboldt State University commend the counselor faculty for their professionalism in preparing the attached document which is a well developed, thoughtful, and lucid statement of the policies and procedures for evaluating counselor faculty in the context of the retention, tenure, and promotion process.

*Counseling and Psychological Services*  
*HUMBOLDT STATE UNIVERSITY*

**Counselor Faculty Personnel Policies and Procedures**

I. Introduction

- A. This policy applies and defines the provisions of Appendix J, Humboldt State University Faculty Handbook, regarding counselor faculty.
- B. This policy governs the retention, promotion and granting of tenure to probationary counselor faculty.

II. Definitions and Conditions

It is understood that the term "faculty unit employee" found in Appendix J includes counselor faculty. In addition, terms such as "academic or librarian rank," "teaching or librarian effectiveness," and other related words and phrases shall also refer to counseling faculty rank (SSP-AR I, II and III), and to counseling effectiveness, as defined in this document.

III. Counselor Faculty Personnel Policies and Procedures

- A. All policies for counselor faculty retention, tenure and promotion (RTP) shall be governed by Appendix J of the HSU Faculty Handbook, with the addition of language as described above, and the inclusion of the following terms and provisions.
  - 1. The Initiating Unit Personnel Committee (IUPC) shall be composed of three members, the majority of whom shall be counselor faculty when possible. Members from other academic units may be elected as necessary to constitute a three-member committee. All members shall be tenured and of higher rank than the candidate being evaluated. The committee chair is elected by a majority vote of the committee.
  - 2. Each committee member shall review the Personnel Action File of the candidate for retention, tenure, and/or promotion. Criteria for the formation of the file, and for the review are established by Appendix J of the Humboldt State University Faculty Handbook, and the Counselor Faculty Personnel Policies and Procedures. After all members have reviewed the file, the committee shall decide on the appropriate recommendation. The committee follows the guidelines set forth in the Collective Bargaining Agreement between the California Faculty Association and the California State University and Appendix J of the Humboldt State University Faculty Handbook.
  - 3. The written, signed recommendation of the committee shall be included in the personnel file. Each candidate shall read the recommendation of the committee, and sign her/his name with a declaration of agreement or disagreement with the recommendation. The faculty unit employee may submit a rebuttal statement or response in writing and/or request a meeting to be held to discuss the recommendation within seven (7) days following receipt of the recommendation.
  - 4. The complete file shall then be forwarded to University Faculty Personnel Committee (UFPC).
  - 5. The written recommendation of the Director, Counseling and Psychological Services, acting as Department Chair, shall be forwarded to the UFPC concurrently, or as established by University procedure.
- B. UFPC recommendations shall be forwarded to the Vice President for Student Affairs. Subsequent personnel actions shall follow the protocol outlined in Appendix J, with the exception that the Vice President for Student Affairs will communicate the final decision to the candidate.

- C. Areas of performance for RTP shall be defined according to Appendix J, Section VII, with the addition of terms as defined herein. Further, counseling effectiveness shall be assessed according to the following criteria.
1. The counselor shall demonstrate ability to provide counseling to individual students in a full range of psychological issues and be competent in the use and/or understanding of psychological assessment research and referral. In addition, the counselor shall be competent in small group counseling techniques. The counselor shall be proficient at teaching classes as appropriate and required.
  2. The primary method for evaluation of probationary counseling faculty shall be peer assessment based upon periodic formal case presentations to a peer review panel, and other performance evaluations by colleagues when appropriate. Secondary emphasis shall be given to student evaluations of counseling effectiveness through student opinion forms or other means. The IUPC, in conjunction with the candidate, will evaluate and provide a context for the student opinion data offered by RTP candidates in relation to effective performance of their work assignment. It is further expected that competent counseling will reflect currency in the discipline.
  3. Evaluation of counseling effectiveness shall be based upon assessment of materials related to the candidate's job assignment, and may include the following documentation.
    - a. Counselors will provide a summary of counseling-related activities that includes:
      - 1) a discussion of particular theoretical orientation and techniques and methods utilized, with a sampling of some case material for illustration;
      - 2) areas of particular expertise or special counseling populations of issues addressed professionally;
      - 3) evidence of effectiveness in counseling-related activities that includes, when appropriate, individual and group counseling, psychological assessment, and the supervision and training of graduate students;
      - 4) teaching activities, curricular or otherwise;
      - 5) cooperative or consultative work with other departments or faculty; and
      - 6) activities that involved the organization and supervision of others.
    - b. Student evaluations and data from other knowledgeable sources for the period under review shall be provided, including written comments from evaluation forms. The evaluation of counseling performance will utilize student opinion data that has been systematically gathered and protected in ways that engender confidence in the data. The data will be presented in a manner that allows the reviewing parties to ascertain the quality of the counseling faculty member's performance. Statistical summaries of all counseling evaluations shall encompass both individual and group modalities. Comments and evaluations may include the following:
      - 1) input from professional colleagues both on and off campus, such as letters of evaluation and commendation regarding performance as a professional counselor;
      - 2) materials developed for use in counseling-related activities (e.g. questionnaires, stress reduction exercises, behavioral contracts, etc.);
      - 3) materials developed for use in teaching classes (e.g. course proposals, course outlines, syllabi, and other materials prepared by the instructor for student use);
      - 4) awards, honors or fellowships received related to professional competence;

- 5) reports of class visitations by counselors, other faculty, or other appropriate individuals;
  - 6) documentation of serving on thesis committees or supervising counseling internships for master's students; and
  - 7) documentation of advisement and mentoring activities.
- c. Counselors are expected to provide evidence of continuing professional contributions, development and currency in knowledge and skills, particularly in their areas of primary responsibility within the department. Documentation may include, but is not limited to the following materials:
- 1) accrual of professional licensures, certifications or other credentials;
  - 2) membership in professional organizations or on professional committees;
  - 3) offices held in professional organizations;
  - 4) attendance at appropriate local, regional, national or international meetings or conferences;
  - 5) presentations at professional meetings or conferences;
  - 6) leadership in or organization of workshops, seminars and professional organizations;
  - 7) participation in the professional development of colleagues;
  - 8) observing and evaluating counseling programs at other educational institutions;
  - 9) consulting activities in the candidate's field of expertise;
  - 10) counselor's professional preparation (e.g. intake or survey protocols);
  - 11) research activities related to counseling;
  - 12) publication of books, chapters or articles in peer reviewed journals (the significance of the publication and/or the degree of peer review shall be an important consideration in determining the value of the work);
  - 13) service as a reviewer for professional publications or service as editor;
  - 14) grant funding for programs or research, and/or applications pending; and
  - 15) awards or honors by an organization relevant to counseling activities.
- d. Counselor faculty members shall summarize on their Personal Data Sheet evidence of service to the Division of Student Affairs, department, university and community. Documentation may include:
- 1) service on university committees and offices held on such committees;
  - 2) other contributions to the university, such as lectures delivered to university audiences or service in connection with other university functions and activities;
  - 3) division and department committee memberships;

- 4) service to faculty; and
- 5) contributions 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 (note that the "community" is not geographically limited to Humboldt County).

#### IV. Standards for Academic Rank for Counselor Faculty

- A. SSP-AR I is parallel to the rank of Assistant Professor. This rank is the entry level for counselor faculty. The doctorate, or other degree qualifying for license as a psychotherapist or a recognized equivalent is required. The SSP-AR I counselor faculty member possesses the potential to make substantial achievements in counseling effectiveness, scholarly and creative activities, and service to the institution and community. Primary emphasis is on the effectiveness of counseling with increasing expectations for breadth and depth as the individual advances toward tenure. Specifically, evaluation is focused upon:
  1. Quality of performance in basic position.
  2. Demonstrated gains in expertise in position, as documented in collegial letters of evaluation.
  3. Acceptance and competent execution of responsibilities in addition to those of the assigned position, such as service on committees, department work committees, and other university responsibilities.
  4. Consistency of performance; exercise of good judgement; grasp of subject area; ability to work effectively with others; increasing ability to relate responsibilities to overall department and university objectives; individual initiative in the performance of work tasks.
- B. SSP-AR II is parallel to the rank of Associate Professor. 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. Specifically:
  1. Assumption of a broader role in the activities of the department, university, campus and campus community than that expected at lower ranks.
  2. Demonstrated professional skills acquired through performance of position responsibilities.
  3. Solid record of professional competence in assigned responsibilities.
- C. SSP-AR III is parallel to the rank of professor. This rank is reserved for those who have earned the highest order of respect and recognition from their colleagues in the university. Counselor faculty at this level have demonstrated effectiveness in their professional roles in breadth, depth and length of service within the department, the university, and profession. Counselor faculty at this rank must be capable of integrating the theory and practice of psychological practice at the highest level of competence. These criteria include:
  1. Consistent and sustained demonstration of professional ability, emphasizing quality, depth and breadth of contributions and experience.
  2. Demonstrated outstanding ability.
  3. Demonstrated ability to balance superior performance of job responsibilities with broader performance of professional activities that benefit the department, the profession, campus, and university.