**2016 College of Education Merit Pay Policy**

Tenets

* All faculty members are expected to demonstrate excellence in research, teaching, and service.
* All staff members are expected to excel in areas such as quantity and quality of work, customer service, job knowledge, teamwork, communication, attendance, dependability, personal development, problem solving, decision-making, safety, and leadership.
* Merit pay is constrained to the current year of evaluations including the faculty IFRs and the staff exempt and non-exempt evaluations.
* The University System policy does not allow for across-the-board merit increases.

Procedures

* Department Chairs (or the Dean in their absence) will base merit pay on the ratings from the faculty IFRs and the staff exempt and non-exempt evaluations for the past review period.
* If not already proportioned, once the COE receives merit pay funding it will be divided three ways based on a percentage basis of employees in the Dean’s Office, the Teacher Education Department, and the Professional Learning and Innovation Department.
* Three multiplier bands will be established as below. The band will become the multiplier when distributing funds.
	+ Faculty
		- 0: Excellence in 0 or 1 area as evidenced by the IFR (service, teaching, scholarship)
		- 1: Excellence in 2 areas as evidenced by the IFR (service, teaching, scholarship)
		- 2: Excellence in 3 areas as evidenced by the IFR (service, teaching, scholarship)
	+ Staff
		- 0: Excellence in 3 or less areas as found on the staff evaluation
		- 1: Excellence in 4 to 6 areas as found on the staff evaluation
		- 2: Excellence in 7 or more areas as found on the staff evaluation
* The final funding formula will be mathematically calculated based on the available funds, number of eligible employees within a department, and the funding multiplier.

Attachments: Individual Faculty Report (IFR) forms

 **Faculty Evaluation Instrument Option 1**

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| **Teaching 50%-70%** | **Weak Evidence** | **Emergent** | **Meets** | **Exemplary** |
| * **Feedback**

May include but not limited to:* SOS
* Midterm evaluations
* Peer evaluations
 | The evidence submitted by the professor is weak.  | Professor showed some evidence of gathering feedback but it was unclear if the feedback was meaningful or utilized. | Professor showed evidence of gathering and utilizing multiple types of meaningful feedback. | Professor showed evidence of systematic gathering and utilizing of meaningful feedback designed to enhance instruction. |
| * **Other Indices**

May include but not limited to analysis of:* Assessments
* Pre/post tests
* Lesson plans
* Action research
 | The evidence submitted by the professor is weak.  | The professor showed some evidence of gathering additional data regarding teaching performance. The other indicators may include (but not be limited to):* Assessment analysis
* Pre/Posttest analysis
* Creation and completion of a TWS
* Lesson Plan study with a colleague
* Conducting and sharing the results of action research within the classroom
 | The professor showed multiple evidence of gathering additional data regarding teaching performance. The other indicators may include (but not be limited to):* Assessment analysis
* Pre/Posttest analysis
* Creation and completion of a TWS
* Lesson Plan study with a colleague
* Conducting and sharing the results of action research within the classroom
 | The professor showed evidence of systematically gathering additional data regarding teaching performance. The other indicators may include (but not be limited to):* Assessment analysis
* Pre/Posttest analysis
* Creation and completion of a TWS
* Lesson Plan study with a colleague
* Conducting and sharing the results of action research within the classroom
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| **Academic Achievement 10%-40%** | **Weak Evidence** | **Emergent** | **Meets** | **Exemplary** |
| * **Scholarship**

May include but not limited to:* Submit manuscript
* Present at conference
* Submit grant
* Conduct workshop
 | The evidence submitted by the professor is weak.  | Evidence in one or more of the following:1.        Manuscript submitted and under review or rejected in peer-reviewed and other scholarly journals, books, book chapters and professional magazines and/or manuscript published in non-refereed journal.2.        One conference proceeding and/or presentation at a local conference3.        Internal/external grants submitted but rejected4.        One workshop or seminar conducted for a local professional audience | Evidence in one or more of the following:1.        One manuscript accepted and/or in minor revision in regional or state peer-reviewed publication. 2.        One conference proceeding and/or presentation at a state or regional conference.3.        One internal grant received.4.        Multiple workshops conducted for professional audiences at local level.5. One or more workshops or seminars conducted for professional audiences at state and/or regional settings. | Evidence in one or more of the following:1.     One or more manuscripts accepted in national or international peer-reviewed publication. 2.     One or more conference proceedings or presentations at national or international conference.3.     One or more r external grants received.4.     One or more workshops or seminars conducted for professional audiences at national and international settings.  |
| * **Professional Development**

May include but not limited to:* Attend conference
* Participate in CETL
* Participate in Book Circle
* Take class for credit
* Professional training
 | The evidence submitted by the professor is weak. | One piece of evidence in any one of the following areas:1. Attending a conference or workshop in the area of specialization
2. Participating in a multi-session CETL workshop
3. Participating in a book circle or seminar
4. Taking a class for credit from an accredited institution
5. Other professional training or development approved by the department chair.
 | Two pieces of evidence in any one of the following areas:1. Attending a conference or workshop in the area of specialization
2. Participating in a multi-session CETL workshop
3. Participating in a book circle or seminar
4. Taking a class for credit from an accredited institution
5. Other professional training or development approved by the department chair.
 | Evidence in at least two of the following areas OR extensive evidence (three pieces or more) in one of the following area:1. Attending a conference or workshop in the area of specialization
2. Participating in a multi-session CETL workshop
3. Participating in a book circle or seminar
4. Taking a class for credit from an accredited institution
5. Other professional training or development.
 |
| **Professional Service 10%-40%** | **Weak Evidence** | **Emergent** | **Meets** | **Exemplary** |
| May included but not limited to:* Provide professional development
* Participate in committee work
* Take leadership role
* Share expertise
* Participate in professional association
* Special projects
 | The evidence submitted by the professor is weak.  | Shows evidence of serving in **3-4** service capacities such as:* provides professional development opportunities (ex. CETL workshop, teacher meetings, workshops)
* Active participation on a committee
* serves in a leadership role (ex. Program Coordinator)
* shares expertise in a professional setting
* is involved in professional association
* Participates in special projects ( eg. grant writing, awards, community events).
 | Shows evidence of serving in **5-6** service capacities such as:* provides professional development opportunities (ex. CETL workshop, teacher meetings, workshops)
* Active participation on a committee
* serves in a leadership role (ex. Program Coordinator)
* shares expertise in a professional setting
* is involved in professional association
* Participates in special projects ( ex. grant writing, awards, community events).
 | Shows evidence of serving in **7 or more** service capacities such as:* provides professional development opportunities (ex. CETL workshop, teacher meetings, workshops)
* Active participation on a committee
* serves in a leadership role (ex. Program Coordinator)
* shares expertise in a professional setting
* is involved in professional association
* Participates in special projects (ex. grant writing, awards, community events).
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**Faculty Evaluation Instrument Option 2**

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| **Teaching** 50-70% | **Insufficient Evidence** | **Emergent** | **Target** | **Superior** |
|  | Insufficient evidence to support plan | Professor showed some evidence of gathering feedback but it was unclear if the feedback was meaningful or utilized. | Professor showed evidence of gathering and utilizing multiple types of meaningful feedback. | Professor showed evidence of systematic gathering and utilizing of meaningful feedback designed to enhance instruction and student learning outcomes. |
| **Examples of evidence:*** Student/peer feedback
* TWS
* Lesson Plan Study
* Action Research
* Analysis of student work
 |  | The professor showed some evidence of gathering additional data regarding teaching performance. The other indicators may include (but not be limited to):* Assessment analysis
* Pre/Post-test analysis
* Creation and completion of a TWS
* Lesson Plan study with a colleague
* Conducting and sharing the results of action research within the classroom
 | The professor showed multiple evidence of gathering additional data regarding teaching performance. The other indicators may include (but not be limited to):* Assessment analysis
* Pre/Post -test analysis
* Creation and completion of a TWS
* Lesson Plan study with a colleague
* Conducting and sharing the results of action research within the classroom
 | The professor showed evidence of systematically gathering additional data regarding teaching performance. The other indicators may include (but not be limited to):* Assessment analysis
* Pre/Post-test analysis
* Creation and completion of a TWS
* Lesson Plan study with a colleague
* Conducting and sharing the results of action research within the classroom
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| **Academic Achievement** 10-40% | **Insufficient Evidence** | **Emergent** | **Target** | **Exemplary** |
| **Examples of Evidence:*** Journal articles
* Book chapters
* Conference presentations
* Grants
* Workshops
 | Insufficient evidence to support plan | Evidence in one or more of the following:1.        Manuscript submitted and under review or rejected in peer-reviewed and other scholarly journals, books, book chapters and professional magazines and/or manuscript published in non-refereed journal.2.        One conference proceeding and/or presentation at a local conference3.        Internal/external grants submitted but rejected4.        One workshop or seminar conducted for a local professional audience | Evidence in one or more of the following:1.        One manuscript accepted and/or in minor revision in regional or state peer-reviewed publication. 2.        One conference proceeding and/or presentation at a state or regional conference.3.        One internal grant received.4.        Multiple workshops conducted for professional audiences at local level.5. One or more workshops or seminars conducted for professional audiences at state and/or regional settings. | Evidence in two or more of the following:1.     One or more manuscripts accepted in national or international peer-reviewed publication. 2.     One or more conference proceedings or presentations at national or international conference.3.     One or more external grants received.4.     One or more workshops or seminars conducted for professional audiences at national and international settings.  |

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| Professional Growth & Development10-40% | Insufficient Evidence | Emergent | Target | Exemplary |
| **Examples of Evidence:*** Attendance at conference
* CETL participation
* Book circles
* Taking classes
* Providing or facilitating development opportunities
 | Insufficient evidence to support plan | One piece of evidence in any one of the following areas:1. Attending a conference or workshop in the area of specialization
2. Participating in a multi-session CETL workshop
3. Participating in a book circle or seminar
4. Taking a class for credit from an accredited institution
5. Other professional training or development approved by the department chair.
 | Two pieces of evidence in any one of the following areas:1. Attending a conference or workshop in the area of specialization
2. Participating in a multi-session CETL workshop
3. Participating in a book circle or seminar
4. Taking a class for credit from an accredited institution
5. Other professional training or development approved by the department chair.
 | Substantive evidence in at least two of the following areas OR extensive evidence (three pieces or more) in one of the following areas:1. Attending a conference or workshop in the area of specialization
2. Participating in a multi-session CETL workshop
3. Participating in a book circle or seminar
4. Taking a class for credit from an accredited institution
5. Other professional training or development approved by the department chair.
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| **Professional Service**10-40% | **Insufficient Evidence** | **Emergent** | **Target** | **Outstanding** |
| **Examples of Evidence:*** Lead professional development
* Serve on committee(s)
* Special projects
* Service to community in area of expertise
 | Insufficient evidence to support plan | Shows evidence of serving in **2** service capacities such as:* provides professional development opportunities (ex. CETL workshop, teacher meetings, workshops)
* Active participation on a committee
* serves in a leadership role
* shares expertise in a professional setting
* is involved in professional association
* participates in special projects ( ex. grant writing, awards, community events).
 | Shows evidence of serving in **3-4** service capacities such as:* provides professional development opportunities (ex. CETL workshop, teacher meetings, workshops)
* Active participation on a committee
* serves in a leadership role shares expertise in a professional setting
* is involved in an increased capacity in a professional association
* participates in special projects (ex. grant writing, awards, community events).
 | Shows evidence of serving in **5 or more** service capacities such as:* provides professional development opportunities (ex. CETL workshop, teacher meetings, workshops)
* Active participation on a committee
* serves in a leadership role shares expertise in a professional setting
* is involved as a leader in professional association
* participates in special projects (ex. grant writing, awards, community events).
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**Faculty Evaluation Instrument Option 3**

**Teaching**

**E** = Excellent = 4; **G** = Good = 3; **NI** = Needs Improvement = 2; **P** = Poor = 1

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| **Teaching Activities** | **Identification of Teaching Activities** | **Possible Evidence of Teaching Activities** | **Weighting of Categories (Faculty Choice within these ranges)** | **Evaluation of Roles and/or Categories** |
| **Teaching Innovation & Leadership**  | Teaching:1. Teach regular course offerings
2. Engage in reflective practice (ongoing evaluation of short term and long term outcomes of course instruction)
3. Demonstrate the use of reflective practice to inform and improve instruction
4. Develop course material
5. Include active learning strategies in planning (case studies, labs, etc)
6. Include evidence-based practice (EBP) trends throughout classes & curriculum
7. Employ innovative methods, technologies and assessments to increase student learning outcomes (e.g., classroom clickers)
8. Secure strong student and peer evaluations of instruction
9. Receive institutional, state, or national award for teaching

Course Design:1. Revise & improve course syllabi, course assessments, and/or instruction based on peer and student feedback and on assessment data (e.g., program decision points, GACE scores, etc.)
2. Develop new courses
3. Map curriculum to program/state/national standards

Professional Development:1. Remain active in profession
2. Attend teaching and learning conferences to support course development, instruction, and/or assessment
3. Participate in workshops focused on pedagogy, curriculum design, online teaching methodologies and assessment via CETL or other organizations
4. Participate in accreditation, program evaluation, self-study process
 | * Load appropriate for position
* Evidence of reflective practice: ongoing evaluation of short term and long term outcomes of instruction
* Documentation of ongoing improvement in teaching informed by reflective practice
* Examples of course material developed
* Examples of active learning strategies, evidence-based practices, and innovative methods and technologies used to increase student learning outcomes
* Examples of peer and/or student evaluations
* Documentation of teaching awards received
* Having your syllabi, curricula, and/or assessments adopted by other instructors
* Student opinion surveys
* Examples of new courses, course materials, assessments, and revised syllabi
* Syllabus (if mapping content)
* Samples of accreditation work
* Sample of student evaluations before re-vamping a course and after
* Developed assessment measures or rubrics
* Professional meeting attendance; reading journals; CEUs appropriate to discipline;
* Examples of collaboration with other practitioners (research, projects, articles, presentations)
* Achieves/maintains personal licensure, certifications appropriate to field
* CETL or peer evaluations
* Evidence of workshop and conference attendance
* Evidence of making adjustments to instruction and/or assessment based on professional development activity
 | 50-80% | **E****G****NI****P** |
| **Narrative:** |  |
| **Clinical Innovation & Practice** | 1. Coordinate field based placements
2. Supervise field based placements
3. Provide timely feedback to students
4. Develop appropriate field-based assessments to meet learning outcomes
 | * Matrix with # of students, # of hours, # of clinical placements
* Syllabus indicating role of supervisor during field based placements; documentation of hours in field supervising
* Examples of supervision feedback given to students
* Field supervision protocol
 | 10-25% | **E****G****NI****P** |
| **Narrative:** |  |
| **Advisement & Mentoring** | 1. Advise students in Program of Study
2. Documentation of positive student outcomes such as awards and scholarships received by graduates that were influenced by your mentoring or training (e.g., teacher of the year award)
3. Keep posted office hours
4. Timely submission of “No show” reporting, midterm, and final grades
5. Timely submission of graduation applications
6. Thesis/Project Chair/Committee
7. Involvement in student organizations (e.g., SCEC)
 | * Emails, letters, samples of advisement work
* Documentation of awards/scholarships/accomplishments of students
* Advising office hours posted and kept, advising surveys
* Meeting attendance, reports submitted on time, etc…
* Registrar notification
* Unsolicited cards, emails, letters of support
* Examples of advisement in student organizations
 | 10-25% | **E****G****NI****P** |
| **Narrative:** |  |  **100%** |

**Service**

**E** = Excellent = 4; **G** = Good = 3; **NI** = Needs Improvement = 2; **P** = Poor = 1

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| **Service Activities** | **Identification of Possible Service Activities** | **Possible Evidence of Service Activities** | **Weighting of Categories (faculty choice within these ranges)** | **Evaluation of Roles and Categories** |
| To the Institution  | 1. Take an active role or formal leadership in governance of the unit, school, university, or system. Examples may include:
* Committees
* Task forces
* Commissions
* Councils
1. Take an active role or formal leadership in campus programs of limited duration. Examples may include:
* Circle leader
* Recognition ceremonies
* Research conferences
* Trainings
* Search committees (department, college, institution)
1. Mentor faculty peers
2. Serve as program coordinator
3. Lead or play a substantive role in development and revision of new degree program
4. Develop guidelines (handbooks), assessments and rubrics to support programs
5. Serve a substantive role in data collection, review, and program revision to support program accreditation
6. Participate in recruitment efforts that result in increased quality and diversity of students
 | Supporting documents for service should indicate active engagement, commitment, and overall impact of service. Examples may include:* Documents indicating role served and responsibility assigned for committee
* Product produced by committee and individual faculty responsibility in this accomplishment
* Program guide for an activity or conference sponsored by the committee documenting faculty role in that event
* Handbook, assessments, rubrics developed
* Documentation of data collection, review and program revisions to support accreditation
* Documentation of peer mentoring
* Thank-you emails/cards for participation
* Caught You Caring cards/acknowledgements
 | 20-50% | **E****G****NI****P** |
| **Narrative:** |  |
| To the Profession | 1. Participate in professional organizations. Examples may include:
* Committee membership
* Leadership roles
* Board of directors
* Task forces
* Conference planner
1. Serve as a faculty advisor for professional organization resulting in student professional accomplishments or community impact
2. Mentor or provide support to professional peers
3. Serve as an external accreditation reviewer
4. Serve as a reviewer for:
* Journals
* Conference proposals
1. Participate in University System of Georgia based on demonstration of expertise (beyond the expectation required for university service)
 | * Documents indicating role served and responsibility assigned in professional organizations
* Examples of faculty advisement to student organizations, including the role served in supporting student professional accomplishments or community impact
* Example of professional support provided to peers
* Acknowledgement or printed program with name, indicating the number of reviews conducted for the academic year
* Reviewer comments sent to journal and/or conference proposal authors
* Emails, cards, letters of acknowledgement for service
* Certificates
 | 10-40% | **E****G****NI****P** |
| **Narrative:** |  |
| To the Public (must be related to professional expertise and/or must support the GCSU mission) | 1. Serve on community non-profit organizations or governmental agencies, calling on the individual's professional expertise. Examples may include:
* Committee membership
* Leadership roles
* Board of directors
* Task forces
1. Lead professional organizations in service to the community
2. Deliver educational services, workshops to local school communities (paid or volunteer).
 | * Documents indicating role served and responsibility assigned in community organizations
* Evidence of services and workshops to school communities, including materials for workshop, outcomes from workshop (e.g., number of teachers utilizing new methods)
* Cards, emails, letters of acknowledgement for service
 | 10-30% | **E****G****NI****P** |
| **Narrative:** |  |  **100%** |

**Development and Dissemination of Knowledge Through Any of Boyer’s Four Forms of Scholarship**

**E** = Excellent = 4; **G** = Good = 3; **NI** = Needs Improvement = 2; **P** = Poor = 1

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| **Scholarship** | **Identification of Faculty Scholarship Activities** | **Possible Evidence of Scholarship Activities & Products** | **Assign Weight to Roles (faculty choice within ranges)** | **Evaluation of Weighted Role** |
| Scholarship of Discovery | 1. Secure peer-reviewed internal or external funding to support research or innovation
2. Publish article disseminating research findings in peer-reviewed journal
3. Present research findings in a peer-reviewed forum
4. Develop and test theory through case studies and publish or present results in peer-reviewed forum
5. Design, implement, and assess the effectiveness of an instructional method or assessment instrument using appropriate methodology
 | * Documentation of funding to support research (e.g., funding application, funding notification)
* Evidence of publication or presentation (e.g., publication document, presentation acceptance notification, presentation paper, presentation slides and handouts)
 | 20-40% |  |
| **Narrative:** |  |
| Scholarship of Integration | 1. Collaborate with peers across disciplines to secure peer-reviewed internal or external funding to support interdisciplinary research or innovation
2. Publish a literature review in a peer-reviewed journal
3. Publish a book chapter that summarizes research literature on a topic or expertise
4. Present in a peer-reviewed forum on the implications of research in one’s field
5. Conduct a workshop based on one’s prior research
6. Review or edit scholarly or creative works
 | * Documentation of funding to support research (e.g., funding application, funding notification)
* Evidence of publication or presentation (e.g., publication document, presentation acceptance notification, presentation paper, presentation slides and handouts)
* Documentation of workshop completion (e.g., invitation/request/contract for workshop, workshop materials, evaluation)
 | 20-40% |  |
| **Narrative:** |  |
| Scholarship of Application | 1. Secure peer-reviewed external funding to address a problem or need in schools, community, or area
2. Secure peer-reviewed internal or external funding to support innovation which targets a need in education
3. Consult with school or system to develop system for applying research-based interventions in practice
4. Collaborate with faculty from other disciplines to design and disseminate models for integrating content from separate areas (e.g., model for co-teaching science courses to integrate content and pedagogy)
5. Develop protocol to guide student development and host teacher evaluation of students which is disseminated for use at other universities or published in peer-reviewed publication (e.g., field supervision protocol)
6. Publish practice-focused article sharing how applications of research addresses problems in real settings
7. Reviewed or invited presentations such as:
* Invited keynotes;
* Posters or oral presentations at professional conferences;
* Guest lectures
 | * Documentation of external funding to address school problem or need
* Documentation of funding to support innovation in education
* Documentation of consultation with school
* Copy of published articles
* Copies of work or written verification of acceptance of work for publication
* Copy of program; copy of conference literature verifying presentation
 | 20-40% |  |
| **Narrative:** |  |
| Scholarship of Teaching | 1. Publish practice-focused article sharing innovative teaching practice in peer-reviewed journal
2. Collect quantitative or qualitative data to evaluate outcomes of different teaching methods and publish or present in peer-reviewed forum
3. Access peer-reviewed internal or external funding sources to test new instructional methods (e.g., iPod project)
4. Adapt an instructional method for new use and publish or present your work in a peer-reviewed forum
5. Collaborate with students to conduct research and to present findings at the state, local, or national level
6. Secure peer-reviewed internal or external funding to address a teaching need or problem
 | * Copy of published article
* Evidence of data collection to evaluate outcomes
* Documentation of funding to test instructional methods
* Documentation of collaboration & presentation with students
* Evidence of funding to address a teaching problem or need
 | 20-40% |  |
| **Narrative:** |  |
| Professional Development | 1. Attend grant writing workshop to guide external applications targeting research, innovation, or teaching resulting in grant application
2. Participate in workshop on writing for publication resulting in manuscript submission
3. Participate in training session on productivity in research or writing resulting in increased productivity
4. Complete a course or sequence of courses to enhance design, implementation, analysis, or publication of research (e.g., statistics courses, experimental methods course)
 | * Evidence of grant writing workshop
* Evidence of professional writing workshop
* Manuscript submitted
 | 10-30% |  |
|  **Narrative:** |   |  **100%** |

*Note: The faculty member will submit an annual plan and goals for teaching, service, and scholarship for the upcoming year for review by the supervising administrator. The document serves as a tentative plan. Revisions may be submitted to the supervising administrator to reflect changes in teaching, service, or scholarship that may occur during the year. At year end the faculty member will submit documentation of accomplishment of the plan and goals for review and evaluation by the supervising administrator.*