Counseling and Psychological Services (CAPS)
Division of Student Services

REAPPOINTMENT, TENURE, AND PROMOTION (RTP) POLICY
FOR COUNSELOR FACULTY UNIT EMPLOYEES
The Reappointment, Tenure, and Promotion (RTP) policy for California State University, Long Beach establishes the mission, vision, and guiding principles of the evaluation of tenured and probationary faculty members including Counseling and Psychological Services (CAPS)\(^1\) faculty eligible for reappointment, tenure, and promotion\(^2\). The university RTP policy also specifies the process by which faculty work shall be evaluated.

### 1.0 GUIDING PRINCIPLES

#### 1.1 University Mission and Vision

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

#### 1.1.1 CAPS Mission

The mission of Counseling and Psychological Services at California State University, Long Beach is directly linked to the core educational mission of the campus. Services exist to support student learning, personal development, and overall academic and career success. By teaching students how to remove psychological barriers that threaten academic achievement and personal well-being, CAPS contributes to a safe and productive campus learning environment, increased retention, higher graduation rates, and the development of individuals well-prepared to make a positive contribution to the larger community. CAPS contributes to the 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.
Educational outcomes are achieved through the delivery of the highest quality Instruction/Counseling and Training; Service/Outreach, Consultation, and University Service; and Research, Scholarly and Creative Activities (RSCA)/Scholarly and Professional Activities. CAPS delivers these services from developmental and wellness models, as well as various theoretical orientations. CAPS affirms the many forms of diversity that enhance our campus community.

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

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

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

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

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

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

2.0 CAPS RTP AREAS OF EVALUATION

Counselor Faculty are evaluated in the following areas: 1) Instruction/Counseling and Training; 2) Service/Outreach, Consultation, and University Service; 3) RSCA/Scholarly and Professional Activities.
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
addition to these responsibilities, Counselor Faculty provide formal training modules and
seminars in their specific areas of expertise.

Effectiveness of clinical supervision is evaluated in the form of intern ratings and through
supervisory consultation with the Training Director and other Counselor Faculty.
Professional behavior and collaborative approach will also be evaluated. Candidates may
serve on the training committee which is responsible for developing and implementing the
internship training program. Candidates may also serve on the selection committee during
the national search for doctoral interns.

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

2.2 Service/Outreach, Consultation, and University Service

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

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

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

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

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

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

Counselor Faculty are expected to be active within the profession. Counselor Faculty shall
present at professional conferences, provide seminars in relevant areas of professional
expertise, submit manuscripts for peer reviewed and other publications, complete grant
proposals, engage in research and grant funded projects, and/or teach courses in psychology
or related fields. Consistent with the field of applied psychology, it is expected that a portion
of achievement in this area must be peer-reviewed by professional peers and disseminated to
appropriate audiences. Candidates may demonstrate active membership and leadership in
relevant professional organizations.

3.0 RESPONSIBILITIES IN THE CAPS RTP PROCESS

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

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

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

3.1 CAPS RTP Candidate

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

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

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

3.2 CAPS RTP Policy

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

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

CAPS RTP committee has the primary responsibility for evaluating the candidate’s work and makes the initial recommendation to the Director regarding reappointment, tenure, and promotion. CAPS RTP committee members are responsible for critically analyzing the candidate’s performance by applying the criteria of the department.

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

3.4 CAPS Director

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

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

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

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

3.5 Vice President of Student Services

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

3.6 Office of Faculty Affairs

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

4.0 TIMELINES FOR THE RTP PROCESS

All tenured and probationary Counselor Faculty undergo performance review and evaluation.

Evaluation of temporary Counselor Faculty/Lecturers is not covered in this policy. Probationary Counselor Faculty are evaluated each year. During years when the candidate is not being reviewed for reappointment, tenure, and/or promotion, the candidate will undergo periodic review. Tenured Counselor Faculty are evaluated every five (5) years.
The following timelines apply to candidates who are appointed at the rank of Assistant Counselor Faculty with no service credit; actual timelines may vary according to level of appointment and service credit.

4.1 Evaluation of Probationary Counselor Faculty for Reappointment

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

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

4.2 Evaluation of Probationary Counselor Faculty for Tenure and Promotion

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

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

4.3 Evaluation of Tenured Counselor Faculty for Promotion

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

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

5.0 APPOINTMENT AND PROMOTIONAL LEVEL CRITERIA

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

5.1 Reappointment Consideration for Probationary Counselor Faculty

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

The candidate for reappointment is expected to demonstrate effective counseling and training responsive to the developmental and mental health needs of CSULB’s diverse students, the university’s educational mission, the learning needs of doctoral interns, and the professional standards of applied psychology. The candidate will have obtained professional licensure in the state of California.
The candidate is expected to have established collaborative relationships for the purpose of the development and delivery of effective outreach programming, consultation, and service. They will provide evidence of offering outreach programs and initiation of program development. The candidate is expected to have made service contributions primarily at the departmental level consistent with CAPS service expectations.

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

5.2 Awarding of Tenure

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

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

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

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

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

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

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

5.3 Appointment/Promotion to Associate Counselor Faculty

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

Promotion is based on a candidate demonstrating a sustained record of high quality over multiple years and evidence leading to the belief that a candidate will continue being productive. Promotion is not based solely on the quantity of professional activity in all areas of evaluation.
The candidate will have established collaborative relationships throughout the campus and will have developed a sustained record of focused psychoeducational outreach. The candidate will have demonstrated program development skills including the demonstration of leadership in this area. The candidate is expected to have made increasingly substantial service contributions at the department and university level.

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

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

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

5.4 Appointment/Promotion to Full Counselor Faculty

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

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

5.5 Early Tenure or Early Promotion

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

5.5.1 Early Tenure

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

5.5.2 Early Promotion

In order to receive a favorable recommendation for early promotion to Associate Counselor Faculty or Full Counselor Faculty, a candidate must achieve a record of distinction in all three areas of evaluation that clearly exceeds in substantial ways the requirements established in CAPS policies.
Candidates for early promotion to Associate Counselor Faculty are normally also candidates for early tenure. In rare instances, the university may decide that a candidate’s achievements merit promotion to the rank of Associate Counselor Faculty without a concomitant awarding of tenure. This decision represents the belief that a candidate has produced a body of work sufficient for promotion, but has not yet fully demonstrated the sustained record upon which tenure is based.

6.0 STEPS IN THE RTP PROCESS

6.1 The Division of Academic Affairs determines the timelines for the RTP process, including deadlines for the submission of the candidate’s materials, dates for the open period, and completion of all RTP reviews by all review levels. Final decision notification comes from the Vice President of Student Services. The deadlines for notification of final actions shall be consistent with the requirements of the CSU-CFA Collective Bargaining Agreement (CBA).

6.2 The Division of Academic Affairs notifies all Counselor Faculty members of their eligibility for review and specifies items required to be provided by all candidates. The CAPS RTP Committee provides specific guidelines and documents to aid in the organization of the RTP file.

6.3 CAPS shall post in the department office a list of candidates being considered for reappointment, tenure, or promotion, following timelines and guidelines for the open period provided by the Office of Academic Affairs and consistent with the requirements of the CBA. A copy of all information submitted shall be provided to the candidate. The CAPS RTP committee chair prepares an index of the materials submitted during the open period to be included in the candidate’s file.

6.4 Candidates prepare materials for review and deliver them to the CAPS RTP committee by the deadline.

6.5 The CAPS RTP committee reviews the candidate’s materials, and provides a written evaluation and recommendation to the next level of review by the deadline.

6.6 The CAPS Director reviews the candidate’s materials and provides an independent written evaluation and recommendation to the next level of review by the deadline.

6.7 The Vice President of Student Services reviews the candidate’s materials and provides an independent written review and recommendation to the President. The President has the authority to make final decisions for the university with respect to reappointment, tenure, and promotion.

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

7.0 ADDITIONAL PROCESSES

7.1 Prior to the final decision, candidates for promotion may withdraw without prejudice from consideration at any level of review (see CBA). This provision also applies to candidates for early tenure.

7.2 If, at any time during the review process, the absence of required evaluation documents is discovered, the RTP package shall be returned to the level at which the requisite
7.3 At each level of review, the candidate shall be given a copy of the recommendation, which shall state in writing the reasons for the recommendation before the recommendation is forwarded to the next review level. The candidate shall have the right to provide a rebuttal/response in writing no later than ten (10) calendar days following receipt of the recommendation. A copy of all of the candidate’s rebuttal/responses shall accompany the RTP package and also be sent to any previous review levels.

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

8.0 CHANGES AND AMENDMENTS TO THE RTP POLICY

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

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

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

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

9.0 COMPOSITION OF THE RTP COMMITTEE

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

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

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

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