

**GUIDELINES FOR RETENTION
TENURE and PROMOTION**

**Department of Psychology and Counseling
College of Education
Northeastern State University
December 2017**

**Department of Psychology and Counseling
Retention, Tenure, and Promotion Rubric**

Name: _____

Date: _____

Circle the Review Category: Retention Tenure Promotion

Check the Following: Electronic Submission (equivalent of a two inch binder) _____ ; Portfolio Sections dedicated to Teaching, Scholarship, Professional and/or University Service_ _____ ; Performance of Non-teaching Semi-Administration or Administrative Duties _____; Current CV _____; 3-5 page Reflective Narrative _____; Evidence _____; Letters of Application and Recommendation _____; Annual Reviews _____

Teaching (See Appendix C for documentary evidence of effective classroom teaching)	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Notes
Effective Classroom Teaching <i>Teaching includes all work that is intended to advance learning within an engaging, civil environment.</i>				

Candidates must show evidence of meeting expectations during the review period in at least one of the Boyer's four areas of Scholarly Activities (Teaching and Learning, Discovery, Application, and Integration).

Scholarly Activities (See Appendix C for documentary evidence of scholarly activities.)	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Notes
Scholarship of Teaching and Learning <i>Involves facilitating student learning, critical thought, and inquiry, as well as transmitting, integrating, interpreting, and extending knowledge. In addition, teaching should reveal and develop diverse perspectives, help to facilitate creativity and life-long learning, and work to integrate various principles central to the mission, vision and values of Northeastern State University.</i>				
Scholarship of Discovery <i>Involves academic work that confronts the unknown, seeks new understandings, and/or offers a new perspective on knowledge, through both individual and collaborative work both within and across disciplines. Scholarship of Discovery refers to research, either through replications and extensions of existing research or through original research.</i>				

<p>Scholarship of Professional Application</p> <p><i>There are many different forms of Professional Application. However, Professional Application activities share all of the following characteristics: 1) they contribute to the public welfare or the common good; 2) they call upon faculty members' academic and/or professional expertise; 3) they directly address or respond to real-world needs; and 4) they support NSU's vision, mission, and values.</i></p>				
<p>Scholarship of Integration</p> <p><i>Involves the connections made across the disciplines to solve problems, raise questions for research and examination, and involve others from various backgrounds to create and initiate new ways of thinking. The key words often used to reflect the possibilities of scholarship inherent within this area include interdisciplinary, integrative, and interpretive.</i></p>				

Contributions to the Institution and Profession (Promotion; submit documentation for the last five years. See Appendix C for documentary evidence of contributions.)	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Notes
Service to the University/Institution; Service to the Discipline/Profession; and/or Service to the Community utilizing one's professional discipline.				

Performance of non-teaching Semi-Administrative or Administrative Duties (if applicable): Position Held During Review Period (Please check All That Apply): <input type="checkbox"/> Dean <input type="checkbox"/> Assistant Dean <input type="checkbox"/> Department Chair <input type="checkbox"/> Program Chair <input type="checkbox"/> Course Coordinator <input type="checkbox"/> Internship Coordinator <input type="checkbox"/> Research Supervisor <input type="checkbox"/> Accreditation/Program Review Chair <input type="checkbox"/> Other	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Notes
<i>Development of departmental policies and procedures; Chair standing committees; Departmental administrative duties (course coordinator, program chair); Supervise student internships; Supervise student scholarship/research (IRB); Accreditation Reports; Program Reviews; Other unique situations that are not covered by the above criteria.</i>				

Professional Fitness	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Notes
<p>Faculty will demonstrate competency in the following domains:</p> <ol style="list-style-type: none"> 1. Displays multicultural competence 2. Open to new ideas 3. Aware of own impact on others 4. Responsive, adaptable, and cooperative 5. Receptive to and uses feedback 6. Responds to conflict appropriately 7. Accepts personal responsibility 8. Expresses feelings effectively and appropriately 9. Dependable in meeting obligations, 10. Promotes self-care practices 				

STRENGTHS:

AREAS THAT NEED DEVELOPMENT:

RECOMMENDATION REGARDING RTP:

GOALS ESTABLISHED FOR NEXT PERFORMANCE REVIEW

In conjunction with your administrative supervisor, determine and briefly state your goals for the next performance review period in the areas of teaching, scholarly activities, and contributions to the institution and profession. If necessary, include attachment.

A. Brief Statement of Goals for Effective Classroom Teaching: 2017-2018 Academic Year:

Teaching: _____ %

B. Faculty are not required to demonstrate scholarship in all four Boyer Categories of Scholarly Activities. A faculty member may use only one category.

- **Scholarship of Teaching and Learning:**

Initial Goal	Achievement/Faculty Comment	Chair Comment

- **Scholarship of Discovery**

Initial Goal	Achievement/Faculty Comment	Chair Comment

- **Scholarship of Professional Application:**

Initial Goal	Achievement/Faculty Comment	Chair Comment

- **Scholarship of Integration:**

Initial Goal	Achievement/Faculty Comment	Chair Comment

Scholarship: _____ %

Faculty are encouraged to demonstrate their contributions to the Institution/Profession and Administrative or semi-Administrative Positions (if applicable) as presented in the Boyer Model.

C. Brief Statement of Goals for Contributions to the Institution/Profession; 2017-2018 Academic Year:

Contributions to the Institution/Profession: _____ %

D. Brief Statement of Goals for Administrative or Semi-Administrative Positions (if applicable); 2017-2018 Academic Year:

Administrative or Semi-Administrative Positions (as applicable): _____%

Professional Fitness Concerns (to be completed by Chair. Not faculty member)

<p>Faculty will demonstrate competency in the following domains:</p> <ol style="list-style-type: none">1. Displays multicultural competence2. Open to new ideas3. Aware of own impact on others4. Responsive, adaptable, and cooperative5. Receptive to and uses feedback6. Responds to conflict appropriately7. Accepts personal responsibility8. Expresses feelings effectively and appropriately9. Dependable in meeting obligations,10. Promotes self-care practices	<p>Chair Comments:</p>
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STRENGTHS:

GOALS THAT NEED REVISION and/or PROFESSIONAL DEVELOPMENT PLAN:

Date: _____ Faculty Member _____

Date: _____ Department Chair _____