

Merit Document Department of English

Preamble

Merit raises refer to the component of salary raises that are provided to department/school bargaining unit faculty members who meet or exceed their assigned unit performance expectations. In any given year, it is possible that all of the Bargaining Unit Faculty Members in an academic unit may be eligible for merit salary raises. Merit is calculated during spring semester based on performance during the previous calendar year. Merit salary raises are added to base salary for the ensuing fiscal year (on September 1 for Bargaining Unit Faculty Members on 9-month contracts, and on July 1 for Bargaining Unit Faculty Members on 12-month contracts).

Merit eligibility for faculty members will be based on meeting or exceeding unit performance expectations for merit in the English Department in the following areas: Teaching, Research/Creative Work, and Service. Each faculty member will receive an overall merit score which will identify whether s/he did not meet, met, or exceeded expectations for merit. The overall merit score will include five or more categories or rating levels to allow for greater discrimination among levels of performance; each of the categories or rating levels on the overall merit score must clearly identify whether it does not meet expectations for merit, meets expectations for merit, or exceeds expectations for merit. For example, using the minimum five categories or rating levels, the following evaluation concepts would be included: 1 = Does not meet expectations for merit; 2/3 = Meets expectations for merit; 4/5 = Exceeds expectations for merit.

Both the Merit Review Committee of the English Department and the Chair 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 (i.e., Teaching, Research/Creative Work, and Service), performance indicators and expectations for the criteria are contained in Appendix A. The calculation of the component merit scores (i.e., Teaching, Research/Creative Work, and Service) is contained in Appendix C.

2. General Procedure for Faculty Evaluation and Score of Merit

- 2.1. Prior to the beginning of the calendar year, each faculty member will confirm his/her allocation of effort (e.g., 50/30/20 for teaching, scholarship, and service) with the Chair.

- 2.2. The Merit Review Committee of the English Department is responsible for assigning an overall merit score to every bargaining unit faculty member. The Merit Review Committee will be broadly representative of the faculty, and will be appointed in accordance with the stipulations laid out in the English Department Charter, Articles 2.6 and 2.10.3.
- 2.3. Faculty members who fail to submit a merit portfolio by the deadline will receive an automatic rating of “does not meet expectations” and will not be eligible for a merit salary increase or the market adjustment from the Fixed Market Pool (Article 17, section 7.1).
- 2.4. The submitted merit dossier must include the following elements:
- a complete and **up-to-date vita** in BGSU recommended format
 - the completed “**Annual Update of Faculty Record**” form
 - a **one-page narrative** pointing out achievements that warrant merit
 - **appendices with appropriate documentation** for all achievements claimed in the narrative.
- 2.5. Committee members will evaluate the merit report, guided by the criteria described in Appendix A, and will determine scores in each of the three areas – teaching, research/creative work, and service. An Overall Merit Score will be calculated according to the algorithm in Appendix C.
- 2.6. An academic unit may report its merit score recommendation to no greater than one-tenth 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).

3. Significant Dates for Merit Consideration and Appeals

January 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.

February 28: Academic unit faculty committee’s merit score recommendation to the Chair (with a copy to the faculty member).

March 7: Last date for faculty members to appeal the committee’s recommendation to the Chair (with a copy to the committee).

March 31: Chair’s merit score recommendation to the Dean (with copies to the committee and faculty members).

April 7: Last date for faculty member to appeal the Chair’s merit score recommendation to the Dean (with copy to the Chair). The faculty member may

raise in any appeal to the Dean: (i) the Chair'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. Issues related to the committee's recommendation not raised previously with the Chair (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.

April 30: Dean's recommendation to the Provost. Thereafter the Provost and Dean may confer through on or about May 19.

On or about May 20: Dean issues final determination regarding merit.

4. Special Circumstances

4.1. Consideration of Special Circumstances as Required by the Collective Bargaining Agreement

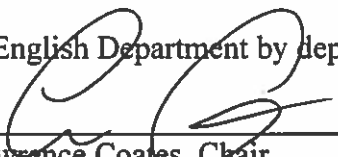
- 4.1.1. **Faculty Exchange Leave** (Article 21, Section II: subsection 1.7). Faculty members shall be entitled to full consideration for merit. The merit evaluations for the faculty members will include consultation with the host institution.
- 4.1.2. **Leaves with Extramural Salary Paid through the University Payroll System** (Article 21, Section III: subsection 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.
- 4.1.3. **Unpaid Leave - 100% time** (Article 21, Section IV: subsection 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.
- 4.1.4. **Sick Leave** (Article 21, Section VIII: subsection 9.1). Performance expectations for merit evaluations shall be prorated for faculty members on sick leave for 40 or more days during the calendar year.
- 4.1.5. **Parental Leave** (Article 21, Section IX: subsection 3). 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 Department Chair's/School Director's evaluation shall include a description of the methods used for prorating.
- 4.1.6. **Partial Unpaid Leave – 50% time** (Article 21, Section X: subsection 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.

- 4.1.7. **Faculty Improvement Leave** (Article 22, Section 7.3.3) 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.
- 4.2. Consideration of Other Special Circumstances
- 4.2.1. **New Faculty Hires.** New faculty members whose employment begins in the fall semester shall be entitled to full consideration for merit. Performance expectations for merit evaluations shall be prorated.
- 4.2.2. The unit's faculty advisory body may also consider special circumstances not covered in 4.1 above and make a recommendation to the unit chair or 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.

5. Amendment of Merit Policy

The unit faculty may amend performance indicators, performance expectations, and the methods for combining this information into both component and overall merit scores at any time. Amendments to the merit policy must be approved by the Dean and Provost/SVPAA. Approved amendments to the merit policy shall not be applied retroactively in the calculation of the previous year's merit scores.

Approved by the English Department by departmental vote, October 9, 2015


 _____ Date 10/19/15
 Lawrence Coates, Chair

Approved: 
 _____ Date 10/19/15
 Raymond Craig, Dean of the College of Arts and Sciences

Approved: 
 _____ Date 10/20/15
 Rodney Rogers, Provost/ Senior VP

APPENDIX A – MERIT CRITERIA, PERFORMANCE INDICATORS AND EXPECTATIONS

OVERVIEW

The first guiding principle for review for merit is that it is transactional. The faculty member must submit a full and professional vita, an Annual Update of Faculty Record, and a one-page, single-space narrative summary, pointing out those achievements that warrant merit for the period by using the guidelines for evaluation of teaching, research/creative work, or service. The faculty member should enumerate in this narrative those achievements that qualify her or him for meeting or exceeding expectations and the role and extent of his or her contribution in collaborative work. The faculty member should also submit, where appropriate, evidence supporting the quality of the faculty member's achievements. The faculty member must briefly but clearly demonstrate for evaluators the quality of the professional contribution to teaching, research/creative work, or service, in accordance with assigned allocation of effort.

In response, the Merit Review Committee will review a faculty member's narrative and vita, will take into consideration all the achievements, and will determine whether the faculty member's performance is consistent with the general standards for merit, as described in University governance documents and those specified by the department. The MRC is required to contact the faculty member if any question that arises might make a difference in determining whether or not the faculty member meets or exceeds expectations for merit, and the MRC is urged to work informally with all faculty being reviewed to resolve any factual or interpretive issues in advance of forwarding scores to the Chair.

In each area—teaching, research/creative work, and service—two members of MRC will read the merit file, determine if the faculty member **does not meet, meets, or exceeds expectations**, and assign a score in accordance with the criteria detailed in each section.

In the case of Creative Writing faculty, all tenured and tenure-line Creative Writing faculty who are members of the bargaining unit (except the member under review) will review the merit file to determine merit in the creative component of "Research/Creative Work" category. The MRC team will then use the results of the Creative Writing faculty in its overall determination of the creative writer's rating for the "Research/Creative Work."

For each category—Teaching, Research/Creative Work, and Service—we will have ratings according to the following:

5.5 – 7: Exceeds expectations--The faculty member meets expectations and has concrete achievements beyond those expected.

2.5 – 5.4: Meets expectations--The faculty member meets expectations.

1 – 2.4: Does not meet expectations for merit--This means that the faculty member does not meet expectations as set forth in the letter and spirit of these guidelines; if this rating is determined, the reviewers must give specific reasons and recommendations for the faculty member to follow-up on so that merit can be achieved the next cycle.

The Merit Review Committee will meet as a whole, consider the ratings for the three categories, and determine an overall rating in accordance with the algorithm detailed in Appendix C. The Merit Review Committee will transmit scores to the Chair by February 28.

GUIDELINES FOR EVALUATION OF RESEARCH / CREATIVE WORK

The English Department expects that all probationary and tenured faculty annually show evidence of an active, ongoing scholarly or creative agenda.

The faculty member should strive for *refereed* or *juried* publications: refereed journal articles; books published (or accepted and in production) by respected publishers and academic presses; and/or creative works in magazines of high reputation. The proportion of refereed publications a department member achieves may vary depending on the person's specialization, and the nature of "refereeing" varies in some specializations. In all cases, some peer-reviewed publication is expected over the longer term. Consistent with evolving practice in higher education and professional guidelines in English, the department recognizes the important role of collaboration in research and publication (when submitting material for review, faculty should explain the extent of their role); it recognizes publication in web-based journals of high quality and reputation; it recognizes pedagogical and curricular manifestations of scholarship and engaged research; and it recognizes research and scholarship focused on issues and problems of the university and, in the case of the Scholarship of Engagement, the surrounding community and region.

Concerning merit determinations, the English Department is committed to treating research and creative work of engagement equally with traditional approaches to scholarship and artistic practice. Faculty undertaking such engaged research and creative work must develop appropriate methods, reporting of results, and publication of findings in formats acceptable in the scholar's / creative writer's field of inquiry. The Department acknowledges that engaged research may vary in its forms and aims from program to program. The Department is further committed to engaging diverse

populations, not limited in any way by political, geographical, or other bounds. While the Department encourages engaged research and creative work, faculty members should not feel they need to undertake research or creative projects with engagement foci in order to achieve merit.

Achievement in the First Tier will be awarded a minimum merit rating of 5.5 and will be eligible for higher ratings based on number and quality of achievements and further achievements in Second and Third Tier.

Achievement in the Second Tier without corresponding achievement in the First Tier will be awarded a maximum rating of 5.4 based on number of achievements and further achievements in Third Tier.

Achievement in the Third Tier without corresponding achievement in the First or Second Tier will be awarded a maximum rating of 4.5 based on number of achievements.

First Tier Performance Indicators in Research / Creative Writing:

- A. Publication of a book demonstrating original research or conceptualization by academic presses or peer-reviewed trade publications directed to an audience of scholarly peers. This category also includes scholarly editions of literary or theoretical texts, the publication of textbooks, and the editing of collections strongly reflecting the faculty member's perspective and individual contributions. A book in production, both pre- and post-publication date, can be claimed for up to four total consecutive merit review years.
- B. Publication of an original book-length creative work by reputable publishers, such as commercial presses, nonprofit presses, or academic presses. A book in production, both pre- and post-publication date, can be claimed for up to four total consecutive merit review years.
- C. Publication of articles, book chapters, or proceedings articles demonstrating original research or conceptualization, in scholarly, peer-reviewed journals or in academic books as described above, both in print and electronic media. Articles in peer-reviewed journals or chapters in academic books can be claimed for two consecutive merit review years. Publications in conference proceedings, or other similar publications without the level of peer review required for peer-reviewed journals or academic books, can be claimed for one merit review year.
- D. Publication of original works of poetry, short fiction, or creative nonfiction in reputable and competitive venues, such as commercial magazines, literary journals, electronic media, chapbooks, or anthologies. Articles, short stories and/or groups of poems judged substantial by the eligible Creative Writing Faculty can be claimed for two consecutive merit review years.
- E. Publication of translations in reputable venues.

- F. Publication or other forms of dissemination as appropriate to the Scholarship of Engagement.
- G. Editing of nationally-known peer-reviewed journals and of magazines of high reputation publishing creative writing.
- H. Major external grants to support research or creative work, from venues such as the National Endowment for the Arts, National Endowment for the Humanities, Ohio Arts Council, or entities of comparable stature.

Second Tier Performance Indicators in Research / Creative Writing:

- A. Presentation of research at conferences, including presentation of work at research seminars and through invited addresses and workshops at national or regional scholarly conferences, colloquia, and professional development forums.
- B. External consulting that draws on the scholarly expertise of faculty, leading to enhanced regional, national, and international reputation.
- C. Patents, Contracts, Licenses resulting from the scholarly, creative, and entrepreneurial labor of faculty.
- D. Presentation of creative work at external reading series, writers' conferences, or through interviews on radio, television, or other media of broad impact.
- E. Documentation of works in progress (e.g., books, articles, and chapters not yet accepted or under contract.)

Third Tier Performance Indicators in Research / Creative Writing:

- A. Organization of panels or research seminars for the dissemination of scholarship within the research community.
- B. Publication of book reviews directed to an audience of scholarly peers.
- C. Publication of research in magazine articles, books etc. directed to a general audience.
- D. Publication of research articles in non-peer reviewed journals directed to a scholarly or practitioner audience.
- E. Reviews, citations, and reprints.
- F. Minor external grants to support research, creative work, and curriculum development.
- G. Expression of scholarship or research through pedagogy (e.g. significant

curriculum development, staff or faculty development efforts, and external grants informed by scholarship).

- H. Dissemination of research through other media (e.g. documentary film-making, software, museum exhibitions, or other non-print media).
- I. Work in outreach activities that bring to bear direct applications of research/creative work or provide research venues upon which future work may be based.
- K. Internal consulting that draws on scholarly expertise.

In addition to those items enumerated above, the faculty member under review may submit and request that the Merit Review Committee consider other evidence that is appropriate to his/her specific case.

Evaluation Rating Category	RESEARCH Expected levels of accomplishment on research performance indicators (or their equivalent)	Possible Merit Score for Research
Exceeds expectations for merit	<i>The faculty member has produced at least one performance indicator as detailed in Tier One. Other indicators in Tier One, or indicators in Tiers Two or Three will be considered to determine final ranking.</i>	5.5 – 7.0
Meets expectations for merit	<i>The faculty member has not produced a refereed or juried publication or other indicator in Tier One; however, accomplishments of one or more of the indicators as detailed in Tiers Two and Three indicate an active research agenda.</i>	2.5 – 5.4
Fails to meet expectations for merit	<i>The faculty member has not produced a refereed or juried publication or other indicator in Tier One, and any accomplishments of the indicators detailed in Tiers Two and Three do not indicate an active research agenda.</i>	1.0 – 2.4

GUIDELINES FOR EVALUATION OF TEACHING

The Department of English places a primary emphasis on high-quality teaching to both graduate and undergraduate students. In order to demonstrate effectiveness in teaching, English faculty must provide a portfolio containing evidence of merit in teaching from the most recent calendar year.

Each portfolio must contain the mandatory indicators to be eligible for merit consideration. Portfolios may include additional indicators from Category A, B or C.

Portfolios must contain the following Mandatory Indicators:

- Syllabi from all classes taught during the most recent calendar year of teaching.
- At least one additional item from Category A, B, or C.
- Documentation of work done in exchange for course release(s), if course release(s) have been granted for pedagogical purposes or for instructional or program development.

In addition to the portfolio, the Merit Review Committee will consult:

- All quantitative end-of-term student evaluations for all courses taught during the most recent calendar year of teaching.
- All qualitative end-of-term student evaluations for all courses taught during the most recent calendar year of teaching.

A. Performance Indicators for Graduate and Undergraduate Teaching:

- Peer review letter(s) from the most recent calendar year of teaching.
- Documentation of prelim, thesis, and dissertation progress and completion
- Evidence of teaching courses for the first time
- Evidence of piloting new courses
- Supervision of independent studies, honors projects, and undergraduate and graduate research
- Sample evaluated student writings (essays or complete portfolios)
- Sample assignment sheets and activities
- Teaching special sections for Honors College or Learning Communities
- Descriptions of effects of innovations in teaching approach or course design
- Evidence of pedagogy for special needs students
- Evidence of extracurricular support of learning:
 - extra course learning opportunities
 - sponsorship of student activities
 - accompanying students to professional meetings
- Videos of classroom teaching
- Unsolicited letters from students
- Teaching awards and recognitions

B. Performance Indicators for Graduate and Undergraduate Instructional and Program Development

- New course proposals with green sheet or blue sheet
- Course revisions with green sheet or blue sheet
- Development of online classes
- Programmatic revision
- Attendance at faculty development sessions (program or university-wide)
- Attendance at teaching-related conferences
- Instructional Improvement Grants
- Published pedagogical materials not included in Research
- Leadership roles in instructional enhancement projects

C. Performance Indicators for Other Contributions to Student Learning

- Evidence of academic advising services provided to students, both graduate and undergraduate
- Evidence of involvement in internships, or co-operative work experiences
- Evidence of involvement in clubs, organizations, and activities promoting faculty-student interaction
- Evidence of leadership in service learning activities and other forms of engagement with the community
- Evidence of participation in university initiatives to create a campus-wide learning community
- Evidence of participation in university, college, or departmental projects to assess the effectiveness of teaching and learning
- Publishing or other scholarly or professional activity not included in Research that serves to enhance pedagogy

In addition to the foregoing, a candidate may submit and request that the department consider other evidence of achievement in teaching that is appropriate to his/her specific case.

Process for Evaluating Merit in Teaching

1. Using the student evaluations for all courses taught in the calendar year under review, the Merit Review Committee will compare the mean score for all courses taught during the year with departmental averages for similar courses and determine if the scores are indicative of Exceeding Expectations, Meeting Expectations, or Failing to Meet Expectations, taking into account context provided by the faculty member.

2. The Merit Review Committee will read the Qualitative Merit Evaluations, keep a record of prevalent kinds of comments, positive and/or negative, and determine if the comments are indicative of Exceeding Expectations, Meeting Expectations, or Failing to Meet Expectations, taking into account context provided by the faculty member.
3. The Merit Review Committee will then consider the syllabi, along with Performance Indicators for Graduate and Undergraduate Teaching, Performance Indicators for Instructional and Program Development, and Performance Indicators for Other Contributions to Student Success.
4. Exceeding Expectations in the required portfolio will be awarded a merit rating in the range of 5.5 to 7.0.
5. Meeting Expectations in the required portfolio will be awarded a merit rating in the range of 2.5 to 5.4.
6. Failing to Meet Expectations in the required portfolio will be awarded with a maximum rating of 2.4.

Evaluation Rating Category	TEACHING Expected levels of accomplishment on teaching performance indicators (or their equivalent)	Possible Merit Score for Teaching
Exceeds expectations for merit	<i>The faculty member has quantitative student evaluations that, when compared with departmental averages, are consistent with excellence in teaching: most above 4.0 out of 5, average of courses above 4.0. The faculty member has qualitative evaluations by students that are indicative of excellence in teaching: 75% - 100% positive comments. Peer reviews, if included, are excellent. At least one Performance Indicator in Classroom Teaching, Instructional and Program Development, and/or Contributions to Student Learning indicative of excellent engagement in teaching.</i>	5.5 – 7.0
Meets expectations for merit	<i>The faculty member has quantitative student evaluations that, when compared with departmental averages, are consistent with satisfactory teaching: most between 3.0 to 4.0 out of 5, average of courses above 3.5. The faculty member has qualitative evaluations by students, and peer reviews if included, that are consistent with satisfactory teaching: 50% - 74% positive comments. Peer reviews, if included, are good. At least one Performance Indicator in Classroom Teaching, Instructional and Program Development, and/or Contributions to Student Learning indicative of satisfactory engagement in teaching.</i>	2.5 – 5.4
Fails to meet expectations for merit	<i>The faculty member has quantitative student evaluations that, when compared with departmental averages, are not consistent with satisfactory teaching: average of courses below 3.0 out of 5. The faculty member has qualitative evaluations by students that are not consistent with satisfactory teaching: less than 50% positive comments. Peer reviews, if included, are poor to fair. Performance Indicators in Classroom Teaching, Instructional and Program Development, and/or Contributions to Student Learning are not indicative of engagement in teaching.</i>	1.0 – 2.4

GUIDELINES FOR EVALUATION OF SERVICE

Departmental Service

Consistent with current policy outlining departmental service expectations (see Department of English Charter, Section 2.6), faculty in English are expected to contribute to the life and governance of the department through service on at least one major departmental committee:

- Central Advisory Committee
- Promotion, Retention, and Tenure Committee
- Merit Review Committee
- Undergraduate Committee
- Graduate Committee
- Ombudsperson Committee

This minimum amount of departmental service is required for faculty to meet expectations. In cases of joint appointment with another school or department (in the School of Cultural & Critical Studies or the Honors College, for example), service on committees within the other unit can count as “departmental.” All faculty members appointed to committees will receive a minimum rating of 4.5, provided there is documentation of consistent participation and effort in committee minutes and/or work completed.

Departmental administrators, program directors, and editors of major publications within the unit will receive a minimum rating of 5.5, “exceeds expectations,” provided they fulfill the professional obligations of these posts.

Should a faculty member fail to meet this minimum requirement for service merit, the rating for the calendar year will be 1, indicating that the individual “does not meet expectations” for merit in Service.

However, in the event membership on major departmental committees is not possible through programmatic representation or constituent group (lecturers, instructors), other forms of department service, including program committees, can be counted as part of the service requirement, provided there is documentation of consistent participation and effort.

The MRC will consider other service to the Department in determining the final Merit Score for Service. These other activities are to be considered as an addition to Committee Membership, not as a replacement for it. Sample service activities include:

- Ad Hoc Committees
- Hiring Advisory Committees
- Chair Selection Committee

- Regular Attendance at Departmental Meetings
- Programmatic Committees
- Attendance at Preview Days
- Attendance at Graduation
- Participation in President's Day Recruiting Events
- Arts Discovery Day
- Other activities to promote departmental programs and services to prospective students
- Activities to engage alumni

College and University Service

Because basic expectations for tenure and promotion do include service roles beyond the department, college and university service are also important responsibilities and should be rewarded appropriately. Documentation of roles and responsibilities for college and university service should indicate positions held, frequency of meetings, reports or other deliverables. Sample service may include:

- Curriculum Committees (undergraduate and graduate)
- Interdisciplinary Program Committees
- University Center or Program Directorships
- Advisory Boards
- Faculty Senate
- University Standing Committees
- Scholarship and other Award Committees
- Ad Hoc Committees and Taskforces
- Special Event Planning

The MRC will consider service to the College and University in determining the final Merit Score for Service.

BGSU Faculty Association Service

In accordance with the Collective Bargaining Agreement, Article 4, section 4, the MRC will consider and credit service to the local BGSU-FA union in the same manner as they consider and credit service to all University committees.

Professional Service

Service to one's community and one's discipline is a significant part of developing a professional identity and should be rewarded. Similar to college and university service, faculty should document roles, responsibilities, and scope (regional, national, and international). Such service roles may include:

- National Committees or Advisory Boards

- Community Outreach *not* designated as teaching or scholarship
- Consulting or Reviewing roles *not* designated as teaching or scholarship
- Service to the state and national AAUP
- Screening of the research/creative work of others as a referee for publication
- Judging for academic prizes for books and articles, as well as product and technology design competitions in both scholarly and professional venues.

The MRC will consider service to the BGSU FA, the community, and the profession in determining the final Merit Score for Service.

In addition to those items enumerated above, the faculty member under review may submit and request that the Merit Review Committee consider other evidence that is appropriate to his/her specific case.

Professional and Personal Leaves

In the event a faculty member is on leave during the calendar year, including FIL, the Family Medical Leave Act, Parental Leave, his or her merit rating in service shall be calculated as 4.5 “meets expectations.” Faculty members will not be eligible for merit in any calendar year for which 100% unpaid leave is taken that is unrelated to Family Medical Leave. In the event the faculty member’s service activity clearly indicates a higher service performance in spite of the leave, he or she will be eligible to receive a higher, “exceeds expectations” rating.

First-Year Faculty

First-year faculty shall automatically receive a minimum rating of 5.5 in service, with the understanding that they are not to be penalized for limited service obligations.

Evaluation Rating Category	SERVICE	
	Expected levels of accomplishment on service performance indicators (or their equivalent)	Possible Merit Score for Service
Exceeds expectations for merit	<i>The faculty member has served in a major service role for the department, or has fulfilled their obligations on one of the major departmental committees and has also performed either additional service to the department or has performed service to the College or University, to the BGSU FA, or to the Profession.</i>	5.5 – 7.0
Meets expectations for merit	<i>The faculty member has fulfilled their obligations on a major departmental committee, and may have performed minimal additional service.</i>	2.5 – 5.4

Fails to meet expectations for merit	<i>The faculty member has not fulfilled the minimal requirements for service on a major departmental committee.</i>	1.0 – 2.49
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APPENDIX B – ALLOCATION OF EFFORT OPTIONS AVAILABLE TO TENURED/ PROBATIONARY FACULTY AND NON-TENURE TRACK FACULTY

The standard allocations of effort in the Department of English are in the table below. As per Section 2.1, faculty members should confirm their allocation of effort with the Chair prior to the beginning of the calendar year.

Allocation of effort may vary on a case-by-case basis, subject to review and approval by the Chair and the Dean.

Tenured/Probationary Faculty	Teaching	Research	Service
Allocation of Effort Involving Research Releases Six Course Load Five Course Load – option 1 Five Course Load – option 2 Four Course Load	60% 50% 40% 40%	20% 30% 40% 40%	20% 20% 20% 20%
Allocation of Effort for Non-Tenure Track Faculty	Teaching 80%		Service 20%

APPENDIX C – OVERALL MERIT SCORE CALCULATIONS

Overall Merit Scores will be calculated according to the following algorithm:

$[\text{Teaching Merit Score} * \text{Allocation of Effort}] + [\text{Research/Creative Work Merit Score} * \text{Allocation of Effort}] + [\text{Service Merit Score} * \text{Allocation of Effort}] = \text{Overall Merit Score}$

Overall Merit Score	Interpretation
1.0 – 2.49	Fails to meet basic expectations for merit; Recommendation for no merit
2.5 – 5.49	Meets basic expectations for merit; Eligible for merit
5.5 – 7.0	Exceeds expectations for merit; Eligible for merit

APPENDIX D – A SAMPLE FORM FOR ASSIGNING MERIT SCORES

Evaluation Form

Faculty Member Name:

Calendar Year:

Allocation of Effort:

Teaching: ___ %

Research ___ %

Service ___ %

Evaluation Rating Category	TEACHING Expected levels of accomplishment on teaching performance indicators (or their equivalent)	Possible Merit Score for Teaching
Exceeds expectations for merit	<i>The faculty member has quantitative student evaluations that, when compared with departmental averages, are consistent with excellence in teaching: most above 4.0 out of 5, average of courses above 4.0. The faculty member has qualitative evaluations by students that are indicative of excellence in teaching: 75% - 100% positive comments. Peer reviews, if included, are excellent. At least one Performance Indicator in Classroom Teaching, Instructional and Program Development, and/or Contributions to Student Learning indicative of excellent engagement in teaching.</i>	5.5 – 7.0
Meets expectations for merit	<i>The faculty member has quantitative student evaluations that, when compared with departmental averages, are consistent with satisfactory teaching: most between 3.0 to 4.0 out of 5, average of courses above 3.5. The faculty member has qualitative evaluations by students, and peer reviews if included, that are consistent with satisfactory teaching: 50% - 74% positive comments. Peer reviews, if included, are good. At least one Performance Indicator in Classroom Teaching, Instructional and Program Development, and/or Contributions to Student Learning indicative of satisfactory engagement in teaching.</i>	2.5 – 5.49
Fails to meet expectations for merit	<i>The faculty member has quantitative student evaluations that, when compared with departmental averages, are not consistent with satisfactory teaching: average of courses below 3.0 out of 5. The faculty member has qualitative evaluations by students that are not consistent with satisfactory teaching: less than 50% positive comments. Peer reviews, if included, are poor to fair. Performance Indicators in Classroom Teaching, Instructional and Program Development, and/or Contributions to Student Learning are not indicative of engagement in teaching.</i>	1.0 – 2.49

Merit Score for Teaching (to be completed by Merit Review Committee member):

Evaluation	RESEARCH	
Rating Category	Expected levels of accomplishment on research performance indicators (or their equivalent)	Possible Merit Score for Research
Exceeds expectations for merit	<i>The faculty member has produced at least one performance indicator as detailed in Tier One. Other indicators in Tier One, or indicators in Tiers Two or Three will be considered to determine final ranking.</i>	5.5 – 7.0
Meets expectations for merit	<i>The faculty member has not produced a refereed or juried publication or other indicator in Tier One, but has accomplished one or more of the indicators as detailed in Tiers Two and Three.</i>	2.5 – 5.49
Fails to meet expectations for merit	<i>The faculty member has not produced a refereed or juried publication or other indicator in Tier One, and activity in the indicators detailed in Tiers Two and Three is not indicative of an active research agenda.</i>	1.0 – 2.49

Merit Score for Research (to be completed by Merit Review Committee member):

Evaluation	SERVICE	
Rating Category	Expected levels of accomplishment on teaching performance indicators (or their equivalent)	Possible Merit Score for Service
Exceeds expectations for merit	<i>The faculty member has served in a major service role for the department, or has fulfilled their obligations on one of the major departmental committees and has also performed either additional service to the department or has performed service to the College or University, to the BGSU FA, or to the Profession.</i>	5.5 – 7.0
Meets expectations for merit	<i>The faculty member has fulfilled their obligations on a major departmental committee, and may have performed minimal additional service.</i>	2.5 – 5.49
Fails to meet expectations for merit	<i>The faculty member has not fulfilled the minimal requirements for service on a major departmental committee.</i>	1.0 – 2.49

Merit Score for Service (to be completed by Merit Review Committee member):

Overall Merit Score Recommendations

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

Teaching Merit: ___ x ___

Research Merit: ___ x ___

Service Merit: ___ x ___

Overall Merit Score: ___