

**COUNSELING CENTER  
DEPARTMENT PROCEDURES, CRITERIA, STANDARDS, AND BYLAWS**

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## **COUNSELING CENTER PROCEDURES, CRITERIA, STANDARDS, AND BYLAWS**

### **I. INTRODUCTION**

The faculty of the Counseling Center (Center) shall by majority vote of all the tenured and tenure-track faculty members in the Center:

- Establish procedures for faculty participation in formulating the Center's criteria (which in turn must be determined by majority vote of the faculty) and
- Establish procedures for faculty participation in determining the Center's recommendations in the areas of tenure, promotion, and reappointment.
- Establish or revise bylaws for its internal governance.

The faculty of the Center shall by majority vote of all the tenured and tenure-track faculty members in the Center establish or revise bylaws for the internal governance of the Center.

Changes in, additions to, or deletions from the Procedures, Criteria, Standards, and Bylaws shall be subject to approval of the Dean of Students and the Provost and must be consistent with the current agreement between Central Michigan University and Central Michigan University Faculty Association (Agreement).

#### **A. Relationship of the Counseling Center to the University/College Community<sup>1</sup>**

Counseling services are an integral part of the educational mission of the institution and

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<sup>1</sup> Sections IA, IB and IC are adapted from the International Association of Counseling Services' "Accreditation Guidelines for University and College Counseling Services (IACS)," October, 1994.

support it in a variety of ways. They provide counseling (personal, career, and academic) services to clients who are experiencing stress due to personal problems, decision making, or conflicts within the campus community. Counselors are also involved in advocating for student needs, program development, teaching, and consultation activities that support the efforts of faculty and staff in improving the university environment.

While the relationship of the counseling service to other units within the institution will vary according to organizational structure and individual campus needs, it is critically important that the service be administratively neutral. If it is perceived as being linked with units that are involved in making admissions, disciplinary, curricular, or other administrative decisions it can severely restrict the utilization of the center. Such perceptions may prevent students from seeking services for fear that information they disclose may negatively affect their college careers.

Typically, counseling services are administratively housed in the student affairs unit of the institution and acknowledged as a valuable component of the overall student services effort. To achieve this recognition counselors must develop an extensive network of institutional and community relationships. Close linkages should be forged between academic units, campus student service offices, and sources of referral and consultation. Solid working relationships must be maintained with campus/community medical services and community mental health services in order to accommodate clients with medical problems or a need for hospitalization. Counseling service professionals should work with faculty and administrators in promoting the goal of psychological and emotional development in the many aspects of campus life.

Finally, it is essential that the counseling service work closely with the chief student affairs officer and other key administrators to ensure the accomplishment of institutional goals and objectives. The chief student affairs officer, as well as other senior administrative staff, should be fully aware of and appropriately supportive of the complex role of the counseling service.

While the counseling service works in an interrelated manner with many aspects of the campus community, it is important to emphasize the unique role that it plays within the institution. Specifically, it provides services such as crisis intervention, individual and group psychotherapy, career development, and consultation with the campus community about student characteristics and development. In addition, counseling professionals often provide a needed perspective for campus administrators in maintaining an appropriate balance between an administrative and a humanistic approach in managing disturbed students.

## **B. Counseling Services Roles and Functions (Adapted from IACS Guidelines)**

The counseling service should play three essential roles in serving the university/college community. The most prominent is providing counseling/therapy to students experiencing personal adjustment and/or psychological problems that require professional attention.

Somewhat related is the preventive role of assisting students in identifying and learning skills which will assist them in effectively meeting their educational and life goals. The last role is contributing to a campus environment that facilitates the healthy growth and development of students.

A counseling service must include an appropriate range of activities to be eligible for accreditation. Agencies whose services are limited to the following areas are not eligible to be accredited: academic advising, placement services, tutorial programs, and academic skills training (i.e., developmental reading services, learning centers, etc.). It should be noted, however, that many accredited counseling services include some or all of the above activities in their programs.

To be eligible for accreditation a counseling service must provide the following program functions:

1. Individual and group counseling and therapy services which are responsive to the diversity of students experiencing ongoing or situational psychological or behavioral difficulties.
2. Crisis intervention and emergency coverage either directly or through cooperative arrangements with other resources on campus and in the surrounding area.
3. Programming focused on the developmental needs of students that maximizes their potential to benefit from an academic experience.
4. Consultative services to members of the university community that make the environment as beneficial to the intellectual, emotional, and physical development of students as possible.
5. Research and evaluation of services with the goal of improving the effectiveness of those services.
6. Training, professional development and/or continuing education experiences for staff, interns, practicum students, and others in the university community.

A more detailed and specific discussion of the six functions follows:

1. **Individual and Group Counseling/Psychotherapy** - These direct service activities should meet the following criteria:
  - a. Individual and/or group counseling psychotherapy should be provided for vocational, educational, personal, developmental, and relationship issues.
  - b. Psychological tests and other assessment techniques should be used when appropriate, to foster client self-understanding and decision-making and to determine the most effective intervention strategies possible within the limits of available resources.

- c. Referral resources within the institution and the local community should be developed and used to meet the needs of students whose problems are more severe or time consuming than can be met by the resources of the counseling service.
- d. Staff should have the necessary training and/or diversity to meet the needs of students of varying ethnic and cultural backgrounds, children of dysfunctional families, victims of sexual and physical abuse, and students with educational deficiencies.
- e. Evaluation of the effectiveness of the services provided should be conducted on a regular basis.
- f. All staff should adhere to the ethical principles of their disciplines.
- g. Services provided by interns, practicum students, and paraprofessionals must receive close supervision by qualified personnel and be in compliance with professional training standards and state statutes.

2. **Crisis Intervention/Emergency Services**

- a. Counseling services provide emergency services for students who are experiencing acute emotional distress, are a danger to self or others, or are in need of immediate hospitalization. Such services are provided by other agencies on campus or in the surrounding community. In such cases, the counseling service works closely with other service providers to assure that the resources are adequately and effectively used.
- b. Psychiatric referral is available when necessary through the counseling service.

3. **Outreach Programming**

Programs should be developed and provided which help students acquire new skills, encourage positive and realistic self-appraisal, foster appropriate personal and occupational choices, enhance the ability to relate mutually and meaningfully with others, and increase the capacity to engage in a personally satisfying and effective style of living. These programs should be designed to meet the needs of all students, and be able to respond to the sexual orientation and racial, cultural, and ethnic diversity among students, as well as reach students who are less likely to make use of traditional counseling services.

4. **Consultation Services**

The counseling service must play an active role in interpreting and, when appropriate, advocating the needs of students to administrators, faculty, and staff of the institution.

- a. It is inappropriate for the counseling services to be solely responsible for administrative decisions about students.
- b. Consultation regarding individual students should be provided as needed to faculty and other appropriate campus personnel within the bounds of the confidential counseling relationship.
- c. Consultation with parents, spouses, and other agencies that bear some responsibility for particular students may be provided within the context of the confidentiality of the counseling relationship.

## 5. **Research**

An integral responsibility of the counseling service is to conduct ongoing evaluation and accountability research, to determine the effectiveness of its services, and to improve the quality of services.

- a. Counseling services must abide by professional ethical standards as well as expectations developed by university groups responsible for overseeing research. Ultimate responsibility for the establishment and maintenance of accepted ethical practices shall reside with the individual researcher and the director of the counseling service.
- b. There should be a regular review of counseling services based on data from center evaluation efforts as well as information from other institutions.
- c. The counseling center contributes to studies of student characteristics and follow-up studies of student progress in various programs.
- d. It is desirable that counseling services be involved with students and faculty who wish to conduct individual research on student characteristics or on the influence of specific student development programs. Such activities must be in compliance with ethical standards.
- e. The counseling service contributes to the fields of counseling, psychology, and student personnel services by means of research and other scholarly endeavors.

## 6. **Training**

Training and supervision of students (paraprofessionals, practicum students, and interns) is an appropriate and desirable responsibility of counseling services. While training is a legitimate function, it should not interfere with the primary service role of the Counseling Center.

- a. Graduate student trainees and paraprofessionals should be selected carefully and continually supervised closely by experienced, qualified personnel in a manner consistent with professional training standards and state statutes.
- b. Cases assigned to trainees should be related to their present level of training and competency to ensure quality services to students.
- c. All faculty members should receive in-service training on a regular basis to upgrade their skills. Such training may occur through case conferences, workshops sponsored by the center, and/or the provision of resources for members to attend workshops and conferences.

## C. **Ethical Standards**

Professional ethical practice forms the cornerstone of the counseling service. Maintaining ethical standards and abiding by related laws in the administration of a counseling center is a very complex and important task. Clear definitions of ethical and legal questions are not universally applicable, so an understanding of ethical codes and relevant case and statute law is essential. Counseling services should have access to legal counsel and should keep staff well informed regarding legal issues.

According to IACS guidelines faculty/staff members must maintain strict adherence to the Ethical Standard Codes of the American Psychological Association (APA), the American Counseling Association, the American College Personnel Association, the Canadian Psychological Association or the National Association of Social Workers. Center operating procedures should be congruent with these standards and in no way abridge or contravene an individual staff member's ethical obligations and privileges.

## D. **The Place of Counseling at Central Michigan University**

The Counseling Center faculty forms a special relationship to the university community by remaining administratively autonomous. In this way the entire student population can best be served through direct and indirect counseling services. The Director of the Counseling Center at Central Michigan University is administratively responsible to the Dean of Students.

When consultation regarding individuals is requested by other campus officials, it will be

offered in the context of confidentiality. However, the Counseling Center faculty is not responsible for administrative decisions about students. Consultations with parents, spouses, and public or private agencies may also be provided in the context of confidentiality in accordance with the American Psychological Association and the American Counseling Association ethical standards.

#### **E. Ethical Considerations**

The faculty of the Counseling Center maintain a responsibility to Central Michigan University. Acceptance of employment (by the faculty members) implies that the faculty member is in substantial agreement with the policies and principles of the University.

Counseling Center faculty have an obligation to ensure that information about clients shall be shared only with those who will use such information for professional purposes. The primary obligation is to respect the integrity and promote the welfare of any client entering the Center.

The counseling relationship and resulting information must be kept confidential consistent with the obligations of faculty members. When a faculty member learns from her/his counseling relationship of conditions which are likely to harm others, he/she is expected to report the conditions to the appropriate responsible authority, usually the Director. The identity of the faculty member or client is only revealed if the Director so decides.

In the event that the client's condition is such as to require others to assume responsibility, or when there is clear and imminent danger to the client or to others, or where child abuse is suspected, the faculty member is expected to report this fact to the Director, and to take such other emergency measures as the situation demands.

The primary ethical purpose of any testing within the Center is to provide objective and comparative measures and interpretation for use in self-evaluation or evaluation by other professionals. Generally, test results constitute only one of a variety of pertinent data for decision-making. The faculty member will provide adequate orientation or information to the examinee(s) so that the results of testing may be placed in proper perspective with other relevant factors. Faculty members have the responsibility to inform examinee(s) as to the purpose of the testing.

#### **F. Counseling Center Functions at Central Michigan University**

##### **1. Services to Students**

- a. Counseling. Individual counseling sessions provide confidential assistance to students with personal, couple, developmental, social, and relationship concerns. This process is time-limited (i.e., short-term); cases will be reviewed by the faculty after fifteen sessions, with a maximum of thirty sessions while the

student is enrolled at Central Michigan University. Group counseling, psychotherapy, and workshops on various topics are also provided to improve students' abilities to relate more effectively and to examine and enhance personal development.

- b. Career Exploration. Individual sessions are offered to assist students in examining career options and to teach them the process of career exploration and decision-making.
  - c. Academic Information and Advisement. Assistance is provided to students in interpreting academic bulletins, planning educational goals, and translating career alternatives into majors, minors, and degrees.
  - d. Testing. Vocational interest inventories and psychological tests are used when appropriate to promote student self-understanding and to supply occupational and educational information as needed.
  - e. Crisis Intervention. A student in crisis may be seen (without a scheduled appointment) on a "walk-in" basis during Counseling Center hours. Faculty members are also "on call" for crises when the Center is closed.
  - f. Outreach. Positive mental health is promoted and student difficulties prevented through topic-specific programs presented to students in residence halls, classes, and student organizations.
  - g. Referral Services. Faculty members maintain a close alliance with personnel at other agencies, offices, facilities, and service organizations to make referrals for effectively meeting student needs on and off campus.
  - h. Needs Assessment and Evaluation. A function within the Counseling Center is an awareness of the changing needs of the University community. Counseling Center faculty will periodically assess student needs and maintain an ongoing evaluation program. The function of the evaluation process is to provide information concerning the effectiveness of counseling, consultation, and coordination.
2. **Services to Faculty and Staff**
- a. Student needs may be indirectly assisted by Counseling Center faculty serving on University and departmental committees, by conducting research about students and their behavior, and by disseminating the outcome of such research to the total community. Additional research may be conducted to ascertain the influence of faculty and the institution upon students.
  - b. Consultation, supervision, and/or in-service training are provided upon request

to aid faculty, staff, administrators, and residence hall personnel in their work with students.

- c. Assessment of students, upon faculty or administrative request and with clear student concurrence, as an aid to student-academic decisions is provided. This function must be carefully distinguished from assessment as a part of counseling, which is bound by the confidential nature of that process.
- d. Faculty members are available as consultants for University program development.

### 3. **Training**

- a. Training of graduate students is an appropriate and desirable responsibility of the Counseling Center. Interns and/or practicum students are carefully selected and closely supervised by qualified personnel.
- b. Faculty members participate in the training of paraprofessionals within the university community.

### 4. **Research and Evaluation**

- a. The Counseling Center faculty may conduct research to determine the effectiveness of Counseling Center services and to improve those services. This includes the investigation of counseling outcomes, methods, instruments, techniques, and procedures.
- b. The Counseling Center faculty is in an especially good position to contribute to studies of student characteristics and follow-up studies of student progress in various programs. These studies can help academic and administrative, as well as student units, in planning and developing policies and programs.
- c. The Counseling Center faculty may consult with members of the University community who wish to conduct their own research on student characteristics or behavior, or on the influence of specific programs on student development.

## G. **Counseling Services Personnel, Professional Development, Staff Size and Workload<sup>2</sup>**

### 1. **Professional Staff**

Counseling/psychotherapy functions are performed by professionals with at least a

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<sup>2</sup>Section I.G. is adapted from the International Association of Counseling Services' "Accreditation Guidelines for University and College Counseling Services," October, 1994.

master's degree from disciplines such as counselor education, counseling psychology, clinical psychology, psychiatry, and social work.

- a. When graduate level interns/trainees are used for the delivery of counseling services, their work must be closely supervised in accordance with the trainee's professional specialty and state statutes. Responsibility for the appropriateness and quality of services lies with the faculty supervisor, or training director and ultimately the Director of the Center.
- b. Both faculty members and trainees should have access to necessary consultation resources. Assistance should be available in areas such as psychopharmacology, psychological assessment, case management, and program development. Specialists in psychiatry, learning disabilities, law, occupational information, and substance abuse are important resources for the Counseling Center faculty as well.

2. **Status of Professional Faculty Within the University/College**

It is expected that faculty members holding equivalent terminal degrees be accorded rights and privileges consistent with other University faculty. This may include tenure (or its equivalent) and the opportunity for representation on University committees. Sabbatical and other leaves of absence should also be available.

3. **Duties: Counseling Center Faculty**

- a. Provide individual and group counseling/psychotherapy, assessment, and crisis intervention services.
- b. Design and conduct developmental and outreach program activities that will facilitate student growth.
- c. Provide consultation services, as requested, to student groups, faculty, and staff within the University community.
- d. Participate in research and service evaluation activities.
- e. Provide necessary training and supervision to paraprofessionals and graduate trainees.
- f. Perform other assigned functions that contribute to the service offerings of the Center and the academic mission of the institution (e.g., teaching, committee work, liaison with academic or administrative units, participation in university program development, etc.).

#### 4. **Duties: Trainees and Professionals**

Professional trainees, such as interns and practicum students, as well as professional personnel, perform various functions in the counseling service appropriate to their training and experience.

#### 5. **Professional Development**

Ongoing professional development activities are an essential aspect of an effective counseling program. Both released time and budget resources should be made available to assist faculty in these endeavors.

- a. Faculty members should hold membership in and participate in appropriate professional organizations.
- b. Faculty members should attend relevant campus colloquia and seminars and local, regional, and national professional meetings.
- c. Faculty members should be encouraged and supported in accepting leadership responsibilities within their respective local, regional, and national organizations.
- d. The counseling service should maintain a continuous in-service training program, the chief feature of which is supervision and consultation. Faculty members should have the opportunity for continuing supervision and consultation from more highly trained and experienced members. It is highly desirable that additional in-service training be provided for all faculty members, including activities such as case presentations, research reports, discussion of issues, etc.
- e. It is important that faculty members be encouraged to participate in community activities related to their profession.

#### 6. **Personnel Practices**

Faculty should be free of prejudice with respect to an individual's race, color, sex, religion, national origin, age, height, weight, disability, marital status, sexual orientation, veteran status, other status protected by state and federal law. The counseling service should demonstrate personnel practices which are consistent with the goals of equal opportunity/affirmative action.

#### 7. **Size of Staff**

The human resources that are necessary for the effective operation of a counseling

service depend, to a large degree, on the size and nature of the institution and the extent to which other mental health and student support resources are available in the area. The complexity of the service offerings and training programs also influences staffing needs. It is recommended that faculty levels be continually monitored with regard to student enrollment, service demands, and staff diversity to insure that program objectives are being met.

- a. Every effort should be made to maintain minimum staffing ratios in the range of one F.T.E. faculty member to every 1,000 to 1,500 students, depending on services offered and other campus agencies available to serve students.
- b. Support staff must be adequate to assume responsibility for all receptionist and secretarial duties necessary for the effective functioning of the counseling service.

## 8. **Workload**

Faculty members should have a balanced workload that affords time for all aspects of their professional functioning, including counseling, research, writing, staff meetings, University service, professional development, case consultation, committee meetings, consultation, outreach, and community service. Direct service responsibilities such as intake, individual and group counseling, and crisis intervention should not exceed 65% of the workload on a continuing basis.

## II. **DEPARTMENTAL PROCEDURES**

### A. **Professional Responsibilities**

#### 1. **Definition of Counseling Center Faculty**

All regular, full-time, full-salaried (10 or 12 months) Central Michigan University professional counselors employed in the Counseling Center at least one-half time (See current Agreement).

#### 2. **Administration**

- a. The Director will be the administrative head of the Counseling Center.
- b. Each committee chairperson will be directly responsible to the Director of the Counseling Center.

#### 3. **Method of Selection of the Director**

All faculty members holding rank in the Counseling Center shall be eligible to be

Director, if they meet the qualifications and conditions as outlined. The procedure for candidacy will be as follows:

- a. Any tenured or tenure-track faculty member holding rank in the Counseling Center wishing to apply for the directorship must make the fact known in writing to the Dean of Students.
- b. The Dean of Students will compile the list of candidates and provide a copy to each member of the counseling staff.
- c. Each candidate must submit a vita and/or such other supporting evidence and materials as he or she deems appropriate.
- d. Copies of such materials will be made available to all faculty members at least one week prior to the election.
- e. The Director will be elected by the democratic process involving the vote of all tenured and tenure-track faculty holding rank in the Counseling Center. Temporary faculty will not have a vote in selection of the Director. A majority of the votes cast is necessary for election. Absentee ballots are to be honored. On any ballot in which no candidate is elected, the person receiving the fewest votes will be dropped from the list. In the event of a tie for fewest votes, voting will proceed for those in the tie position to determine who will be retained in the final ballot; two additional ballots will be conducted. During the final vote if a tie occurs and is not broken, a third ballot will be conducted after a waiting period of one week. If the tie persists, preference will be given to the candidate who has not served as Director. If neither has served as Director, the person with the greatest seniority will be elected.
- f. The Director will serve for a period of three years with the option of being a candidate for re-election.
- g. When a permanent vacancy in the office of Director occurs, a new election will be held following the procedures outlined above. Temporary vacancies may be filled by a special election held in a regular faculty meeting.
- h. The election for Director will take place no later than April 1. The new Director will assume office August 16.
- i. Regardless of the number of candidates applying for the directorship, an election will be held.

#### 4. **Recall Process**

A majority of the tenured and tenure-track faculty may at any time request of the Dean of Students a new election before the completion of any term.

## **5. Administrative Functions of the Director**

The Director of the Counseling Center is the administrative head of the Counseling Center. The Director is responsible for chairing faculty/staff meetings, preparing agendas, and carrying out the action voted by the faculty. The Director is expected to provide leadership in the facilitation of Counseling Center programs and to serve as the chief liaison officer between the faculty/staff and the Dean of Students or other administrative officers.

The administrative duties of the Director include reporting to the administration, through written and verbal means, the needs and accomplishments of the faculty/staff, as well as communicating the concerns and directions of the administration to the faculty/staff. The administrative duties also include supervision of the secretarial staff.

## **6. Qualifications of the Director**

The Director must agree to work in the Counseling Center at least ½ time and be housed there on a full-time basis. He/she should possess personal attributes that promote effective interaction with others and have a background in higher education as well as some successful administrative experience. In addition, the Director must have background and/or training in counseling, counseling psychology, clinical psychology, or a related area. An earned doctoral degree from an accredited institution is required as specified by the IACS. The Director must hold appropriate licensure or certification in his or her field of specialty.

## **7. Procedures for Review of the Director**

- a. The purpose of the review is to determine the effectiveness of the Director and to make suggestions for her/his professional growth.
- b. The review will be conducted by a committee of the whole of the Counseling Center faculty (excluding the Director).
- c. It will be the responsibility of the Director to arrange and to announce the meeting of the Review Committee.
- d. The Committee will elect its chairperson and secretary and formulate the type of report it wishes to present to the Director.
- e. The chairperson of the Review Committee may choose to secure input from other individuals, i.e., Dean of Students, secretaries, interns, etc., prior to the

initial review meeting.

- f. The review procedure will be conducted annually and no later than April 1, except during the final year of the Director's term of office when such review would be conducted by March 1.
- g. A copy of the review report will be submitted to the Director by the chairperson of the Committee no later than one week following such meeting. The Dean of Students will be sent a copy of the review report.

## 8. **Committees**

- a. With the exception of the Personnel and Travel Committees, standing committees will be composed of Counseling Center faculty who indicate an interest in committee membership.
- b. Ad hoc committees may be utilized at any time for gathering information or preparing recommendations.
- c. Committee appointment and formation may be made by action of the Director or departmental action during a regular or special meeting.
- d. A committee chairperson will be elected by committee members at the first committee meeting of each academic year.
- e. Each committee chairperson will be directly responsible to the Director of the Counseling Center.
- f. Committee recommendations will be presented for action at regular or special departmental meetings. Decisions shall be reached by majority vote of Counseling Center faculty.

## 9. **Scheduled Meetings**

- a. The schedule of meetings (frequency, time, day, and types) will be determined at the first regular faculty meeting of each semester. The completed schedule of meetings will be sent to each faculty member as soon as it is determined.
- b. The agenda for meetings will be sent to each faculty member at least five working days prior to the meeting.
- c. Special meetings may be called at any time warranted by departmental business. Special meetings may be called by the Director or when two or more faculty members, concerned with a particular problem, request a special meeting.

**10. Policy Statement on Research, Investigatory Studies, Surveys, and other Creative Endeavors**

Any proposed research, studies, surveys, or other creative endeavors (e.g., books, articles, panel presentations, etc.) which involve Central Michigan University, its students, or the Counseling Center faculty, and/or its data, is strongly encouraged to adhere to the following:

- a. A written proposal will be distributed in a meeting of the Research Committee for review, discussion, and feedback prior to the beginning of the research project. The Research Committee will also evaluate the proposal to ensure proper ethical treatment of subjects.
- b. Any studies or projects that involve Counseling Center clients must be reviewed by the Research Committee and must include a written consent form signed by participants that assures their continued status as clients is not conditional upon participation in a research project.

Survey research projects involving Counseling Center clients must include a written statement (disclaimer) that informs the client that participation is voluntary and will in no way affect her/his status as a client. A signed consent form is not required for survey research projects.

The consent form should include a brief explanation of the procedure to be followed and its purpose and potential benefits. It is also important to offer to answer inquiries concerning the procedure and to inform participants that they are free to withdraw consent and to discontinue participation in the project or activity at any time without penalty.

Research involving the use of human subjects is expected to adhere to research guidelines of the APA, American Counseling Association, and CMU.

- c. Any creative endeavor which will require faculty participation and/or Counseling Center data is to be presented for discussion at a faculty meeting and, if necessary, be voted on concerning participation by faculty.

Any creative endeavor which will require faculty participation and/or Counseling Center data is to be voted on only with regard to participation and use of data. Faculty members cannot veto a proposal. They may, by the vote, indicate willingness to participate and/or allow data to be used.

- d. It is anticipated that the Counseling Center will support financially, through materials, secretarial/clerical and student assistance, research projects/creative endeavors that are approved by the Counseling Center faculty. Any expenditures need to be discussed with the Director. For those requiring additional assistance, requests are to be made to the Director who will make the recommendation known to the Counseling Center faculty, who will vote to approve the request(s). Majority will rule. Faculty members are also encouraged to seek assistance outside of the Center for those research projects requiring significant expense.
- e. Conducting research, investigatory studies, surveys, projects that lead to publication, and other creative endeavors are recognized as a valuable role of the faculty of the Counseling Center. Faculty members may elect to reverse time on their schedule (with approval of the Counseling Center faculty and/or Director) in order to be able to make time to work on these projects.
- f. The chair of the Research Committee will be responsible for maintaining ongoing information about the research conducted by Counseling Center faculty members and will submit an annual report summarizing the research projects.
- g. After the creative endeavor has been completed and evaluated, the faculty is to be informed of its outcome and findings.
- h. When Counseling Center faculty members are contacted by another university agency for assistance in its research, the guidelines listed above shall be followed.

## **B. Allocation of Department Funds**

### **1. General Purpose of Travel Funds**

To support activities which will enhance the professional development of the faculty member and/or directly enhance the functioning of the Counseling Center.

### **2. Policy for Allotment of Travel Funds for Authorized Professional Activities**

- a. The Counseling Center Director, plus three Counseling Center faculty members elected at the beginning of each academic year, will serve as the Travel Fund Allotment Committee.
- b. The Travel Fund Allotment Committee will have the responsibility of receiving requests for travel funds from the Counseling Center faculty and, using the guidelines developed by the total Counseling Center faculty, allocate travel funds.

- c. Travel fund requests should be submitted in writing to the Committee. The request should include a clarification of the professional activity including dates and projected participation, (i.e., presentation of paper, officer, attendance, etc.).
- d. Each full-time, tenured and tenure-track Counseling Center faculty member will be eligible for equal shares of the total allotment for travel.
- e. When temporary faculty are employed, efforts will be made by the Director of the Counseling Center to allocate travel funds from the Supplies and Equipment account.
- f. By March 15 each year, the Travel Fund Allotment Committee will meet to discuss remaining or uncommitted funds. Any funds that could be allocated to travel may be allocated to individual faculty members on a "priority basis" (determined by the Committee). The Committee may consider supporting travel that helps faculty members receive training in areas that will benefit the Counseling Center. They may also choose to support activities such as serving on the board of a professional organization, presentations at conferences, and activities involving the search process for new faculty.
- g. Faculty members are encouraged to utilize other funding sources (i.e., FRCE) when possible to supplement Counseling Center travel funds.
- h. In the event of disagreement, an appeal can be brought to the total Counseling Center faculty for a final decision.

### 3. **Policy for Allotment of Supplies and Equipment**

The Director will solicit from the faculty suggestions for possible purchase of books, tapes, and other items deemed necessary. If there are any Supplies and Equipment monies left over at the end of the fiscal year, the Director shall use discretion when purchasing needed items.

## C. **Selection of New Faculty**

### 1. **Procedures**

- a. University Affirmative Action Guidelines will be followed.
- b. A Search Committee is appointed by the Director. The function of the Committee shall be to screen applicants and select qualified applicants to be interviewed by all Counseling Center faculty.

- c. Faculty members interview applicants and recommend to the Dean of Students acceptable candidates. (No candidate will be recommended without a majority vote by the Counseling Center faculty).

## 2. **Criteria**

- a. Preference for earned doctorate in counseling, clinical or counseling psychology. Applicants with other degrees and those possessing a doctorate from related areas will receive consideration. Prior training and experience relevant to the needs of the Center will be emphasized.
- b. Academic course work is not, by itself, sufficient to produce effective counseling faculty and therapists. Practical supervised experience of sufficient duration is required.
- c. Candidates will be hired at a rank commensurate with professional background and consistent with institutional needs. Appointment at a rank higher than assistant professor requires the specific approval of the Provost.
- d. Candidates must be eligible for Michigan licensure or certification in their professional field.
- e. Candidates must agree to counsel individuals within a short-term framework as understood by Counseling Center faculty.
- f. In unusual situations any or all of these considerations may be waived by a two-thirds vote of the tenured and tenure-track faculty and provided in a written memorandum.

## D. **Supplemental Activity Guidelines: Teaching, Private Practice, Consulting**

### 1. **Procedures for Determining Counseling Center Faculty Acceptance of On-Campus Teaching Assignments**

- a. No faculty member shall be permitted to teach more than one course each semester, except during summer sessions.
- b. If a teaching assignment is offered, the faculty member will inform the Director of the Counseling Center.
  - 1) If the assignment will necessitate released time from the counselor's normal duties, the request will be referred immediately by the Director to the

Teaching and Supervision Committee. The Committee will recommend to the faculty whether or not the person is to be released from the Center and/or if compensatory time will be required.

- 2) A majority vote of the Teaching and Supervision Committee shall determine the decision. However, the Committee's decision may be appealed in writing to the Director.

## 2. **Off-campus Activities**

Supplemental activities must not interfere with a faculty member's normal responsibilities. Counseling Center practice must be consistent with the current FA-CMU Agreement.

Other off-campus activities, such as consultative work, College of Extended Learning, and Continuing Education during Counseling Center hours, must be approved in advance by the Director.

## E. **Counseling Center Employment Other Than Fall or Spring Semester**

1. A rotating employment list shall be maintained to prioritize faculty eligibility for non-academic year employment in the Counseling Center.
2. The Director's name shall remain at the top of the list in consideration of extra summer work responsibilities. The Director shall also be assigned to work the first three weeks of the summer session on a yearly basis in order to allow her/him the time and opportunity to complete year-end paper work, write the Counseling Center's annual report, and plan for the next year.
3. Placement on the list is based on the total number of days of full-time summer employment each Counseling Center faculty member had in the Counseling Center the prior summer. The intent of the list is to prioritize those faculty members who were eligible and did not work (at all or very much) at the Counseling Center the prior summer and provide them with a greater opportunity to work at the Counseling Center the next summer. Selection of one or more faculty to work at the Counseling Center during non-academic year times will be made in accordance with the following criteria:
  - a. Any new additions to the faculty shall be placed at the bottom of the rotation list according to the date of appointment.
  - b. Should the faculty member whose name is at the top of the list be unwilling or choose not to work, the next member on the list shall be given the opportunity for employment.

- c. If there are fewer than five faculty working, the number of weeks should be divided equally among those working in segments of full weeks.
  - d. Summer work is divided among faculty members in two week or greater segments.
4. Assignments affected by the rotation of the Counseling Center employment list pertain only to employment over which the Counseling Center has control.
  5. The Director shall update the employment list and so notify the faculty by February 1 each year.
  6. The Director shall contact eligible faculty members to determine acceptance of summer employment. The faculty member's decision to accept the summer position shall be conveyed to the Director no later than two (2) weeks after being informed that a position is available, after which the Director shall designate specific assignments of employment in accordance with policies established herein.
    - a. A faculty member committed to a position who subsequently desires to break that commitment shall use the rotation list, starting with those individuals not previously selected for summer Counseling Center work, in an effort to find a replacement.
    - b. Any concern related to summer employment shall be directed first to the Director. If satisfaction is not obtained, the faculty member may appeal the decision to the entire Counseling Center faculty.
    - c. To be eligible for summer employment in the Counseling Center, the faculty member holding rank within the Counseling Center should have been actively employed in the Counseling Center during the academic year immediately preceding the summer under consideration and express intent in writing to be actively employed through the Counseling Center during the academic year immediately following the summer under consideration. For purposes of this paragraph a faculty member being on sabbatical is considered actively employed in the Counseling Center.
    - d. Exceptions to this policy (e.g., involving leaves of absence, impending retirement, grants, etc.) may be made by a 2/3 vote of the Counseling Center faculty.
    - e. The Counseling Center shall be covered by at least one counselor for a minimum of thirteen weeks.

#### **F. University Course Work**

1. Faculty members shall not be permitted to take more than one class during Counseling Center hours, exclusive of summer sessions.
2. Approval by the Director is required before enrolling in a university course during Counseling Center hours.
  - a. It is understood that obtaining release time for taking an academic course requires the course to be relevant to the faculty member's work responsibility.
  - b. In general, supplemental activities should not interfere with a faculty member's normal responsibilities.

## **G. General Criteria/Standards for Reappointment, Tenure, and Promotion**

### **1. Counseling Effectiveness**

Competence in counseling is an absolute necessity for Counseling Center faculty. Therefore, this area will receive the greatest weight in evaluating faculty for reappointment, tenure, and promotion. Due to the confidential nature of the counseling relationship, much of the judgment of counseling effectiveness must be inferred. Determination of counseling effectiveness should be interpreted with sufficient flexibility allowing for differences in theoretical orientation and style.

Types of data used to document counseling effectiveness:

- a. Formal case presentations including videotapes or audiotapes of counseling interview(s).
- b. Client evaluations - using Counseling Center Evaluation, Client Satisfaction Questionnaire, client letters, or other counselor assessment tool.
- c. Peer review - information from co-facilitation of group or couples counseling, case-sharing, professional interaction, peer rating form, etc.
- d. Self-evaluation rating form - Faculty member completes self-evaluation for annual review that may include information about level of difficulty of client presenting concerns, fulfillment of contractual client contact hours, etc.
- e. Group evaluations - can include information from faculty member's group evaluation form, notes from verbal evaluation session.
- f. Other data (e.g., letters from residence hall directors, faculty, clients, Student Opinion Surveys, etc.).

g. Professional development experiences:

1. Credentials added since counselor achieved present rank (i.e., certification, licensure).
2. Attendance at professional conferences/workshops.
3. Documented evidence of the development of expertise in a particular area relevant to counseling.
4. Taking/teaching a class that is professionally relevant.
5. Serving as a consultant to other counseling/psychology professionals.
6. Supervising a practicum student in the Center.
7. Conducting professional in-service for Counseling Center faculty.

2. **Scholarly and Creative Activity**

The Counseling Center has established the following levels to aid in the determination of the relative significance of various scholarly and creative activities. These levels are general and meant to serve as guidelines to comparable types of activities. They are not intended to be all-inclusive, nor do they imply that all activities within a given level are necessarily equal. Furthermore, these guidelines should be interpreted with sufficient flexibility to allow outstanding contributions and achievements in lower levels to receive appropriate recognition. Projects that involve meeting the needs of CMU students are strongly encouraged.

Types of data used to document Scholarly and Creative Activity include, but are not limited to, the following:

**Level 1**

- a. Author/coordinator of an article in refereed journal.
- b. Author or co-author of book or book chapter in professional area deemed relevant by Counseling Center faculty.
- c. Juried/invited presentation at national/regional professional convention.
- d. Recipient of an external grant deemed significant and appropriate for Level 1 by Counseling Center faculty.
- e. Applied and institutional research to enhance the effectiveness of the Counseling Center, the Office of the Dean of Students, or university that has not necessarily been published but is useful in program planning, evaluation of services, etc. This must be in the form of a written document (e.g., manual, research report).
- f. Development of a university-wide program of a significant level with supporting

documentation verifying the scope and importance of the program. Examples of such programs that have resulted from Counseling Center faculty include Academic Advising, Sexual Assault Peer Advocates, Drug and Alcohol Prevention Program, etc.

### **Level 2**

- a. Author/co-author of article in a non-refereed publication, including ERIC documents.
- b. Implementation and evaluation of a structured group or workshop (materials reviewed by at least three colleagues at other institutions).
- c. Recipient of an external grant deemed significant and appropriate for Level 2 by Counseling Center faculty.
- d. Development of materials to aid in counseling process (e.g., a videotape or computer program, manuals, multimedia products, handouts, work sheets) that have been evaluated by the Counseling Center faculty and have been found to be useful.
- e. Publication of a book review or newsletter article in a relevant professional publication.
- f. Presentation at a state or local conference.
- g. Creative display or exhibition for national, state or regional juried show or competition (with supporting documentation).
- h. Development and evaluation of services and programs to benefit students and/or university community.

### **3. Service**

Service includes university service, which may be supplemented by professional service or public service related to the bargaining unit member's discipline.

### **Criteria**

- a. Chair, university committee.
- b. Officer in Academic Senate, FA.
- c. Chair, Counseling Center committee.

- d. Member, university committee, task force, or advisory group.
- e. Minority mentor.
- f. Advisor for campus group (active) and/or student organization.
- g. Volunteer advisor for freshman advising.
- h. Ongoing professional consultation or counseling services to individuals or organization outside of university community.
- i. Leadership position for a recognized community/state/regional organization (e.g., elected office, president of Kiwanis, etc.).
- j. Involvement in project to aid Counseling Center (judged by faculty to have significant importance).

Examples of this include:

- 1) Conducting the Counseling Center evaluation.
  - 2) Revising the bylaws of the Counseling Center.
  - 3) Writing a policy or devising a procedure.
  - 4) Compiling outreach and/or service statistics.
- k. Professionally relevant outside employment.
  - l. Conducting a Counseling Center group.
  - m. Presentation to community organization.
  - n. Outreach program for residence hall or other student group.
  - o. Guest speaker for class.
  - p. Active member of community organization or volunteer.
  - q. Counseling/consultation in community.
  - r. Counseling Center committee membership.
  - s. Leadership role in professionally relevant group/organization.

## **H. Specific Reappointment Criteria and Standards**

The previous section describes the general criteria/standards by which faculty members are

evaluated. This section describes how those general criteria are specifically applied to the reappointment process. Reappointment and recommendation decisions are provided to the Director by the Personnel Committee.

The faculty member must provide documentation in the form of a portfolio or notebook that supports satisfactory progress in each of the four areas. The bases for judgment for reappointment are (a) the competence and promise of the faculty member and (b) the future needs of the University. Competence includes demonstrated achievement in the areas of evaluation. Promise includes an evaluation, based upon performance up to the present time, as to the faculty member's potential for growth and development, and a judgment as to whether the faculty member will contribute to the goals and objectives established by the Counseling Center.

Listed below are the minimum criteria/standards to be used. Candidates are encouraged to submit additional documentation as appropriate.

**1. Counseling Effectiveness**

The faculty member must document counseling effectiveness for reappointment using at least three of the methods specified in G.1. including doing a formal case presentation at least once each year. This must include a videotape or audiotape portion at least twice during the period prior to a tenure decision.

**2. Scholarly and Creative Activity**

It is recognized that the process resulting in scholarly and creative activity is a lengthy and involved one. Demonstrated achievement in scholarly and creative activities and progress towards a publication is required.

**3. Service**

It is expected that faculty members be active in areas of service. Service is defined under G.3 above.

**I. Tenure Criteria/Standards**

The criteria for tenure includes demonstrated achievements in each of the four areas. The minimum criteria must be met by the faculty member during the time prior to a tenure recommendation. The bases for judgment for reappointment are (a) the competence and promise of the faculty member and (b) the future needs of the university. Competence includes demonstrated achievement in the areas of evaluation. Promise includes an evaluation, based upon performance up to the present time, as to the faculty member's potential for growth and development, and a judgment as to whether the faculty member will contribute to the goals and objectives established by the Counseling Center.

**1. Counseling Effectiveness**

The faculty member must document counseling effectiveness for tenure using at least four of the methods specified in G.1. including a formal case presentation, documented evidence (e.g., evaluations, letters, etc.) representing at least 10 clients and general information about the types of clients and amount of client contact. Additional documentation is welcomed.

**2. Scholarly and Creative Activity**

The minimum achievements necessary for a positive tenure recommendation from this section can be fulfilled by the following criteria.

- a. Two achievements from Level 1  
and  
Two achievements from Level 2  
or
- b. One achievement from Level 1  
and  
Three achievements from Level 2  
or
- c. Three achievements from Level 1  
or
- d. Five achievements from Level 2

**3. Service**

The faculty member must present evidence of a significant level of involvement in service.

**J. Promotion Criteria**

- 1. Promotion recommendations are provided to the Director by the Personnel Committee. The basis for judgment for promotion is demonstrated professional achievements of the bargaining unit member in the four areas of evaluation.
- 2. For all promotions, the faculty member must document counseling effectiveness, service, and involvement in scholarly and creative activities in a manner consistent with tenure criteria. 1) The standards for promotion from Assistant Professor to Associate Professor are consistent with the criteria for granting tenure with an additional achievement from Level 1 or 2. Additionally, one of the achievements for promotion from Assistant Professor to Associate Professor must include being author or co-author of a refereed journal article, book chapter or book. 2) The Counseling

Center supports their faculty members' efforts that provide service to the Counseling Center and the university (which can be supplemented by service to the community). Consequently, for promotion from Associate Professor to Professor and for the Professor Salary Adjustment, this area is deemed most important and the quantity and quality of supportive work in this area shall be given the greatest weight. 3) The criteria and standards for promotion from Associate Professor to Professor and Professor Salary Adjustment for scholarly and creative activities includes a minimum of four achievements, at least one of which represents being author or co-author of a refereed journal article, book chapter or book.

## **K. Tenure, Reappointment, and Promotion Procedures**

### **1. General Considerations**

Counseling Center faculty recognize the seriousness of all personnel decisions, to the individual faculty member, other Counseling Center faculty, and the university community. Tenure, reappointment, and promotion procedures are intended to protect the individual from capricious and discriminatory decisions, while protecting the Counseling Center and university as a whole by helping ensure only qualified faculty are reappointed, granted tenure, or promoted.

These procedures place major responsibility on individual faculty members to develop a dossier which accurately reflects their achievements, to obtain feedback about their performance, and to otherwise work towards meeting the performance criteria/standards outlined in this document.

These procedures also place major responsibility on all tenured and tenure-track faculty to provide open and honest feedback and unbiased evaluation in both formal and informal settings.

For all personnel matters the faculty member is responsible for providing the information needed by others in making a recommendation on the application. Tenure, reappointment, and promotion recommendations are made at the following levels: Counseling Center, Dean of Students and Provost. Tenure and promotion recommendations are also forwarded to the President and culminate in a decision by the Board of Trustees as provided in the Agreement.

Positive recommendations on any personnel matter are forwarded automatically from one level to the next. Negative recommendations on tenure also proceed automatically from one level to the next. Negative recommendations on reappointment and promotion are reviewed, and independent recommendations made, at higher levels only when requested by the applicant. A separate request for such review must be made at each level it is desired as provided in the Agreement.

## 2. **Procedural Protections**

The faculty of the Counseling Center recognize that their departmental colleagues are in the best position to arrive at specific criteria/standards to be used in personnel recommendations, and to judge whether one has achieved these criteria/standards. This general principle for peer review is incorporated in the Agreement. In addition, various procedural protections are included in the Agreement to ensure due process in these personnel matters.

### a. Counseling Center Level

- 1) Before their use, processes and criteria/standards used at the Counseling Center level must be circulated to affected faculty members.
- 2) Recommendations must be made in conformity with the criteria and procedures established in the Department Procedures, Criteria, Standards, and Bylaws and the Agreement.
- 3) The Counseling Center Director shall make an independent judgment and recommendation, and that recommendation must be shared with the applicant.
- 4) An applicant not recommended for tenure, reappointment, or promotion by the Counseling Center, upon her/his request, shall have a conference with the Counseling Center Director at which a summary of the information discussed and the reasons for the negative recommendation are to be provided.
- 5) Student comments to be used in personnel decisions must be shared with the applicant in a timely manner, and the applicant must be provided an opportunity to address such comments before the recommendation is made.

### b. Dean of Students Level

- 1) Before their use, all processes and criteria used by the Dean of Students must be circulated to affected faculty members.
- 2) If, in making a negative recommendation the Dean of Students used evidence not submitted by the applicant, this evidence must be shared with the applicant two weeks before the recommendation is forwarded to the next level. Upon request, a description of this evidence must be reduced to writing. The applicant must be provided an opportunity to address the evidence before the recommendation is forwarded to the Provost if so requested by the applicant as stated in Paragraph II.K.1.

- 3) If the Dean of Students reverses a positive recommendation, before that recommendation is forwarded to the Provost, the Dean must notify the applicant in writing why the positive recommendation was not upheld. Upon receipt of that written statement, the applicant may request a meeting with the Dean to address any errors of fact and answer any further questions.
- 4) Student comments to be used in personnel decisions at the Dean of Students level must be shared with the applicant in a timely matter, and the applicant must be provided an opportunity to address such comments before the recommendation is made.

c. Provost Level

The procedural protections summarized above for the Dean of Students level also must be provided at the level of Provost.

3. **Disputes**

Disputes regarding personnel recommendations may be resolved through the review procedures established at the various levels. If disputes are not resolved through these review procedures, the Agreement contains a grievance procedure which provides for binding resolution. The review procedures established at the Counseling Center, Dean of Students, Provost, or President levels must be exhausted before the grievance machinery can be used.

L. **Voting for Personnel Decisions/Recommendations**

Personnel recommendations will be made by the Counseling Center faculty as a whole to the Dean of Students. Eligibility will vary with the category of personnel matter under consideration as follows:

1. Reappointment recommendations will be acted upon by tenured and tenure-track faculty members who have completed at least two years of service.
2. Tenure recommendations will be acted upon by faculty members who are tenured, or to whom a tenure commitment has been made (i.e., tenure has been approved by the Board of Trustees).
3. Promotion recommendations will be acted upon by tenured and tenure-track faculty members who have completed at least four years of service.
4. Faculty members currently or previously related by family or marriage, or who have or have had a relationship which would make it impossible to make an unbiased

recommendation, shall not be involved in personnel discussions or recommendations affecting that faculty member.

**M. Procedures for Personnel Decisions/Recommendations**

The procedures to be followed in any personnel matter shall be:

1. The individual under consideration will be offered the opportunity to make a presentation to the entire faculty. After this presentation positive and constructive feedback will be given to the applicant. The applicant then leaves the meeting.
2. Remaining faculty discuss the applicant's request. Non-voting faculty for the particular personnel recommendation then leave the meeting.
3. Remaining voting faculty discuss the applicant's request, and then vote on the request.
4. All votes will be conducted by secret ballot.
5. Absentee ballots should be given to the Director prior to the meeting.
6. The resulting recommendation is communicated to the faculty immediately and to the applicant as soon as possible following the meeting. Written feedback is to follow shortly thereafter.

**N. Dossier**

The importance of the faculty member preparing a comprehensive dossier on the categories mentioned above cannot be overemphasized. The strength of an applicant's case rests primarily with the development of a good portfolio. Faculty are urged to attend closely to the questions raised regarding counseling, creative activity, professional growth, and service, plus objective data in their support. The materials will be placed on file available to all faculty members of the department and the Director will use the dossier as the foundation for recommendation to the Personnel Committee and the Dean of Students.

**O. Guidelines and Procedures for Temporary Faculty**

1. **Temporary** - Any faculty appointment up to and including full time which is not considered a regular, tenure-track appointment.
2. **Duration of Temporary Position**

The Counseling Center must comply with the current Agreement and University policies regarding temporary faculty.

### 3. **Procedures for Entry-Level Employment**

- a. A minimum of a master's degree in counseling or related area
- b. Experience in personal counseling
- c. Successful completion of practicum or comparable experience

### 4. **Specific Performance Evaluation Criteria/Standards for Temporary Faculty**

Section G describes the general criteria and standards by which faculty members are evaluated. This section describes how those general criteria/standards are specifically applied to temporary faculty. Subsequent appointment recommendations are provided to the Director by the Personnel Committee. Recommendations for a subsequent appointment are provided to the Director by the Personnel Committee. Temporary faculty must demonstrate competency in counseling effectiveness. The faculty member must provide documentation which includes the client satisfaction questionnaire.

Listed below are the minimum criteria/standards to be used.

- a. Counseling Effectiveness - This area is the most important criteria for evaluation. Candidates must do a formal case presentation at least once each year. This must include a videotape or audiotape portion during the first 8 weeks of fall semester or the semester hired. Client evaluations must be gathered and the outcome of these evaluations presented to the Director at the end of each semester.
- b. Scholarly and Creative Activity - It is recognized that the process resulting in publication is a lengthy and involved one. Demonstrated achievement in scholarly/creative activities and progress towards a publication is optional.
- c. Professional Growth - Demonstrated achievement in at least one area is recommended.
- d. Service - It is expected that temporary faculty members be active in some areas of service. Plans for service will be presented to the staff each year and individual annual reports will be used as an evaluation of effective activity. Plans may be renegotiated if necessary.
- e. These criteria/standards may be modified at any time based upon majority vote of the tenured and tenure-track faculty.
- f. Temporary faculty will be eligible for future appointments in the Counseling

Center only if they have satisfactorily demonstrated counseling competency during prior appointment(s) at the Counseling Center.

**5. Counseling Center Activities for Temporary Faculty**

A temporary faculty member will share the same load of responsibility in the same areas as a regular faculty based on the percentage of the position they hold. A full-time temporary faculty member will carry a load appropriate with their time commitment.

**6. Caseload Divisions for Temporary Faculty**

Same as for Counseling Center Activities for Temporary Faculty.

**P. Guidelines for Counselor Back-up and Support in Crisis Situations**

**1. Problem**

How does the Counseling Center faculty provide appropriate back-up, assistance and support for a faculty member who is facing a situation where he or she needs assistance (e.g., suicidal client, potentially homicidal client, cults, etc.)?

**2. Philosophy**

The Counseling Center faculty fully realize that individual faculty will, as a part of their ongoing job responsibilities, occasionally encounter situations which are very difficult for them to handle. Individual faculty members cannot be expected to feel equally comfortable and competent in all situations.

**3. Guidelines**

When a faculty member believes a situation to be difficult for her/him, the faculty member is encouraged to contact a colleague from the Counseling Center to discuss the situation, receive advice, and other assistance as appropriate. It is the responsibility of the faculty member requesting consultation to clearly state his or her needs in the situation if at all possible.

The faculty member being called for consultation has the responsibility to help clarify the nature of the problem situation, what our colleague's needs are at the time, and what would be most helpful to our colleague. If the faculty member requesting assistance would like another faculty member to be physically present, faculty should honor this request, if at all possible, recognizing there will be occasions when this

would not be possible for the first faculty member called due to illness, other responsibilities at the time, etc. If this is the situation, a joint decision should be made regarding contacting another Counseling Center faculty member who would be able to provide the necessary assistance.

Faculty members are encouraged to seek and document consultation when a client is dangerous to her/himself or others, or if child abuse is suspected.

Practicum/intern students must consult with their supervisor or another Counseling Center faculty member in a crisis situation which requires their presence outside of the office.

Faculty members are also encouraged to debrief crisis situations during faculty meetings or case consultation as appropriate so that we might all learn how to respond more effectively to difficult situations and help each other.

## **Q. Leaves of Absence**

### **1. Sabbatical Leave**

- a. Policy Statement - The Sabbatical Leave Policy at Central Michigan University has, as its central focus, a planned pattern of investment in the future for both the individual and the university. The university provides a financial investment while the individual makes an investment of time and talent in a search of new knowledge. This dual investment should result in the creation of new knowledge, improved counseling and/or teaching competency, and/or enriched programs for students who attend this institution.
- b. Purposes - The primary purposes for which a sabbatical leave is granted are to provide members of the tenured faculty with opportunities to:
  - 1) Improve and strengthen their counseling/teaching.
  - 2) Engage in research and/or professional writing for intended publication in the applicant's area of expertise.
  - 3) Perform scholarly or professional services at the local, state, national, or international level.
  - 4) Engage in other creative or scholarly activities.
  - 5) Engage in intellectual and professional development activities that will be of benefit to the faculty member and to the university.

c. Policy and Procedure

- 1) See current Agreement for further information about sabbatical leaves.

2. **Unpaid Leaves of Absence**

- a. Policy - Leaves of absence (full or half-time) may be granted to tenured and tenure-track faculty for a one year (two semesters) length of time with the option of applying for extensions. It is required that not more than two faculty members be on half-time, full-time or sabbatical leaves, or a combination of those leaves during the same semester. The faculty member approved for a half-time leave would share her/his office with her/his half-time temporary replacement. A faculty member on half-time leave would carry half of the in-center and outreach responsibilities which are carried by full-time faculty members (i.e., housing liaisons, residence hall presentations, on-call weekends, "counselor's corner" articles, counseling contact hours, and committee involvement).
- b. Procedure - The request for a half-time leave, specifying inclusive dates of the leave, shall be submitted in a letter to the Counseling Center Director. The Director will present the request to the Personnel Committee who will make a recommendation to the Dean of Students. Requests for and/or extensions of half-time leaves shall be made by March 1 prior to a fall semester leave and by October 1 for a spring semester leave. When more than two faculty members are requesting leaves of absence and/or sabbatical leaves, an eligibility list will be followed based on rotation. Seniority will dictate the original list. Once a faculty member has used a leave, including sabbatical, he/she would be placed on the bottom of the eligibility list.
- c. Generally, affirmative decisions are predicated on funds being available and used to replace the faculty member.
- d. Exceptions to the rules above may be granted by the Counseling Center faculty.

R. **Counseling Center Procedures, Criteria/Standards, and Bylaws shall be reviewed in accordance with the current Agreement.**

S. **Procedures for Revising or Changing Bylaws** - See introduction.

T. **Layoff of Counseling Center Faculty**

In the event of a layoff, the Counseling Center will follow procedures consistent with the current Agreement and recommendations will be based upon length of service (seniority).

