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Counselor Education: Appointment, Promotion, and Tenure Documentation

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SUNY BROCKPORT
Department of Counselor Education

Faculty Appointment, Promotion, and Tenure Policies and Procedures Document

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12-13-2000
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Introduction

This document is a work in progress. The department fully expects that changes to this document and the processes it governs will occur as a result of experience with its effectiveness.

Department Philosophy

To be an effective counselor, students are exposed to situations in which they must be aware of and demonstrate performance according to:

1. Effective self-utilization
2. Therapeutic skills and processes in interpersonal interactions
3. Specific knowledge appropriate to his/her role and function
4. Diversity.

In addition, the most effective counselors learn how to learn; that is, they learn the skills necessary to continue personal growth and professional involvement after their formal education has ended.

Throughout our program, students are expected to practice and improve skills related to their self-understanding, and to introspective and interactive abilities. We deem self learning vital to these tasks, and many courses in the program are devoted primarily, or in part, to such goals.

We emphasize practical and theoretical understanding of effective therapeutic processes. Professional counselors are expected to apply themselves effectively in such processes, and several courses are either partially or entirely devoted to such objectives.

Finally, the knowledge traditionally associated with the professional counselor role provides the focus for other courses. Thus, we expect the student to acquire a body of specific information deemed to be important in carrying out the primary functions of the position.

In summary, this program seeks to prepare professional counselors who are both models of effective living and possessors of appropriate knowledge and therapeutic skills. Such counselors will necessarily make a significant positive impact on the individuals, agencies, institutions and/or communities that hire them. Students' knowledge of human behavior and communication processes, and the understanding of themselves as the primary delivery system, will enable students to function effectively within a variety of mental health settings that have vastly different histories and needs.

Teaching

We consider teaching and supervision, and thus student learning, to be the most important part of our mission. Teaching and supervision serve not only to provide instructional support for our students but also modeling of important clinical and professional behaviors that will assist students in the development of their own counseling style and professional identity. Teaching and supervision - and the advisement that goes
along with these - encompass promoting, guiding, facilitating, evaluating, and providing experiential opportunities for student learning. Faculty members are the catalysts for creating learning environments that stimulate students to learn the following:

1. Cope effectively with issues and concerns related to a culturally diverse society that arise while functioning as a counselor.

2. Perform effectively in the general counselor functions identified for the appropriate setting.

3. Consult effectively with appropriate personnel and clients.

4. Analyze the institutional influences in order to enhance the counselor's role and function.

5. Effectively provide the individual and group counseling needs of the setting.

6. Apply decision-making or problem-solving methods and action-oriented programs that use career development and, measurement and evaluation concepts.

7. Understand the relationship between human growth and development and the helping relationship.

8. Initiate, complete and evaluate original projects.

9. Understand the relationship between counselor self-understanding and the effective counselor.

10. Understand the roles and functions of a professional counselor, significant organizations, ethical and legal standards and credentialing.

For minimum expectations in teaching at various ranks, see Part I.

Scholarship

Scholarship encompasses the production of an identifiable product or presentation subject to systematic internal or external evaluation by professional peers. Included in scholarship is the discovery, integration or application of knowledge.

Scholarship accepted for publication in which an anonymous review procedure is used shall be considered to meet the evaluation criteria for scholarship defined by Boyer (1997). In addition, given the interdisciplinary nature of the profession, a wide range of pertinent journals and publications are acceptable. The criteria for assessment of scholarship are:

1. clarity of goals
2. adequacy of preparation
3. appropriateness of methods
4. significance of results
5. effectiveness of presentation
6. reflective critique where appropriate

(See Appendix A for brief description of these criteria)

An active program of scholarship related to the discipline is defined as ongoing engagement in scholarly activity that results in the production of manuscripts, workshops, or presentations within an academic year.

For minimum expectations in scholarship at various ranks, see Part II.

Service

Service encompasses governance of the Department, the School, the College, the University, or the Profession, as well as discipline-based or college mission oriented contributions to the community that are not included in scholarship. Examples for each follow.

Department: Department faculty meetings, matriculation interviews, APT Committee, Newsletter, department research, registration, graduate education day, peer reviews, and any other ad hoc departmental committees.

School: Grade appeals, Dean’s committees, search, and ad hoc committees.

College: Faculty Senate, college-wide committees or student organizations, search and ad hoc committees.

University: University Faculty Senate, SUNY ad hoc committees.

Profession: Leadership and other services in discipline-based organizations at local, state, national, or international levels, and ad hoc committee participation.

Community: Work related to the faculty member’s area of professional expertise or to the mission of the College.

Major or multiple service responsibilities are defined as one major (for example: national organization presidency) or multiple (for example: chair of two or more College-wide committees) service activities in which the faculty member can indicate active involvement.

For minimum expectations in service at various ranks, see Part III.

Framework for Work Assignments

The normal expectation is a 3/3 course load or its equivalent for faculty demonstrating an active program of scholarship (see above for definition) and/or with major or multiple service responsibilities (see above for definition). The blend of teaching and supervision, scholarship and service may change from year to year and across the career of
an individual faculty member as long as departmental responsibilities are met on an annual basis. Faculty who do not demonstrate an active program of scholarship are expected to contribute more in the areas of teaching and/or service. Thus, a faculty member who is heavily involved in scholarship may have a reduction in expectations of service. Likewise, a faculty member that has major and multiple service responsibilities may have a reduction in scholarship expectations. The individual expectations will depend on the needs of the department and the individual faculty member's needs (e.g.: reappointment, tenure and promotion) and interests.

In addition to the 3/3 course load, each faculty member supervises 3-5 students per semester. Our accrediting body, the Council for Accreditation of Counseling and Related Education Programs (CACREP) considers the maximum supervision load of 5 students to be equivalent to the teaching of one 3 credit hour course. The department considers the course load to actually be 4/4.

*The practicum and internship experiences are tutorial forms of instruction; therefore, when the individual supervision is provided by program faculty, the ratio of 5 students to 1 faculty member is considered equivalent to the teaching of one (1) three-semester hour course. Such a ratio is considered maximum.* (CACREP, 1994)

The chart below indicates the amount of time involved for supervision for each course, site visits and supervision meetings.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual tape Supervision</td>
<td>50-200</td>
<td>150</td>
<td>-</td>
</tr>
<tr>
<td>Coordination of placements</td>
<td>15</td>
<td>30</td>
<td>-</td>
</tr>
<tr>
<td>Site Visits</td>
<td>-</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Supervisor Meetings</td>
<td>2.5*</td>
<td>2.5*</td>
<td>-</td>
</tr>
<tr>
<td>Term project supervision and evaluation and class assignments</td>
<td>185</td>
<td>150</td>
<td>104</td>
</tr>
</tbody>
</table>

*2.5 hours per student based on 20 students in each course. The number of hours for individual tape supervision for EDC 706 depends upon the number of students enrolled in EDC 885 (Supervision of Counseling), so the range of hours includes no EDC 885 students to 5 EDC 885 students. EDC 706 instructor will supervise 2-8 students, equaling 5-20 hours per week of supervision time.

**Tenure and Promotion**

**Introduction**

The department considers all full-time faculty to have a 4/4 course load because of practicum and internship supervision. Therefore, the criteria for reappointment, tenure and promotion are adjusted accordingly. The department weighs the relative importance of teaching, scholarship, and service in the following manner,

**Teaching>Scholarship>Service**

*Where Teaching≥50% in the assessment and evaluation of faculty performance.*
Part I: Teaching

Application for tenure and/or promotion must include a portfolio. This portfolio must include:

A. Reflective and Contextual Statement

- A statement in which the candidate reflects upon his or her teaching philosophy and performance including Department Evaluations and IAS scores. This statement might include such items as addressing desired and achieved learning outcomes, successes in teaching, course currency, assessment of student learning and course effectiveness.*
- The statement should include information about courses taught, level of courses, number of students, number of supervisees, and other pertinent information that will illuminate the context of teaching and supervision performance.*
- Suggested evidence to support each area listed. It is not expected that all areas of evidence will be included, but rather that each main area will be addressed and evidence provided. Where appropriate, a short interpretive statement may be included along with evidence.

Rating from (1) Evidence does not support to (5) Evidence strongly support

B. Student Evaluations

- IAS scores for all courses*
- Departmental developed feedback form for all courses. We consider student evaluation of teaching on the Departmental Evaluation Form to be critical. Student evaluations consistently at or above a mean score of 3.00 are considered good to excellent teaching.**
- Instructor developed feedback (optional)
- Solicited letters of support and/or interviews with current students/alumni
- Evaluations of clinical supervision for all supervisees**

Rating from (1) Evidence does not support to (5) Evidence strongly support

C. Evidence of Student Outcomes

- Sample student products: papers, projects, theses
- Follow-up data from graduate and employer surveys
- Achievement of state and/or national certification
- Scholar’s day presentations, conference presentations (optional)
- Table of grade distributions/include class size information*
- Success of students on standardized tests relevant to instructor’s area of teaching
Rating from (1) Evidence does not support to (5) Evidence strongly support

D. Evaluation by Peers

- Observation may be requested by the candidate
- Review of syllabi, assignments, examinations*
- Appropriate integration of technology
- Candidate’s contribution to curriculum and course development/revision
- Special department criteria if applicable
- Sharing of Instructional ideas
- Mentoring of new faculty

Rating from (1) Evidence does not support to (5) Evidence strongly support

E. Evidence of Teaching Quality Outside Classroom

- Independent/directed study
- Mentoring of students
- Academic and Career advisement of students, including number of advisees*.
  - Academic advisement entails meeting with students and concretely defining the student's course of study, program requirements and expectations.
  - Career/employment/graduate or professional school advisement is covered in EDC 710/711/712 Implementation II. Students can use advisors to discuss career development issues and topics including the writing of letters of reference for employment and further graduate study.
  - The advisor is available to students and responds to their requests in a timely manner.

The Department is currently discussing an assessment plan for evaluating advisement and student satisfaction with advisement services.

- Student involvement in research projects, publications, presentations resulting from individual student/faculty collaboration
- Achievement and maintenance of relevant certification
- Invitations to be guest lecturer

Rating from (1) Evidence does not support to (5) Evidence strongly support

F. Professional Development

- Workshops and conferences attended that are pertinent to the discipline
• Discussion of efforts necessary to maintain mastery of subject matter and teaching methodologies

Rating from (1) Evidence does not support to (5) Evidence strongly support

In evaluating teaching, the department will use the following assessment methods:

• Written peer review of teaching portfolio
• Means from departmental student evaluations (the department has developed its own form that has been in use for 25 years).
• A narrative of teaching philosophy. This narrative should include a discussion of the impact of teaching philosophy and student evaluations upon the faculty member’s teaching practice.
• College adopted evaluation forms.

The criteria do not include promotion to Assistant Professor because the department hires at that level.
*: College mandated.
**: Department mandated.

Minimum Teaching Achievements

Each portfolio will be rated by the department’s APT committee and the department Chair, using the ratings scale provided. The candidate must achieve a minimum of 3 points in each category from the APT committee and the Chair, to be considered for reappointment, tenure, and/or promotion, with a combined total of:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>22</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>20</td>
</tr>
<tr>
<td>Assistant Professor/Tenure</td>
<td>18</td>
</tr>
</tbody>
</table>

Part II: Scholarship

Introduction

Scholarship appropriate to our discipline may include articles in refereed professional journals, book chapters related to the discipline, presentations and workshops at state, regional, local, national, or international conferences related to the discipline.

A narrative statement discussing scholarly activity is also required. The discussion should include the relationship of the scholarship to the faculty member’s teaching and/or professional practice. Joint appointments will be evaluated against the 4/4 teaching load and, tenure and promotion criteria will be adjusted accordingly.

Internally, the APT Committee will utilize the following point system to determine values for scholarly activity. In addition, an external reviewer may be employed to provide objective assessment of the candidate’s scholarly activities. The candidate will provide a list
of potential external reviewers to the department. The department will reach consensus regarding the selection of the external reviewer. Results of the external evaluation will be communicated to the candidate and to the department APT committee. External reviewers may only be employed for continuing appointment and promotion decisions.

For certain scholarly activities, the Department wants to acknowledge more than mere quantity, in essence to look beyond numbers and address quality of performance and the individual's unique contribution to an area of scholarship. It is for this reason that a range of scores is offered for items indicated by an *.

A. Indices of Value for Scholarly Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Book</td>
<td>5-10*</td>
</tr>
<tr>
<td>2. Edited Book - related to discipline and competitive</td>
<td>3-6*</td>
</tr>
<tr>
<td>3. Article in national/international journal</td>
<td>2-4*</td>
</tr>
<tr>
<td>4. Monograph on a subject of one's discipline</td>
<td>2-4*</td>
</tr>
<tr>
<td>5. Editorial review of a textbook for a publishing company for subsequent edition</td>
<td>1</td>
</tr>
<tr>
<td>6. Authorship of a funded grant</td>
<td>2-4*</td>
</tr>
<tr>
<td>7. Article in a regional, state, or local journal</td>
<td>1-2*</td>
</tr>
<tr>
<td>8. Chapter in a book</td>
<td>2-4*</td>
</tr>
<tr>
<td>9. Review: Book, software, media, published in a journal</td>
<td>1</td>
</tr>
<tr>
<td>10. Presentation/Performance at national, international, regional, state, or local professional meetings (credit for original presentation only)</td>
<td>1-2*</td>
</tr>
<tr>
<td>11. Published presentation/performance</td>
<td>2</td>
</tr>
<tr>
<td>12. Editorial review of a manuscript for a publishing company (paid or unpaid)</td>
<td>2</td>
</tr>
<tr>
<td>13. Editorial review of a journal article for an academic journal</td>
<td>1</td>
</tr>
<tr>
<td>14. Consultation involving written exit report</td>
<td>1-2*</td>
</tr>
<tr>
<td>15. A professional recommendation to a governmental agency or general population newspaper on a subject of one's expertise</td>
<td>1-2*</td>
</tr>
<tr>
<td>16. Instructor’s manual (published)</td>
<td>3</td>
</tr>
<tr>
<td>17. Respondent, critic, or discussant on a panel: Including documentation of the discussants critique of the papers presented on the panel</td>
<td>1</td>
</tr>
<tr>
<td>18. Development and publication of media or software materials such as audiotapes, videotapes, teaching, materials, etc., (published)</td>
<td>1-4*</td>
</tr>
<tr>
<td>19. Unfunded research grants</td>
<td>.4-1*</td>
</tr>
<tr>
<td>20. Departmental research</td>
<td>.4-1*</td>
</tr>
<tr>
<td>21. Editor of local, state, or national newsletter</td>
<td>.4-1*</td>
</tr>
<tr>
<td>22. Other</td>
<td>.4-1*</td>
</tr>
</tbody>
</table>

*: Point value to be determined by APT Committee and department Chair to address the quality of individual pieces being evaluated and the uniqueness of the contribution of said pieces.

Notes

1. On multiple authorship, each will get 100% of the points.
2. **National Journal** means a refereed academic journal published by a national professional association. An **International Journal** means a refereed journal published in or outside of the United States but which has a global focus and articles published in it are from scholars stationed in different countries.

3. **Regional/State Journal** means a refereed academic journal published by a regional association such as The Journal for the Professional Counselor.

4. For consideration under Scholarship, all articles must be published in a publication of recognized quality.

5. Letter of acceptance from a journal or other publisher will be considered published because some publication dates in this discipline are backlogged 2-3 years.

**B. Minimum Scholarly Achievements**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Point Requirements</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>Requires Doctoral Degree</td>
<td></td>
</tr>
<tr>
<td>Tenure/Associate Professor</td>
<td>8</td>
<td>1,2,3,4,7, or 8*</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Any</td>
</tr>
<tr>
<td>Full Professor</td>
<td>16</td>
<td>1,2,3,4,7, or 8*</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Any</td>
</tr>
</tbody>
</table>

*: Some of the total points must come from refereed publications.

**C. Reappointment**

Tenure track faculty seeking reappointment need to demonstrate continuous and substantive progress towards meeting the standards suggested in the above tables.

**Part III: Service**

The narrative will discuss all relevant service activities with a description of the individual’s responsibilities, participation, and any product developed. Where service is community based, such activity should have a direct relationship to the faculty member’s disciplinary expertise or to the central mission of the College. Description of service on student advisory committees/student organizations is required.

**A. Indices of Value for Service Activities**

<table>
<thead>
<tr>
<th>Service Activities</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shows effective participation on normal departmental committees</td>
<td>1-2*</td>
</tr>
<tr>
<td>2. Indicates administrative responsibilities on normal departmental committees</td>
<td>3-5*</td>
</tr>
<tr>
<td>3. Shows effective participation on special task-oriented “ad hoc” departmental committees</td>
<td>1-2*</td>
</tr>
<tr>
<td>4. Indicates administrative responsibility on special task-oriented “ad hoc”</td>
<td>3-5*</td>
</tr>
<tr>
<td>Rank</td>
<td>Point Requirements</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Requires Doctoral Degree</td>
</tr>
<tr>
<td>Tenure/Associate Professor</td>
<td>20</td>
</tr>
</tbody>
</table>

*: Points determined by the APT committee in consultation with the department chairperson.
C. Reappointment

Tenure track faculty seeking reappointment need to demonstrate continuous and substantive progress towards meeting the standards suggested in the above tables.

The Review Process

The APT Review Process

The Department values communication, working through disagreements, and communicating honestly and openly. The Department believes that these skills represent the best of our profession and we chose to model those skills not only with our students but also with our colleagues. As a result the Department uses consensus as its decision making process. Thus the goal of the APT Committee is to reach consensus on personnel decisions.

The outcome of the APT review process will be a written report containing:

- The Committee’s recommendation
- A supportive narrative summarizing the Committee’s conclusions as they pertain to the criteria of teaching, scholarship and service.

The Chair of the APT Committee is responsible for writing the report. The report is then distributed to the following:

1. APT Committee members
2. Candidate
3. Department as a whole
4. Chair

The report is shared with the Committee members for their review and approval. It is then forwarded to the Candidate. The only purpose of sharing the report with the Candidate prior to its being forwarded is to allow for clarification by the Candidate. If the Candidate agrees with the APT Committee’s report, the APT Committee’s written report is then forwarded to the Department for consensus regarding the report. Finally, the report is forwarded to the Chair who also writes a recommendation to the Dean of the School of Profession.

If at any point in time during this process of review the Candidate disagrees with a recommendation, the Candidate has the option of writing a letter outlining his or her position and meeting with the party with whom he or she disagrees. If the Candidate disagrees with the APT Committee’s written report, he or she has the option of addressing his or her disagreement in a letter to the APT Committee. The Candidate and the APT Committee shall convene together in order to attempt to achieve resolution by clarifying the Candidate’s and the APT Committee’s positions. If the Candidate continues to disagree with the APT Committee’s written report, he or she may attach a letter to the APT Committee’s written report. This letter should outline the Candidate’s disagreement with the...
APT Committee’s recommendations. Both the APT Committee’s written report and the Candidate’s letter are forwarded to the Chair.

If the Candidate disagrees with the Chair’s recommendation, he or she has the option of writing a letter outlining his or her disagreement. The Candidate and the Chair shall meet to attempt to reach a resolution. If the Candidate continues to disagree with the Chair’s recommendation, he or she may attach a letter to the Chair’s written recommendation. The letter should outline the Candidate’s disagreement with the Chair’s recommendation. The APT Committee’s written report and the Chair’s written recommendation along with the Candidate’s letters of disagreement are forwarded on to the Dean of the School of Profession.

It should be noted that the Candidate has the option of withdrawing his or her request for re-appointment, continuing appointment or promotion at any time prior to when the APT Committee’s written report is presented to the Department for consensus, provided the Candidate withdraws in writing.

While the Department historically has been able to reach consensus regarding personnel decisions, we recognize that this might not always be the case. In the unlikely case that the APT Committee is ultimately unable to reach consensus regarding a personnel decision, the following steps are to be followed:

1. The dissenting individual may prepare a written and signed statement regarding his or her position and submits the letter to the APT Chair.
2. The APT Committee Chair signs the APT Committee written report on behalf of all the members and attaches a copy of the dissenting statement to the written report.

**The Role of the Candidate**

It is the responsibility of each individual seeking reappointment, continuing appointment, or promotion within the Department to prepare a complete and organized package of materials supporting his or her request. It is the responsibility of each individual to know and understand 1) the terms of his or her current appointment and 2) application deadlines for contract renewal, continuing appointment, and promotion.

**Application Contents**

Materials supporting the Candidate’s request for reappointment, continuing appointment, or promotion, shall be organized and indexed in accord with any administrative guidelines in effect at the time of application. The Candidate should strive to ease the burden of those reviewing the Candidate’s request through the use of clear, concise, and consistent labeling for all supporting documents. Where guidelines do not exist, the following ordering of materials should be used:

- Letter of application, including criteria weights to be applied
- Inventory of materials submitted
- Comment pages with signatures from annual reports
- Teaching portfolio
- Supporting documents related to scholarship
- Supporting documents related to service
- Other applicable documents and appendices.
Where possible, materials should be organized into three-ring binders that are clearly labeled. A Candidate should not expect individuals reviewing his or her materials to sift through unorganized and loose materials.

**Appendix A**

**Summary of Scholarship Standards**  
(Boyer, 1997)

**Clear Goals**

Does the scholar state the basic purposes of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?

**Adequate Preparation**

Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?

**Appropriate Methods**

Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to changing circumstances?

**Significant Results**

Does the scholar achieve the goals? Does the scholar’s work add consequentially to the field? Does the scholar work open additional areas for further exploration?

**Effective Presentation**

Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating work to its intended audiences? Does the scholar present his or her message with clarity and integrity?

**Reflective Critique**

Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?