**Merit Policy**

**Part I: University-Wide Processes Required by the CBA**

Preamble

This document is based on Article 17 (Compensation) of the 2016-2019 Collective Bargaining Agreement between Bowling Green State University and Bowling Green State University Faculty Association – American Association of University Professors. Please refer to Article 17 of the CBA for full details. In all instances, CBA language controls.

Merit raises refer to the component of salary raises that are provided to Bargaining Unit Faculty Members (hereafter, faculty members) who meet or exceed their assigned unit performance expectations. In any given year, it is possible that all of the faculty members in an academic unit may be eligible for merit salary raises.

As shown in the table below (adapted from Article 17, Section 11.1.3), merit for FY 2018 is calculated during spring 2017 semester based on performance during the previous calendar year, and this merit rating is averaged with the merit ratings from the previous two merit periods to calculate a three-year rolling average that will be used to recommend merit increases. Merit for FY 2019 is calculated during the fall 2017 semester based on performance during the AY 2016-17 (Fall 2016, Spring 2017, Summer 2017), and this merit rating is averaged with the merit ratings from the previous two merit periods to calculate a three-year rolling average that will be used to recommend merit increases. Merit salary raises are added to base salary for the ensuing fiscal year (on September 1 for 9-month contracts, and on July 1 for 12-month contracts).

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| --- | --- | --- | --- |
| **Year Merit Raise is Added to Base Salary** | **Merit Increase Pool** | **Period of Time Included in Merit Determination** | **When Merit Review and Recommendations are Made by Academic Unit, Chair/Director, and Dean** |
| FY 17 *(i.e., 2016-2017 Academic Year Contract)* | 1.00% | CY 2015 *(i.e., Spring 2015, Summer 2015, Fall 2015)* | Spring semester of AY 2015-2016 |
| FY 18 *(i.e., 2017-2018 Academic Year Contract)* | 1.00% | CY 2016 *(i.e., Spring 2016, Summer 2016, Fall 2016)*, CY 2015 *(i.e., Spring 2015, Summer 2015, Fall 2015)*, and CY 2014 *(i.e., Spring 2014, Summer 2014, Fall 2014)* | Spring semester of AY 2016-2017 |
| FY 19 *(i.e.,2018-2019 Academic Year Contract)* | 1.00% | AY 2016-2017 *(i.e., Fall 2016, Spring 2017, Summer 2017)*, CY 2016 *(i.e., Spring 2016, Summer 2016, Fall 2016)*, and CY 2015 *(i.e., Spring 2015, Summer 2015, Fall 2015)* | Fall semester of AY 2017-2018 |

Merit eligibility will be based on meeting or exceeding unit performance expectations for merit in the following areas: Teaching/Librarian Effectiveness, Scholarly/Creative Work, and Service. Each faculty member will receive merit scores for each of the three performance areas as well as an overall merit score which will identify whether the faculty member’s performance was unacceptable, does not meet expectations for merit, does meet expectations for merit, or exceeded expectations for merit.

Receiving an evaluation of “unacceptable” from unit faculty (not the Chair/Director) in any area of performance (teaching/librarian effectiveness, scholarly/creative activity, service) during the annual review process may initiate an Extraordinary Review (see Article 31 of the CBA). Failure to meet expectations for merit does not necessarily indicate “unacceptable” performance. An evaluation of “unacceptable” is presumed to occur infrequently as it indicates a pattern of performance that is below an ordinary and acceptable level and warrants attention. Definitions of “unacceptable” shall be determined by the unit faculty and Chair/Director with the approval of the Dean (Article 31, Section 3.1).

The three performance area merit scores as well as the overall merit score will include six or more categories or rating levels to allow for greater discrimination among levels of performance; each of the categories or rating levels on the merit score must clearly identify whether performance is unacceptable, does not meet expectations for merit, does meet expectations for merit, or exceeds expectations for merit. For example, using the six categories or rating levels, the following evaluation concepts would be included: 0 = Unacceptable; 1 = Does not meet expectations for merit; 2/3 = Meets expectations for merit; 4/5 = Exceeds expectations for merit.

Both the merit committee of the academic unit and the Chair/Director may make recommendations to the Dean for allocation of merit dollars and/or percentages. However, as provided for by Section 11.2 of Article 17 of the Collective Bargaining Agreement, the Dean is not bound by such recommendations and the determination of the actual merit increase is within the Dean’s reasonable discretion.

1. Merit Criteria, Performance Indicators and Expectations, and Calculation of Merit Scores

The merit criteria, performance indicators and expectations for the criteria, and the calculation of the component merit scores are contained in each unit’s Merit Part II: Academic Unit Criteria, Standards, and Processes document.”

***NOTE:*** *The Dean of each College will determine which of the exemplars for calculating merit scores found in Appendix A will be used by the academic units in that College. Each academic unit will them complete that exemplar as appropriate given the unit’s discipline, mission, etc. The completed instrument will be included in each unit’s “Part II: Academic Unit Criteria, Standards, and Processes.”*

1. General Procedure for Faculty Evaluation and Score of Merit
	1. Prior to the beginning of the calendar year for merit decisions made for FY 2018, and prior to the beginning of the academic year for merit decisions made in FY 2019, each faculty member will confirm his/her allocation of effort (e.g., 50/30/20 for teaching, scholarship, and service) with the Chair/Director.
	2. The academic unit merit committee is responsible for assigning an overall merit score to every faculty member. A description of the committee composition and the election/appointment process is outlined in each unit’s “Part II: Academic Unit Criteria, Standards, and Processes.”
	3. Faculty members who fail to submit a merit portfolio by the deadline will receive an automatic rating of “unacceptable” and will not be eligible for any salary adjustments (Article 17, Sections 3.2.1 and 3.3.1). For NTTF in years one through six, a merit rating of "unacceptable" will be independent from the APR process.
	4. The submitted merit dossier must include the elements outlined in each unit’s “Part II: Academic Unit Criteria, Standards, and Processes document.
	5. A description of how the overall merit score is calculated, including how annual scores are averaged over a three-year period, can be found in each unit’s “Part II: Academic Unit Criteria, Standards, and Processes document, chosen from exemplars provided in Appendix A of this document.
	6. An academic unit may report its merit score recommendation to no greater than one-tenth of a decimal place (for example, a unit using 1-7 categories or rating levels may assign a score of 3.1 or 5.9 but may not assign a score of 3.15 or 5.975).
2. Significant Dates for Merit Consideration and Appeals
	1. Significant Dates for Merit Consideration and Appeals – Merit Reviews Conducted during Spring Semester

August 31: Last date for faculty merit dossiers to be submitted to an academic unit.

The merit committee of the academic unit is urged to work informally with all faculty being reviewed to resolve any factual or interpretive issues in advance of making recommendations to the Chair/Director.

September 20: Academic unit faculty committee’s merit score recommendation to the Chair/Director (with a copy to the faculty member).

September 27: Last date for faculty members to appeal the committee’s recommendation to the Chair/Director (with a copy to the committee).

October 15: Chair’s/Director’s merit score recommendation to the Dean (with copies to the committee and faculty members).

October 22: Last date for faculty member to appeal the Chair’s/Director’s merit score recommendation to the Dean (with copy to the Chair/Director). The faculty member may raise in any appeal to the Dean: (i) the Chair’s/Director’s merit score recommendation, and (ii) only those aspects of the committee’s recommendation that the faculty member has previously raised in the faculty member’s appeal to the Chair/Director. Issues related to the committee’s recommendation not raised previously with the Chair/Director (where the faculty member either knew or through the exercise of reasonable diligence should have known) are not preserved for appeal to the Dean, shall not be considered by the Dean, and shall not be the basis or grounds for any grievance by the BGSU-FA.

November 15: Dean’s recommendation to the Provost. Thereafter the Provost and Dean may confer through on or about May 19.

On or about January 15: Dean issues final determination regarding merit.

1. Special Circumstances
	1. Consideration of Special Circumstances as Required by the Collective Bargaining Agreement
		1. **Faculty Exchange Leave** (Article 21, Section 2.1.7). Faculty members shall be entitled to full consideration for merit. The merit evaluations for the faculty members will include consultation with the host institution.
		2. **Leaves with Extramural Salary Paid through the University Payroll System** (Article 21, Section 3.1.3) Faculty members shall be entitled to full consideration for merit. The merit evaluations for the faculty members will include consultation with the sponsoring government agency or private foundation.
		3. **Unpaid Leave - 100% time** (Article 21, Section 4.5). Faculty members will not be eligible for merit in any calendar year for which 100% unpaid leave was taken that is unrelated to Family Medical Leave. If related to Family Medical Leave, performance expectations for merit evaluations shall be prorated.
		4. **Sick Leave** (). Performance expectations for merit evaluations shall be prorated for faculty members on sick leave for 40 or more days during the calendar year.
		5. **Parental Leave** (Article 21, Section 11.9). Unit Faculty Member who takes parental leave under this Article will only be evaluated for performance during the time in which he or she was not on parental leave (including use of sick leave in addition to parental leave). Performance expectations for merit evaluations that are expressed quantitatively shall be prorated. The Chair’s/Director’s evaluation shall include a description of the methods used for prorating.
		6. **Partial Unpaid Leave – 50% time** (Article 21, Section 12.3.3) Faculty members will not be eligible for merit in any calendar year for which 50% unpaid leave was taken that is unrelated to Family Medical Leave. If related to Family Medical Leave, performance expectations for merit evaluations shall be prorated.
		7. **Faculty Improvement Leave** (Article 22, Section 7.3.4) Faculty members shall be entitled to full consideration for merit. The merit evaluations for the faculty members will include consideration of the report submitted to the President detailing accomplishments during the FIL.
	2. Consideration of Other Special Circumstances
		1. **New Faculty Hires.** New faculty members whose employment does not include the full year of performance on which merit is typically based shall be entitled to full consideration for merit. Performance expectations for merit evaluations shall be prorated.
		2. The unit’s faculty advisory body may also consider special circumstances not covered in 4.1 above and make a recommendation to the Chair/Director. Such exceptional circumstances might include a leave without pay to take a short-term research appointment, a leave without pay to participate in professional development, or other leave without pay that enhances the productivity of the faculty member and the reputation of the institution.
2. Amendment of Merit Policy

The unit faculty may amend their unit’s Part II: Academic Unit Criteria, Standards, and Processes document at any time. Amendments to the merit document must be approved by the Dean and Provost. Approved amendments to the merit policy shall not be applied retroactively in the calculation of the previous year’s merit scores.

Approved December 1, 2016

Updated May 9, 2017

R:\DeanBalzer\VPFASI\Successor Contract\Implementation of CBA 2\CBA Committees\Labor-Management\Merit Template Part I - Proposed Updates to reflect new deadlines for fall merit review process - FINAL LMC Recommendation 5-9-17.docx

**APPENDIX A**

**Merit Criteria, Performance Indicators and Expectations, and the Calculation of Component Merit Scores**

Merit criteria are limited to three areas: Teaching/Librarian Effectiveness, Research/Creative Work, and Service. To determine whether faculty members have failed to meet, met, or exceeded expectations for merit, a merit system should identify performance indicators and expected levels of performance for each of the relevant areas noted above. The merit system should also describe how information on the various performance indicators are combined to calculate the relevant component merit scores (i.e., Teaching/Librarian Effectiveness, Research/Creative Work, and Service).

Three exemplars are available for adaptation and use, as listed below. Immediately following each exemplar is an example of how it might be completed (although it is up to each academic unit to decide what to include in its own exemplar based on discipline, mission, etc.).

**Exemplar #1**

**Overview**

Merit will be based on meeting or exceeding unit performance expectations that are assigned to the department/school member on the following performance criteria: Teaching/Librarian Effectiveness, Research/Creative Work, and Service. Each of the aforementioned criteria (e.g., teaching) will be evaluated using a number of performance indicators (e.g., quantitative student evaluations of teaching). Merit committee members will review information submitted by each faculty member to make an evaluation rating on each performance indicator, providing some basis or justification of each rating where appropriate.

Evaluation ratings provided for all performance indicators within each performance criteria will be combined by each member of the merit committee to reach a component rating for each of the relevant performance criteria (Teaching/Librarian Effectiveness, Research/Creative Work, and Service). Merit committee members will meet as a committee to review and reach consensus on component ratings for each of the relevant performance criteria, using the summary form provided. The component ratings may include any number of values or rating levels, but they must clearly identify whether the component reflects performance that fails to meet expectations, meets expectations, or exceeds expectations for merit.

The merit committee will then assign an overall merit rating using the approach found in Section 2.5 of the merit policy. The overall merit may include any number of values or rating levels, but it must clearly identify whether the overall merit rating reflects performance that fails to meet expectations, meets expectations, or exceeds expectations for merit.

**Teaching/Librarian Effectiveness (fill in blanks and replace italicized information)**

Teaching/Librarian Effectiveness assignment for calendar year: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Pre-specified allocation of effort for Teaching/Librarian Effectiveness: **\_\_\_ %**

|  |  |  |
| --- | --- | --- |
| **Performance Indicators****(description)** | **Evaluation Rating** **(Circle One)**  | **Basis of the Evaluation Rating** **(evidence, accomplishment, etc.)** |
| *Insert Performance Indicator #1* | * *Insert Highest Rating Level*
* *Insert Next Highest Rating Level*
* *Etc.*
* *Insert Next Lowest Rating Level Fair*
* *Insert Lowest Rating Level*
 |  |
| *Insert Performance Indicator #2* | * *Insert Highest Rating Level*
* *Insert Next Highest Rating Level*
* *Etc.*
* *Insert Next Lowest Rating Level Fair*
* *Insert Lowest Rating Level*
 |  |
| *Insert Performance Indicator n* | * *Insert Highest Rating Level*
* *Insert Next Highest Rating Level*
* *Etc.*
* *Insert Next Lowest Rating Level Fair*
* *Insert Lowest Rating Level*
 |  |

|  |  |
| --- | --- |
| **Merit Score (point allocation)** | **Definition and Description** |
| **Exceeds Expectations for Merit in Teaching/Librarian Effectiveness***(insert score values on a scale that includes at least five numerical values, e.g., 6-7 on a 7-point scale)*  | *Insert Definition and Description that defines what is expected to receive a merit score that “****Exceeds Expectations for Merit in Teaching*/Librarian Effectiveness*”*** |
| **Meets Expectations for Merit in Teaching/Librarian Effectiveness***(insert score values on a scale that includes at least five numerical values, e.g., 3-5 on a 7-point scale)* | *Insert Definition and Description that defines what is expected to receive a merit score that “****Meets Expectations for Merit in Teaching*/Librarian Effectiveness*”*** |
| **Fails to Meet Expectations for Merit in Teaching/Librarian Effectiveness***(insert score values on a scale that includes at least five numerical values, e.g., 1-2 on a 7-point scale)* | *Insert Definition and Description that defines what is expected to receive a merit score that “****Fails to meet******Expectations for Merit in Teaching*/Librarian Effectiveness*”*** |

**Merit Score for Teaching/Librarian Effectiveness**

**(to be completed by merit committee member): \_\_\_\_\_**

**Research/Creative Work (fill in blanks and replace italicized information)**

Pre-specified allocation of effort for Research/Creative Work: **\_\_\_ %**

|  |  |  |
| --- | --- | --- |
| **Performance Indicators****(description)** | **Evaluation Rating** **(Circle One)**  | **Basis of the Evaluation Rating** **(evidence, accomplishment, etc.)** |
| *Insert Performance Indicator #1* | * *Insert Highest Rating Level*
* *Insert Next Highest Rating Level*
* *Etc.*
* *Insert Next Lowest Rating Level Fair*
* *Insert Lowest Rating Level*
 |  |
| *Insert Performance Indicator #2* | * *Insert Highest Rating Level*
* *Insert Next Highest Rating Level*
* *Etc.*
* *Insert Next Lowest Rating Level Fair*
* *Insert Lowest Rating Level*
 |  |
| *Insert Performance Indicator n* | * *Insert Highest Rating Level*
* *Insert Next Highest Rating Level*
* *Etc.*
* *Insert Next Lowest Rating Level Fair*
* *Insert Lowest Rating Level*
 |  |

|  |  |
| --- | --- |
| **Merit Score (point allocation)** | **Definition and Description** |
| **Exceeds Expectations for Merit in Research/Creative Work***(insert score values on a scale that includes at least five numerical values, e.g., 6-7 on a 7-point scale)*  | *Insert Definition and Description that defines what is expected to receive a merit score that “****Exceeds Expectations for Merit in* Research/Creative Work*”*** |
| **Meets Expectations for Merit in Research/Creative Work***(insert score values on a scale that includes at least five numerical values, e.g., 3-5 on a 7-point scale)* | *Insert Definition and Description that defines what is expected to receive a merit score that “****Meets Expectations for Merit in* Research/Creative Work*”*** |
| **Fails to Meet Expectations for Merit in Research/Creative Work***(insert score values on a scale that includes at least five numerical values, e.g., 1-2 on a 7-point scale)* | *Insert Definition and Description that defines what is expected to receive a merit score that “****Fails to meet******Expectations for Merit in* Research/Creative Work*”*** |

**Merit Score for Research/Creative Work**

**(to be completed by merit committee member): \_\_\_\_\_**

**Service (fill in blanks and replace italicized information)**

Pre-Specified Allocation of Effort for Service **\_\_\_ %**

|  |  |  |
| --- | --- | --- |
| **Performance Indicators****(description)** | **Evaluation Rating** **(Circle One)**  | **Basis of the Evaluation Rating** **(evidence, accomplishment, etc.)** |
| *Insert Performance Indicator #1* | * *Insert Highest Rating Level*
* *Insert Next Highest Rating Level*
* *Etc.*
* *Insert Next Lowest Rating Level Fair*
* *Insert Lowest Rating Level*
 |  |
| *Insert Performance Indicator #2* | * *Insert Highest Rating Level*
* *Insert Next Highest Rating Level*
* *Etc.*
* *Insert Next Lowest Rating Level Fair*
* *Insert Lowest Rating Level*
 |  |
| *Insert Performance Indicator n* | * *Insert Highest Rating Level*
* *Insert Next Highest Rating Level*
* *Etc.*
* *Insert Next Lowest Rating Level Fair*
* *Insert Lowest Rating Level*
 |  |

|  |  |
| --- | --- |
| **Merit Score (point allocation)** | **Definition and Description** |
| **Exceeds Expectations for Merit in Service***(insert score values on a scale that includes at least five numerical values, e.g., 6-7 on a 7-point scale)*  | *Insert Definition and Description that defines what is expected to receive a merit score that “****Exceeds Expectations for Merit in* Service*”*** |
| **Meets Expectations for Merit in Service***(insert score values on a scale that includes at least five numerical values, e.g., 3-5 on a 7-point scale)* | *Insert Definition and Description that defines what is expected to receive a merit score that “****Meets Expectations for Merit in* Service*”*** |
| **Fails to Meet Expectations for Merit in Service***(insert score values on a scale that includes at least five numerical values, e.g., 1-2 on a 7-point scale)* | *Insert Definition and Description that defines what is expected to receive a merit score that “****Fails to meet******Expectations for Merit in* Service*”*** |

**Merit Score for Service**

**(to be completed by merit committee member): \_\_\_\_\_**

**SUMMARY FORM**

**(to be completed with agreement reached by all members of the merit committee):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Faculty Member** | **Merit Score for Teaching/****Librarian****Effectiveness** | **Merit Score for Research/****Creative Work** | **Merit Score for Service** |
| *Faculty member 1* | *Insert numerical score* | *Insert numerical score* | *Insert numerical score* |
| *Faculty member 2* | *Insert numerical score* | *Insert numerical score* | *Insert numerical score* |
| *Next faculty member, etc.* | *Insert numerical score* | *Insert numerical score* | *Insert numerical score* |

**EXEMPLAR #1 EXAMPLE (for illustrative purposes only):**

The following rubrics indicate a hypothetical unit’s approved performance indicators used to evaluate faculty performance expectations in the areas of teaching, research, and service. Merit committee members will individually review the faculty member’s merit dossier, provide a rating for each performance indicator, and note in the “Basis of the Evaluation Rating” any evidence or accomplishment to justify his/her rating. Each merit committee member would then assign a component rating in the areas of teaching, research, and service.

**Teaching**

Teaching Assignment for calendar year: **\_Spring: 1010, 2020 (two sections); Fall: 1010, 4050, 7000\_\_\_**

Pre-specified allocation of Effort for teaching: **\_\_50\_ %**

|  |  |  |
| --- | --- | --- |
| **Performance Indicators****(description)** | **Evaluation Rating** **(Circle One)**  | **Basis of the Evaluation Rating** **(evidence, accomplishment, etc.)** |
| *Quantitative ratings* of teaching effectiveness. Student ratings of teaching effectiveness for all courses taught during the preceding 12 months | * Excellent
* Good
* Fair
* Poor
 | Average 4.7 on 5 point scale |
| *Qualitative ratings* of teaching effectiveness. Representative sampling and overview of themes and comments from students’ open ended feedback | * Highly positive
* Positive
* Neutral
* Negative
* Not included in portfolio
 | Mostly positive comments |
| *Peer reviews* of teaching effectiveness | * Excellent
* Good
* Fair
* Poor
* N/A\*
 | Two extremely positive peer reviews |
| *Instructional development*. Analysis of teaching performance and subsequent documented improvements in teaching performance as evident through teaching philosophy. | * In depth, thoughtful, shows improvement where needed.
* Thoughtful analysis, implementation for efforts to improve.
* Some analysis and awareness of need to improve.
* Limited analysis; no evidence of needed improvement efforts.
* No self-analysis of teaching performance.
 | Limited documentation of student performance on learning outcomes  |
| *High impact learning activities* (Examples include – service-learning; undergraduate research; active learning; novel approaches to teaching) | * High level of activity—2 or more
* Moderate level of activity—1
* Training to incorporate high impact activities (e.g., learning community participation)
* No high impact activities
 | No evidence presented |
| *Non classroom teaching* in addition to teaching assignment (Examples include – thesis and dissertation direction; honors project direction; graduate student mentoring; guest lecturing; peer mentoring) | * Very high level of activity—3 or more with leadership roles
* High level of activity—2 or more, OR 1 with leadership role
* Moderate level of activity—1, no leadership role
* No involvement in non-classroom instruction
* N/A
 | Chairing three theses and serving on two doctoral/masters committees |
| *Other* (Examples of other evidence for teaching effectiveness: student performance/success; teaching awards; active engagement in continuing education to support teaching effectiveness; development of new courses). | * Superior
* Good
* Fair
* Poor
 | n/a |

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| --- | --- |
| **Merit Score (point allocation)** | **Definition and Description** |
| **Exceeds Expectations for Merit in Teaching****(6-7)** | Preponderance of ratings are in the highest categories OR preponderance of ratings are in the upper-middle categories with one aspect rated as truly exceptionalInnovative teacher; provides leadership in instructional development  |
| **Meets Expectations for Merit in Teaching****(3-5)** | Preponderance of ratings are in the middle to upper middle categoriesMeets obligations well |
| **Fails to Meet Expectations for Merit in Teaching****(1-2)** | Preponderance of ratings are in the lowest categoriesMinimally meets expectations for performance but not to the level deserving of meritSubstandard and ineffective teacher |

**Merit Score for Teaching (to be completed by merit committee member): \_\_5.5\_\_**

**Research**

Pre-specified allocation of effort for research **\_30\_\_ %**

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| --- | --- | --- |
| **Performance Indicators****(description)** | **Evaluation Rating** **(Circle One)**  | **Basis of the Evaluation Rating** **(evidence, accomplishment, etc.)** |
| *Research & Scholarly Dissemination*1. Peer-reviewed papers accepted
2. Books and book chapters
3. Non-peer reviewed papers
4. Manuscripts under review
5. Peer-reviewed presentations, selective conferences OR invited presentation, national or international
6. Peer-reviewed presentations, less selective conference
7. Invited presentations (regional/local)
 | * Superior. 4+ examples, with at least 2 from category 1 OR 3+ examples in top 2 categories
* Excellent. 4+ examples, with at least one from category 1 OR 2 examples in category 1.
* Very good. 3 examples, at least 1 of which is from categories 1-4.
* Good. 2 examples from any of categories 2 through 7.
* Fair. 1 Example.
* Poor. No activity to report.

NOTE: Multiple examples in one category are considered positively in overall evaluation. The committee will consider information on the selectivity of journals in making its overall evaluation. | Peer reviewed paper, multiple conference presentations |
| *Research funding*1. Significant external grant activity (for example, award of external grants, $25K and up; may be claimed in multiple years for multiple year grants)
2. Awarded external grant, <$25K
3. Awarded internal grant, $5K and up
4. Awarded internal grant, <$5K
5. Applied for category 1 grant
6. Applied for category 2 grant
7. Applied for category 3 grant
8. Applied for category 4 grant
9. Plan for applying for external funding
10. Plan for applying for internal funding
 | * Superior. Category 1.
* Excellent. Category 2 or 3.
* Very good. Category 4, 5, and/or 6
* Good. Category 7 or 8
* Fair. Category 9 or 10
* No activity.

Activities as PI most highly ranked, but subcontracts, consultancy, and other collaborative efforts resulting in funding are eligible to be considered in categories 1 and 2.  | Applied for internal grant to support graduate student |
| *Ongoing research*1. Project being written for peer-reviewed publication
2. Project being written for peer-reviewed conference presentation
3. Project in data analysis
4. Project in data collection
5. Project in development (e.g., HSRB protocol in preparation or pilot work being planned)
 | * Excellent. Category 1 activity reported and at least 1 from categories 2-4.
* Good. 2 activities reported, from 2-4.
* Fair. 1 activity reported, from 2-5.
* Poor. No activity.

 NOTE: The committee is directed to recognize that some projects may change status over the course of the year; the faculty member should make clear his/her research trajectory. The committee can consider overall number and stages of development of projects in its overall assessment. | Two articles for peer-reviewed pubs and two peer-reviewed conference papers underway |
| *Research infrastructure* | * Good. A clear pattern of multiple activities to develop a functioning lab or project, including setting up &/or learning new equipment, software, &/or procedures, recruiting and training lab assistants, devising successful protocols. Evidence presented of benchmarks met (e.g., purchase of start up equipment and training in its use).
* Adequate. Some activities, as listed above, either lesser in extent or somewhat less clear in terms of evidence presented.
* Poor. Expected benchmarks not met (e.g., failure to develop a functioning lab during start up period).
* N/A. Lab is at high performance already with no need for development OR research not conducted in a lab environment.
 | n/a |
| *Intellectual property* | * Superior. Significant ongoing work leading to intellectual property, with clear evidence of outcomes achieved (e.g., patent application file, copyright registered for the university, or licensing agreement signed)
* Good. Some evidence of work leading to the above.
* N/A. NOTE: Most will be scored here. This category is **not** to be scored except for those who have relevant activities.
 | n/a |
| *Other* | * Superior
* Good
* Fair
* Poor

Examples include but are not limited to: awards and recognitions for research activities (editor’s awards, university recognition, fellowship in professional and scholarly societies); substantial service that is scholarly in nature (e.g., editorship of journals, invitations to participate in reviewing activities); publications in highly selective venues or invitations to keynote at prestigious conferences; outstanding mentorship of students in research (may overlap with teaching but if relevant may be included in scholarly portfolio). | Associate editor appointment in top journal |

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| --- | --- |
| **Merit Score (point allocation)** | **Definition and Description** |
| **Exceeds Expectations for Merit in Research****(6-7)** | Preponderance of ratings are in the highest categories OR preponderance of ratings are in the upper-middle categories with one aspect rated as truly exceptionalClear line of inquiry and established research program, meaningful integration and application |
| **Meets Expectations for Merit in Research****(3-5)** | Preponderance of ratings are in the middle to upper middle categoriesActive scholarship |
| **Fails to Meet Expectations for Merit in Research****(1-2)** | Preponderance of ratings are in the lowest categoriesMinimally meets expectations for performance but not to the level deserving of meritLimited or no research program |

**Merit Score for Research (to be completed by merit committee member): \_6.2\_**

**Service**

Pre-Specified Allocation of Effort for Service **\_20\_ %**

|  |  |  |
| --- | --- | --- |
| **Performance Indicators****(description)** | **Evaluation Rating** **(Circle One)**  | **Basis of the Evaluation Rating** **(evidence, accomplishment, etc.)** |
| *Faculty Advising*  | * Acceptable. Is regularly available, provides appropriate advising for student success.
* Unacceptable. Fails to be available; refuses to schedule advising appointments when requested; fails to respond to emails); and/or regularly fails to provide appropriate advising
* N/A. No advising responsibilities.
 | n/a |
| *Participation in department service* | * Superior. Attends faculty meetings, supports student recruitment events, participates successfully in 3 or more committees/activities AND/OR chairs 1 heavy responsibility committee.
* Excellent. Attends faculty meetings, supports student recruitment events, participates successfully in 2 or more committees/activities.
* Good. Attends faculty meetings, supports student recruitment events, participates successfully in 1 committee.
* Fair. Record of attendance at faculty meetings is inconsistent, &/or does not support student recruitment events. Participates in 1 committee, minor role.
* Poor. Fails to meet standards for “fair” rating as listed above.
* N/A
 | Attends open houses; member of curric committee |
| *College and university service.* | * Superior. Participates in 2 or more college or university committees/efforts with a leadership role in one.
* Excellent. Participates in two college or university committees/efforts OR chairs one OR participates in exceptionally heavy workload committee (e.g., HSRB).
* Good. Participates in at least one college or university committee/effort with significant workload.
* Fair. Participates in one college or university committee with minimal workload.
* Poor. No college or university service. OR
* N/A Service not required in early years on tenure track. OR not required of NTTF.
 | Member college PTRC |
| *Service to the profession* | * Superior--High level of activity—3 or more activities, and a leadership role
* Excellent. 3 or more activities OR leadership role in 1. \*
* Good. 2 activities.
* Fair. 1 activity.
* Poor. No service to the profession.\*\* OR
* N/A. Service to the profession not expected.
 | Reviewed several submissions to regional conference |
| *Community service* | * Superior--High level of activity—3 or more activities, plus leadership role(s)
* Excellent. 3 or more activities.
* Good. 2 activities.
* Fair. 1 activity.
* Poor. No service to the community.\*\* OR
* N/A. Service to the community not expected.
 | Presentation to Kiwanis on recent book chapter: mental health trends  |
| *Other* Other evidence for effectiveness submitted by the faculty member to be rated here, including but not limited to: awards for service; unusual amount of service for rank/years in rank; exceptional leadership and/or unique projects with high impact; high visibility in state and national service, etc. Faculty should provide sufficient information so that the committee can determine what the role was that the faculty member played.  | Evaluation of additional evidence * Superior
* Good
* Fair
* Poor
 | Nothing submitted |

|  |  |
| --- | --- |
| **Merit Score (point allocation)** | **Definition** |
| **Exceeds Expectations for Merit in Service****(6-7)** | Preponderance of ratings are in the highest categories OR preponderance of ratings are in the upper-middle categories with one aspect rated as truly exceptional |
| **Meets Expectations for Merit in Service****(3-5)** | Preponderance of ratings are in the middle to upper middle categories |
| **Fails to Meet Expectations for Merit in Service****(1-2)** | Preponderance of ratings are in the lowest categoriesMinimally meets expectations for performance but not to the level deserving of merit |

**Merit Score for Service (to be completed by merit committee member): \_\_3.5\_**

**SUMMARY FORM**

**(to be completed with agreement reached by all members of the merit committee):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Faculty Member** | **Merit Score for Teaching** | **Merit Score for Research** | **Merit Score for Service** |
| **Alpha, J** | **5.5** | **6.2** | **3.5** |
| **Next faculty member** |  |  |  |
| **Next faculty member** |  |  |  |

**EXEMPLAR #2**

**Overview**

Merit will be based on meeting or exceeding unit performance expectations that are assigned to the department/school member on the following performance criteria: Teaching/Librarian Effectiveness, Research/Creative Work, and Service. Each of the aforementioned criteria (e.g., teaching) will be evaluated using a number of performance indicators (e.g., quantitative student evaluations of teaching). Merit committee members will review information submitted by each faculty member to make an evaluation rating on each performance indicator.

Evaluation ratings provided for all performance indicators within each performance criteria will be combined by each member of the merit committee to reach a component rating for each of the relevant performance criteria (Teaching/Librarian Effectiveness, Research/Creative Work, and Service). Merit committee members will meet as a committee to review and reach consensus on component ratings for each of the relevant performance criteria using the summary form provided. The component ratings may include any number of values or rating levels, but they must clearly identify whether the component reflects performance that fails to meet expectations, meets expectations, or exceeds expectations for merit.

The merit committee will then assign an overall merit rating using the approach found in Section 2.5 of the merit policy. The overall merit score may include any number of values or rating levels, but it must clearly identify whether the overall merit score reflects performance that fails to meet expectations, meets expectations, or exceeds expectations for merit.

**Teaching/Librarian Effectiveness: Performance Indicators**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| PerformanceIndicator | Does Not Meet Expectations for merit(1-2)\* | Meets Expectations for Merit(3-5)\* | Exceeds Expectations for Merit(6-7)\* | ASSIGNEDRATING: | WEIGHTS (sum to total number of Performance Indicators) | WEIGHTED RATING ON EACH PERFORMANCE INDICATOR(Assigned Rating \* Weight) |
| *Insert Performance Indicator #1* | *Insert Expected Level of Performance* | *Insert Expected Level of Performance* | *Insert Expected Level of Performance* |  | *Insert Weight for this Performance Indicator* |  |
| *Insert Performance Indicator #2* | *Insert Expected Level of Performance* | *Insert Expected Level of Performance* | *Insert Expected Level of Performance* |  | *Insert Weight for this Performance Indicator* |  |
| *Insert Performance Indicator #n* | *Insert Expected Level of Performance* | *Insert Expected Level of Performance* | *Insert Expected Level of Performance* |  | *Insert Weight for this Performance Indicator* |  |
|  |  |  |  |  | Σ weights = \_\_\_ | Σ Weighted Ratings = \_\_\_ |
|  |  |  |  |  | MERIT RATING FOR TEACHING: \_\_\_\_\_\_ (weighted ratings/weights) |

*\*Insert score values on a scale that includes at least five numerical values, e.g., 1-7point scale.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Research/Creative Work: Performance Indicators**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| PerformanceIndicator | Does Not Meet Expectations for merit(1-2)\* | Meets Expectations for Merit(3-5)\* | Exceeds Expectations for Merit(6-7)\* | ASSIGNEDRATING: | WEIGHTS (Must sum to total number of Performance Indicators) | WEIGHTED RATING ON EACH PERFORMANCE INDICATOR(Assigned Rating \* Weight) |
| *Insert Performance Indicator #1* | *Insert Expected Level of Performance* | *Insert Expected Level of Performance* | *Insert Expected Level of Performance* |  | *Insert Weight for this Performance Indicator* |  |
| *Insert Performance Indicator #2* | *Insert Expected Level of Performance* | *Insert Expected Level of Performance* | *Insert Expected Level of Performance* |  | *Insert Weight for this Performance Indicator* |  |
| *Insert Performance Indicator #n* | *Insert Expected Level of Performance* | *Insert Expected Level of Performance* | *Insert Expected Level of Performance* |  | *Insert Weight for this Performance Indicator* |  |
|  |  |  |  |  | Σ weights = \_\_ | Σ Weighted Ratings = \_\_\_ |
|  |  |  |  |  | MERIT RATING FOR RESEARCH: \_\_\_\_(weighted ratings/weights) |

*\*Insert score values on a scale that includes at least five numerical values, e.g., 1-7point scale.***Service: Performance Indicators**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| PerformanceIndicator | Does Not Meet Expectations for merit(1-2)\* | Meets Expectations for Merit(3-5)\* | Exceeds Expectations for Merit(6-7)\* | ASSIGNEDRATING: | WEIGHTS (Must sum to total number of Performance Indicators) | WEIGHTED RATING ON EACH PERFORMANCE INDICATOR(Assigned Rating \* Weight) |
| *Insert Performance Indicator #1* | *Insert Expected Level of Performance* | *Insert Expected Level of Performance* | *Insert Expected Level of Performance* |  | *Insert Weight for this Performance Indicator* |  |
| *Insert Performance Indicator #2* | *Insert Expected Level of Performance* | *Insert Expected Level of Performance* | *Insert Expected Level of Performance* |  | *Insert Weight for this Performance Indicator* |  |
| *Insert Performance Indicator #n* | *Insert Expected Level of Performance* | *Insert Expected Level of Performance* | *Insert Expected Level of Performance* |  | *Insert Weight for this Performance Indicator* |  |
|  |  |  |  |  | Σ weights = \_\_\_ | Σ Weighted Ratings = \_\_\_ |
|  |  |  |  |  | MERIT RATING FOR SERVICE: \_\_\_\_\_\_(weighted ratings/weights) |

*\*Insert score values on a scale that includes at least five numerical values, e.g., 1-7point scale.***SUMMARY FORM****(to be completed with agreement reached by all members of the merit committee):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Faculty Member** | **Merit Score for Teaching/****Librarian****Effectiveness** | **Merit Score for Research/****Creative Work** | **Merit Score for Service** |
| *Faculty member 1* | *Insert numerical score* | *Insert numerical score* | *Insert numerical score* |
| *Faculty member 2* | *Insert numerical score* | *Insert numerical score* | *Insert numerical score* |
| *Next faculty member, etc.* | *Insert numerical score* | *Insert numerical score* | *Insert numerical score* |

 |  |  |  |  |  |

**EXEMPLAR #2 EXAMPLE (for illustrative purposes only):**

The following rubrics indicate a hypothetical unit’s approved performance indicators used to evaluate faculty performance expectations in the areas of teaching, research, and service. Merit committee members will individually review the faculty member’s merit dossier and provide a rating for each performance indicator in each of the areas of teaching, research, and service. (Note: While the component rating categories shown here include seven levels, any number of values or rating levels five or more may be used; the only requirement is that they clearly identify whether the rating/value reflects performance that fails to meet expectations, meets expectations, or exceeds expectations for merit.) Each component merit rating (teaching, research, and service) would be calculated by multiplying the rating on each performance indicator by its assigned weight (which were approved previously by the unit faculty).

**Teaching: Performance Indicators**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| PerformanceIndicator | Does Not Meet Expectations for Merit(0 -2) | Meets Expectations for Merit(3-5) | Exceeds Expectations for Merit(6-7) | ASSIGNEDRATING: | WEIGHTS (sum to total number of Performance Indicators) | WEIGHTED RATING ON EACH PERFORMANCE INDICATOR(Assigned Rating \* Weight) |
| QuantitativeStudent Evaluations | average below 3.0 out of 4 | most between 3.0 and 3.5 out of 4, average above 3.0 | most above 3.5 out of 4, average above 3.5 | 5 | 2 | 10 |
| Qualitative Student Evaluations | less than 50% positive comments | 50% - 74% positive comments | 75% - 100% positive comments | 6 | 1 | 6 |
| Peer Reviews(at least one required using dept form) | either no peer review or Poor-Fair peer review | good peer review(s) | excellent peer review(s) | 6.5 | 1 | 6.5 |
| Professional Development | no PD activities | one PD activity (or equivalent) | more than one PD activity (or equivalent) | 0 | .5 | 0 |
| High Impact Practices | no HI practices | one HI practice (or equivalent) | more than one HI practice (or equivalent) | 4 | .5 | 2 |
| Instructional Development | no ID activities | one ID activity (or equivalent) | more than one ID activity (or equivalent) | 5.5 | 1 | 5.5 |
| Non-Classroom Teaching (e.g, theses, dissertations, honors project direction | no NCT activities | average number of NCT activities (or equivalent) | above average number of NCT activities (or equivalent) | 7 | 1 | 7 |
|  |  |  |  |  | Σ weights = 7 | Σ Weighted Ratings = 37.0 |
|  |  |  |  |  | MERIT RATING FOR TEACHING: **5.3**(weighted ratings/weights) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Research: Performance Indicators**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| PerformanceIndicator | Does Not Meet Expectations for Merit(1-2) | Meets Expectations for Merit(3-5) | Exceeds Expectations for Merit(6-7) | ASSIGNEDRATING: | WEIGHTS (Must sum to total number of Performance Indicators) | WEIGHTED RATING ON EACH PERFORMANCE INDICATOR(Assigned Rating \* Weight) |
| Peer-reviewed journal articles & conference papers accepted (or equivalent) | 0 articles or papers at all; some nonpeer-reviewed articles or papers | 1 peer-reviewed journal article and I peer-reviewed conference paper | 2 or more peer-reviewed articles plus 1 or more conference papers | 6 | 2 | 12 |
| Published book review and/or Proceedings publications (or equivalent)  | 0 | 1 | 2 or more | 3 | .5 | 1.5 |
| Ongoing Research (manuscripts under review, in final stages of writing, writing, in data collection phase) (or equivalent) | no activity | 1-2 new activities (i.e., not included in previous year merit submission) | 2 or more new activities (i.e., not included in previous year merit submission) | 7 | .5 | 3.5 |
| Research Funding (or equivalent) | no activity; plans for applying for internal or external funding | some activity; is preparing or has submitted internal or external grants; internal award | high activity; external ($25K +); multiple year awards may be claimed across multiple merit years | 2.5 | 1.5 | 3.8 |
| Other (Applied research projects, commercialization of intellectual property, research recognition, or equivalent) | no activity/accomplishments or recognition/ awards | some activity/accomplishments or recognition/ awards | high activity/accomplishments or recognition/ awards | 4.5 | .5 | 2..3 |
|  |  |  |  |  | Σ weights = 5 | Σ Weighted Ratings = 23.1 |
|  |  |  |  |  | MERIT RATING FOR RESEARCH: **4.6**(weighted ratings/weights) |

**Service: Performance Indicators**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| PerformanceIndicator | Does not Meet Expectations for Merit(1-2) | Meets Expectations for Merit(3-5) | Exceeds Expectations for Merit(6-7) | ASSIGNEDRATING: | WEIGHTS (Must sum to total number of Performance Indicators) | WEIGHTED RATING ON EACH PERFORMANCE INDICATOR(Assigned Rating \* Weight) |
| Department Service & Committees | Limited to no engagement (no advising or committees; limited attendance at faculty meetings) | Chairs one committee, serves on at least one more active committee, volunteer service and advising (or equivalent) | Chairs two or more committees and serves on at least one more active committee, volunteer service and advising (or equivalent) | 7 | 1.5 | 10.5 |
| College Committees | No participation on college committees or events  | Serves on at least one committee, volunteer involvement at college level (or equivalent) | Chairs at least one or serves on two or more committees, heavy volunteer involvement at college level (or equivalent) | 3.5 | 1 | 3.5 |
| University Committees | No participation on university committees or events | Serves on at least one committee, faculty senator, volunteer involvement at university level (or equivalent) | Chairs at least one or serves on two or more committees, heavy volunteer involvement at university level (or equivalent) | 1 | 1 | 1 |
| Professional Organizations | No participation | Serves on at least one committee, volunteer services (or equivalent) | Chairs at least one or serves on two or more committees, heavy volunteer involvement (or equivalent) | 4.5 | 1 | 4.5 |
| Community Service (Related to BGSU Faculty Appointment) | limited (1 brief activity) or no participation | 2 -3 significant community service activities, 1 of which is extensive/ ongoing  | More than 3 significant community service activities, 2 or more of which are extensive/ ongoing | 6.5 | 1 | 6.5 |
| Other (e.g., awards for service; exceptional leadership and/or unique projects with high impact; high visibility in state and national service, etc.)  | Nothing submitted | 1 example of service award, leadership, high impact practice, or high visibility service (or equivalent)  | 2 or more examples of service award, leadership, high impact practice, or high visibility service (or equivalent) | 1 | .5 | .5 |
|  |  |  |  |  | Σ weights = 6 | Σ Weighted Ratings = 26.5 |
|  |  |  |  |  | MERIT RATING FOR SERVICE: **4.4**(weighted ratings/weights) |

**SUMMARY FORM****(to be completed with agreement reached by all members of the merit committee):**

|  |  |  |  |
| --- | --- | --- | --- |
| Faculty Member | Merit Score for Teaching | Merit Score for Research | Merit Score for Service |
| **Bravo, T** | **5.3** | **4.6** | **4.4** |
| **Next faculty member** |  |  |  |
| **Next faculty member** |  |  |  |

**Exemplar #3****Overview** Merit will be based on meeting or exceeding unit performance expectations that are assigned to the department/school member on the following performance criteria: Teaching/Librarian Effectiveness, Research/Creative Work, and Service. Each of the aforementioned criteria (e.g., teaching) will be evaluated using a number of performance indicators (e.g., quantitative student evaluations of teaching). Merit committee members will review information submitted by each faculty member to assign a numerical score for each criteria using an anchored rating scale anchored with examples of expected levels (or their equivalent) of performance on the performance indicators. Merit committee members will meet as a committee to review and reach consensus on component scores for each of the relevant performance criteria using the summary form provided. The component scores may include any range of values, but they must clearly identify whether the assigned score on the criteria (e.g., teaching) reflects performance that fails to meet expectations, meets expectations, or exceeds expectations for merit.The levels on each of the performance indicators should capture how the unit defines exceeding expectations, meeting expectations, and failing to meet expectations for performance:**Exceeds expectations for merit**: Activities in area cumulatively exceed expectations and reflect a clear and significant level of accomplishment beyond what is normal for an individual with a given faculty rank in the department, school, unit, and discipline. **Meets expectations for merit**: Activities in area cumulatively meet expectations and reflect standard levels of performance for the department, school, unit, and discipline. **Fails to meet expectations for merit**: Activities in area cumulatively do not meet expectations and fall below the standard levels of performance for the department, school, unit, and discipline. The merit committee will then assign an overall merit rating using the approach found in Section 2.5 of the merit policy. The overall merit may include any number of values or rating levels, but it must clearly identify whether the overall merit rating reflects performance that fails to meet expectations, meets expectations, or exceeds expectations for merit. |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Evaluation****Rating Category** | **TEACHING/LIBRARIAN EFFECTIVENESS****Expected levels of accomplishment on teaching performance indicators (or their equivalent)** | **Possible Merit Score for Teaching\*** |
|  Exceeds expectations for merit | *(insert expectations**here)* | *3.6 – 5.0* |
| Meets expectations for merit | *(insert expectations**here)* | *1.6 – 3.5* |
| Fails to meet expectations for merit | *(insert expectations**here)* | *1.0 – 1.5* |

*\*Insert score values on a scale that includes at least five numerical values, e.g., 1-5point scale.*

**Merit Score for Teaching/Librarian Effectiveness**

 **(to be completed by merit committee member): \_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Evaluation****Rating Category** | **SCHOLARSHIP/CREATIVE WORK****Expected levels of accomplishment on teaching performance indicators (or their equivalent)** | **Possible Merit Score for Research\*** |
|  Exceeds expectations for merit | *(insert expectations**here)* | *3.6 – 5.0* |
| Meets expectations for merit | *(insert expectations**here)* | *1.6 – 3.5* |
| Fails to meet expectations for merit | *(insert expectations**here)* | *1.0 – 1.5* |

*\*Insert score values on a scale that includes at least five numerical values, e.g., 1-5point scale.*

**Merit Score for Research (to be completed by merit committee member): \_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Evaluation****Rating Category** | **SERVICE****Expected levels of accomplishment on teaching performance indicators (or their equivalent)** | **Possible Merit Score for Service\*** |
|  Exceeds expectations for merit | *(insert expectations**here)* | 3.6 – 5.0 |
| Meets expectations for merit | *(insert expectations**here)* | 1.6 – 3.5 |
| Fails to meet expectations for merit | *(insert expectations**here)* | 1.0 – 1.5 |

*\*Insert score values on a scale that includes at least five numerical values, e.g., 1-5point scale.*

**Merit Score for Service (to be completed by merit committee member): \_\_\_\_\_**

**SUMMARY FORM**

**(to be completed with agreement reached by all members of the merit committee):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Faculty Member** | **Merit Score for Teaching/****Librarian****Effectiveness** | **Merit Score for Research/****Creative Work** | **Merit Score for Service** |
| *Faculty member 1* | *Insert numerical score* | *Insert numerical score* | *Insert numerical score* |
| *Faculty member 2* | *Insert numerical score* | *Insert numerical score* | *Insert numerical score* |
| *Next faculty member, etc.* | *Insert numerical score* | *Insert numerical score* | *Insert numerical score* |

**EXEMPLAR #3 EXAMPLE (for illustrative purposes only):**

The following rubrics indicate a hypothetical unit’s approved performance indicators used to evaluate faculty performance expectations in the areas of teaching, research, and service. Merit committee members will individually review the faculty member’s merit dossier and provide a score in each of the areas of teaching, research, and service. (Note: While the scores used here range from 1.0 – 5.0, any range of scores that is five or more may be used; the only requirement is that scores clearly identify whether they reflect performance that fails to meet expectations, meets expectations, or exceeds expectations for merit.)

|  |  |  |
| --- | --- | --- |
| **Evaluation****Rating Category** | **TEACHING****Expected levels of accomplishment on teaching performance indicators (or their equivalent)** | **Possible Merit Score for Teaching** |
| Exceeds expectations for merit | Quantitative student evaluations regularly exceed departmental averages for similar courses, and qualitative evaluative comments are general positive. Observations by peers indicate highest levels of excellence in the classroom. Innovative teaching practices and high impact learning activities are regularly introduced and evaluated. Regular engagement in professional activities related to teaching effectiveness | 3.6 – 5.0 |
| Meets expectations for merit | Quantitative student evaluations approximate departmental averages for similar courses, and qualitative evaluative comments are general positive. Observations by peers indicate high levels of performance in the classroom. Innovative teaching practices and high impact learning activities are occasionally introduced with some assessment of their impact. Modest engagement in professional activities related to teaching effectiveness | 1.6 – 3.5 |
| Fails to meet expectations for merit | Quantitative student evaluations are among lowest in department for similar courses, and qualitative evaluative comments are mixed. Observations by peers indicate significant opportunities for improvement. Innovative teaching practices and high impact learning activities are generally absent and rarely evaluated. Limited or no engagement in professional activities related to teaching effectiveness | 1.0 – 1.5 |

**Merit Score for Teaching (to be completed by merit committee member): \_\_4.5\_\_**

|  |  |  |
| --- | --- | --- |
| **Evaluation****Rating Category** | **RESEARCH****Expected levels of accomplishment on teaching performance indicators (or their equivalent)** | **Possible Merit Score for Research** |
| Exceeds expectations for merit | 2 or more peer-reviewed articles + 1 or more conference papers; 2 or more active research projects that were not included in previous year merit submission; high activity in grantsmanship with external funding of $25K+ (multiple year awards may be claimed across multiple merit years); recognition/award for research activity/accomplishments | 3.6 – 5.0 |
| Meets expectations for merit | 1 peer-reviewed journal article + 1 peer-reviewed conference paper; 1-2 new active research projects that were not included in previous year merit submission; some activity in grantsmanship such as preparing/submitted internal or external grants; internal funding award | 1.6 – 3.5 |
| Fails to meet expectations for merit | No peer-reviewed articles or conference papers (but some non-peer-reviewed articles or papers); no current active research projects since last year merit submission; no active grantsmanship or clear plans for applying for internal or external funding; no recognition/ awards for research | 1.0 – 1.5 |

**Merit Score for Research (to be completed by merit committee member): \_2.1\_**

|  |  |  |
| --- | --- | --- |
| **Evaluation****Rating Category** | **SERVICE****Expected levels of accomplishment on teaching performance indicators (or their equivalent)** | **Possible Merit Score for Service** |
| Exceeds expectations for merit | Departmental service includes chairing 2 or more department committees and serving on at least 1 more active committee + volunteer service and student advising; College service includes chairing at least 1 committee or serving on 2 or more committees + heavy volunteer involvement at college level; University and/or professional service includes chairing at least 1 committee/activity or serving on 2 or more committees/activities + volunteer involvement at university level; Community service includes 3 or more significant community service activities related to faculty appointment (with 2 or more of being extensive/ongoing); 2 or more examples of the following: service award, significant service leadership, high impact practice, or high visibility service | 3.6 – 5.0 |
| Meets expectations for merit | Departmental service includes chairing 1 department committees and serving on at least 1 more active committee + volunteer service or student advising; College service includes serving on 1 or more committees + some volunteer involvement at college level; University and/or professional service includes serving on at least 1 committee/activity + some volunteer involvement at university or to profession; Community service includes 1 or more significant community service activity related to faculty appointment | 1.6 – 3.5 |
| Fails to meet expectations for merit | Limited to no engagement (no advising or committees; limited attendance at faculty meetings) at departmental level; No significant service participation at college, university, or professional levels; limited community engagement (1 brief activity or no participation);  | 1.0 – 1.5 |

**Merit Score for Service (to be completed by merit committee member): \_1.2\_**

**SUMMARY FORM**

**(to be completed with agreement reached by all members of the merit committee):**

|  |  |  |  |
| --- | --- | --- | --- |
| Faculty Member | Merit Score for Teaching | Merit Score for Research | Merit Score for Service |
| **Charlee, F** | **4.5** | **2.1** | **1.2** |
| **Next faculty member** |  |  |  |
| **Next faculty member** |  |  |  |

**Appendix B**

**Options for Determining Overall Merit Score Recommendations**

The individual component merit scores for teaching/librarian effectiveness, research/creative work, and service are combined to arrive at an overall merit score. Allocation of effort is taken into account when determining overall merit score. The overall merit may include five or more values or rating levels than five, but it must clearly identify whether the overall merit rating reflects performance that fails to meet expectations, meets expectations, or exceeds expectations for merit.

Three exemplars are available for adaptation and use: holistic judgment of the merit committee, a guiding rubric based on ratings in each performance area, or through the use of a simple algorithm that mathematically weights each performance criteria.

**Exemplar A: Holistic Judgment of Merit Committee**

The merit committee takes allocation of effort into consideration when holistically combining their consensus ratings for teaching, research, and service to arrive at an overall merit score.

|  |  |
| --- | --- |
| **Overall Merit Score** | **Interpretation** |
| 1 – 2 | Fails to meet basic expectations for merit; Recommendation for no merit |
| 3– 6 | Meets basic expectations for merit; Eligible for merit |
| 7 – 9  | Exceeds expectations for merit; Eligible for merit  |

**Exemplar B: Rubric Based on Ratings in Each Performance Area**

The merit committee takes allocation of effort into consideration when holistically combining their consensus ratings for teaching, research, and service to arrive at an overall merit score.

|  |  |  |
| --- | --- | --- |
| **Overall Merit Score** | **Calculation****(assumes component performance ratings made on 7-point scale)** | **Interpretation** |
| 1-2 | Receipt of ratings of 1-2 (on 7-point scale) in two or more performance areas (teaching/librarian effectiveness, research/creative work, or service) or rating of 1-2 in one performance area and ratings of 3 in the other performance areas | Fails to meet basic expectations for merit; Recommendation for no merit |
| 3 | Receipt of rating of 3-5 (on 7-point scale) in all three performance areas  | Meets basic expectations for merit; Eligible for merit |
| 4 | Receipt of a rating of 6-7 (on 7-point scale) in one performance area (for which a high allocation of effort is assigned) | Meets basic expectations for merit; Eligible for merit  |
| 5 | Receipt of a rating of 6-7 (on 7-point scale) in two performance areas, with one performance area having a high allocation of effort assigned and one performance area having a low allocation of effort assigned  | Meets basic expectations for merit; Eligible for merit  |
| 6 | Receipt of a rating of 6-7 (on 7-point scale) in two performance areas, both of which have a high allocation of effort assigned  | Exceeds expectations for merit; Eligible for merit  |
| 7 | Receipt of a rating of 6-7 (on 7-point scale)in all three performance areas  | Exceeds expectations for merit; Eligible for merit |

**Exemplar C: Weighted Allocation of Effort Algorithm**

Once the merit committee has reached consensus on component merit scores on each performance areas (Teaching/Librarian Effectiveness, Research/Creative Work, and Service), the overall merit score is computed using a simple algorithm taking into account the weighted allocation of effort for each performance area:

[Teaching/Librarian Effectiveness Merit Score \* Allocation of Effort] + [Research/Creative Work Merit Score \* Allocation of Effort] + [Service Merit Score \* Allocation of Effort] = Overall Merit Score

|  |  |
| --- | --- |
| **Overall Merit Score** | **Interpretation****(assumes component performance ratings made on 7-point scale)** |
| 1.0 – 1.5 | Fails to meet basic expectations for merit; Recommendation for no merit |
| 1.6 – 3.5 | Meets basic expectations for merit; Eligible for merit |
| 3.6 – 5.0 | Exceeds expectations for merit; Eligible for merit |