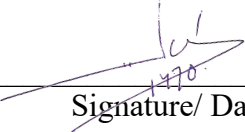


Kennesaw State University  
Academic Affairs

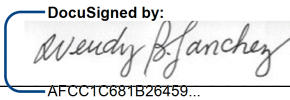
**Approval Form for Department Promotion and Tenure Guidelines**

A copy of this form, completed, must be attached as a cover sheet to the department guidelines included in portfolios for Pre-Tenure Review, Promotion and Tenure, and Post-Tenure Review.

I confirm that the attached guidelines, dated 03/15/2019, were approved by the faculty of the Department of Secondary and Middle Grades Education in accordance with department bylaws:

Iván M. Jorrín Abellán  3/29/2019  
Name (printed or typed) / SMGE P&T chair Signature/ Date

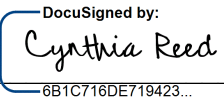
Department Chair Approval - I approve the attached guidelines:

Wendy B. Sanchez  August 27, 2019  
Name (printed or typed) Signature/ Date

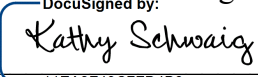
College P&T Committee Approval - I approve the attached guidelines:

Ethel King-McKenzie  August 27, 2019  
Name (printed or typed) Signature/ Date

College Dean Approval - I approve the attached guidelines:

Cynthia Reed  August 27, 2019  
Name (printed or typed) Signature/ Date

Provost Approval - I approve the attached guidelines:

Kathy Schwaig  September 5, 2019  
Name (printed or typed) Signature/ Date

**SECONDARY AND MIDDLE GRADES EDUCATION  
PROMOTION AND TENURE GUIDELINES**

**SPRING 2019**

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## 1. Distinguishing Departmental Characteristics

The Secondary and Middle Grades Education program area faculty are committed to the collaborative development of expertise in teaching and learning. Programs for adolescents should be developed and implemented with input from various constituencies, integrate strong academic preparation grounded in a liberal arts tradition, include input from discipline studies, and include pedagogical studies while providing diverse, school-based, clinical experiences. Such programs foster the development of knowledge, skills, and dispositions required of professional learning facilitators who design and implement integrated instructional programs that are developmentally and culturally responsive.

The Department of Secondary and Middle Grades Education offers bachelor's, master's, and doctoral degree programs. Service courses are also offered to support secondary, elementary, and P-12 programs. These programs are facilitated through effective teaching, supervision, and mentoring; scholarship and creative activity; and professional service to advance teacher preparation and development.

Faculty performance in the Department of Secondary and Middle Grades Education is also expected to adhere to the mission of Kennesaw State University and the Bagwell College of Education. Some of the key elements of the departmental mission that determine faculty performance are as follows:

1. Effective and collaborative teaching that models the philosophy and best practices of middle and secondary schools;
2. Professional service that advances the preparation of teachers to educate adolescents;
3. Continuous improvement for faculty and programs through professional development;
4. The delivery of foundations courses to prepare P-12 teacher educators;
5. Effective use of technology to facilitate teaching and learning;
6. An enhanced understanding of the whole student through principles of diversity and inclusion (see Educator Preparation Program Diversity Statement);
7. The advancement of scholarship to contribute to the field of education;
8. A supportive classroom environment to educate preservice and in-service teachers; and
9. Collaborative relationships with local schools and other agencies committed to the education of adolescents.

## 2. Expectations for Faculty Performance

The Department of Secondary and Middle Grades Education includes faculty with wide ranging expertise from a variety of educational disciplines. The department is supportive of the unique contributions of all faculty members. Annual performance evaluations, tenure, and post-tenure reviews are conducted in relation to the situational context of each faculty member. General expectations for faculty performance and tenure and promotion are outlined in the Kennesaw State University (KSU) Faculty Handbook. Faculty should review very carefully each of the following relevant handbook sections:

<b>Topic</b>	<b>Relevant KSU Faculty Handbook Section(s)</b>
Workload Model for Teaching Faculty	2.2. Workload Model for Teaching Faculty
Categories of Faculty Performance: Teaching, Scholarship/Creative Activity, Professional Service	2.4. Faculty Performance and Assessment 3.3. Basic Categories of Faculty Performance
Faculty Responsibilities	2.1. Academic Freedom and Responsibility 2.4. Faculty Performance and Assessment 2.8. Class Rolls 2.9. Grading 2.11. Faculty Absences 2.12. Policies Concerning Research with Human Participants, Research with Animals and Biosafety 2.13. Faculty Policies and Procedures with Legal Implications 3.2. Overview of Faculty Responsibilities
Review and Evaluation of Quality and Significance	2.5. Assessment of Teaching Effectiveness 3.4. Evaluation of the Quality and Significance of Faculty Scholarly Accomplishments
Faculty Review Process	3.12. Faculty Review Process 3.13. Multi-Year Review Schedules
General Expectations for Promotion and Tenure by Rank	
Tenure Track Faculty in Professorial Ranks	3.5. General Expectations for Tenure, Promotion, Post-Tenure Review, and Faculty Performance for Tenure Track Faculty in Professorial Ranks
Non-Tenure Track Faculty	3.6. General Expectations for Promotion and Faculty Performance for Non-Tenure Track Faculty in Professorial Ranks
Clinical Faculty	3.7. General Expectations for Promotion and Faculty Performance for Non-Tenure Track Clinical Faculty in Professorial Ranks
Lecturers and Senior Lecturers	3.10. General Expectations for Non-Tenure Track Lecturers and Senior Lecturers
Administrative Faculty	3.11 Administrative Faculty

### 3. Faculty Workload Configurations

The Department of Secondary and Middle Grades Education uses a responsive and flexible model to define workload configurations across the following three areas of faculty performance: 1) teaching, supervision, and mentoring; 2) scholarship and creative activity; and 3) professional service.

\*Actual Faculty Performance Agreement (FPA) percentages for each faculty member will be negotiated with the department chair and approved by the dean as part of annual review.

The labor-intensity 3-dimensional model tries to escape from the Neoliberal "Audit Culture" (Shore, 2015<sup>1</sup>) that is currently affecting higher education, which deeply relies on metrics and numbers that quantify people's performance without questioning its origin and rationale.

This model constitutes a shift in current workload and Promotion & Tenure (P&T) practices, since it is based on the time and effort faculty devote to activities within three areas of performance (Teaching, Supervision & Mentoring; Scholarship & Creative Activity; and Professional Service), rather than on the final products generated in a given period of time. Therefore, the model is intended to assess faculty performance, based on their rank and the intensity of the work conducted, by proposing a set of metrics that are based on the assumption that not only successful products should be taken into consideration to assess productivity.

Figure 1. Labor-intensity 3-dimensional model to assess faculty performance



As shown in Figure 1, the model includes three dimensions: Rank, level of performance, and labor/time. Based on these dimensions, the model has a set of metrics tailored to seven different workload configurations (Teaching Focused; Balanced Teaching; Balanced Scholarship (2); Scholarship Focused; and Administration Focused).

<sup>1</sup> Shore, C., & Wright, S. (2015). Governing by numbers: audit culture, rankings and the new world order. *Social Anthropology/Anthropologie Sociale*, 23(1), 22-28.

Table 1. Workload Configurations Considered by the Labor-Intensity 3-Dimensional Model

	Workload Configurations						
Area of Performance	Teaching Focused 70%-0%-30% 80%-10%-10% 90%-0%-10%	Balanced Teaching 60%-20%-20%	Balanced Scholarship 60%-30%-10% 50%-30%-20%	Scholarship Focused 40%-40%-20%	Significant Doctoral Mentoring Focused <sup>2</sup> 60%-20%-20% 60%-30%-10%	Service Focused <sup>3</sup> 60%-20%-20% 40%-20%-40%	Administration Focused 10%-0%-90%
Teaching, Supervision, & Mentoring	7 courses/year 8 courses/year 9 courses/year	6 courses/year	6 courses/year 5 courses/year	4 courses/year	5 courses/year + 1 course for doctoral mentoring 4 courses/year + 2 courses for doctoral mentoring	4 courses/year	1 course/year
	Demonstrated effective teaching and significant levels of scholarly teaching activities.	Demonstrated effective teaching and significant levels of scholarly teaching activities	Demonstrated effective teaching and reasonable levels of scholarly teaching activities	Demonstrated effective teaching and reasonable levels of scholarly teaching activities	Demonstrated effective teaching and moderate levels of scholarly teaching activities <u>and</u> intensive levels of doctoral mentoring	Demonstrated effective teaching and reasonable levels of scholarly teaching activities	Demonstrated effective teaching and reasonable levels of scholarly teaching activities
Scholarship & Creative Activity	Minimal scholarly activities in scholarship	Moderate scholarly activities in scholarship	Moderate/Active participation in scholarly activities in scholarship	Significant scholarly activities in scholarship	Moderate/Active participation in scholarly activities in scholarship	Moderate scholarly activities in scholarship	N/A
Service	Minimal/Moderate scholarly activities in professional service	Moderate scholarly activities in professional service	Minimal/Moderate scholarly activities in professional service	Moderate scholarly activities in professional service	Minimal/Moderate scholarly activities in professional service	Moderate/Active and significant scholarly activities in professional service	Active and significant scholarly activities in professional service

<sup>2</sup> Faculty on other workload tracks are encouraged to participate on student dissertation committees and can use this involvement to partially fulfill service expectations.

<sup>3</sup> This option is primarily, but not exclusively, for Program Coordinators.

#### 4. Scholarly Activities in Teaching, Supervision, & Mentoring Organized by Labor-Intensity

<b>Teaching, Supervision, &amp; Mentoring</b>		
<b>Intense (3-6 points)</b>	<b>Medium (2 points)</b>	<b>Low (1 point)</b>
<b>Teaching</b>		
- 4-4 Teaching load (Q&S considerations: type of course, diversity of courses, and # of students).	- 3-3 Teaching load (Q&S considerations: type of course, diversity of courses, and # of students).	- 2-2 Teaching load (Q&S considerations: type of course, diversity of courses, and # of students).
- Development of a new course or significantly modify an existing course (i.e. QM, face-to-face).	- Revision of existing course/instructional materials (i.e. QM, face-to-face).	- Use existing course content (i.e. QM, face-to-face).
	- Course coordinator.	
- Reflection based on systematic analysis of multiple measures (Quant/Qual) of teaching effectiveness informing teaching practice.	- Reflection based on multiple measures (Quant/Qual) of teaching effectiveness informing teaching practice.	
<b>Supervision</b>		
- Supervision of 5+ candidates during field experiences (intensity may vary depending on students' needs).	- Supervision of 3-4 candidates during field experiences (intensity may vary depending on students' needs).	- Supervision of 1-2 candidates during field experiences (intensity may vary depending on students' needs).
<b>Mentoring</b>		
- Chairing 3 or more SMGE doctoral dissertations (intensity may vary depending on students' needs).	- Chairing 2 SMGE doctoral dissertations (intensity may vary depending on students' needs).	- Chairing 1 SMGE doctoral dissertation (intensity may vary depending on students' needs).



<b>Teaching, Supervision, &amp; Mentoring</b>		
<b>Intense (3-6 points)</b>	<b>Medium (2 points)</b>	<b>Low (1 point)</b>
-Chairing a doctoral dissertation from other departments.		
-Serving in more than 5 SMGE doctoral dissertation committees (intensity may vary depending on students' needs). -Serving in 2-4 doctoral dissertation committees from other departments.	-Serving in 2-4 SMGE doctoral dissertation committees. -Serving in 1-2 doctoral dissertation committees from other departments.	-Serving in 1-2 SMGE doctoral dissertation committees.
-Mentoring 2+ Junior Faculty.	-Mentoring 1 Junior Faculty.	
<b>Special Assignments</b>		
-Design, develop, implement, evaluate PD activities (depending on # of hours).	-Design, develop, implement, evaluate PD activities (depending on # of hours).	-Participate in PD activities related to (depending on # of hours).
<b>Professional Development</b>		
-Design and teach professional development workshops (i.e. 5+ teaching hours).	-Design or teach professional development workshops (i.e. fewer than 5 teaching hours).	-Participate in PD activities related to FPA goals.
-Specialization certificate, degree (i.e. certificate in mixed-methods research).	-Specialization course (i.e. course on new media literacy).	-Specialization workshop (i.e. RCC workshop on the design of collaborative assignments in D2L).

## 5. Scholarly Activities in Scholarship and Creative Activity Organized by Labor-Intensity

Scholarship & Creative Activity		
Intense (3-6 points)	Medium (2 points)	Low (1 point)
<b>Submitted Journal Articles</b>		
	- Leading role (first author) in the submission of an article in a high impact peer-reviewed journal.	- Collaborator (second/third author) in the submission of an article in a high impact peer-reviewed journal.
	- Leading role (first author) in the submission of an article in an international/national/ professional peer-reviewed journal.	- Leading/Co-leading role (first author) in the submission of an article in a local/regional professional peer-reviewed journal. - Collaborator in the submission of an article in a national/regional professional peer-reviewed journal.
	- Leading/Co-leading role (first author) in the submission of an article in a national/international practitioner peer-reviewed journal.	- Leading/Co-leading role (first author) in the submission of an article in a local/regional practitioner peer-reviewed journal. - Collaborator in the submission of an article in a local practitioners peer-reviewed journal.
<b>Published Journal Articles</b>		
- Leading role (first author) in the publication of an article in a high impact peer-reviewed journal.	- Collaborator (second/third author) in the publication of an article in a high impact peer-reviewed journal.	

<b>Scholarship &amp; Creative Activity</b>		
<b>Intense (3-6 points)</b>	<b>Medium (2 points)</b>	<b>Low (1 point)</b>
- Leading role (first author) in the publication of an article in an international/national/ professional peer-reviewed journal.	- Leading/Co-leading role (first author) in the publication of an article in a local/regional professional peer-reviewed journal.	- Collaborator in the publication of an article in a national/regional professional peer-reviewed journal.
- Leading/Co-leading role (first author) in the publication of an article in a national/international practitioner peer-reviewed journal.	- Leading/Co-leading role (first author) in the publication of an article in a local/regional practitioner peer-reviewed journal.	- Collaborator in the publication of an article in a local practitioners peer-reviewed journal.
<b>Submitted Books &amp; Book Chapters</b>		
	- Leading/Co-leading role or solo-author of a book. - Leading/Co-leading role or solo-author of an invited book chapter.	- Leading/Co-leading role or solo-author of a book chapter. - Collaborator in the publication of a book.
		- Leading/co-leading role in national or international book chapter. - Collaborator in national or international book chapter.
	- Editor/co-editor of a book.	
<b>Published Books &amp; Book Chapters</b>		
- Leading/Co-leading role or solo-author of a book.	- Leading/Co-leading role or solo-author of an invited book chapter. - Leading/Co-leading role or solo-author of a book chapter.	- Collaborator in the publication of a book.

<b>Scholarship &amp; Creative Activity</b>		
<b>Intense (3-6 points)</b>	<b>Medium (2 points)</b>	<b>Low (1 point)</b>
	- Leading/co-leading role in national or international book chapter.	- Collaborator in national or international book chapter.
- Editor/co-editor of a book.		
<b>Book Reviews</b>		
	- Invited book review.	- Book review.
<b>Grant Applications</b>		
- Leading role in the development of grant application for external national or international agency (i.e. NSF).	- Collaborator in the development of grant application for external national or international agency (i.e. NSF).	
	- Leading role in the development of grant application for external national or international private foundations (i.e. IDEA, Spencer, etc.).	- Collaborator in the development of grant application for external national or international private foundations (i.e. IDEA, Spencer, etc.).
	- Leading role in the development of grant application for internal funding (i.e. BCOE grants, KSU-OVPR, etc.).	- Collaborator in the development of grant application for internal funding (i.e. BCOE grants, KSU-OVPR, CETL, etc.).
<b>Funded Grants</b>		
- Leading role/PI in a project funded by external national or international private foundations (i.e. IDEA, Spencer, etc.).	- Collaborator/ coordinator in a project funded by a national/international agency (i.e. NSF).	

<b>Scholarship &amp; Creative Activity</b>		
<b>Intense (3-6 points)</b>	<b>Medium (2 points)</b>	<b>Low (1 point)</b>
	- Leading role/PI in a project funded by a national/international private foundation.	- Collaborator in a project funded by a national/international private foundation.
<b>Conference Presentations/Keynote Addresses/Workshops</b>		
	- Panel/workshops/session organizer within a National/International conference (Invited).	- Panel/workshops/session organizer within a local conference.
- National/international invited Keynote.	- Regional/Local/Internal invited Keynote (i.e. Dean's Speaker Series).	
	- Solo presentation in a National/International conference.	- Collaborator presentation in a National/International conference.
		- Solo presentation in a local conference.
<b>Research Partnerships &amp; Collaborations</b>		
- Leading role in establishing research and evaluation initiatives within the department, college, university, district (i.e. research project with a particular district).	- Collaborative role in establishing collaborative relationships within the department, college, or university and with colleagues at other institutions.	- Participation in activities to promote collaborative relationships within the department, college, or university and with colleagues at other institutions.
<b>Development of Software, Instructional Tools, and Electronic Media</b>		
- Authorship or leading role in the development of educational software.	- Collaboration in the development of educational software.	
- Authorship or leading role in the development of instructional tools.	- Collaboration in the development of instructional tools.	

<b>Scholarship &amp; Creative Activity</b>		
<b>Intense (3-6 points)</b>	<b>Medium (2 points)</b>	<b>Low (1 point)</b>
	- Authorship or leading role in the development of electronic media.	- Collaboration in the development of electronic media.
<b>Research Awards and Recognitions</b>		
- National/International research award.	- Internal Research Award (i.e. BCOE, CETL, etc.).	
		- Application for a national/international award. - Application for an internal (BCOE, KSU) award.
<b>Directed Studies</b>		
	- Mentor undergraduate or graduate students in directed study projects or related research mentorships.	- Collaborative effort to mentor undergraduate or graduate students in directed study projects or related research mentorships.

## 6. Scholarly Activities in Professional Service Organized by Labor-Intensity

<b>Professional Service</b>		
<b>Intense (3-6 points)</b>	<b>Medium (2 points)</b>	<b>Low (1 point)</b>
<b>Department Committees</b>		
- Chair of Department Faculty Council.	- Member of Department Faculty Council (depending on the committee's charge).	- Member of Department Faculty Council (depending on the committee's charge).
- Chair of Department Promotion & Tenure (More than 5 promotions).	- Member of Department Promotion & Tenure (More than 5 promotions).	- Member of Department Promotion & Tenure (5 or fewer promotions).
- Program Coordinator.	- Program Committee Member (Year of accreditation/program review).	- Program Committee Member (Not year of accreditation/program review).
- Chair of Search Committees.	- Member of Search Committees.	
- Chair of a special task force.	- Member of a special task force.	
<b>College Committees</b>		
- Chair of College Faculty Council.	- Member of College Faculty Council (depending on the committee's charge).	
- Chair of Accreditation Committee (e.g., GaPSC).	- Member of Accreditation Committee (e.g., GaPSC) during accreditation process.	- Member of Accreditation Committee (e.g., GaPSC) not during accreditation preparation.
- Chair of College Promotion and Tenure.	- Member of College Promotion & Tenure (Revision of bylaws, high number of reviews).	- Member of College Promotion & Tenure (Low number of reviews).

<b>Professional Service</b>		
<b>Intense (3-6 points)</b>	<b>Medium (2 points)</b>	<b>Low (1 point)</b>
- Chair of Awards Committees.	- Member of Awards Committees.	
- Chair of a special task force.	- Member of a special task force.	
- Search Committee for BCOE Administrator (i.e., Dean).	- Search Committee for BCOE Position (i.e., BCOE Global Director).	
- Chair of Educator Preparation Curriculum Council (EPCC).	- Member (Department representative) Educator Preparation Curriculum Council (EPCC).	
<b>University-Wide Committees</b>		
- University Senate: Executive Board or Officer.	- Department Representative to University Senate: Subcommittee Responsibilities.	- Department Representative to University Senate: No Subcommittee Responsibilities.
		- President's Planning & Budget Advisory Committee (Membership closed to Associate/Assistant Professors).
- Search Committee for University Administrators (e.g., President).		
		- Honors College Liaison. - Education Abroad Faculty Standing Committee. - Library Committee (or other university committees meeting few times per year).
<b>National/International Service</b>		



<b>Professional Service</b>		
<b>Intense (3-6 points)</b>	<b>Medium (2 points)</b>	<b>Low (1 point)</b>
- Chair Conference Planning Committee.	- Member of the Organizing Committee of a national/international conference.	
	- Organizer/Director of a local conference.	- Member of the Organizing Committee of a local conference.
- Chair Conference Proposal Review Committee.	- Proposal reviewer for national conferences (high numbers).	- Proposal reviewer for national conferences (low numbers).
	- Provide public testimony for national hearings.	
- Editor or Co-Editor of International/National journal.	- Editorial Review Board - research journal (manuscript reviewer) (3 or more). -Editorial Review Board - practitioner journal (manuscript reviewer) (3 or more).	- Editorial Review Board - research journal (manuscript reviewer) (1-2). -Editorial Review Board - practitioner journal (manuscript reviewer) (1-2).
	- External Letter Request for Promotion of Colleague(s) (3 or more).	- External Letter Request for Promotion of Colleague(s) (1-2).
- Grant Evaluator for National/International Agency (> 5 proposals/grants).	- Grant Evaluator for National/International Agency (< 5 proposals/grants).	- Grant Evaluator for National/International Agency (< 2 proposals/grants).
- Reviewer of professional associations reports (SPA, NSTA, NCTE, etc.).		
<b>State/Regional Service</b>		
- Chair GA/Regional Task Force.	- Member of GA/Regional Task Forces.	

<b>Professional Service</b>		
<b>Intense (3-6 points)</b>	<b>Medium (2 points)</b>	<b>Low (1 point)</b>
	- Chair Agency Board.	- Member of Agency Board.
- Chair Conference Planning and/or Proposal Review Committee.	- Member of Conference Planning and/or Proposal Review Committee.	
- PSC Accreditation Committee Chair: Other Institutions.	- PSC Accreditation Committee Member: Other Institutions.	
- Georgia Department of Education Activities (i.e. develop PD, deliver PD, create webinars, etc.).		
<b>School &amp; Community Partnerships</b>		
- Leading role in establishing collaborative relationships within the department, college, or university and with colleagues at other institutions.	- Collaborating role in establishing collaborative relationships within the department, college, or university and with colleagues at other institutions.	
<b>Mentoring</b>		
	- Mentor honors candidates (More than 3).	- Mentor honors candidates (2-3).

## 7. Metrics for an Assistant Professor to Meet Expectations in Scholarship & Creative Activity and Service

Example Based on Activities for an Assistant Professor		
60%-20%-20%	1 Year	
	4 points (At least 1 intense activity is required/5 years)	4 points (At least 1 intense activity is required/5 years)
	1 Intense Activity (3 points) 1 Low Activity (1 point)	1 Intense Activity (3 points) 1 Low Activity (2 points)
Example of Activities	-Solo presentation in a National Conference - Application for internal award	-Search Committee for BCOE -Program Committee Member

Metrics for an Assistant Professor (2 points per 10% of work)		
Period	1 Year	
Workload configuration	Expected points to meet expectations in Scholarship & Creative Activity	Expected points to meet expectations in Service
90%-0%-10%	0 points	2 points
80%-10%-10%	2 points	2 points
70%-0%-30%	0 points	6 points
60%-20%-20%	4 points	4 points
60%-30%-10%	6 points	2 points
50%-30%-20%	6 points	4 points
40%-20%-40%	4 points	8 points
40%-40%-20%	8 points	4 points
10%-0%-90%	0 points	18 points

## 8. Metrics for an Associate Professor to Meet Expectations in Scholarship & Creative Activity and Service

Example Based on Activities for an Associate Professor		
60%-20%-20%	1 Year	
	6 points (At least 1 intense and 1 medium activity are required/5 years)	6 points (At least 1 intense and 1 medium activity are required/5 years)
	1 Intense Activity (3 points) 2 Medium Activities (2x2 points) 1 Low Activity (1 point)	1 Intense Activity (3 points) 2 Medium Activities (2x2 points) 1 Low Activity (1 point)
Example of Activities	-Leading role Journal Article - Presentation in a National Conference -Invited Book review - Application for internal award	- Program Coordinator -Member of a special task force. -Search Committee for BCOE Position -Proposal reviewer for national conferences (low numbers)

Metrics for an Associate Professor (3 points per 10% of work)		
Period	1 Year	
Workload configuration	Expected points to meet expectations in Scholarship & Creative Activity	Expected points to meet expectations in Service
90%-0%-10%	0 points	3 points
80%-10%-10%	3 points	3 points
70%-0%-30%	0 points	9 points
60%-20%-20%	6 points	6 points
60%-30%-10%	9 points	3 points
50%-30%-20%	9 points	6 points
40%-20%-40%	6 points	12 points
40%-40%-20%	12 points	6 points
10%-0%-90%	0 points	27 points

## 9. Metrics for a Full Professor to Meet Expectations in Scholarship & Creative Activity and Service

Example Based on Activities for a Full Professor		
60%-20%-20%	1 Year	
	8 points (At least 1 intense and 1 medium activity are required/5 years)	8 points (At least 1 intense and 1 medium activity are required/5 years)
	2 Intense Activities (3x2 points) 1 Medium Activities (2 points)	2 Intense Activities (3x2 points) 1 Medium Activities (2 points)
Example of Activities	-Leading role in a Journal Article - Solo Presentation in a National Conference -Invited Book review	- Program Coordinator -Chair of Search Committee. -Member of a special task force.

Metrics for a Full Professor (4 points per 10% of work)		
Period	1 Year	
Workload configuration	Expected points to meet expectations in Scholarship & Creative Activity	Expected points to meet expectations in Service
90%-0%-10%	0 points	4 points
80%-10%-10%	4 points	4 points
70%-0%-30%	0 points	12 points
60%-20%-20%	8 points	8 points
60%-30%-10%	12 points	4 points
50%-30%-20%	12 points	8 points
40%-20%-40%	8 points	16 points
40%-40%-20%	16 points	8 points
10%-0%-90%	0 points	36 points

**10. Metrics for Clinical Faculty to Meet Expectations in Scholarship & Creative Activity and Service**

<b>Example based on Activities for Clinical Faculty</b>		
Period	1 Year	
Workload configuration 70%-0%-30% 80%-0%-20% 90%-0%-10%	Expected points to meet expectations in Scholarship & Creative Activity	Expected points to meet expectations in Service
Lecturer	0	1 Low Activity (1 point)
Senior Lecturer	0	1 Medium Activity (2 points)
Clinical Assistant	0	1 Medium Activity (2 points) 1 Low Activity (1 point)
Clinical Associate	0	2 Medium Activities (4 points)
Clinical Professor	0	2 Medium Activities (4 points) 1 Low Activity (1 point)

<b>Metrics for Clinical Faculty</b>		
Period	1 Year	
Workload configuration 70%-0%-30% 80%-0%-20% 90%-0%-10%	Expected points to meet expectations in Scholarship & Creative Activity	Expected points to meet expectations in Service
Lecturer	0	1 point
Senior Lecturer	0	2 point
Clinical Assistant	0	3 point
Clinical Associate	0	4 point
Clinical Professor	0	5 point

## 11. Clarifications of Metrics for Faculty Ranks and Level of Performance

### Clarifications

- Activities/tasks included within each area of performance are supposed to be conducted in one year (two semesters).
- Points cannot be achieved for the same task in two different years if it is not an ongoing activity. For instance, an individual serving as chair of the Department's Promotion & Tenure Committee would get 3 points if the service has been provided for two semesters (i.e. Spring 2018 & Fall 2018). In the case of having served 1 semester, points will be divided by 2.
- New faculty (usually on a reduced workload configuration during their first year) will require special consideration since their productivity will only reflect one semester.
- Activities/tasks should be addressed only in one area of performance.
- Activities/tasks and applied metrics should reflect the workload configuration as outlined in the faculty member's FPA.

## **12. Revisions to Departmental Guidelines**

The Department of Secondary and Middle Grades Education Promotion and Tenure Committee shall periodically review the departmental guidelines and make recommendations to the department chair regarding needed revisions. The department chair shall convene an ad hoc committee comprised of the departmental Promotion and Tenure Committee and other members of the departmental faculty appropriate to the process of review and revision of the guidelines. Revisions to the guidelines shall be voted on by full-time non-tenure-track, tenure-track, and tenured faculty of the department. Approval requires a simple majority vote.



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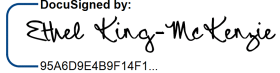
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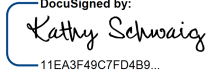
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