

## **Introduction to the Department of Nursing Merit Pay Plan**

The Department of Nursing bases its merit pay plan on the following premises: 1) The Department of nursing faculty comprises an extremely productive, and diverse group of persons involved in demanding programs with differing goals and needs. 2) Both clinical expertise and traditional academic expertise are necessary for the department to achieve excellence in nursing education. 3) Individuals in the Department of Nursing may meet criteria for merit in a variety of ways. Building on these premises, the Department of Nursing has developed a plan that recognizes and honors the value of the diverse roles assigned to members of the faculty.

Minimum competency requirements are listed first. The Department Head will review documentation related to these items, as well as other information that may be available only to the Department Head, and will indicate at the bottom of the sheet whether the individual does or does not meet job requirements necessary for a rating of at least 3.

Criteria for merit follow the minimum competency sheet and are organized under three levels of accomplishment: bronze, reflecting basic elements; silver, encompassing more advanced activities; and gold delineating superior achievement. The document that follows lists possible activities at each level. At each level there is opportunity for faculty to document and provide rationale for other meritorious accomplishments. The criteria listed are not requirements for each level, but rather a compilation of items faculty in different roles may achieve at that level. Not all items on the lists for bronze, silver and gold levels may be achievable in a particular faculty role. Even outstanding faculty may accomplish only a few of the silver and gold criteria in a given year.

### **Guidelines for Documentation**

1. Use the "other" category at the bottom of each section to identify an activity that is not specified in the merit grid.
2. In the Rationale column, provide a brief description of the activity and note the page number where this information can be found in your supporting documentation, if applicable.
3. The Rationale column also can be used to provide justification for a higher point allocation for any item.

### **Guidelines for Rating**

1. Count activities only once in either teaching, scholarship, or service.  
For example, a grant for a teaching project with a community service component would be credited under teaching or under possibly service, but not both.
2. Count similar activities within a single category of teaching, research or service only once. For example, if a manuscript is published, give credit for the publication only, not for both the submitting of the manuscript and the publication.

## PROCEDURES

### **Individual Faculty Member:**

All full-time, tenured and tenure-track faculty are eligible for merit and should submit documentation for merit pay as follows:

1. In consultation with the Department Head, submit a faculty performance worksheet with weighted % allocated to the areas of Teaching, Scholarship, and Service.
2. Complete the merit criteria grids for Teaching, Scholarship, and Service for the calendar year.
3. Compile a portfolio to document activities that meet the criteria you identified in the merit grids.
4. In the Rationale column, identify the specific activities and page of the portfolio where supporting documentation can be found in your portfolio, as needed.
5. Provide rationale for additional items not included in the grid and/or rationale for exceptions to the point allocation in the Rationale column.
6. Submit your merit grid, CV, and portfolio to the Department of Nursing Personnel Committee for review. Do not submit the faculty performance worksheet or the weighted percentages allocated to teaching, scholarship and service to the Personnel Committee.

### **Department Personnel Committee:**

1. Faculty evaluation for merit will be initiated by the Department Personnel Committee which is comprised of all tenured faculty in the Department of Nursing.
2. Members of the Personnel Committee will review documentation for merit for all faculty who have met minimum competency criteria (see below). The committee members will submit point tallies for the faculty member in each area; Teaching, Scholarship, and Service.
3. The Personnel Committee will submit the individual point tallies for each faculty member evaluated along with the average rating in each area (Teaching, Scholarship, and Service) to the Department Head.

### **Department Head:**

1. The Department Head determines if the faculty member has met minimum competency criteria, signs and places the form in the faculty member's portfolio. If a faculty member does not meet the minimum competency criteria, a rating of (2) "development needed" or a rating of (1) "unsatisfactory" will be assigned by the Department Head. Faculty who do not meet minimum criteria are not eligible for merit pay.
2. If minimum competency criteria are achieved, the Personnel Committee will evaluate the faculty member's documentation and submit the points allocated for teaching, scholarship and service, as described above.
3. Based on the Personnel Committee's evaluation, the Department Head will determine a composite rating (ranging from 1-5) by multiplying the average rating in Teaching, Scholarship, and Service, by the percentage weight for that area, as negotiated by the faculty member and the Department Head .
4. The composite rating scores for Teaching, Scholarship, and Service for each faculty member are submitted to the Dean, CHHS. A composite rating score of 4.33-5 will receive an exceptional (5) rating; a score of 3.66-4.32 will receive a commendable (4) rating; a score of 3.0-3.65 will receive a competent (3) rating.

## MINIMUM COMPETENCY CRITERIA

**Name:** \_\_\_\_\_ **Date** \_\_\_\_\_

The following criteria must be met to achieve a rating above 2. If all minimum competency criteria are not met, the Department Head will make a recommendation for assigning a rating of 1 or 2. If all minimum competency criteria are met, the Department Head will indicate that minimum Departmental standards are met, and the faculty member will be eligible for merit.

<b><u>Teaching</u></b>	
<b>Achieved</b>	<b>Not Achieved</b>
<input type="checkbox"/>	<input type="checkbox"/>
Teaches regular course offerings effectively	
<input type="checkbox"/>	
Develops, communicates and consistently applies clearly defined standards of performance in teaching & learning activities.	
<input type="checkbox"/>	<input type="checkbox"/>
Evaluates student performance based on the course objectives	
<input type="checkbox"/>	<input type="checkbox"/>
Establishes opportunities for student consultation with faculty	
<input type="checkbox"/>	<input type="checkbox"/>
Reviews course content and revises as needed to reflect current information.	
<input type="checkbox"/>	<input type="checkbox"/>
Seeks and uses feedback to improve teaching effectiveness	
<input type="checkbox"/>	<input type="checkbox"/>
Communicates & consistently implements course policies	
<input type="checkbox"/>	<input type="checkbox"/>
Conducts student advising	
<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a pattern of satisfactory evaluation of teaching after second year of appointment	
<b><u>Scholarship</u></b>	
<b>Achieved</b>	<b>Not Achieved</b>
	Attend scholarly or scientific conference, or convention.
	Disseminates clinical and other applicable research from a peer reviewed publication in the classroom and/or professional meeting (scholarship of integration).
<b><u>Service</u></b>	
<b>Achieved</b>	<b>Not Achieved</b>
	Actively participates in at least one discipline related community activity.
	Actively participates in 2 major Departmental committees or initiatives.
	Contributes to the mission and goals of the Department of nursing

**Meets minimum Department standards. Eligible for merit**

**Needs improvement to meet Department standards. Rating of 2**

**Does not meet minimum Department standards. Rating of 1**

**Department Head Signature:** \_\_\_\_\_

## CRITERIA FOR MERIT

### Teaching

**You will be awarded points for each criterion achieved, however, if an item is achieved multiple times (e.g. develops 3 new courses), the faculty member may provide a request and rationale for awarding more than the allocated points for that item.**

<b><u>Gold Level Criteria (3 points each)</u></b>	<b>Rationale</b>
1. Develops teaching material or an approach that is exemplary.	
2. Receives recognition or award for outstanding teaching.	
3. Obtains external funding for the support of teaching and learning innovation.	
4. Student award under guidance of faculty member.	
5. Student publication under guidance of faculty member.	
6. Student conference presentation under guidance of faculty member.	
7. National level teaching presentation (oral, poster, or panel discussion – peer reviewed).	
8. Serves as an academic advisor to 40 students (1 additional point every 10 student advisees).	
9. Chairs three graduate student thesis or non-thesis committees (1 point for each additional chaired student thesis or non-thesis if not part of your load).	
10. Serves as a member on six or more graduate thesis or non-thesis committees.	
11. Leads development of new course recommended by curriculum committee.	
12. Attains a <u>S</u> tudent <u>A</u> ssessment of <u>L</u> earning <u>G</u> ains (SALG) average rating of 3.5 or above or $\leq 2.0$ (mean of all sections instructed) on CHHS Student Evaluation Form.	
13. Serves as an effective Program Director (non-compensated).	
14. Receives peer evaluation rating of excellent.	
15. Receives academic advising award.	
16. Other.	
<b>Gold Subtotal</b>	

<b><u>Silver Level Criteria (2 points each)</u></b>	<b>Rationale</b>
1. Utilizes multiple innovative teaching methods that promote an environment conducive to learning beyond lecture and discussion.	
2. Chairs two graduate student thesis or non-thesis committees.	
3. Obtains internal funding for the support of teaching and learning innovation.	
4. Compiles and disseminates original/custom course text, lab guide, and course packet (not articles).	
5. State level teaching presentation (oral, poster, or panel discussion – peer reviewed).	
6. Initiates and actively participates in major curriculum development and revision.	
7. Provides opportunities that promote student creativity.	
8. Utilizes educational activity that encourages independent learning.	
9. Serves as a mentor to other faculty.	
10. Serves as coordinator (lab, course or clinical).	
11. Serves as an academic advisor to 30 students.	
12. Serves as a member on four graduate thesis or non-thesis committees (beyond workload and non-compensated).	
13. Teaching load equivalent is above the individually negotiated “Performance Dimensions, Weightings and Ratings” and non-compensated.	
14. Develops distance learning course.	
15. Develops innovative instructional technology strategy in appropriate course (beyond basic PowerPoint and Blackboard).	
16. Develops new material for a course.	
17. Advises/sponsors student organization.	
18. Advises/supervises students engaged in course related community service.	
19. Attains a SALG average ratings of 3.0 or above or $\leq$ 2.5 (mean of all sections instructed) on CHHS Student Evaluation Form.	
20. Receives peer evaluation rating of good.	
21. Obtains or maintains Master Advisor status.	
22. Other.	
<b>Subtotal Silver</b>	

<b><u>Bronze Level Criteria (1 point each)</u></b>	<b>Rationale</b>
1. Participates in professional development activity to enhance teaching (1 point for eight hours).	
2. Chairs one student thesis or non-thesis committee.	
3. Serves as a member on two graduate thesis or non-thesis committees.	
4. Serves as an academic advisor to 20 students.	
5. Local level teaching presentation (oral, poster, or panel discussion).	
6. Revises teaching/learning resource and activity as needed to reflect new standards and guidelines, technology, and changing health care trends.	
7. Provides learning experience that encourages critical thinking.	
8. Teaches Citizenship and Service Learning course (CASL).	
9. Completes duties associated with accreditation and self-study documents as assigned or requested by the Department Head.	
10. Present guest lecture or lab for courses in the NUR Department or other Departments (this activity may count as either teaching or service, but not both)	
11. Presents a Departmental seminar	
12. Teaches distance learning course.	
13. Implements appropriate instructional technology.	
14. Plans and conducts an extracurricular field trip	
15. Contributes to the general education and public affairs mission of University.	
16. Receives peer evaluation of average.	
17. Attains a SALG average ratings of 2.5 or above or $\leq$ 3.0 or below on CHHS Student Evaluation Form.	
18. Other	
<b>Subtotal Bronze</b>	

## Teaching

<b>Rating</b>	<b>Rating Name</b>	<b>Rating Description</b>	<b>Required Rating Score</b>
5	Exceptional	Performance/results consistently exceed competent levels. A high degree of proficiency is shown in most aspects of performance.	30 points
4	Commendable	Performance/results frequently exceed competent levels. A high degree of proficiency is shown in certain aspects of performance.	20 points
3	Competent	Performance/results are consistently at expected levels. Meets job requirements.	10 points
2	Development Needed	Some performance deficiencies exist. Performance Improvement Plan is to be established and improvement is required.	<p>Fails to achieve Departmental minimum competency requirements. Department Head and Personnel Committee recommend a rating of 2.</p>
1	Unsatisfactory	Performance is consistently below acceptable levels. Performance Improvement Plan is to be established and immediate improvement is required.	<p>Fails to achieve Departmental minimum competency requirements. Department Head and Personnel Committee recommend a rating of 1.</p>

## Scholarship

**You will be awarded points for each criterion achieved, however, if an item is achieved multiple times (e.g. publishes 3 books); the faculty member may provide a request and rationale for awarding more than the allocated points for that item.**

<b><u>Gold Level Criteria (3 points each)</u></b>	<b>Rationale</b>
1. Receives recognition or award for outstanding scholarship.	
2. Serves as an editor for a professional journal or text.	
3. Serves as a grant reviewer for a funding agency or organization.	
4. Serves as a manuscript/abstract reviewer for a professional journal/organization.	
5. Presents research or clinically-based scholarly material at international professional meeting (peer reviewed).	
6. Publishes scholarly material as the primary or lead author in a refereed publication.	
7. Participates as invited presenter at a nationally sponsored professional conference.	
8. Publishes discipline-related book.	
9. Obtains funding for regional or state external grant, contract, or project as principal investigator.	
10. Obtains funding for federal (national) external grant as principal investigator or co-investigator.	
11. Serve as the “Project Director” on a nationally funded grant or contract.	
12. Completes terminal degree beyond conditions of employment.	
13. Completes formal post-graduate training or fellowship	
14. Other	
<b>Subtotal Gold</b>	
<b><u>Silver Level Criteria (2 points each)</u></b>	
1. Obtains funding for internal grant, contract, or project as principle investigator or co-investigator	
2. Obtains funding for regional or state external grant, contract, or project as co-investigator.	
3. Applies for national external grant, contracts, or project as primary investigator or co-investigator.	
4. Managing an established grant (continuation)	
5. Serve as the “Project Director” on a state or regional funded grant or contract.	



<b><u>Silver Level Criteria (2 points each)</u></b>	<b>Rationale</b>
6. Publishes scholarly material as a co-author in a refereed publication.	
7. Mentor to a student who publishes/presents scholarly material at national/regional forum.	
8. Serves as an expert consultant in area of professional expertise.	
9. Obtains or maintains national certification in a discipline related specialty.	
10. Develops discipline related creative material.	
11. Review or critique scholarly project other than a student thesis or non-thesis project.	
12. Utilizes scholarship of application in active clinical practice.	
13. Develops relevant software or media.	
14. Publishes monograph.	
15. Publishes chapter in edited book.	
16. Involves students in research other than thesis or non-thesis research project.	
17. Develops research tool.	
18. Publish in a national, discipline related, non-refereed scholarly publication (e.g. book review, newsletter article, technical information, etc.).	
19. Serves on a discussion panel for a national or regional forum.	
20. Write ancillary text material (study guides, test bank, etc.) to accompany published textbook for external dissemination.	
21. Presents invited address related to a scholarly professional issue at a regional or state forum.	
22. Publishes new edition of a book.	
23. Completes specialized, discipline-related training or certification.	
24. Present research or clinically based scholarly material at local or regionally sponsored professional meeting (peer reviewed).	
25. Other	
<b>Silver Subtotal</b>	

<b>Bronze Level Criteria (1 point each)</b>	<b>Rationale</b>
1. Pursues program of scholarship. (Integration, Application, Discovery)	
2. Submits one research or other scholarly item for publication.	
3. Provides documentation of research in progress (collaborative and independent).	
4. Mentor to a student who publishes/presents scholarly material at state/local/campus forum.	
5. Develop independent or collaborative research or service project (non-funded).	
6. Obtains funding for a local or internal grant as co-investigator.	
7. Apply for intramural contract, or project as principle investigator or co-investigator.	
8. Grant/contracts submitted, but not funded.	
9. Serve as the "Project Director" on a local or internally funded grant or contract.	
10. Serve as a clinical role model for students.	
11. Submit project or article for publication.	
12. Attend scholarly or scientific conference, or convention (1 point for eight hours).	
13. Participate in the development of accreditation/program review report/self-study/technical report.	
14. Present original scholarship in a Department, College, or University seminar.	
15. Serves on a discussion panel for a state or local forum.	
16. Review manuscript for potential publication (book or article).	
17. Submit scholarly material or clinical project for presentation at professional meeting.	
18. Publish an article in a non-refereed journal, magazine, or newspaper related to academic discipline.	
19. Receive additional <u>formal</u> training in a new research methodology, technique, or design.	
20. Other	
<b>Bronze Subtotal</b>	

## Scholarship

<b>Rating</b>	<b>Rating Name</b>	<b>Rating Description</b>	<b>Required Rating Score</b>
5	Exceptional	Performance/results consistently exceed competent levels. A high degree of proficiency is shown in most aspects of performance.	24 points.
4	Commendable	Performance/results frequently exceed competent levels. A high degree of proficiency is shown in certain aspects of performance.	16 points
3	Competent	Performance/results are consistently at expected levels. Meets job requirements.	8 points
2	Development Needed	Some performance deficiencies exist. Performance Improvement Plan is to be established and improvement is required.	Fails to achieve Departmental minimum competency requirements. Department Head and Personnel Committee recommend a rating of 2.
1	Unsatisfactory	Performance is consistently below acceptable levels. Performance Improvement	Fails to achieve Departmental minimum competency requirements. Department Head and Personnel Committee recommend a rating of 1.

## Service

**You will be awarded points for each criterion achieved, however, if an item is achieved multiple times (e.g. actively participates in 3 professional organizations), the faculty member may provide a request and rationale for awarding more than the allocated points for that item.**

<b>Gold Level Criteria (3 points each)</b>	<b>Rationale</b>
1. Receives recognition or award for outstanding service in area of expertise.	
2. Serves as a consultant to the profession or community.	
3. Provides leadership in a professional organization or initiative at a regional or national level.	
4. Provides leadership in 2 major Departmental committees or initiatives.	
5. Provides leadership on a major College and/or University committee or initiative.	
6. Provides leadership in planning conference or public affairs event sponsored by the University, College, Department or discipline related community organization.	
7. Serves on discipline-related national task force.	
8. Other	
<b>Gold Subtotal</b>	
<b>Silver Level Criteria (2 points each)</b>	
1. Provides leadership in one minor University committee or initiative.	
2. Actively participates in 2 University committees or initiatives	
3. Provides leadership in one minor College committee or initiative.	
4. Provide leadership in a discipline related community organization initiative.	
5. Actively participates in 2 major College committees or initiatives.	
6. Provides leadership in one major Departmental committee or initiative.	
7. Actively participates in 2 or more Departmental committees or initiatives (beyond the standard/required committees - e.g. curriculum, APG).	
8. Develops Departmental newsletter.	
9. Participates in planning College or University sponsored event.	
10. Provides leadership in professional organization or initiative at the local level.	

<b><u>Silver Level Criteria (2 points each)</u></b>	<b>Rationale</b>
11. Provides leadership in planning Department event or initiative.	
12. Actively participates in professional organization or initiative at the national level.	
13. Supervises/coordinates student participation in discipline related community events.	
14. Provides leadership in developing and revising crucial Departmental documents	
15. Other	
<b>Silver Subtotal</b>	
<b><u>Bronze Level Criteria (1 point each)</u></b>	
1. Actively participates in 2 professional organizations or initiatives at local or state level.	
2. Support University or Departmental fund-raising activity.	
3. Actively participates in 1 University committee or initiative.	
4. Actively participates in 1 major College committee or initiative.	
5. Maintains membership in 2 professional or discipline related community organizations.	
6. Participates in planning and organizing Departmental recruiting and/or alumni activity.	
7. Participate in planning Department sponsored event.	
8. Interviews with media on a discipline related topic.	
9. Actively participates in other non-committee Departmental assignment (e.g. web master, online resource person, computer technical assistance, as well as equipment inventory and maintenance).	
10. Other	
<b>Bronze Subtotal</b>	

## Service

<b>Rating</b>	<b>Rating Name</b>	<b>Rating Description</b>	<b>Required Rating Score</b>
5	Exceptional	Performance/results consistently exceed competent levels. A high degree of proficiency is shown in most aspects of performance.	15 points
4	Commendable	Performance/results frequently exceed competent levels. A high degree of proficiency is shown in certain aspects of performance.	10 points
3	Competent	Performance/results are consistently at expected levels. Meets job requirements.	5 points
2	Development Needed	Some performance deficiencies exist. Performance Improvement Plan is to be established and improvement is required.	Fails to achieve Departmental minimum competency requirements. Department Head and Personnel Committee recommend a rating of 2.
1	Unsatisfactory	Performance is consistently below acceptable levels. Performance Improvement Plan is to be established and immediate improvement is required.	Fails to achieve Departmental minimum competency requirements. Department Head and Personnel Committee recommend a rating of 1.

### CHHS Performance Parameter Worksheet

Faculty performance weightings should be related to effort. Grant activity will be counted in the performance dimension tables according to the area in which the grant/contract work is most applicable ---Teaching, Research, or Service.

#### Performance Dimensions and CHHS Parameters for Weighting:

##### Probationary Faculty 9 hr TLE

Minimum Weight	Performance Dimension (Role)	Maximum Weight
45%	Teaching/Advising/Program Director/Accreditation Activity	60%
35%	Research/scholarship/creative activities	50%
5%	Service	15%

##### Tenured Faculty with 9 hr TLE

Minimum Weight	Performance Dimension (Role)	Maximum Weight
30%	Teaching/Advising/Program Director/Accreditation Activity	60%
30%	Research/scholarship/creative activities	60%
10%	Service	20%

##### Tenured Faculty with 12 hr TLE

Minimum Weight	Performance Dimension (Role)	Maximum Weight
60%	Teaching/Advising/Program Director/Accreditation Activity	80%
10%	Research/scholarship/creative activities	30%
10%	Service	20%

##### Tenured Faculty with 15 hr TLE

Minimum Weight	Performance Dimension (Role)	Maximum Weight
70%	Teaching/Advising/Program Director/Accreditation Activity	90%
5%	Research/scholarship/creative activities	15%
5%	Service	15%

##### Lecturer

Minimum Weight	Performance Dimension (Role)	Maximum Weight
80%	Teaching/Advising/Program Director/Accreditation Activity	90%
0%	Research/scholarship/creative activities	10%
10%	Service	20%

##### Research Faculty (As designated in appointment letter or approved by Provost)

Minimum Weight	Performance Dimension (Role)	Maximum Weight
0%	Teaching/Advising/Program Director/Accreditation Activity	25%
65%	Research/scholarship/creative activities	90%
10%	Service	20%

**CONFIDENTIAL DOCUMENT**  
**CHHS Faculty Performance Worksheet**

Department/School \_\_\_\_\_ Calendar Year(s) \_\_\_\_\_

Faculty member \_\_\_\_\_ Rank \_\_\_\_\_

Probationary \_\_\_\_\_

Tenured \_\_\_\_\_

Non-tenure Track \_\_\_\_\_

TLE Fall \_\_\_\_\_ TLE Spring \_\_\_\_\_ TLE Summer (if applicable) \_\_\_\_\_

If TLE includes reassigned time for advising, Program Director, Accreditation Activity, etc, please explain”

If TLE includes a course buy-out from a grant, please identify grant and explain:

**INSTRUCTIONS:**

1. The Department Head and faculty member negotiate the weighting of each performance dimension for determining the faculty member’s performance rating and enter the weighting for each performance dimension. Performance weightings must be consistent with CHHS guidelines (refer to reverse side of this document), as well as the faculty member’s teaching/research/service load. The total of the ratings for the three dimensions must equal 100%. The Department Head and faculty member shall sign and date this document at the time the weightings are determined. The Department Head shall retain the original and the faculty member shall receive a copy. The Department Head shall provide a copy to the CHHS Dean by **October 15, 2006**. A copy is **not** provided to the Departmental Personnel Committee.

2. Calculations will be completed after the performance rating for each category is determined.



### Performance Dimensions, Weightings and Ratings

Performance Dimension (Role)	Weight ( %)*	Performance Rating	Weight X Rating Ex: .60 wt x 5 rating = 3.0
Teaching/Advising/Program Director/Accreditation Activity			
Research/scholarship/creative activities			
Service			
Composite Rating			

\*Must total 100%

\_\_\_\_\_  
Signature of Faculty Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Department Head

\_\_\_\_\_  
Date