

Merit Policy
Part II: Academic Unit Criteria, Standards, and Processes
Department of Biological Sciences

Merit Criteria, Performance Indicators and Expectations

Overview

Merit will be based on meeting or exceeding unit performance expectations for merit in the areas of Teaching, Research, and Service (or Teaching and Service in the case of NTTF). Each of these criteria (e.g., teaching) will be evaluated by the Personnel Committee using multiple performance indicators (e.g., peer evaluations of teaching, evidence of curriculum development, etc.). Personnel Committee members will review information submitted by each faculty member to make an evaluation of performance in each component (i.e., research, teaching and service) using the Performance Summary Forms included in this section.

Performance Summary Forms list a series of indicators that reflect Excellent, Good, Fair, and Poor performance rates. The indicators listed are illustrative rather than exhaustive. Additional indicators may help Personnel Committee members in their assessment of overall performance, engagement, and contributions that faculty members may demonstrate in teaching, research, and service.

For Research, primary examples of performance indicators relate to number and quality of publications, external grants awarded, grant submissions, and presentations to national and international conferences.

For Teaching, performance indicators include qualitative and quantitative teaching evaluations as well as implementation of high impact teaching practices. Examples of high impact teaching practices include implementation of innovative teaching practices (e.g., inquiry-based, experiential learning), undergraduate research projects embedded in courses, and mentoring undergraduate student research. External teaching grant support and grant submissions aimed at teaching/mentoring student's research and experiential learning are acknowledged as meritorious for the Teaching portfolio.

For Service, performance indicators include active participation in university and departmental committees, mentoring and professional services, and community service and outreach.

Below, the Summary Forms of performance indicators and the corresponding rubric for assigning Merit Scores for the three areas of Research, Teaching, and Service are provided.

RESEARCH

Performance Indicator *	Excellent	Good	Fair	Poor	Comments
Publications Consideration given to order of authorship, journal quality, quality of press and overall number of publications	Three (3) or more Scholarly publications; one (1) publication in very high impact journal; or a book	Two (2) or more publications, submitted papers or papers in revision; or book prospectus	One (1) publication; submitted paper or paper in revision; papers in preparation; published conference abstract	None	
Grants and Contracts Federally funded grants generally are assigned greater values than grants from other sources	An active external grant (or new award); invitation for full proposal (where pre-proposals are required)	Submitted substantial external grant (federal or other agencies); internal (university) award	Submitted small award proposal; student research award	None	
Conferences and Seminars	Keynote address at national or international conference; presentations at two (2) or more national or international conferences	Presentation at national or international conference	Presentation at regional conference; intermural research seminar; attendance at national conference	None	
Other	External (society) or university research award	Other evidence of research	Other evidence of research	None	

*Note that Performance Indicators listed above are examples and additional criteria may be considered.

Merit Score (point allocation)	Definition and Description
Greatly Exceeds Expectations for Merit in Research (8.5-10.0)	Preponderance of "Excellent" ratings Clear lines of inquiry and successful research program
Exceeds Expectations for Merit in Research (7.0-8.4)	Preponderance of "Good" ratings Evidence of productive research program
Meets Expectations for Merit in Research (6.0-6.9)	Preponderance of "Fair" ratings Active scholarship
Fails to Meet Expectations for Merit in Research (4.0-5.9)	Preponderance of "Poor" ratings Minimally meets expectations for performance but not to the level deserving of merit Limited research program
Unacceptable (0-3.9)	No evidence of research activity

Merit Score for Research (to be completed by merit committee member): _____

TEACHING

Performance Indicator *	Excellent	Good	Fair	Poor	Comments
Quantitative Student Evaluations Consideration given for newly developed courses and historical averages for established courses	Majority of mean scores from quantitative teaching evaluations fall between 1-2 #	Majority of mean scores from quantitative teaching evaluations fall between 2-3 #	Majority of mean scores from quantitative teaching evaluations fall between 3-4 #	Majority of mean scores from quantitative teaching evaluations fall 4 or above #	
Dissertation and Thesis Committees (Graduate Faculty only)	≥ 6 (including ≥ 2 as Chair)	2-5 (including 1 as Chair)	1	0	
Pedagogy and Course Development	Active external teaching grant; teaching workshop (seminar) leader; curriculum development; implementation of high-impact practices	Submitted teaching grant; attendance at teaching workshop; substantive revision of current course	Regular updates to current courses	None	
Undergraduate Mentorship Includes BIOL 4010	Three (3) or more students	Two (2) students	One (1) student	None	
Other	Teaching award; thesis award	Teaching award nomination; thesis award nomination	Other teaching activities	NA	

* Note that Performance Indicators listed above are examples and additional criteria may be considered.

Students apply scores 1 to 5 for multiple assessment questions. Low scores reflect positively towards the instruction and course.

Merit Score (point allocation)	Definition and Description
Greatly Exceeds Expectations for Merit in Teaching (8.5-10.0)	Preponderance of "Excellent" ratings Innovative teacher; provides leadership in instructional development and student mentoring
Exceeds Expectations for Merit in Teaching (7.0-8.4)	Preponderance of "Good" ratings Innovative teacher; participates in instructional development and student mentoring
Meets Expectations for Merit in Teaching (6.0-6.9)	Preponderance of "Fair" ratings Meets obligations well
Fails to Meet Expectations for Merit in Teaching (4.0-5.9)	Preponderance of "Poor" ratings Minimally meets expectations for performance but not to the level deserving of merit Substandard and ineffective teacher
Unacceptable (0-3.9)	Significant evidence of poor teaching performance with no evidence of student mentoring

Merit Score for Teaching (to be completed by merit committee member): _____

SERVICE

Performance Indicator *	Excellent	Good	Fair	Poor	Comments
Departmental Committees Or Department Service of equivalent impact, including academic advising	3 (or Committee Chair)	2	1	0	
University Committees Includes service to BGSU FA and student campus organizations	3 (or Committee Chair)	2	1	0	
Professional Service	Journal editor; national organization elected position or committee chair; panel member for national funding agency	Reviewer of three (3) or more journal manuscripts or grant proposals; poster or oral presentation judge	Reviewer of journal manuscript or grant proposal	None	
Community Service Includes recruitment	Organizer of outreach event; Recruitment activities	Participation in two (2) or more events; Scholarship application review	Participation in one (1) event; Co-curricular efforts	None	
Other	Society or university award	Society or university nomination	Other service activities	NA	

* Note that Performance Indicators listed above are examples and additional criteria may be considered.

Merit Score (point allocation)	Definition
Greatly Exceeds Expectations for Merit in Service (8.5-10.0)	Preponderance of "Excellent" ratings Active service with leadership roles in institutional committees, professional organizations, and community outreach
Exceeds Expectations for Merit in Service (7.0-8.4)	Preponderance of "Good" ratings Active participation in multiple institutional committees, professional organizations, and community outreach
Meets Expectations for Merit in Service (6.0-6.9)	Preponderance of "Fair" ratings Meets obligations for departmental and university service
Fails to Meet Expectations for Merit in Service (4.0-5.9)	Preponderance of "Poor" ratings Minimally meets expectations for performance but not to the level deserving of merit
Unacceptable (0-3.9)	No evidence of service activity

Merit Score for Service (to be completed by merit committee member): _____

Merit Committee Composition and the Election/Appointment Process

Merit is evaluated by the Personnel Committee, whose members will provide individual merit scores for each of the components, which will be used to calculate an Overall Merit Score for each faculty member.

Members of the Personnel Committee will not evaluate themselves nor any other individual where a demonstrated conflict of interests exists. That is, individual committee members will exclude themselves from the assessment process when his/her specific dossier is evaluated. Identification of potential conflict of interests will be assessed using the College of Arts and Sciences Conflict of Interests Management Plan.

The Personnel Committee is a departmental elected committee, with 5 representative members of all constituents of the department. Every year, all faculty vote members to represent constituents in all rank categories, including both representative of TTF and NTTF. The composition of the committee includes one member of each of the following categories:

- At Large 1 member
- Professor 1 member
- Associate 1 member
- Assistant 1 member
- NTTF 1 member

At any particular year, faculty cannot be a member of both Personnel and Executive Committees. If any of the categories cannot be filled, then an additional member will be selected At Large.

Elements of the Merit Dossier

Faculty members must submit their annual activity report to the online reporting system provided by the College. The dossier submitted for merit evaluation must include the following elements:

- Listing of activities in teaching, research and service completed during the review period under consideration.
- Updated CV, with highlighted activities performed during the period of evaluation of merit.
- Additional documentation of teaching, research and service accomplishments that may be relevant for evaluation.

The inclusion of additional supporting information and/or materials at the candidate's discretion is strongly encouraged (e.g. syllabi from courses taught, evidence of high impact teaching practices, peer evaluations of teaching, copies of grants or publications) as they provide additional context for the evaluation process (e.g., time devoted to course development, teaching a course for the first time, etc.). A failure to submit documentation of relevant activities may result in a lower merit score.

All student teaching evaluations of the candidate from the corresponding review period will be posted to the electronic dossier by the Chair of the department.

Calculation of the Overall Merit Score

The Personnel committee members will assign a ***Component Merit Score*** for each of the relevant areas of Research, Teaching and Service, based on the performance indicators and expectations defined for each of the categories. The rubrics provide departmental expectations that are used to assign a particular ***Component Merit Score*** (on a scale of 0 to 10.0) for each merit category. These component scores are generated by each Personnel Committee member (and the Chair independently) based on the rubric described for each of the areas (Research, Teaching, and Service), and are made independent of the allocation of effort (AOE).

Following independent evaluations by each member of the Personnel Committee, the committee will meet to review and discuss the faculty's documented activities upon which individual scores were based. Individual scores of Personnel Committee members will then be averaged for each of the relevant components (i.e., research, teaching and service). The average score will be based on a 10-point scale, including non-meritorious scores of 0-3.9 (unacceptable) and 4.0-5.9 (Fail to meet expectations for merit).

<u>Average Score</u>	<u>Performance Evaluation</u>
8.5-10.0	Greatly exceeds performance expectation for merit
7.0-8.4	Exceeds performance expectations for merit
6.0-6.9	Meets performance expectations for merit
4.0-5.9	Fails to meet performance expectations for merit
0-3.9	Unacceptable performance

The Personnel Committee will then calculate an ***Overall Merit Score*** that incorporates the proportion of allocation of effort assigned to each category.

To generate an ***Overall Merit Score***, we use an algorithm to weight the ***Merit Scores*** for each category by the proportion of allocation of effort assigned to the corresponding category:

$$\text{Overall Merit Score} = [\text{Teaching Performance Score} * \text{Allocation of Effort}] + [\text{Research Performance Score} * \text{Allocation of Effort}] + [\text{Service Performance Score} * \text{Allocation of Effort}],$$

which generates performance scores ranging from 0 to 10.0. The ***Overall Merit Score*** recommendations will be reported on a scale of 0-10.0, associated with each of the merit categories. Since the ***Overall Merit Score*** is a composite score of the three areas assessed, the final score will be rounded to one decimal point.

If for any reason an individual has a zero allocation of effort to a particular category, such as research by NTTF, they will not be evaluated with respect to that category. Research contributions by NTTF will, however, be considered meritorious and thus may contribute to the overall estimate of the merit score, as our departmental unit values scholarly research due to its contribution to the overall mission of the department.

The merit score for the year being evaluated is the average of the current performance score and the merit scores from each of the previous two years. Faculty with 3-year average scores between 4.0 and 5.9 are ineligible for merit in that year. However, a score of 0-3.9 for any category (Research, Teaching, or Service) for the current evaluation period will indicate Unacceptable performance.

Independent evaluation by the Chair follows the same procedure outlined above, generates the same outputs, and will be provided to faculty by the appropriate university-wide deadline.

Additional Academic Unit Merit Policy Information

Reporting to Faculty

Each faculty member will receive from the Personnel Committee by the university-wide deadline:

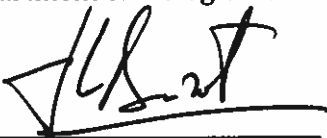
1. Their Average Scores for Teaching, Research, and Service (1-10 scale) from the Personnel Committee and the Chair, with their corresponding allocation of effort.
2. Their Overall Merit Score (1-10 scale) for the current evaluation period, plus the 3-year Overall Merit average, used to determine the Merit rating category for that year.


Allocation of Effort Determination


Generally, the allocation of effort (proportional allocation of effort to research, teaching, and service) will be determined prior to the beginning of the review period.

However, it is recognized that circumstances can affect this allocation during the review period (e.g., awarding of research grants, or requests to take on service roles). Upon notification of unforeseen circumstances that would warrant adjustment of Allocation of Effort (e.g., positive notification of a grant, course buyout, or incorrect calculation of effort allocation), the faculty member and Chair will meet and determine the appropriate adjustment.

Approved by Department of Biological Sciences faculty vote on December 6, 2019.


 _____ Date 12-6-2019
 Juan L. Bouzat, Chair

Approved: 
 _____ Date 12/10/19
 Raymond Craig, Dean of College of Arts & Sciences

Approved: 
 _____ Date 2/10/2020
 Joe B. Whitehead, Provost/Senior VP