

Chicago State University  
Department of Counseling

Departmental Application of  
Criteria

Unit A and Unit B Faculty

2018-2022

DAC REVISION CONTRIBUTOR (May 11, 2021):

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Unit A Faculty

## DEPARTMENT OF COUNSELING

### **Preface**

The Counseling Department consist of Unit A Faculty who are full-time, tenured/tenured track (2018-2022 CSU-UPI Contract) psychologists who hold a doctoral degree in psychology from a program in a regionally accredited university or professional school. These faculty are considered University Counselors and Staff Psychologists. Unit B faculty including but not limited to part time faculty, Adjunct faculty, Master's level licensed counselors, course instructors, psychiatrists, and other certified professionals may also serve in the department.

The mission of the Counseling Department is to promote the enrollment, retention, persistence and graduation rates of CSU students by offering an array of mental health and other cocurricular services. Moreover, the mission is to contribute to enhancing the overall well-being of the entire University campus. This often includes the surrounding communities. Counselors may provide teaching and direct and indirect services. Specifically, counseling services may include individual and group therapy, support groups, teaching, life coaching, consultation, mental health screening and referrals, and cocurricular psychological and mental health outreach programming and program development. Psychiatric services may also be available depending on funding.

Counseling criteria differ from evaluation criteria used by teaching faculty, research faculty, and clinical faculty in unique and distinct ways. The following narrative, therefore, may serve as essential background toward an understanding of the criteria applicable to the Counseling Department.

## **Counseling Faculty and Primary Services**

The Counseling Department (also known as the Counseling Center) is staffed by faculty and staff who are licensed counseling and clinical psychologists, psychiatrists, certified life coaches, instructors, and certified mental health professionals. Counseling Department faculty and staff assists students with accomplishing their academic, vocational, social, and personal development goals while also enhancing their overall psychological health and wellness and personal effectiveness. In addition, Counseling faculty and staff provide an extensive array of brief services to attend to remedial, developmental and situational concerns that often interfere with student academic learning and personal success. The primary duties of Counseling faculty and staff may include offering free and confidential mental health counseling, life coaching, and cocurricular psychological and mental health programming services as well as teaching, consultation, and professional development training.

### **Counseling Therapy**

A primary service to students is through individual counseling therapy with self-initiated and referred clients who are presently experiencing mental health difficulties. The Counseling faculty offers individual counseling and short term psychotherapy for a variety of personal, social, educational and vocational concerns. Counseling and therapy are processes involving a special kind of relationship between a person who asks for help with a psychological problem (the client or the patient) and a person who is trained to provide that help (the counselor or the therapist).

According to the Society of Counseling Psychology, a division of the American Psychological Association, Counseling Psychology is a general practice and health service provider specialty in professional psychology. It focuses on personal and interpersonal functioning across the life span and on emotional, social, vocational, educational, health-related, developmental and organizational concerns. The Society of Counseling Psychology also emphasizes the fact that counseling psychologists help people with physical, emotional and mental disorders, improve well-being, alleviate distress and maladjustment, and resolve crises. Furthermore, practitioners in this professional specialty also provide assessment, diagnosis and treatment of psychopathology.

Essentially, counseling is a purposeful relationship in which the therapist helps his or her client to help him or herself. It is a way of relating and responding to another person so that the other person (client) is helped to explore thoughts, feelings, and behavior, to reach a clearer self-understanding and then to find and use their strengths, and draw on their resources so that they can problem solve and cope more effectively with their life, making appropriate decisions by taking relevant action.

The process of counseling differs from the process of education in that counseling builds upon the principles offered by the educator, advisor, and the guidance professional, and translates these principles into the particularized situation of the individual client. The counseling process thus facilitates the awareness of perspectives of a live situation and its complexities; the counselor helps the client evaluate various options and helps the client act upon informed choices which resolve a problem situation or help the individual grow.

The goal of the counseling process is to enable the individual to establish, or strengthen attitudes, competencies, and behaviors that promote the successful use of coping skills and the enhancement of personal development over the course of a lifetime. Whereas educators/advisors tend to provide general principles of life and information in particular areas, the counselor

specifically addresses him/herself to individualized problems or concerns. In short, the counseling relationships involve one or more of such areas of personal, social, academic, career, or stress concerns, often requiring the use of therapeutic interventions.

### **Life Coaching and Student Success Services**

The Counseling Department Life Coaching and Student Success cocurricular program services are available primarily to students. This program helps the client to identify, set, and strive to achieve *academic goals* (e.g. graduating in the next year, improving effective study skills, reducing test anxiety), *personal goals* (e.g., enhancing resiliency, motivation, and psychosocial well-being such as managing stress and anger, and family and relationship issues), and *professional goals* (e.g., obtaining the job of your dreams after graduation) based on their strengths and weaknesses. Coaching sessions are often designed to support the continuous enrollment, retention, persistence and ultimately graduation of Chicago State University students.

### **Cocurricular Psychological and Mental Health Outreach Programming Services**

The Counseling Department provides preventive and developmental outreach psychosocial and psychoeducational cocurricular programming. The Counseling Department Outreach Program (CDOP) includes individual sessions, workshops, presentations, resources and referral services in the areas of stress, trauma, depression, and anxiety management; anger management and conflict resolution in the form of a 4-week mini-course; self-esteem enhancement, resiliency, and self-care; violence prevention particularly sexual assault and domestic violence awareness and prevention; alcohol and drug awareness; cultural diversity awareness including diversity, equity and inclusion; and overall psychological awareness.

This Counseling outreach programming may include support groups. Other outreach services may include limited consultation with other campus offices, parents, spouses and agencies upon request of the student and by written permission of the student. Department faculty may also help other faculty and administrative staff to understand our student body, through involvement in educational planning and psycho-educational workshops and presentations. The Center also offers a primary service of personality and vocational testing, as well as psychiatric consultation and medication management performed by a consulting psychiatrist who works, when available, directly with Counseling Center clients

For problems experienced by clients that require extensive care or for services beyond the scope of the Counseling Center, referrals are made to community agencies. Crisis referral services are provided during normal business hours. All emergency service requests are referred to campus police, emergency rooms of local hospitals and the 911 call center.

### **Teaching**

In addition to these Counseling services and programs, the Center faculty and staff are capable of teaching a variety of courses at the University upon request and availability as a primary duty. This includes but is not limited to those courses that address the psychological problems and challenges of students particularly those needing assistance transitioning to and succeeding in

college. Teaching is not a requirement of Counseling Department faculty and staff.

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## I. Department Personnel Committee (DPC)

This committee shall be responsible for making recommendations on all matters involving retention, promotion, and tenure.

- A. The Department Personnel Committee (DPC) of the Department of Counseling will act as a committee of the whole in all personnel evaluations.
- B. All full-time bargaining Unit A members in the Counseling Center Department are members of the DPC. At the discretion of the committee, the department head may be invited to department meetings, but in a non-voting capacity.
- C. A chairperson of the DPC shall be elected each fall by the DPC for a one - year term. The elected chairperson shall not serve for more than 3 consecutive years.
- D. The chairperson of the DPC shall be responsible for conducting the business of the DPC including, but not limited to, calling meetings of the DPC, providing transcripts of recommendations of the DPC, providing reasons in conjunction with the DPC for its recommendations, etc.
- E. The DPC will be convened at least once a semester, and on any other occasion when it has business to conduct. A quorum shall consist of a simple majority of the members.

## II. Policies Governing Personnel Decisions

### A. Committee Procedures

Faculty members who are to be evaluated for retention, promotion, or tenure will be evaluated in the following manner:

1. The DPC will hold its formal evaluation meeting at least seven days prior to the calendar date for submitting its recommendation to the next step. DPC meetings will be called at a time which does not conflict with the schedule of its members. If a scheduled evaluation meeting conflicts with other official university responsibilities, such as delivering of a paper etc., within two days of receiving notice of the date of the formal evaluation meeting, the member of the DPC may request in writing, of chairperson of the DPC that the date of the formal evaluation meeting be changed. Such a request shall not be unreasonably denied. If an emergency or illness prevents attendance of a DPC member, the meeting will be rescheduled within a reasonable time frame to allow for full attendance of department members.
2. The faculty member being evaluated will be provided an opportunity to speak prior to any vote. The faculty member may not be present to participate in a discussion of or vote on personnel actions concerning him/her.

3. Voting members will have an opportunity to interview the person being evaluated at the evaluation meeting.
4. Each DPC member, regardless of rank or tenure status, may vote on and make recommendations concerning retention, tenure, or promotion evaluations.
5. Each member of the DPC is expected to participate in all personnel decisions and will have one vote. All voting will be conducted by a secret ballot.
6. A departmental recommendation requires a simple majority of those voting. Members of the DPC who do not attend the formal evaluation meeting forfeit their right to vote, recommend or register an opinion in the evaluation process.
7. The written personnel action shall reflect the consensus of the committee's evaluation of the faculty member, including the faculty member's strengths and limitations, as well as majority and minority opinion. The person being evaluated will hear the outcome of the vote from the committee chair as the committee is still in session.
8. In the event of a negative vote, the person being evaluated will have the benefit of three working days to enter into full discussion with the committee and ask reconsideration. A second final vote will be taken.

#### B. Responsibilities of the Faculty Member Being Evaluated

The faculty member being evaluated must provide a packet of materials, including a current signed and dated vita and a copy of the Annual Assignment of Duties, which is used as part of the evaluation.

1. The packet is to be submitted to the chairperson of the DPC at least 14 days before the formal evaluation meeting.
2. The packet should be divided into the appropriate sections of primary duties, research-creative activities, and service.
3. The packet should follow the guidelines included in the bargaining unit contract, such as the guideline that material be included only since the last evaluation for matters of retention and promotion.
4. The packet should maintain the code of confidentiality by not including names of clients.
5. All portfolios must be submitted in accordance with the timeline of the university personnel action timetable

#### C. Annual Evaluation of Tenured Faculty

Beginning Fall 2021 and continuing thereafter, the evaluation materials will be submitted to follow a biennial pattern: Year 1 (beginning Fall 2021), a summary of work in each area

(teaching-performance of primary duties/research-creative activity/service), specifically referencing the requirements of the departmental application of criteria and following 19.4.c.1.b (per the contract); and Year 2 (beginning Fall 2022), a portfolio with complete documentation to substantiate performance under 19.4.c.1.b (per the contract). In either year, the Department Chair/Director and Dean may request additional documentation.

1. “**Adequate**” counseling evaluation for annual evaluations of tenured faculty requires basic material/activities that meet described standards, “satisfactory” ratings, and evidence of additional counseling materials to enhance psychological and mental health well-being and assist student cocurricular learning.
2. “**Exemplary**” counseling evaluation for annual evaluations of tenured faculty requires evidence of basic counseling materials that meet the described standards; “Highly Effective” evaluation ratings, evidence of additional counseling materials to enhance psychological and mental -health well-being and assist student cocurricular learning.

Departmental Application of Criteria  
2018 - 2022

**DEPARTMENT OF COUNSELING**

**DEPARTMENTAL APPLICATION OF CRITERIA**

Pursuant to the promulgation of section 19.3 of the negotiated contract, the criteria used by the Department of Counseling for all personnel recommendations of its members include performance of Primary Duties, Research/Creative Activities and Service. These evaluation criteria are based on Annual Assignment of Duties. Task performance is the foremost measure for evaluations. Main emphasis is to be on Primary Duties performance and secondary emphasis placed on Secondary Duties and Service.

Categories of Materials and Activities Considered Appropriate by Performance Area and Relative Importance of Materials/Activities.

Counselor primary and secondary duties include, according to the provision of Annual Assignment of Duties: (Primary) individual counseling and life coaching; group counseling and support groups, workshops, consultation, coordination of resource activities; teaching (as requested and available), and professional development/performance; (Secondary) research/creative activities and service. The Assignment of Duties designates the specific areas to be evaluated. The following list does not preclude submission of other evidence. In general awards, other counseling-related materials and additional evidence of exemplary performance will also be given importance in relation to the area of emphasis stipulated in the Assignment of Duties.

**A. Performance of Primary Duties of Unit A and Unit B Faculty**

1. General Materials Evaluation of the primary duties is accomplished by the following categories:

- a. appropriate evaluation forms
- b. primary duty materials
- c. additional supportive evidence

2. Specific Materials According to the duties assigned to the counselor, the counselor shall provide the following evidence:

- a. individual counseling, life coaching, outreach services
  - i. client evaluations (Counseling Unit Form A/Other Forms)
  - ii optional supportive evidence demonstrating counselor/life coach/outreach specialist effectiveness shall mean client letters and feedback, number of sessions provided, number of attendees, resources offered, flyers and other recruitment tools used, case



consultation evaluations, submitted videos and podcasts, co-therapy or group therapy observations and/or evaluations, and other materials developed specifically for clients. An annual evaluation of counselor/life coach/outreach specialist effectiveness as rated by clients and the chair of the department is required. If the faculty member has obtained tenure, a limited process is used to identify areas of strength and weakness and to improve performance. The evaluation shall consist of a list of materials to substantiate performance in the areas of primary duties, research/creativity and service. For promotion or a professional advancement increase (PAI), the faculty members shall submit an evaluation portfolio containing evaluation materials in accordance with the DAC.

iii. peer evaluation (Counseling Unit Form – D/Other Forms)

All DPC members of the department will complete an annual peer evaluation to be submitted in the portfolio. The form used for peer evaluations will be (Counseling Unit Form-D/Other Forms) of the Counseling Department. The department chair will also submit the same evaluation as required by the contract and the departmental criteria for the purposes of retention, tenure, and promotion based on the faculty member's status during the year the staff member is submitting his/her portfolio. Peer evaluations are completed for faculty members who are applying for retention, tenure, and promotion.

- b. group counseling/support groups/workshops/presentations
  - i. participant/peer evaluations or letters
  - ii. planning materials
  - iii. implementation materials
- c. consultation, coordination or resource outreach activities
  - i. contractor evaluation: from individual(s) requesting such assistance (appropriate form or documentation, or supportive letters)
  - ii. other appropriate evaluation materials (colleague, participant and/or consultee evaluation or letters, appropriate forms or documentation)  
planning and implementation materials
- d. professional development

*All faculty members are required to complete at least two (2)*

*professional development activities per academic year and provide documentation.*

All DPC members (at one's rank or higher) of the department will complete an annual professional development peer evaluation to be submitted in the portfolio. The form used for professional development peer evaluations will be (Counseling Unit Form-D/Other form) of the Counseling Department. The department chair will also submit the same evaluation as required by the contract and the departmental criteria for the purposes of retention, tenure, and promotion based on the faculty member's status during the year the staff member is submitting his/her portfolio. Peer evaluations are completed for faculty members who are applying for retention, tenure, and promotion.

i. other supporting evidence (e.g. letters, memos, and other written forms of support) can be included in the faculty member's portfolio by other faculty and/or academic administrators outside the department, when it is pertinent to the faculty member's eligibility for retention, tenure, and/or promotion.

ii. materials demonstrating professional development (documented continuing education units, proof of workshop and conference attendance, literature reviews, program and organization development, dates of seminars/workshops attended, etc.)

iii. products reflecting counselor/life coach and/or Counseling Center development resulting from the following and similar activities:

- a. attendance at professional meetings and related conferences
- b. classes taken to update skills
- c. accumulation of knowledge of a given topic
- d. special seminars, workshops, webinars
- e. community projects which draw upon one's expertise
- f. work toward a related degree
- g. licensure obtained as a Licensed Clinical Psychologist; LPC, LCPC
- h. certifications obtained CADC, CAMS, Life Coach, etc.

3. Levels of Performance of Primary Duties

- a. Evaluation forms will be completed by students, clients, and peers.  
Performance of primary duties will be evaluated on the following level range:

Level 1 (2.00 - 2.99)	Performance evaluated as appropriate
Level 2 (3.00 - 3.20)	Performance evaluated as satisfactory
Level 3 (3.21 - 3.34)	Performance evaluated as highly satisfactory
Level 4 (3.35 - 3.49)	Performance evaluated as effective
Level 5 (3.50 - 3.85)	Performance evaluated as highly effective
Level 6 (3.86 - 4.40)	Performance evaluated as significant
Level 7 (4.41 - 5.00)	Performance evaluated as superior

In assessing student, client, and peer evaluations, other considerations must be made, such as difficulty of task, size of group, experimental nature of task, increment of professional growth, etc.

- b. Primary duty performance standards and other evidence

- i. Retention: Level 2 - probationary year one  
(Satisfactory performance of primary duties, appropriate performance in research/creative activities and appropriate performance in service)
- Level 3 - probationary year two  
(Satisfactory performance in all three areas: primary duties, research/creative activities and service.)
- Level 4- probationary year three  
(Effective performance of primary duties, highly satisfactory performance of research/creative and highly satisfactory performance of service activities)
- Level 5- probationary year four  
(Highly effective performance of primary duties, effective performance of research/creative activities and effective performance of service activities)
- Level 6- probationary year five  
(Significant performance of primary duties, highly effective performance of research/creative activities and highly effective performance of service activities)
- Tenure: Level 7- probationary year six  
(Superior performance of primary duties, significant

performance of research/creative activities,  
significant performance of service activities).

Promotion: Level 4 - assistant professor

Level 6 - associate professor

Level 7- full professor

ii. The personnel committee will consider and evaluate materials which provide documentation of professional activities in the primary and secondary areas of responsibilities.

c. Tenure by exception: Based on the language in the Faculty Bargaining Agreement for 2010-2015, a faculty member may apply for consideration for tenure in her /his fourth, fifth or sixth year of full time service in the bargaining unit at the University on the basis of exceptional performance in at least two of the following areas: Exceptional performance is defined as superior performance in the area of primary duties and one area of secondary duties, either research/creative activities (having a funded research project for one or more years totaling a minimum of \$25,000) or service (i.e. holding a national office in a professional organization)

#### Tenured Faculty

Consistent with the language in the Faculty Bargaining Agreement for 2010-2015, article 19.4.c “annual evaluation of tenured employees . . . Faculty members in the counseling department who have obtained *tenure* will be required to submit a limited portfolio consisting of a detailed outline of all primary and secondary duties, and special assignments. Each outline should also have significant supportive evidence attached to it (such as letters of commendation, notification of approved grant funding, workshop outlines, and optional client and peer evaluations).

## B. Performance of Secondary Duties

*(NOTE: Counselors are encouraged to engage in secondary duties when primary duties have been fully implemented)*

### 1. Research/Creative Activities

#### a. Criteria

Counselors are encouraged to engage in research and scholarly activities under the following circumstances:

- when primary duties have been fully implemented
- as an independent researcher or recognized member of a research team (research program or project)
- as an independent initiative with resources made available by internal or external agencies

All projects in this area must demonstrate a clear relationship between the counselor's professional duties and student success. The project may be listed under category C or D on the Annual Assignment of Duties. Examples of appropriate activities in this category are items (i) through (viii).

- i. identified a topic or problem for research or intervention programs
- ii. submitted research paper to peer reviewed journal or professional association; submitted grant proposal
- iii. published reviews or served as a journal/book peer reviewer
- iv. work in progress or publication pending
- v. funded research (internal)
  - Any funded grant proposal
  - Seed grants are research proposal awards for less than \$5000; Must lead to larger grants proposals
  - Formal subcontractor agreements/assignments
- vi. presentation, lectures, or papers delivered
  - a. at local level (campus presentations, professional chapter, university symposia, etc.)
  - b. at state level
  - c. at regional level
  - d. at national level
  - e. at international level
- vii. any funded grant proposals supporting department programs, University services and programs, or community programs (external)
- viii. formal recognition of counselor/life coach/outreach/researcher work; Served as a journal editor

- ix. products reflecting counselor/life coach/outreach/research contributions to the advancement of the Counseling Department resulting from the following and similar activities:
  - a. attendance at professional meetings and related conferences
  - b. attendance at classes, webinars, and workshops taken to update skills
  - c. accumulation of knowledge of a given topic
  - d. hosted professional meetings, workshops, and related conference
  - e. community projects/collaborations which draw upon one's expertise
  - f. work toward a related degree, certification or terminal degree; new course or program development and implementation

b. Levels of performance for research/creative activities

The evaluation of the counselor's effectiveness will be obtained by computing the statistical average of the scores taken from the Research/Creative Activity Evaluation Form (Form F/Other Form). Small project writings must be included in their entirety. Large project writings (over 50 pages) should only include certification letters, title pages, abstracts, and conclusions.

<u>Performance Level</u>	<u>Rating</u>	<u>Specific Activity</u>
Level 1 (2.00 – 2.99)	Performance evaluated as appropriate	i.
Level 2 (3.00 – 3.20)	Performance evaluated as satisfactory	i, 3 vi-a
Level 3 (3.21 – 3.34)	Performance evaluated as highly satisfactory	i, 6 vi-a
Level 4 (3.35 – 3.49)	Performance evaluated as effective	i, 6 vi-a, 1 vi-b
Level 5 (3.50 – 3.85)	Performance evaluated as highly effective	I, 8 vi-a, 1 vi-b, 1 vi-c, v or 1 vii
Level 6 (3.86 – 4.40)	Performance evaluated as significant	i, iv, 10 vi-a, 1 vi-b, 1 vi-c, v or 1 vii
Level 7 (4.41 – 5.00)	Performance evaluated as superior	1 iv, or 1 v, 10 vi-a, 1 vi-b, 1 vi-c or 1 vi-d or 1 vii or 1 i or 1 vi-e

### Quantity

For probationary year one, the candidate need only present one activity from category (i).

For probationary year two, the candidate needs to demonstrate only one activity from category (i) and three from (vi-a).

For probationary year three, the candidate needs to demonstrate one activity from category (i) and six from categories (vi-a).

For probationary year four, the candidate needs to demonstrate one activity from category (i) and six from categories (vi-a) and one from category (vi-b).

For probationary year five, the candidate needs one from category (i), eight from category (vi-a) and one from category (vi-b).

For promotion, only one from category (i), and (iv), ten from category (vi-a), one from category (vi-b), one from category (vi-c), one from category (v) or one form (vii).

For tenure, the candidate needs to have completed items from the following categories: one from (iv), one from (v), ten from (vi-a), one from (vi-b), one from (vi-c) or one from category (vi-d) or, one from category (vii),(vi-e) or (ii).

## c. Teaching/Research/Creative Activities and Professional Development

### 1. Criteria

Counselors are encouraged to engage in (*at least two activities per academic year*) professional development activities when primary duties have been fully implemented to enhance their teaching/research/creative activities in activities such as:

- aa. attendance at professional meetings and related conferences
- bb. attendance at classes, webinars, and workshops taken to update skills
- cc. accumulation of knowledge of a given topic
- dd. hosted professional meetings, workshops, and related conference
- ee. community projects/collaborations which draw upon one's expertise
- ff. work toward a related degree, certification or terminal degree; new course or program development and implementation; other programs that enhance learning

### 2. Teaching

Counseling Faculty can include teaching assignments in the portfolio if they are a part of the regular 36 Cue Load and identified as meeting the requirement for secondary duties (primary duties are being met). If teaching duties are for the result of an override in another department,

they cannot be included as part of the portfolio package.

- a. student evaluations (at least 50% of the students who are enrolled in each class must be given the opportunity to evaluate the faculty member)
- b. peer evaluations
- c. classroom materials (assignments, syllabi, etc.)
- d. optional materials demonstrating classroom preparation and effectiveness, such as curriculum development materials, supplemental instructional materials, supportive materials such as letters from current or former students, etc.
- e. distance learning (Teacher Evaluation of Online Course: **Distance Education**):
  - 1. Counselors may choose to develop and provide internet course offerings. Evaluation of distance education activities will be in accordance with the final language pertaining to the distance education website and Contract.
  - 2. Online courses, when used as part of a faculty member’s teaching evaluation, will receive peer, and chairperson evaluations using the following sections from the “Teaching Faculty must be evaluated by a faculty member at or above his/her unit and rank and from within the Counseling department (or related department as needed). The scale is as follows:

Appropriate	2.00	2.99
Satisfactory	3.00	3.25
Highly Satisfactory	3.26	4.00
Effective	4.01	4.75
Highly Effective	4.76	5.50
Significant	5.51	6.25
Superior	6.26	7.00

Online classes (Distance Education) that must be evaluated by students should be evaluated using the online university student evaluation. The results of these evaluations are tallied by IOTA 360 Evaluations and instructors should ensure that the information is forwarded to the department office. An average of the responses to the questions will be used to determine the following categories: *Appropriate, Satisfactory, Highly Satisfactory, Effective, Highly Effective, Significant, and Superior*. The scale is as follows:

Appropriate	2.00	2.99
Satisfactory	3.00	3.20
Highly Satisfactory	3.21	3.34
Effective	3.35	3.49



Highly Effective	3.50	3.85
Significant	3.86	4.40
Superior	4.41	5.00

All instructors teaching online courses must complete the Online Certification Training or related online certification course prior to teaching the course to be qualified to teach the content area. Instructors cannot complete OCT or related online certification course and teach the online course in the same semester.

A. Standards for Teaching for Unit A

1. “**Satisfactory**” teaching evaluation for retention in probationary year one requires basic materials/activities that meet the described standards, and “satisfactory” peer, student and chair ratings, and evidence of additional classroom materials to enhance and assist student learning.
2. “**Satisfactory**” teaching evaluations for retention in probationary year two requires basic materials/activities that meet the described standards, “satisfactory” peer, student and chair ratings, and evidence of additional classroom materials to enhance and assist student learning.
3. “**Effective**” teaching evaluations for retention in probationary year three requires basic materials/activities that meet the described standards, “effective” peer, student and chair ratings, and evidence of additional classroom materials to enhance and assist student learning.
4. “**Highly effective**” teaching evaluations for retention in probationary year four require evidence of basic instructional material that meet the described standards; “highly effective” peer, student and chair evaluation ratings and the use of other instructional material to enhance student learning.
5. “**Significant**” teaching evaluations for retention in probationary year five require evidence of basic instructional materials that meet the described standards; “significant” peer, student and chair evaluation ratings and the use of other instructional material to enhance student learning.
6. “**Superior**” teaching evaluations for tenure require evidence of basic Instructional material that meets the described standards: “superior” ratings from two of the three evaluation sources (students, peer, and chairperson) and the use of other instructional material to enhance student learning.
7. **Superior**” teaching evaluations for tenure with exceptionality require evidence of basic instructional material that meets the described standards: “superior”

- teaching ratings from two of the three evaluation sources (students, peers, chairperson), two peer and two chairperson classroom evaluations over the evaluation period (chair evaluations cannot be conducted in the same semester) and evidence of use of other instructional material to enhance student learning.
8. “**Superior**” teaching evaluations for promotion to Associate Professor require evidence of basic instructional material that meets the described standards: “superior” teaching ratings from two of the three evaluation sources (students, peers, chairperson), two peer and two chairperson classroom evaluations over the evaluation period (chair evaluations cannot be conducted in the same semester) and evidence of use of other instructional material to enhance student learning.
  9. “**Superior**” teaching evaluations for promotion to Full Professor and PAI require evidence of basic instructional material that meets the described standards: “superior” teaching ratings from two of the three evaluation sources (student, peers, chairperson), two peer and two chairperson classroom evaluations over the evaluation period (chair evaluations cannot be conducted in the same semester) and evidence of consistent use of other instructional material to enhance student learning.

B. Standards for Teaching for Unit B – Part-time Instructors

1. “**Satisfactory**” teaching evaluations for Unit B faculty requires a course syllabus that meets the described standards, satisfactory student, peer, and chair ratings, and evidence of additional teaching materials to enhance and assist student learning. Faculty must be evaluated by a faculty member at or above his/her unit and rank and from within the Counseling department (or related department as needed).
2. “**Highly Effective**” teaching evaluations for Unit B faculty require a course syllabus that meets the described standards; “highly effective” student, peer (1), and chair evaluation ratings and the use of other instructional material to enhance student learning. Faculty must be evaluated by a faculty member at or above his/her unit and rank and from within the Counseling department (or related department as needed).

C. Standards for Teaching for Unit B – Full-time Instructors

- D. **“Satisfactory”** teaching evaluations for Full-time Unit B instructors require basic evidence of additional teaching materials to enhance and assist student cocurricular learning, Faculty must be evaluated by a faculty member at or above his/her unit and rank and from within the Counseling department (or related department as needed) “satisfactory” student, peer, and chair evaluation ratings and the use of other instructional material to enhance student learning. Faculty must be evaluated by a faculty member at or above his/her unit and rank and from within the Counseling department (or related department as needed).
- E. **“Highly effective”** teaching evaluations for full-time Unit B instructors require evidence of basic teaching materials that meet the described standards as “highly effective” student, peer, and chair evaluations ratings and the use of other instructional material to enhance student learning. Faculty must be evaluated by a faculty member at or above his/her unit and rank and from within the Counseling department (or related department as needed).

Peer Evaluations Rating Scale:

Appropriate	2.00	2.99
Satisfactory	3.00	3.25
Highly Satisfactory	3.26	4.00
Effective	4.01	4.75
Highly Effective	4.76	5.50
Significant	5.51	6.25
Superior	6.26	7.00

Student Evaluations Rating Scale:

Appropriate	2.00	2.99
Satisfactory	3.00	3.20
Highly Satisfactory	3.21	3.34
Effective	3.35	3.49
Highly Effective	3.50	3.85
Significant	3.86	4.40

**C. Service Criteria**

Counselors are expected to participate in Unit, Division, University and/or community/professional activities when university related. Unpaid activities, or those where only related expenses (i.e., travel, lodging, food, and materials) are paid, will be considered as service activities. Service to the Unit is of greatest importance.

<b>Department</b>	<b>Division</b>	<b>University/Community/Profession</b>
<u>Group I</u>	<u>Group II</u>	<u>Group III</u>
a. University committee membership or office representing the dept.	a. Involvement in division activities using professional skills	a. Speaking engagements
b. Dept. search committees	b. Division search committee	b. University, professional search committee
c. Union activity if related to sharing of academic work	c. Work with Student Organizations/ Student orientation/ recruitment	c. Involvement in community activities which draw upon professional skills
d. Unit/division committee memberships or office	d. Student advisement if not a part of primary duties	d. office or membership in professional organization or leadership activities
	e. Unit and/or division search committees	e. University and community committee memberships
		f. College/Division special committees

Levels of Performance for Service:

<u>Service</u>	<u>Rating</u>	<u>Specific Activity</u>
Level 1	Appropriate	participate in 2 unit activities
Level 2	Satisfactory	participate in 3 unit and 2 division activities
Level 3	Highly Satisfactory	participate in 4 unit, 3 division, one university activity
Level 4	Effective	participate in 4 unit, 4 division, one university activity
Level 5	Highly Effective	participate in 4 unit, 4 division, two university activities
Level 6	Significant	participate in 4 unit, 5 division and two university activities
Level 7	Superior	Involvement in two university activities and hold an office at the Chapter, Local or National level in a professional organization which utilizes an area of your expertise such as training, research, teaching or program design and management.

Documentation is needed as evidence of contribution in any of these areas. Mere attendance does not constitute significance.

NOTE:  
In general, Group I is of greater importance than Group II.

NOTE:  
In general, Group II is of greater importance than Group III.

NOTE:  
Documentation is needed evidence of contribution any of these areas.

## **H. Methods to Be Used by Performance Area**

### **A. Evaluation Materials**

The Counselor/Life Coach shall submit the appropriate evaluation forms for individual counseling, group programs, consultation/coordination/resource, teaching or personal/interpersonal development.

#### **1. Individual Counseling/Life Coaching**

The participant evaluation form/other forms for individual counseling/life coaching shall be used in accordance with the following procedure:

- a. The evaluation of counselors/life coaches will take place for one week during the fall and spring semesters. The evaluation week will be randomly selected by the chairperson from the “peak weeks” for a given semester. Peak weeks will be determined by analyzing past utilization rates.
- b. Counselors/Life Coaches will be given advanced notice of the weeks selected for evaluations.
- c. All students who visit the center for counseling/life coaching during the selected evaluation week will be asked by the chairperson to evaluate their counselor. An evaluation form will be completed by a regular client prior to the counseling/life coaching session. (A regular client is one who has received individual counseling/life coaching from their counselor/life coach at least two other times during the semester in which the evaluation takes place). An evaluation form will be completed by a new counselee subsequent to the counseling/life coaching sessions.
- d. All completed evaluation forms will be folded and placed in a sealed envelope which will be given to the chairperson who will supervise the compilation of data.

#### **2. Group Counseling/Outreach Programs/Support Groups**

- a. The Chair shall specify in advance to the Counselor/Life Coach at least one of his/her groups or programs is to be evaluated each year. The chair and at least one peer will observe and evaluate the designated program and provide written feedback.
- b. The Counselor/Life Coach will distribute participant evaluation

forms following completion of each group program/workshop (Counseling Unit - Form B/Other Forms). To promote objective feedback, the counselor/life coach will request that a participant collect the completed forms and return them to the Counseling Center when possible.

3. Consultation, coordination, and resource activities

When consultation, coordination, and/or resource activities are specified by the Annual Assignment of Duties, representative evaluations using the appropriate forms are to be presented.

4. Teaching

Each teaching assignment will require the use of teacher evaluation forms. Annual peer evaluations will be submitted by a mutually agreed upon evaluator and/or the chairperson. (See Form B/Other Form)

