

# Reading, Foundations, and Technology Department Compensation Matrix

## Compensation Matrix for TEACHING

<b>5</b> <b>Exceptional</b> Performance/results consistently exceed competent levels. A high degree of proficiency is shown in most aspects of performance.	<b>4</b> <b>Commendable</b> Performance/results frequently exceed competent levels. A high degree of proficiency is shown in certain aspects of performance.	<b>3</b> <b>Competent</b> Performance/results are consistently at expected levels. Meets job requirements.	<b>2</b> <b>Development Needed</b> Some performance deficiencies exist. Performance Improvement Plan is to be established and improvement is required.	<b>1</b> <b>Unsatisfactory</b> Performance is consistently below acceptable levels. Performance Improvement Plan is to be established and immediate improvement is required.
Exceeding expected performance of effective teaching in at least five ways (see guidelines below)	Exceeding expected performance of effective teaching in at least three ways (see guidelines below)	Meeting all Faculty Handbook teaching criteria; providing evidence of effective teaching (see guidelines below)	Inconsistent or minimal evidence that faculty member is performing at the expected level (see guidelines below)	Absence of evidence that faculty member is performing at the expected level (see guidelines below)
<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>

### Provide evidence/documentation of the following.

1. High student evaluations and/or student feedback (not to count for more than 50% of teaching) (on a 5 pt. scale, >4.00 where 5 is the highest; <2.0 where 1 is the highest)
2. Course syllabi reflect current research, theory and evidence-based practices and are revised regularly. Content and applications of the syllabi follow an appropriate sequence in both basic and advanced programs
3. Active involvement in continuing improvements in curriculum design, course development, program review, assessments, evaluation studies, participation in professional development activities would in part include the following specific activities: Actively participating and collaborating (e.g., committing to and completing share of group tasks in timely manner, sharing relevant information with other program faculty in a timely manner, contributing to program and departmental discussions and related tasks) with program faculty related to program issues
4. Effective use of instructional technology in the classroom
5. Development of web-based courses
6. Course or curriculum development
7. Special access opportunities such as distance learning delivery
8. Providing opportunities for out-of-class application, field work, or service learning
9. Academic or career advising
10. Continual professional education, advanced study, e.g. certificates
11. Honors and awards for teaching
12. Written comments by students
13. Student outcome data related to course objectives and program assessments
14. Peer evaluations by appropriate program faculty
15. Publications and presentations related to teaching
16. Cooperative scholarship with students, including publications, presentations
17. Chair of thesis committee
18. Member of thesis or doctoral committees
19. Excellence in teaching that includes the enhancement of higher order thinking skills and scholarly student outcomes
20. Periodic, ongoing B- 12+ involvement in relevant schools and/or agencies

21. Meeting departmental/university responsibilities in regard to program and course design and implementation (e.g., collaboration with peers, completion of tasks in a timely manner)
22. Applying theory to practice inherent to the specific discipline
23. Using evaluation data in planning and implementing instruction

## Compensation Matrix for RESEARCH

<b>5</b> <b>Exceptional</b> Performance/results consistently exceed competent levels. A high degree of proficiency is shown in most aspects of performance.	<b>4</b> <b>Commendable</b> Performance/results frequently exceed competent levels. A high degree of proficiency is shown in certain aspects of performance.	<b>3</b> <b>Competent</b> Performance/results are consistently at expected levels. Meets job requirements.	<b>2</b> <b>Development Needed</b> Some performance deficiencies exist. Performance Improvement Plan is to be established and improvement is required.	<b>1</b> <b>Unsatisfactory</b> Performance is consistently below acceptable levels. Performance Improvement Plan is to be established and immediate improvement is required.
1. At least 2 scholarship products from Category A AND 1 or more in Categories A-C (see guidelines below)  2. Documented research agenda is being accomplished	1. At least 2 scholarship products from Categories A or B (see guidelines below)  2. Documented research agenda is in place and being actively pursued	1. Have submitted 1 or more in Categories A or B AND fulfilled at least 1 in Category C (see guidelines below)  2. Documented research agenda is in place	1. Submitted at least 1 in Categories A-C AND fulfilled at least 1 in Category C (see guidelines below)  2. Documented research agenda needs to be adjusted or research agenda needs to be documented	1. No publications or submissions from Categories A-B (see guidelines below)  2. Little evidence of scholarship in Category C  3. Research agenda not current
<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>

### Provide evidence/documentation of the following.

#### Category A

1. Scholarly/research articles published in international/national peer-reviewed journals, print-based or electronic media
2. Author or editor of scholarly book(s), book chapter(s), monograph(s), anthology(ies), published production script(s) either print-based or other electronic media
3. External grant(s) that have been funded and report(s) or product(s) emanating from such funded project(s) including electronic media (\$10,000+) that required substantial faculty effort
4. Primary author of NCATE Folio or Professional Organization Folio

#### Category B

1. Scholarly/research articles published in regional or state peer-reviewed journals, print-based or electronic media
2. Articles published in major national discipline-based, print-based or electronic media
3. Primary author, editor, project manager or production specialist of published major educational curriculum material including electronic media
4. National or regional scholarly peer-reviewed conference presentation(s) or conference proceedings(s)
5. Student research projects mentored by faculty members resulting in state/regional peer-reviewed publications
6. National or regional awards for research

**Category C**

1. Local/University Grant(s) that have been funded and report(s) or product(s) emanating from such funded project(s) including electronic media. (<\$10,000)
2. State and local peer-reviewed conference presentations(s) or conference proceeding(s)
3. Nonrefereed publication(s) and electronic media
4. Scholarly, creative work(s), and electronic presentation(s) other than electronic media as described above
5. Grant and contract proposal(s) as well as accompanying written report(s) emanating from such project(s)
6. Honors or awards for research
7. Student/faculty collaborative research projects
8. Peer reviewer for a journal
9. Manuscripts in submission and currently under review
10. Preparation of custom texts, reading packages, or ancillary materials for one's own courses
11. Book reviews, essays, and abstracts published in refereed journals
12. Reprints of articles previously published in edited books or refereed journals

**Compensation Matrix for SERVICE**

<p><b>5</b> <b>Exceptional</b> Performance/results consistently exceed competent levels. A high degree of proficiency is shown in most aspects of performance.</p>	<p><b>4</b> <b>Commendable</b> Performance/results frequently exceed competent levels. A high degree of proficiency is shown in certain aspects of performance.</p>	<p><b>3</b> <b>Competent</b> Performance/results are consistently at expected levels. Meets job requirements.</p>	<p><b>2</b> <b>Development Needed</b> Some performance deficiencies exist. Performance Improvement Plan is to be established and improvement is required.</p>	<p><b>1</b> <b>Unsatisfactory</b> Performance is consistently below acceptable levels. Performance Improvement Plan is to be established and immediate improvement is required.</p>
<p>Extends beyond expected performance to include service that demonstrates <b>sustained</b> success in more than one area (see guidelines below)</p>	<p>Service extends beyond performance to include service activities that demonstrates <b>attained</b> success in one or more areas (see guidelines below)</p>	<p>Demonstrated success in University Citizenship as evidenced by contributing fairly to the task of shared governance AND has attained success in one area (see guidelines below)</p>	<p>Inconsistent or minimal evidence that faculty member is performing at a competent level (see guidelines below)</p>	<p>Absence of evidence that a faculty member is performing at a competent level (see guidelines below)</p>
<p><i>This represents minimum criteria for compensation of a rating</i></p>	<p><i>This represents minimum criteria for compensation of a rating</i></p>	<p><i>This represents minimum criteria for compensation of a rating</i></p>	<p><i>This represents minimum criteria for compensation of a rating</i></p>	<p><i>This represents minimum criteria for compensation of a rating</i></p>

**Provide evidence/documentation of the following.**

1. Active involvement in furthering the university's public affairs mission
2. Writing opinion editorials or other articles in newspapers or other media such as television or radio
3. Providing presentations to support individuals or groups in local communities, states, the nation, or other countries
4. Volunteering for local, community, state, national, international organizations
5. Active involvement in relevant professional associations at the local, state, regional, national, and/or international levels including scholarships, internships, and grants awarded for attendance at such events
6. Chairing or serving as a board member or officer of a professional organization at the local, state, national, or international level
7. Serving as an editor or member of an editorial board of a professional journal at the state, national, or international level
8. Serving as a reviewer or guest reviewer for a professional journal at the state, national, or international level
9. Sponsoring an active student organization

10. Providing mentoring or advising
11. Providing opportunities for student experiences outside the expectations of teaching
12. Active involvement in schools, agencies, and organizations at the local, state, regional, national, and/or international levels
13. Providing professional expertise to business, industry, schools, community organization and agencies, and colleagues in other university programs through collaborative projects, presentations, or specific consultations
14. Providing unpaid consultation services to external constituents within the faculty member's professional expertise
15. Program, department, college, and University committees and/or governance that would in part include the following specific activities: 1) Regularly attending required program, department, college, and University committee meetings; 2) In cases when one can not attend a required college or University committee meeting, arranging for a colleague to attend meeting in his/her place; 3) Disseminating information obtained from committee meetings, emails, and reports to appropriate audiences (e.g., STE faculty, COE faculty) in a timely manner; and 4) Collaborating directly with program and department faculty related to issues and concerns that arise related to specific program and department issues.
16. Program service such as participation in program or curriculum revisions, chair or member of program advisory board, chair or member of accreditation committee, academic advisor, chair or member of faculty search committee, thesis chair or member, program coordination duties beyond teaching.
17. Department service such as departmental policy revision committees, space utilization committee, faculty search committees, department Library representative.
18. College service such as the Dean's Faculty Advisory Committee, college program committees, accreditation committee, staff search committees
19. University service such as Graduate Council, Library Advisory Committee, Professional Education Committee
20. Professional development activities such as participation in campus discussions and expanding opportunities for shaping the learning environment.
21. Continuous service involvement as reflected in the individual professional development plan.