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3 **CALIFORNIA STATE UNIVERSITY, LONG BEACH**

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8 **Counseling and Psychological Services**
9 **(CAPS)**
10 **Division of Student Services**

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19 **REAPPOINTMENT, TENURE, AND PROMOTION (RTP) POLICY**
20 **FOR COUNSELOR FACULTY UNIT EMPLOYEES**
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41 **REAPPOINTMENT, TENURE, AND PROMOTION POLICY**
42 **FOR COUNSELOR FACULTY UNIT EMPLOYEES**
43

44 **Effective Date 08/18/2014**
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47 **The Reappointment, Tenure, and Promotion (RTP) policy for California State University,**
48 **Long Beach establishes the mission, vision, and guiding principles of the evaluation of**
49 **tenured and probationary faculty members including Counseling and Psychological**
50 **Services (CAPS)¹ faculty eligible for reappointment, tenure, and promotion². The**
51 **university RTP policy also specifies the process by which faculty work shall be**
52 **evaluated.**
53

54 **1.0 GUIDING PRINCIPLES**

55 1.1 University Mission and Vision

56 California State University, Long Beach is a diverse, student-centered, globally-engaged
57 public university committed to providing highly-valued undergraduate and graduate
58 educational opportunities through superior teaching; research, scholarly and creative
59 activities (RSCA); and service for the people of California and the world. CSULB envisions
60 changing lives by expanding educational opportunities, championing creativity, and preparing
61 leaders for a changing world.
62

63 1.1.1 CAPS Mission.

64 The mission of Counseling and Psychological Services at California State University,
65 Long Beach is directly linked to the core educational mission of the campus.

66 Services exist to support student learning, personal development, and overall
67 academic and career success. By teaching students how to remove psychological
68 barriers that threaten academic achievement and personal well-being, CAPS
69 contributes to a safe and productive campus learning environment, increased
70 retention, higher graduation rates, and the development of individuals well-prepared
71 to make a positive contribution to the larger community. CAPS contributes to the
72 training of clinical and counseling psychologists by providing a doctoral internship.

¹ Counseling and Psychological Services denotes department as well as college.

² Every effort has been made to ensure compliance with the Unit 3 (Faculty) Collective Bargaining Agreement (CBA). However, this document should not be considered as a substitute for those parts of the agreement that affect RTP matters.

73
74 Educational outcomes are achieved through the delivery of the highest quality
75 Instruction/Counseling and Training; Service/Outreach, Consultation, and University
76 Service; and Research, Scholarly and Creative Activities (RSCA)/Scholarly and
77 Professional Activities. CAPS delivers these services from developmental and
78 wellness models, as well as various theoretical orientations. CAPS affirms the many
79 forms of diversity that enhance our campus community.
80

81 **1.2 Guiding Principles of Reappointment, Tenure, and Promotion (RTP)**

82 1.2.1 CAPS Counselor Faculty are dedicated to excellence in clinical service and training;
83 psycho-educational interventions; and scholarly and professional activities. CAPS
84 adheres to a scholar-practitioner model which interprets and integrates research
85 outcomes into clinical practice. Counselor Faculty are expected to make significant
86 and ongoing contributions to the college, university, community, and the profession.

87 In consultation with the CAPS Director, the candidate develops an individual plan for
88 professional development across the three categories. Candidates are expected to be
89 active in each category, although Instruction/Counseling & Training is clearly
90 emphasized. Candidates have flexibility and choices in terms of specific professional
91 activities or commitments. The candidate is evaluated on the fulfillment of their
92 work assignment, and the quality and substance of their work. To work effectively,
93 the candidate is ethically required to consult with and be available to colleagues.
94 CAPS values a respectful cohesive and team-oriented work environment. All
95 Counselor Faculty are expected to adhere to this collaborative model.
96

97 1.2.2 Decisions regarding reappointment, tenure, and promotion (RTP) are among the most
98 important made by our university community. RTP decisions must be clear, fair, and
99 unbiased at all levels of review. Counselor Faculty achievements may vary from
100 those of colleagues yet still meet the evaluation criteria for reappointment, tenure, or
101 promotion. The CAPS RTP process must ensure that excellence will be rewarded
102 and that Counselor Faculty who meet college and university standards and
103 expectations will have an opportunity for advancement.
104

105 1.2.3 Counselor Faculty shall be evaluated on the quality of their achievements and the
106 impact of their contributions over the period of review in: 1) Instruction/Counseling
107 and Training; 2) Service/Outreach, Consultation, and University Service; 3) RSCA/
108 Scholarly and Professional Activities. All Counselor Faculty will be evaluated on the
109 basis of all three areas. As in Academic Affairs, peer review plays a central role in
110 the CAPS RTP process.
111

112 1.2.4 This policy should not be construed to prevent innovation or adjustment in work
113 assignment in 1) Instruction/Counseling and Training; 2) Service/Outreach,
114 Consultation, and University Service; 3) RSCA/Scholarly and Professional Activities
115 based upon Counselor Faculty expertise and accomplishment; college needs; and
116 university mission.
117

118 **2.0 CAPS RTP AREAS OF EVALUATION**

119 Counselor Faculty are evaluated in the following areas: 1) Instruction/Counseling and Training; 2)
120 Service/Outreach, Consultation, and University Service; 3) RSCA/Scholarly and Professional
121 Activities.

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2.1 Instruction/Counseling and Training

Counseling activities include individual, group, and couples counseling; clinical assessment; crisis intervention; and mental health consultation. Clinicians provide psychological treatment to students for a variety of mental health issues. Treatment includes an examination of personal challenges with regard to identity development as well as academic, interpersonal, emotional, and occupational functioning. Students are assisted in becoming more productive in these areas. Counselor Faculty provide assessment, consultation, and treatment (as appropriate) of students who present with psychopathology and chronic conditions. Counselor Faculty practice from a developed theoretical orientation that is refined over the course of their career. In order to best serve CAPS clients, it is essential that Counselor Faculty contribute to a flexible, collaborative, respectful approach to the delivery of clinical services.

Counseling approaches and methods should be appropriate to the presenting problems and needs of the clients as determined by the structured clinical interview. Clinical cases are presented at weekly case conference meetings for consultation, treatment planning, and disposition. Consultation with individual colleagues is also utilized in treatment planning and referral. Counselor Faculty are accessible and available for crisis intervention and mental health consultation. Basic competency in group counseling is expected. Counselor Faculty may develop a structured group or workshop targeting a specific psychoeducational concern, or a support group developed for a specific population.

Counselor Faculty are expected to demonstrate their effectiveness as clinicians. Methods of evaluation include client ratings of counseling effectiveness, observations made by peers at weekly client case conference meetings, letters from clinical supervisors and colleagues, self-assessment, and review of client files. Candidates will present an oral case presentation with video recording to the CAPS RTP Committee at each full review. Client ratings of counseling will be reviewed as a part of the evaluation of the clinical effectiveness of the Counselor Faculty member. Those ratings should reflect a favorable client perception of the Counselor Faculty member's expertise, sensitivity to individual needs, attention to diversity, interpersonal skills, effort, and availability.

Counselor Faculty shall adhere to the current Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association. Counselor Faculty shall demonstrate knowledge of, consult with, and adhere to current California law regulating health service providers. Counselor Faculty shall maintain client records in a timely manner according to these principles and mandates, current professional practice, and CAPS policies.

Thoughtful, deliberate effort to produce continuous improvement in clinical effectiveness is expected of all candidates. This pattern of growth should be described in the narrative and supported with supplemental materials. Following the practitioner-scholar model, Counselor Faculty are expected to remain consumers of current research and practice in the field of counseling and clinical psychology. All candidates are expected to keep abreast of developments in counseling, psychology, and college student development.

Candidates will serve as clinical supervisors of doctoral interns. Supervision and training are distinct professional activities with specific legal responsibilities. Supervision requires weekly supervision sessions, availability for consultation, instruction in theory and intervention, attention to ethical standards and legal regulations, and mentoring of doctoral interns as they enter the profession of applied psychology. Counselor Faculty are responsible for formal evaluations of doctoral interns which are reported to academic programs. In

169 addition to these responsibilities, Counselor Faculty provide formal training modules and
170 seminars in their specific areas of expertise.

171 Effectiveness of clinical supervision is evaluated in the form of intern ratings and through
172 supervisory consultation with the Training Director and other Counselor Faculty.

173 Professional behavior and collaborative approach will also be evaluated. Candidates may
174 serve on the training committee which is responsible for developing and implementing the
175 internship training program. Candidates may also serve on the selection committee during
176 the national search for doctoral interns.

177 Offering clinical training to mental health professionals within or outside of CAPS
178 demonstrates leadership regarding clinical issues. Providing effective postdoctoral
179 supervision to colleagues demonstrates clinical expertise.

180

181 2.2 **Service/Outreach, Consultation, and University Service**

182 Psychoeducational outreach is intentional programming that contributes to student
183 development and the overall well-being of the campus community. Counselor Faculty design
184 and implement outreach interventions and assist or lead in the development, implementation
185 and evaluation of programs. Candidates are encouraged to assess organizational concerns
186 and develop relevant programs to benefit students and the university community. These
187 activities are enhanced by training and expertise in community psychology. A professional,
188 flexible, and collaborative approach is essential for the delivery of effective outreach
189 interventions.

190 Counselor Faculty shall be engaged in the areas of outreach and university service; candidates
191 may also engage in assessment of campus needs, program development, and consultation.
192 Counseling Faculty may serve as faculty advisors or mentors for student organizations or
193 identified programs. Consumer ratings, peer feedback, and program materials are used for
194 the purpose of evaluation.

195 Counselor Faculty may participate in leadership roles at the departmental or university level.
196 Counselor Faculty who successfully serve in such leadership roles distinguish themselves at a
197 higher level of service.

198 Counselor Faculty shall participate in faculty governance at the departmental and university
199 level. Counselor Faculty may provide professional expertise in the form of consultation or
200 service to the outside community.

201

202 2.3 **Research, Scholarly and Creative Activities (RSCA)/Scholarly and Professional 203 Activities**

204 CAPS Counselor Faculty adhere to a scholar-practitioner model which interprets and
205 integrates research outcomes into clinical practice. Professional activities serve as a bridge
206 between the Counselor Faculty and the profession, and encourage currency in the field.
207 Candidates are expected to be abreast of research and practice in the field of counseling and
208 clinical psychology by pursuing continuing education in identified areas of interest. Essential
209 to professional activity is the obtaining of valid licensure to practice psychotherapy in the
210 State of California. Additional professional activities include active involvement in
211 professional associations and organizations. Positions of responsibility that serve the
212 profession are not required but are highly valued.

213

214 Counselor Faculty are expected to be active within the profession. Counselor Faculty shall
215 present at professional conferences, provide seminars in relevant areas of professional

216 expertise, submit manuscripts for peer reviewed and other publications, complete grant
217 proposals, engage in research and grant funded projects, and/or teach courses in psychology
218 or related fields. Consistent with the field of applied psychology, it is expected that a portion
219 of achievement in this area must be peer-reviewed by professional peers and disseminated to
220 appropriate audiences. Candidates may demonstrate active membership and leadership in
221 relevant professional organizations.
222

223 **3.0 RESPONSIBILITIES IN THE CAPS RTP PROCESS**

224 Participants in the CAPS RTP process include the candidate, the CAPS RTP committee, the CAPS
225 Director ³, and the Vice President of Student Services as designated by the President. The office of
226 Faculty Affairs provides oversight responsibility for policy and procedures. In addition, there may
227 be external reviewers participating in the RTP process. For details on conducting external
228 evaluations, see the Academic Senate policy on external evaluations.

229 The Collective Bargaining Agreement (CBA) allows faculty, students, academic administrators,
230 and the President to provide information concerning the candidate during the open period (see
231 CAPS RTP procedures document).

232 Deliberations on reappointment, tenure, and promotion shall be confidential. Access to materials
233 and recommendations pertaining to the candidate shall be limited to the CAPS RTP candidate, the
234 CAPS RTP committee, the CAPS Director, and the Vice President for Student Services as
235 designated by the President. In addition, external reviewers, if any, will have access to appropriate
236 materials for evaluation.
237

238 **3.1 CAPS RTP Candidate**

239 A candidate for CAPS RTP should make every effort to seek advice and guidance from the
240 CAPS Director and tenured Counselor Faculty regarding the CAPS RTP process and
241 procedures and how criteria and standards are applied. The candidate has the primary
242 responsibility for collecting and presenting the evidence of their accomplishments. The
243 candidate's documentation must include all required information and supporting materials.
244 Candidate should clearly reference and explain all supporting materials.

245 The candidate shall submit a narrative that describes goals and accomplishments during the
246 period of review, including a clear description of the quality and significance of contributions
247 to the three areas of review: 1) Instruction/Counseling and Training; 2) Service/Outreach,
248 Consultation, and University Service; 3) RSCA/Scholarly and Professional Activities.

249 The candidate shall provide all required supplemental documentation, including summary
250 sheets from student evaluations and an index of all supplementary materials. The candidate
251 shall provide all prior RTP reviews and periodic evaluations over the full review period,
252 including candidate's responses or rebuttals, if any.
253

254 **3.2 CAPS RTP Policy**

255 CAPS shall develop and articulate specific standards and criteria to be applied in the
256 evaluation of candidates in all three areas of evaluation. The CAPS RTP policy is subject to
257 ratification by a majority of voting tenured and probationary CAPS Counselor Faculty and to
258 approval by the Director, the Vice President of Student Services, and the Provost. CAPS
259 RTP policies shall be subject to regular review by the department's tenured and probationary
260 Counselor Faculty.

³ Director of CAPS functions as the Dean of the College of Counseling and Psychological Services.

261
262 3.3 CAPS RTP Committee
263 CAPS RTP committee has the primary responsibility for evaluating the candidate's work and
264 makes the initial recommendation to the Director regarding reappointment, tenure, and
265 promotion. CAPS RTP committee members are responsible for critically analyzing the
266 candidate's performance by applying the criteria of the department.

267
268 The tenured and probationary Counselor Faculty of CAPS elect representatives to the
269 department's RTP committee. The Collective Bargaining Agreement restricts membership
270 on RTP committees to tenured, Counselor Faculty members. No one individual may
271 participate in the evaluation of any single candidate in more than one level of review.

272
273 3.4 CAPS Director

274 The Director is responsible for communicating CAPS and university policies to candidates
275 and provides ongoing guidance to candidates as to whether their performance is consistent
276 with CAPS expectations. The Director is responsible for consulting with candidates about
277 their overall career development and providing professional mentoring.

278 The Director shall meet with the CAPS RTP committee prior to the beginning of the
279 department evaluation process to review the CAPS and University processes and procedures.

280 The Director provides oversight and guidance in the RTP process within CAPS. The Director
281 encourages Counselor Faculty to develop and clarify their expectations for Counselor Faculty
282 performance, provides clear guidance to the CAPS RTP Committee, and ensures that all
283 evaluations are carried out in accordance with CAPS and university policies.

284 The Director shall review the candidate's file, including all prior evaluations, and provide an
285 independent recommendation to the Vice President of Student Services based upon the three
286 areas of evaluation: Instruction/Counseling and Training; Service/Outreach, Consultation,
287 and University Service; RSCA/Scholarly and Professional Activities.

288
289 3.5 Vice President of Student Services

290 The Vice President of Student Services as designated by the President shall review the
291 candidate's file, including all prior evaluations, and has the authority to make decisions for
292 Counseling and Psychological Services with respect to reappointment, tenure, and promotion.

293
294 3.6 Office of Faculty Affairs

295 The Office of Faculty Affairs provides oversight for the university's RTP process; establishes
296 the annual calendar of the RTP cycle; provides training for committees, Chairs, and Deans;
297 and distributes relevant information to prospective candidates, Chairs, Deans, and members
298 of college and department RTP committees.

299
300 **4.0 TIMELINES FOR THE RTP PROCESS**

301 All tenured and probationary Counselor Faculty undergo performance review and evaluation.
302 Evaluation of temporary Counselor Faculty/Lecturers is not covered in this policy. Probationary
303 Counselor Faculty are evaluated each year. During years when the candidate is not being reviewed
304 for reappointment, tenure, and/or promotion, the candidate will undergo periodic review. Tenured
305 Counselor Faculty are evaluated every five (5) years.

306 The following timelines apply to candidates who are appointed at the rank of Assistant Counselor
307 Faculty with no service credit; actual timelines may vary according to level of appointment and
308 service credit.

309
310 4.1 Evaluation of Probationary Counselor Faculty for Reappointment

311 In the first and second years of service, the annual evaluation takes the form of a periodic
312 review. The periodic review provides the candidate with feedback on progress toward tenure.
313 The periodic review is conducted by the CAPS RTP committee and the Director.

314
315 In the third year of service, the annual evaluation takes the form of a reappointment review.
316 Successful candidates are reappointed for one, two, or three years.

317
318 4.2 Evaluation of Probationary Counselor Faculty for Tenure and Promotion

319 In the first and second years of reappointment (or fourth and fifth years of continuous
320 service), the annual evaluation takes the form of a periodic or reappointment review, as
321 appropriate. In the third year of reappointment (or the sixth year of continuous service) the
322 annual evaluation takes the form of a tenure review, which may also be a review for
323 promotion.

324 A probationary Counselor Faculty may request consideration for early tenure and promotion
325 prior to the scheduled sixth year review. This process is discussed under Section 5.5.

326
327 4.3 Evaluation of Tenured Counselor Faculty for Promotion

328 An Associate Counselor Faculty becomes eligible for promotion review to full Counselor
329 Faculty in the fifth year at the associate rank. A tenured Associate Counselor Faculty may
330 seek early promotion to full Counselor Faculty prior to the fifth year in rank. This process is
331 discussed further under Section 5.5.

332 A tenured Counselor Faculty may choose not to be evaluated for promotion in a given year;
333 however, the Counselor Faculty will still be required to undergo the five-year periodic
334 evaluation of tenured faculty as outlined in a separate Academic Senate policy document.

335
336 **5.0 APPOINTMENT AND PROMOTIONAL LEVEL CRITERIA**

337 Candidates for reappointment, tenure, and promotion will be evaluated in all three areas: 1)
338 Instruction/Counseling and Training; 2) Service/Outreach, Consultation, and University Service;
339 and 3) RSCA/Scholarly and Professional Activities.

340
341 5.1 Reappointment Consideration for Probationary Counselor Faculty

342 The candidate must have completed at least one periodic evaluation (mini review) and must
343 demonstrate that they are making significant progress towards tenure. Based upon criteria
344 outlined in Section 2.0, a candidate for reappointment must show evidence of quality in all
345 three areas of evaluation.

346 The candidate for reappointment is expected to demonstrate effective counseling and training
347 responsive to the developmental and mental health needs of CSULB's diverse students, the
348 university's educational mission, the learning needs of doctoral interns, and the professional
349 standards of applied psychology. The candidate will have obtained professional licensure in
350 the state of California.

351 The candidate is expected to have established collaborative relationships for the purpose of
352 the development and delivery of effective outreach programming, consultation, and service.
353 They will provide evidence of offering outreach programs and initiation of program
354 development. The candidate is expected to have made service contributions primarily at the
355 departmental level consistent with CAPS service expectations.

356 The candidate is expected to show progress in their program of ongoing scholarly and
357 professional activities. The candidate is expected to identify a domain of specialization and
358 demonstrate progress in specific projects within that specialization. The candidate is
359 expected to begin to participate in service to the profession.
360

361 5.2 Awarding of Tenure

362 The awarding of tenure represents the university's long-term commitment to a Counselor
363 Faculty member and is granted when the candidate has demonstrated the ability to make
364 ongoing and increasingly distinguished professional contributions to the university and to the
365 profession.

366 Tenure is based on a candidate demonstrating a sustained record of high quality over multiple
367 years and evidence leading to the belief that a candidate will continue being productive.
368 Tenure is not based solely on the quantity of professional activity in all areas of evaluation.

369 The candidate for tenure is expected to demonstrate excellence in counseling and effective
370 training responsive to the developmental and mental health needs of CSULB's diverse
371 students, the university's educational mission, the learning needs of doctoral interns, and the
372 professional standards of applied psychology.

373 The candidate will have established collaborative relationships throughout the campus and
374 will have developed a sustained record of focused psychoeducational outreach. The
375 candidate will have demonstrated program development skills including the demonstration of
376 leadership in this area. The candidate is expected to have made increasingly substantial
377 service contributions at the department and university level.

378 The candidate is expected to demonstrate significant quality achievement in their identified
379 program of ongoing scholarly and professional activities. The candidate demonstrates
380 leadership in service to the profession.

381 The candidate will have obtained professional licensure in the state of California and will
382 maintain a valid license in order to obtain tenure.

383 For review of an Assistant Counselor Faculty, tenure and promotion to Associate Counselor
384 Faculty are normally awarded together.
385

386 5.3 Appointment/Promotion to Associate Counselor Faculty

387 An Associate Counselor Faculty is expected to be an excellent clinician, foster quality
388 training experiences, and be responsive to the developmental and mental health needs of
389 CSULB's diverse students, the university's educational mission, the learning needs of
390 doctoral interns, and the professional standards of applied psychology. At this rank, the
391 Counselor Faculty is expected to demonstrate the ability to make ongoing and increasingly
392 distinguished professional contributions to the university and to the profession.

393 Promotion is based on a candidate demonstrating a sustained record of high quality over
394 multiple years and evidence leading to the belief that a candidate will continue being
395 productive. Promotion is not based solely on the quantity of professional activity in all areas
396 of evaluation.

397 The candidate will have established collaborative relationships throughout the campus and
398 will have developed a sustained record of focused psychoeducational outreach. The
399 candidate will have demonstrated program development skills including the demonstration of
400 leadership in this area. The candidate is expected to have made increasingly substantial
401 service contributions at the department and university level.

402 The candidate is expected to demonstrate significant quality achievement in their identified
403 program of ongoing scholarly and professional activities. The candidate demonstrates
404 leadership in service to the profession.

405 The candidate will have obtained professional licensure in the state of California and will
406 maintain a valid license in order to function within the requirements of this category.

407 For review of an Assistant Counselor Faculty, tenure and promotion to Associate Counselor
408 Faculty are normally awarded together.

409

410

5.4 Appointment/Promotion to Full Counselor Faculty

411 Standards for promotion to full Counselor Faculty are higher than standards for promotion to
412 Associate Counselor Faculty. A full Counselor Faculty is expected to maintain high quality
413 professional activity in all areas and excellence in counseling with the addition of a sustained
414 emphasis in clinical expertise; training; program development; or publications and
415 presentations in applied psychology. In this area of review the Counselor Faculty has
416 consistently demonstrated high quality and specialized achievement as demonstrated by the
417 sophistication and depth of the work, as well as the expertise required.

418 The full counselor faculty member will maintain a valid professional license in the state of
419 California in order to function within the requirements of this category.

420

421

5.5 Early Tenure or Early Promotion

422 A potential candidate should receive initial guidance from the CAPS Director and Chair of
423 the CAPS RTP Committee regarding the criteria and expectations for early tenure and early
424 promotion. Early tenure and early promotion are granted only in exceptional circumstances
425 and for compelling reasons. Assistant Counselor Faculty may apply for early promotion,
426 early tenure, or both. A candidate applying for early tenure is expected to meet all criteria for
427 early promotion to Associate Counselor Faculty. Tenured Associate Counselor Faculty may
428 apply for early promotion to full Counselor Faculty. However, non-tenured Associate
429 Counselor Faculty may not apply for early promotion to Full Counselor Faculty without also
430 seeking early tenure.

431

432

5.5.1 Early Tenure

433 Early tenure may be granted in rare cases when a candidate demonstrates a record of
434 distinction in all three areas and superior accomplishments significantly beyond what
435 is expected for tenure on the standard six-year timeline. The candidate's record must
436 establish compelling evidence of distinction in all areas and must inspire confidence
437 that the pattern of strong overall performance will continue.

438

439

5.5.2 Early Promotion

440 In order to receive a favorable recommendation for early promotion to Associate
441 Counselor Faculty or Full Counselor Faculty, a candidate must achieve a record of
442 distinction in all three areas of evaluation that clearly exceeds in substantial ways the
443 requirements established in CAPS policies.

444 Candidates for early promotion to Associate Counselor Faculty are normally also
445 candidates for early tenure. In rare instances, the university may decide that a
446 candidate's achievements merit promotion to the rank of Associate Counselor
447 Faculty without a concomitant awarding of tenure. This decision represents the
448 belief that a candidate has produced a body of work sufficient for promotion, but has
449 not yet fully demonstrated the sustained record upon which tenure is based.
450

451 **6.0 STEPS IN THE RTP PROCESS**

- 452 6.1 The Division of Academic Affairs determines the timelines for the RTP process, including
453 deadlines for the submission of the candidate's materials, dates for the open period, and
454 completion of all RTP reviews by all review levels. Final decision notification comes from
455 the Vice President of Student Services. The deadlines for notification of final actions shall be
456 consistent with the requirements of the CSU-CFA Collective Bargaining Agreement (CBA).
457
- 458 6.2 The Division of Academic Affairs notifies all Counselor Faculty members of their eligibility
459 for review and specifies items required to be provided by all candidates. The CAPS RTP
460 Committee provides specific guidelines and documents to aid in the organization of the RTP
461 file.
462
- 463 6.3 CAPS shall post in the department office a list of candidates being considered for
464 reappointment, tenure, or promotion, following timelines and guidelines for the open period
465 provided by the Office of Academic Affairs and consistent with the requirements of the CBA.
466 A copy of all information submitted shall be provided to the candidate. The CAPS RTP
467 committee chair prepares an index of the materials submitted during the open period to be
468 included in the candidate's file.
469
- 470 6.4 Candidates prepare materials for review and deliver them to the CAPS RTP committee by the
471 deadline.
472
- 473 6.5 The CAPS RTP committee reviews the candidate's materials, and provides a written
474 evaluation and recommendation to the next level of review by the deadline.
475
- 476 6.6 The CAPS Director reviews the candidate's materials and provides an independent written
477 evaluation and recommendation to the next level of review by the deadline.
478
- 479 6.7 The Vice President of Student Services reviews the candidate's materials and provides an
480 independent written review and recommendation to the President. The President has the
481 authority to make final decisions for the university with respect to reappointment, tenure, and
482 promotion.

483 The President (or Vice President of Student Services as designee) notifies the candidate of the
484 final decision regarding reappointment, tenure, and/or promotion by the deadline.
485

486 **7.0 ADDITIONAL PROCESSES**

- 487 7.1 Prior to the final decision, candidates for promotion may withdraw without prejudice from
488 consideration at any level of review (see CBA). This provision also applies to candidates for
489 early tenure.
490
- 491 7.2 If, at any time during the review process, the absence of required evaluation documents is
492 discovered, the RTP package shall be returned to the level at which the requisite

493 documentation should have been provided. Such materials shall be provided in a timely
494 manner.

495
496 7.3 At each level of review, the candidate shall be given a copy of the recommendation, which
497 shall state in writing the reasons for the recommendation before the recommendation is
498 forwarded to the next review level. The candidate shall have the right to provide a
499 rebuttal/response in writing no later than ten (10) calendar days following receipt of the
500 recommendation. A copy of all of the candidate's rebuttal/responses shall accompany the
501 RTP package and also be sent to any previous review levels.

502
503 7.4 A copy of all written reviews and recommendations shall be provided to all prior levels of
504 review.

505
506 **8.0 CHANGES AND AMENDMENTS TO THE RTP POLICY**

507 8.1 Changes to CSULB RTP policies and procedures may occur as a result of changes to the
508 CBA. Additionally, campus administrators may make certain procedural changes to
509 accommodate the university calendar or other campus needs. In general, changes to
510 procedures do not require a vote by the faculty.

511
512 8.2 The tenured and probationary Counselor Faculty of CAPS, voting by secret ballot (with pro
513 and con arguments attached), may recommend an amendment to the CAPS RTP policy and
514 evaluation criteria section of this policy.

515
516 8.3 Amendments may be proposed by a direct Counselor Faculty action via petition from ten
517 percent (10%) of the tenured and probationary Counselor Faculty.

518
519 8.3.1 Recommendations to amend this policy shall be by a secret ballot and
520 shall require a majority vote of the ballots cast by the Counselor Tenured and
521 Probationary Faculty in CAPS. Such amendments shall become effective when
522 approved by the Director, Vice President for Student Services and the Provost.

523
524 **9.0 COMPOSITION OF THE RTP COMMITTEE**

525 9.1 Counselor Faculty with earned tenure are eligible to serve on the RTP Committee. Tenured
526 faculty members are expected to make themselves available to serve on RTP committees as
527 part of their normal responsibilities.

528
529 9.2 The CAPS RTP Committee shall consist of three (3) tenured Counselor Faculty members in
530 CAPS. The members shall be elected by secret ballot cast by the tenure and probationary
531 Counselor Faculty in CAPS. The term of committee members shall be two (2) years. In the
532 first year, two (2) members shall be elected to two (2)-year terms, and the other member shall
533 be elected to serve a one (1)-year term. The Committee shall elect one (1) member to serve
534 as Chair.

535 The term of office is an Academic year term. New Counselor Faculty are normally elected
536 by secret ballot of the tenure/tenure-track Counselor Faculty Unit Employees. Counselor
537 Faculty may be re-elected for one (1) additional consecutive term. Terms shall be staggered.

538
539 9.3 Vacancies shall be declared by the CAPS RTP committee, and new Counselor Faculty shall
540 be elected within two (2) weeks of the occurrence of the vacancy. A term of less than six (6)
541 months does not count toward the two (2)-year consecutive term limitation.

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- 9.4 Counselor Faculty shall follow the procedures outlined below for special circumstances:
- 9.4.1 RTP Committee members must have higher rank than those under consideration for promotion. Eligible tenured faculty shall be elected to a panel to evaluate a candidate file when the elected RTP Committee does not include a sufficient number of eligible members of higher rank.
- 9.4.2 Faculty who are being considered for any RTP action may not serve on an RTP committee that is evaluating their file.
- 9.4.3 When there is insufficient voluntary membership to complete the CAPS RTP Committee, the CAPS RTP Committee shall be filled from the ranks of the eligible faculty from related disciplines. After prospective nominees have granted their permission, they will be selected in a secret ballot vote by tenured and probationary Counselor Faculty.

(rev. 03/07/2014)