

**CHILDHOOD EDUCATION AND FAMILY STUDIES
IMPLEMENTATION OF THE COMPENSATION SYSTEM**

PERFORMANCE DIMENSIONS AND UNIVERSITY PARAMETERS FOR WEIGHTING:

Probationary Faculty

Minimum Weight	Performance Dimension (Role)	Maximum Weight
45%	Teaching/Advising	60%
35%	Research/scholarships/creative activities	50%
5%	Service	15%

Instructors & Greenwood

Minimum Weight	Performance Dimension (Role)	Maximum Weight
80%	Teaching/Advising	90%
0%	Research/scholarships/creative activities	10%
10%	Service	20%

Performance Dimensions and University Parameters for Weighting:

Tenured—9 hour TLE

Minimum Weight	Performance Dimension (Role)	Maximum Weight
30%	Teaching/Advising	60%
30%	Research/scholarships/creative activities	60%
10%	Service	20%

Performance Dimensions and University Parameters for Weighting:

Tenured—12 hour TLE

Minimum Weight	Performance Dimension (Role)	Maximum Weight
50%	Teaching/Advising	80%
10%	Research/scholarships/creative activities	40%
10%	Service	20%

**CHILDHOOD EDUCATION AND FAMILY STUDIES DEPARTMENT
Merit Rubric**

The following criteria will be used in determining faculty's merit ratings for the academic year. Faculty will be responsible for keeping documentation verifying all aspects of their accomplishments. Specific directions for submission will be provided.

Teaching

These examples are only guides for the committee; the final rating shall be a consensus of judgment among the Compensation Committee members after considering all relevant information.

5 Exceptional Performance/results consistently exceed competent levels. A high degree of proficiency is shown in most aspects of performance	4 Commendable Performance/results frequently exceed competent levels. A high degree of proficiency is shown in certain aspects of performance	3 Competent Performance/results are consistently at expected levels. Meets job requirements.	2 Development Needed Some performance deficiencies exist. Performance Improvement Plan is to be established and improvement is required.	1 Unsatisfactory Performance is consistently below acceptable levels. Performance Improvement Plan is to be established and immediate improvement is required.
Meeting above expected performance in at least five ways, including, but not limited to, those listed in the Above Expected criteria. See Teaching guidelines for PT for specific examples of teaching quality.	Exceeding expected performance in at least three ways. See Teaching guidelines for PT for specific examples of teaching quality.	Meeting all <i>Faculty Handbook</i> teaching responsibility criteria; Providing evidence of effective teaching; See Teaching guidelines for PT for specific examples of teaching quality.	Inconsistent or minimal evidence that faculty member is performing in a Satisfactory manner in their teaching.	Absence of evidence that faculty member is performing in a Satisfactory manner in their teaching or persistent evidence of low quality teaching.

Possible professional development activities: “Possible/Suggested Meritorious Teaching Criteria”

- *Other teaching activities: guest lectures, number of independent readings, other teaching activities.
- *Activities to improve teaching: revision of existing courses, use of technology, development of new courses for the program, new teaching methods, professional upgrading (participation in workshops, institutes, pedagogical reading and research etc.)
- *Advisement activities: number of academic advisees, hours spent in advisement, etc.
- *Activities related to new course and program development.
- *Graduate research advisement and support of graduate research efforts.
- *Coordination, placement, and supervision of practicum students, student teachers and interns
- *Other activities to be approved by department head
- *Achieving high student evaluations (on a 5-pt scale; >3.51 where 5 is highest; or <2.0 where 1 is highest)
- *Preparing, compiling custom texts, reading packages and revision of one’s own courses, (e.g. alignment with standards/competencies or updating materials)
- *Teaching awards, honors, recognition by student organizations
- *Peer evaluation through observation of actual teaching and evaluation of ancillary course materials

These items will be documented on a time log. In addition to just a listing of these items, faculty will provide a description (brief—one to two pages) of conference, workshop, book or article read, new syllabi, certificates of attendance, etc. to verify participation.

Scholarship

These examples are only guides for the committee; the final rating shall be a consensus of judgment among the Compensation Committee members after considering all relevant information.

5 Exceptional Performance/results consistently exceed	4 Commendable Performance/results frequently exceed	3 Competent Performance/results are consistently at expected	2 Development Needed Some performance	1 Unsatisfactory Performance is consistently below
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competent levels. A high degree of proficiency is shown in most aspects of performance	competent levels. A high degree of proficiency is shown in certain aspects of performance	levels. Meets job requirements	deficiencies exist. Performance Improvement Plan is to be established and improvement is required.	acceptable levels. Performance Improvement Plan is to be established and immediate improvement is required.
At least 2 scholarship products from Category A	At least 1 scholarship product from Category A	At least 1 scholarship product activity from Category A or B, or at least 2 from any of the Categories A, B, or C	Inconsistent or minimal evidence that faculty member is performing in Satisfactory manner in scholarship	Absence of evidence that faculty member is performing in a Satisfactory manner in scholarship
At least 1 additional scholarship product from Category B or C	At least 1 additional scholarship product from Category A or B	Have a current research agenda (plan) on file with goals for the year	Limited but current research agenda (plan) on file	No current research agenda (plan) on file
Have a current research agenda (plan) on file with goals for the year	Have a current research agenda (plan) on file with goals for the year	2 paragraph status report describing research explorations and/or data related to exploration	Short status report describing research explorations and/or data related to exploration	Limited or no status report describing research explorations
2 paragraph status report describing research explorations and/or data related to exploration	2 paragraph status report describing research explorations and/or data related to exploration	<i>*This represents minimum criteria for compensation of a rating</i>	<i>*This represents minimum criteria for compensation of a rating</i>	<i>*This represents minimum criteria for compensation of a rating</i>
<i>*This represents minimum criteria for compensation of a rating</i>	<i>*This represents minimum criteria for compensation of a rating</i>			

WEIGHTED SCHOLARSHIP ACTIVITIES:

Categories of Scholarly Work

CATEGORY A

- Scholarly/research articles in press in international/national peer-reviewed journals, print-based or electronic media
- Student research projects mentored by faculty members resulting in international/national peer-reviewed publications

- Author or editor of scholarly book(s) or children’s literature.
- Principal Investigator for external grant(s) that have been funded and report(s) or product(s) emanating from such funded project(s) including electronic media (typically \$10,000+).
- External grant applications that require substantial faculty effort
- Primary author of NCATE Folio or Professional Organization Folio.
- Author or editor of book chapter(s), monograph(s), anthology(ies), published production script(s), either print-based or other electronic media.

CATEGORY B

- Scholarly/research articles published in regional or state peer-reviewed journals, print-based or electronic media.
- Articles published in major national discipline-based, print-based or electronic media.
- Student research projects mentored by faculty members resulting in state/regional peer-reviewed publications
- Reviews for university self-studies.
- Primary author, editor, project manager or production specialist of published major educational curriculum material including electronic media.
- Grant(s) that have been funded and report(s) or product(s) emanating from such funded project(s) including electronic media.
- National/international or regional scholarly peer-reviewed conference presentation(s), paper, or conference proceeding(s).
- National or international awards for research

CATEGORY C

- Local/university grant(s) that have been funded and report(s) or product(s) emanating from such funded project(s) including electronic media (typically <\$10,000).
- State and local peer-reviewed conference presentation(s) or conference proceeding(s).
- Non-refereed publication(s) and electronic media.
- Submissions for publication that have not been accepted for publication.
- Scholarly, creative work(s), and electronic presentation(s) other than electronic media as described above.
- Grant and contract proposal(s) as well as accompanying report(s) emanating from such project(s). [What is the difference between this one and the “grants” in Category A, B and C above?](#)
- Student/faculty collaborative research project(s) and formal presentations of findings.
- Book reviews, essays, and abstracts published in referred journals.
- Completed dissertation as Chair of dissertation committee(s)
- Peer Reviewer for journal.
- Research consultant.
- Honors or awards for research.
- Reprints of articles previously published in edited books or referenced journals.
- Professional development including: clinical practice, advancement of education, post-doctoral fellowship, etc.
- Peer-reviewed creative endeavors
- Literature review, data collection, research work in the discovery phase. Other, as judged by appropriate program faculty.

Service

These examples are only guides for the committee; the final rating shall be a consensus of judgment among the Compensation Committee members after considering all relevant information.

5	4	3	2	1
Exceptional	Commendable	Competent	Development Needed	Unsatisfactory
Performance/results consistently exceed competent levels. A high degree of proficiency is shown in	Performance/results frequently exceed competent levels. A high degree of proficiency is shown in	Performance/results are consistently at expected levels. Meets job requirements.	Some performance deficiencies exist. Performance Improvement Plan is to	Performance is consistently below acceptable levels. Performance Improvement Plan is to

most aspects of performance	certain aspects of performance		be established and improvement is required.	be established and immediate improvement is required.
Extends beyond expected performance to include service activities that demonstrate sustained success in one or more areas, i.e., Professional Service, Public Service, or Professional Consultation.	Service extends beyond expected performance to include service activities that demonstrates attained success in one or more areas, i.e., Professional Service, Public Service, or Professional Consultation	Demonstrated success in University Citizenship as evidenced by contributing to the task of shared governance; and attained success in one additional areas, i.e., Professional Service, Public Service, or Professional Consultation	Inconsistent or minimal evidence that faculty member is performing in a Satisfactory manner in service.	Absence of evidence that faculty member is performing in a Satisfactory manner in service.

Possible Service Activities

1. Membership in professional organizations
2. Elected office or other position of leadership held in professional organizations.
3. Special assignments for professional organizations; for example, directed seminars, workshops, etc.
4. Participation at professional meetings in the capacity of moderator, speaker, reactor, discussant.
5. Work performed in a professional consultant capacity.
6. Professional honors.
7. Other professional activities, such as serving as a reviewer for a publication or professional practice, reviewer of conference program proposals, etc..
8. Membership or leadership in Department, College, or University Committees or task force.
9. Involvement in student activities such as faculty sponsorship of clubs, organizations or special events.
10. Community, regional, state, and national activities deemed significant.
11. Special University, College, or Department assignments or activities deemed significant such as recruitment events, Homecoming, etc..
12. Providing professional development or other professional service to schools and other agencies.