

**Merit Document**  
**Department of Theatre and Film**  
**Bowling Green State University**

**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 the 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 Dept. of Theatre and Film in the following areas: Teaching/Librarian Effectiveness, 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 Committee of the academic unit 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/Librarian Effectiveness, Research/Creative Work, and Service), performance indicators and expectations for the criteria, and the calculation of the component merit scores (i.e., Teaching/Librarian Effectiveness, Research/Creative Work, and Service) are contained in Appendix A.

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 department chair.
- 2.2. The Department of Theatre & Film's Merit Committee 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 from representative groups of the faculty and serve 3-year terms. The committee will have five members: two members from the PhD faculty (coming from either theatre studies and/or film studies), one from the theatre production faculty; one from the film production faculty; and at least one non-tenure track faculty from either film or theatre. Non-tenure track faculty may serve as members of the

production faculty or as the NTTF faculty member. Members' terms will be staggered so that at most only two new members will be appointed each year thereby allowing terms to overlap and provide continuity. In the fall of each year, the Department Chair will ask those who wish to serve to submit their names and a vote of the Bargaining Unit members, held during the fall semester, will determine the composition of the committee. In each area – Teaching Effectiveness, Research/Creative Work, and Service – three members of the Merit Committee will read the merit file and determine if the faculty does not meet, meets, or exceeds expectations, and assign a score in accordance with the criteria detailed in the Appendix. The three members will report their score and evaluation to the entire Merit Committee for a vote by all five members. If the vote is not unanimous, the file will then be read by the entire committee and reconvene to determine a final score and evaluation

- 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
  - the **one to three page narrative** specifying the quantity and contextualizing the quality of the achievements in Teaching, Research/Creative, and Service activities.
  - **appendices with appropriate documentation** for all achievements claimed in the narrative.

Please see “Guidelines for Evaluation” of each area for detailed information of “appropriate documentation”.

## 2.5. 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. The Department of Theatre & Film has elected to use whole numbers as follows: 1 = Does not meet expectations for merit; 2/3 = Meets expectations for merit; 4/5 = Exceeds expectations for merit. The Merit Committee report of the overall merit score recommendation will be no greater than one-tenth decimal place (for example, the Merit Committee may assign a score of 3.1 or 4.9 but may not assign a score of 3.15 or 3.975).

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	
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<b>Merit Score</b>	<b>Interpretation (assumes component performance ratings made on 7-point scale)</b>
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

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.

## 6. Additional Information

The Department of Theatre & Film's production program presents a special circumstance in categorizing its work. The production program may be both curricular (credit bearing) and co-curricular (non-credit bearing). In production many of the faculty roles require working in concert with students, teaching process and practice, though these same roles will also at times require the faculty member to prepare and/or work alone or with minimal student involvement. Typically, each production assignment will include a combination of activities that encompass teaching, research/creative, and service. How an individual faculty member reports his or her production activities will depend on the nature of the faculty appointment and allocation of effort.

Approved by the Department of Theatre & Film at the April 8, 2015 Faculty Meeting

Steve Boone Date May 14, 2015  
Steve Boone, Chair

Approved: Raymond A Craig Date May 19, 2015  
Raymond Craig, Dean of College of Arts & Sciences

Approved: Rodney Rogers Date May 21, 2015  
Rodney Rogers, Provost/ Senior VP

*effective for calendar year 2016*

## APPENDIX

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

#### Overview

Merit will be based on meeting or exceeding performance expectations that are assigned to the department member on the following performance criteria: Teaching Effectiveness, Research/Creative Work, and Service. Each of the aforementioned criteria (e.g., teaching) will be evaluated using a number of performance indicators (as indicated below). 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.

#### GUIDELINES FOR EVALUATION OF RESEARCH / CREATIVE WORK

The Department of Theatre & Film expects that all tenured and tenure track faculty show evidence of an active, ongoing scholarly or creative agenda. Additionally, this document recognizes that non-tenure track faculty may also have research/creative work assigned as a part of his or her allocation of effort. The department recognizes that it is impossible to include all conceivable types of activities in this document. The chair and the Merit Committee will use the following activities as guidelines rather than adhering to the list inflexibly.

The faculty member should strive for *refereed* or *juried* publication, exhibitions, festivals, and presentations. The proportion of refereed publications/creative works 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/creative work is expected over the longer term.

Consistent with evolving practice in higher education and professional guidelines, the department recognizes the important role of collaboration in research and publication/creative work (when submitting material for review, faculty should explain the extent of her or his 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 Department of Theatre & Film 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 artist's field of inquiry. The Department acknowledges that engaged research may vary in its forms and aims from program to program.

It is the position of The Department of Theatre & Film that creative/research activities for production including: filmmaking, directing, screen or play writing, designing scenery, costumes, lighting, sound, and projections/installations as well as the execution by specialists in corresponding fields (performance, film editing, fabricating costumes/scenery/props/puppets, for example) are appropriate forms of research/creative activity for faculty in the disciplines of theatre and film. These research/creative activities require substantial analysis, historical and/or technological research and the synthesis of information; they result in the creation of new works of art that are widely disseminated through public performance.

Achievement in the First Tier will be awarded a minimum merit rating of 4.0 and will be eligible for higher ratings based on number and quality of achievements and further achievements in First, Second and Third Tier.

Achievement in the Second Tier without corresponding achievement in the First Tier will be awarded a minimum rating of 3.0 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 Third Tier without corresponding achievement in the First or Second Tier will be awarded a maximum rating of 2.0 based on number of achievements.

#### **First Tier Performance Indicators in Research/Creative:**

- 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, film, or other significant creative work, post-publication/presentation, can be claimed for up to two merit review years upon publication. (The same project may be claimed for a second tier indicator for one prior merit year when initially put under contract and also claimed for one prior merit year as a third tier indicator after being contracted while it was a work in progress.)
- B. 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 can be claimed for two consecutive merit

review years. In order to do so, faculty must make a case for the quality and reach of his or her work so that it may be considered for more than one year of merit.

- C. Contributions to exhibitions, performances, and/or the distribution of creative works. Works may be presented in professional venues (including non-Equity venues), for commercial exhibition, and/or be accepted for commercial distribution (whether handled by a distribution company or self-distributed in cable, theatrical, online or home video release) for which the faculty member was selected by means of a screening process or adjudicated by means of a jury or peer review (which may include ACTF adjudication, or evaluation by USITT or other recognized organizations within the disciplines of theatre, performance studies and/or film). Creative works judged substantial by the Merit Committee can be claimed for two consecutive merit review years.
- D. Publication of translations in significant disciplinary venues such as peer-reviewed journals or by academic presses (either commercial or university) noted for their record of publication in the field of theatre or film.
- E. Publication or other forms of dissemination as appropriate to the Scholarship of Engagement.
- F. Editing of nationally known peer-reviewed journals and of magazines of high reputation.
- G. Major external grants to support research or creative work.

#### **Second Tier Performance Indicators in Research/Creative:**

- A. Presentation of research at conferences, including presentation of work at research seminars and through invited addresses and workshops at 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 (not including standard book contracts), Licenses resulting from the scholarly, creative, and entrepreneurial labor of faculty.
- D. Standard book contracts. (May be claimed for one merit review year as second tier)
- E. Presentation of creative work or performance-work at state, regional, national, or international meetings, conferences, or through radio, television, or other media with national or international impact.
- F. Awards for Research/Creative work by recognized disciplinary organizations or by the university.

#### **Third Tier Performance Indicators in Research/Creative:**

- A. Publication of performance and book reviews directed to an audience of scholarly peers.
- B. Publication of research in magazine articles, books etc. directed to a general audience.
- C. Publication of research articles in non-peer reviewed journals directed to a scholarly or practitioner audience.
- D. Standard book contracts previously claimed as second tier with documentation of progress since first year. (Documentation could include emails from publisher, evidence of submission and revision, or comparable documentation. May be claimed for one merit review year as third tier.)
- E. Reviews, citations, and reprints.
- F. Minor external grants to support research and/or creative work.
- G. Dissemination of research through other media (e.g., software, museum exhibitions, or other non-print media such as performance, design, film).
- H. Live performances or film screenings at non-academic venues. (May be claimed as second tier indicator based upon documentation of significance and impact of venue. Documentation may



include professional standing, history and prestige of producing organization or comparable documentation.)

- 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 (i.e., co-curricular service learning activities, etc. leading to research)
- K. Internal or external 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 Committee consider other evidence that is appropriate to his/her specific case.

Evaluation  Rating Category	<b>RESEARCH</b>  Expected levels of accomplishment on research performance indicators (or their equivalent)	Possible Merit Score for Research
Exceeds expectations for merit	<i>Achievement in the First Tier will be awarded a minimum merit rating of 4.0 and will be eligible for higher ratings based on number and quality of achievements and further achievements in First, Second and Third Tier.</i>	4-5
Meets expectations for merit	<i>Achievement in the Second Tier without corresponding achievement in the First Tier will be awarded a minimum rating of 3.0 and will be eligible for higher ratings based on number and quality of achievements and further achievements in Second and Third Tier.</i>  <i>Achievement in the Third Tier without corresponding achievement in the First or Second Tier will be awarded a maximum rating of 2.0 based on number and quality of achievements.</i>	2-3
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 a sufficiently active research or creative agenda.</i>	1

**Merit Score for Research/Creative work (to be completed by Merit Committee member): \_\_\_\_\_**

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## **GUIDELINES FOR EVALUATION OF TEACHING**

The Department of Theatre & Film places a primary emphasis on high-quality teaching to both graduate and undergraduate students. The department recognizes the following principles of effective teaching:

- The encouragement and development of reciprocity and cooperation among students.
- The use of active and/or experiential learning techniques.
- Providing prompt feedback to students.
- Respect for the diverse talents and learning styles of students.
- Providing comprehensive syllabi and transparent course expectations for students.
- Providing high-impact learning opportunities

In order to demonstrate effectiveness in teaching, 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 must include additional indicators from Category A or B.

### **Portfolios must contain the following Mandatory Indicators:**

- Syllabi from all classes taught during the most recent calendar year of teaching.
- No more than 3 items from Categories A or B.

In addition to the portfolio, the merit 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.

### **Category A. Performance Indicators for Graduate and Undergraduate Teaching:**

- Peer review letter(s)/evaluations from the most recent calendar year of teaching.
- Documentation of preliminary and/or qualifying exams,
- Theses, and dissertation progress and completion
- Evidence of teaching courses for the first time
- Evidence of piloting new courses
- Supervision of independent studies, honor projects, and undergraduate and graduate research
- Sample evaluation of student writings or creative work
- Sample assignment sheets and activities
- Teaching sections that require additional or different content/pedagogies and/or Service Learning components for the Honors College, Learning Communities, etc.
- 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
- Awards for teaching by recognized disciplinary organizations or by the university.

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

- Documentation of new course proposals including a narrative rationale for the new course and accompanied by approved green sheet or blue sheet
- Documentation of course revisions including old and revised syllabi, a narrative rationale for the revision, and accompanied by approved green sheet or blue sheet
- Development of online classes
- Documentation of programmatic revision including a narrative rationale for the revision, old and revised curriculum audit forms, and approved green sheet or blue sheet.
- Attendance at faculty development sessions (program or university-wide)
- Attendance at teaching-related conferences
- Documentation of work done in exchange for reassigned time
- Instructional Improvement Grants
- Leadership roles in instructional enhancement projects

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 Committee will compare the scores for all courses taught during the year with departmental norms 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 Committee will read the Qualitative Student 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 Committee will then consider the syllabi, along with Performance Indicators for Graduate and Undergraduate Teaching, Performance Indicators for Instructional and Program Development, and Other Evidence of Achievement in Teaching.
4. Exceeding Expectations in the required portfolio will be awarded a merit rating in the range of 4.0 to 5.0.
5. Meeting Expectations in the required portfolio will be awarded a merit rating in the range of 2.0 to 3.0.
6. Failing to Meet Expectations in the required portfolio will be awarded with a maximum rating of 1.0.

Evaluation  Rating Category	TEACHING  Expected levels of accomplishment on teaching performance indicators (or their equivalent)	Possible Merit Score for Teaching
Exceeds expectations	<i>The faculty member has quantitative student evaluations that when compared with</i>	4-5

for merit	<p><i>departmental norms are consistent with excellence in teaching: most a 1.0 to 2.0, a 5.0 being the least desirable ranking. Average of courses below 2.0. 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 Contributions to Student Learning are indicative of excellent engagement in teaching.</i></p>	
Meets expectations for merit	<p><i>The faculty member has quantitative student evaluations that, when compared with department norms, are consistent with satisfactory teaching; most are between 2.0 to 3.0, a 5.0 being the least desirable ranking. The faculty member has qualitative evaluations by students with 50-74% positive comments. Peer reviews if included, are good. At least one Performance Indicator in Classroom Teaching, Instructional and Program Development, and Contributions to Student Learning are indicative of satisfactory engagement in teaching.</i></p>	2-3
Fails to meet expectations for merit	<p><i>The faculty member has quantitative student evaluations that, compared with departmental norms, are not consistent with satisfactory teaching; average of courses are above 3.0, a 5.0 being the least desirable ranking. 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 Contributions to Student Learning are not indicative of engagement in teaching.</i></p>	1

**Merit Score for Teaching Effectiveness (to be completed by Merit Committee member): \_\_\_\_\_**

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## **GUIDELINES FOR EVALUATION OF SERVICE**

### **Departmental Service**

Service means primarily the contributions faculty make to the department/program, college, university, to the profession and discipline, and to the community as a scholar and/or creative artist. Civic, religious, social, and educational contributions that are directly related to our university or professional expertise may be considered in merit evaluation.

Faculty in Theatre & Film are expected to contribute to the life and governance of the department through service on at least one major departmental committee or an administrative post, such as:

- Advisory Committee
- Promotion, Retention, and Tenure Committee
- Merit Review Committee
- Undergraduate Committee
- Graduate Committee
- Ombudsperson Committee
- Production Committee
- Season Selection Committee
- Ad Hoc Committees
- Hiring Advisory Committees
- Chair Selection Committee
- Graduate Coordinator

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 2.0, provided there is documentation of consistent participation and effort.

Should a faculty member fail to meet this minimum requirement for service merit, the rating for the calendar year will be 1.0, 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 may be counted as part of the service requirement, provided there is documentation of consistent participation and effort.

In addition to serving on a major departmental committee or in an administrative post, the Merit Committee will expect to see service activities that are part and parcel of an academic appointment. Service activities that are to be fulfilled as a regular expectation of academic appointment may include:

- 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 current and

- prospective students
- Activities to engage alumni
- Evidence of academic advising services provided to students, both graduate and undergraduate
- Involvement in the production program
- Involvement in internships, or co-operative work experiences
- Involvement in clubs, organizations, and activities promoting faculty-student interaction
- Leadership in service learning activities (not attached to a service learning course) and other forms of engagement with the community
- Participation in university initiatives to create a campus-wide learning community
- Participation in university, college, or departmental projects to assess the effectiveness of teaching and learning
- Holding one hour of office hours each week for each course taught

### **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
- Arts and Sciences Council
- Graduate Council
- University Standing Committees
- College PRTC Committee
- Scholarship and other Award Committees
- Ad Hoc Committees and Taskforces
- Special Event Planning

The Merit Committee 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 Merit Committee 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 shall 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
- Organization of panels or research seminars for the dissemination of scholarship within the research community
- Screening the research/creative work of others as a referee for publication/presentation, for example, judging for academic prizes or awards

**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, Leave without Pay, or any other approved leave, his or her merit rating in service shall be calculated as 3.0 “meets expectations.” 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 3.0 in service, with the understanding that they are not to be penalized for limited service obligations.

<b>Evaluation  Rating Category</b>	<b>SERVICE  Expected levels of accomplishment on service performance indicators (or their equivalent)</b>	<b>Possible Merit Score for Service</b>
Exceeds expectations for merit	<i>The faculty member has served in a major service role for the department, or has fulfilled his/her obligations on one of the major departmental committees. Additionally, the faculty member has performed additional service to the department, College or University, to the BGSU FA, or to the Profession (i.e., leadership in the BGSU FA, Chairing a College or University Committee, Leadership role for a national or international professional organization).</i>	4-5
Meets expectations for merit	<i>The faculty member has fulfilled their obligations on a major departmental committee, and has performed minimal additional service.</i>	2-3
Fails to meet expectations	<i>Limited to no engagement (i.e., no advising or committees; limited attendance at faculty meetings) at departmental level; No significant service participation at college,</i>	1

for merit	<i>university, or professional levels; limited community engagement (i.e., limited activity or no participation)</i>	
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**Merit Score for Service (to be completed by Merit Committee member):** \_\_\_\_\_

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**SUMMARY FORM**

**(To be completed with agreement reached by all members of the Merit Committee):**

<b>Faculty Member</b>	<b>Merit Score for Teaching/ Librarian Effectiveness</b>	<b>Merit Score for Research/ Creative Work</b>	<b>Merit Score for Service</b>
<i>Faculty member 1</i>	<i>Insert numerical score</i>	<i>Insert numerical score</i>	<i>Insert numerical score</i>
<i>Faculty member 2</i>	<i>Insert numerical score</i>	<i>Insert numerical score</i>	<i>Insert numerical score</i>
<i>Next faculty member, etc.</i>	<i>Insert numerical score</i>	<i>Insert numerical score</i>	<i>Insert numerical score</i>