

**Merit Policy**  
**Part II: Academic Unit Criteria, Standards, and Processes**

Academic Unit: EFLP

Merit Criteria, Performance Indicators and Expectations

<b>TEACHING</b> Expected levels of accomplishment on teaching performance indicators (or their equivalent)	Possible Merit Score for Research Exceeds Expectation	Possible Merit Score for Research Meets Expectation	Possible Merit Score for Research Does not Meet Expectation	Unacceptable*
<p><i>Evaluations</i></p> <ul style="list-style-type: none"> <li>• 66% of quantitative teaching evaluations average 4.0+ (1.0 pt) OR</li> <li>• 66% of quantitative teaching evaluations average 3.5+ (0.75 pt)</li> <li>• Positive qualitative evaluations from same 66% of teaching (0.75 pt)</li> <li>• Positive peer observation (1.0 pt)</li> </ul> <p><i>Curriculum/Instruction</i></p> <ul style="list-style-type: none"> <li>• Implemented innovative instructional techniques (0.75 pt per course)</li> <li>• Refinement and modification of existing course (0.5 pt per course)</li> <li>• Successful creation of a new course (0.75 pt per course)</li> </ul> <p><i>Advising</i></p> <ul style="list-style-type: none"> <li>• Student Advising (0.75 pt per academic program)</li> <li>• Chaired completed dissertation/thesis (0.75 pt each)</li> <li>• Member completed dissertation/thesis (0.5 pt each)</li> <li>• Chaired preliminary exam/Masters projects (0.25 each)</li> </ul> <p><i>Other</i></p> <ul style="list-style-type: none"> <li>• Uncompensated teaching overload (e.g. Ind. Study, directed research/readings) (justify inclusion and proposed pts)</li> </ul>	<p>3.6-5.0</p> <p>NOTE: To qualify for this category you must exceed 3.6 scaled points and MUST have a minimum of 1.5 points from the Evaluations category. Additionally, the maximum number of points is 5</p>	<p>1.6-3.5</p> <p>NOTE: To qualify for this level you MUST have a minimum of 1.0 points in the Evaluations category.</p> <p>The maximum score for this level is 3.5 regardless of total point accumulated</p>		

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<p align="center"><b>TEACHING</b></p> <p>Expected levels of accomplishment on teaching performance indicators (or their equivalent)</p>	<p>Possible Merit Score for Research Exceeds Expectation</p>	<p>Possible Merit Score for Research Meets Expectation</p>	<p>Possible Merit Score for Research Does not Meet Expectation</p>	<p>Unacceptable*</p>
<ul style="list-style-type: none"> <li>• Professional development activity to improve instruction (0.5 pt each)</li> <li>• _____ (justify inclusion and proposed pts)</li> </ul> <p><b>DENOTE TOTAL FROM ABOVE IN THE CORRECT COLUMN:</b></p>				
<p><i>A candidate who does not meet expectations in Teaching may earn up to 1.5 points toward Teaching for inclusion in the three-year rolling average, as follows:</i></p> <p><b>ALL OF THE ABOVE ARE POSSIBLE PLUS:</b></p> <p><i>Evaluations</i></p> <ul style="list-style-type: none"> <li>• 66% of quantitative teaching evaluations average 3.0+ (0.5 pts)</li> <li>• Letter from program chair indicating average teaching performance (1 pt)</li> <li>• Peer observation deemed adequate (0.5 pt)</li> <li>• _____ (justify inclusion and proposed pts)</li> </ul> <p><b>DENOTE TOTAL FROM ABOVE IN THE CORRECT COLUMN:</b></p>			<p>0.1-1.5*</p> <p>NOTE: To qualify for this level you MUST have a minimum of 0.5 points in the Evaluations category.</p> <p>The maximum score for this level is 1.5 regardless of total point accumulated</p>	<p>0 points</p>

\*See p. 6 for explanation of "unacceptable" rating. NOTE: Regardless of the total points earned in any of the categories, an "unacceptable" rating in any one category (e.g., teaching, research/scholarship, or service) will result in an overall rating of "Does Not Meet Expectations" for that merit year.

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

<b>RESEARCH/SCHOLARSHIP</b> Expected levels of accomplishment on teaching performance indicators (or their equivalent)	Possible Merit Score for Research Exceeds Expectation	Possible Merit Score for Research Meets Expectation	Possible Merit Score for Research Does not Meet Expectation	Unacceptable*
<p><i>NOTE: Unless otherwise noted below, points may be accumulated for multiple instances of the same performance indicator (e.g., two published, peer-reviewed articles will earn a total of 3.6pts).</i></p> <p><b>Authorship (scholarly)</b></p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> edition of a published book (3.25 pt)</li> <li>• Revision of previously published book (1.5 pt)</li> <li>• Published refereed/juried/peer-reviewed article (1.8 pt)</li> <li>• Book chapter Peer-Reviewed (1.8 pt)</li> <li>• Book chapter Non-peer reviewed (1.5 pt)</li> <li>• Editor of scholarly publication (book or peer-reviewed journal) (1.5 pt)</li> <li>• Associate editor of peer-reviewed journal (1 pt)</li> </ul> <p><b>Funding</b></p> <ul style="list-style-type: none"> <li>• P.I or Co-P.I on Externally funded (1.8 pt) or unfunded (1 pt) grant ≥ \$50,000</li> <li>• P.I or Co-P.I on Externally funded (1.5 pt) or unfunded (0.5 pt) grant &lt; \$50,000</li> <li>• P.I or Co-P.I on Internally funded (0.5 pt) or unfunded (0.25 pt) grant (internal travel grants do not count toward merit)</li> </ul> <p><b>Presentations (max 1.5 pt)</b></p> <ul style="list-style-type: none"> <li>• Regional, national, or international presentation and/or paper (0.5 pt)</li> <li>• Local or state presentation/paper (0.25 pt)</li> </ul> <p><b>Authorship (other)</b></p> <ul style="list-style-type: none"> <li>• Book review (0.5 pt)</li> <li>• Published non-refereed/non-juried/non-peer reviewed/invited article (0.5 pt)</li> </ul> <p><b>OTHER</b></p> <ul style="list-style-type: none"> <li>• Professional development activity to improve research/scholarship (0.5 pt)</li> </ul>	<p>3.6-5.0</p> <p>NOTE: Must have at least one item from the Authorship (scholarly) category to qualify for this level of merit</p> <p>NOTE: Maximum score of 5.0 for this level</p>	<p>1.6-3.5</p> <p>NOTE: Must have at least one item from the Authorship (scholarly) category or External Funding to qualify for this level of merit</p> <p>NOTE: Maximum score for this level is 3.5 regardless of total points accumulated.</p>		

<b>RESEARCH/SCHOLARSHIP</b> Expected levels of accomplishment on teaching performance indicators (or their equivalent)	Possible Merit Score for Research Exceeds Expectation	Possible Merit Score for Research Meets Expectation	Possible Merit Score for Research Does not Meet Expectation	Unacceptable*
<ul style="list-style-type: none"> <li>_____ (justify inclusion and proposed pts)</li> </ul> <p><b>DENOTE TOTAL FROM ABOVE IN THE CORRECT COLUMN:</b></p>				
<p><i>A candidate who does not meet expectations in Research may earn up to 1.5 points toward Teaching for inclusion in the three-year rolling average, as follows:</i></p> <p><b>ALL OF THE ABOVE ARE POSSIBLE PLUS:</b></p> <p><i>Authorship (scholarly)</i></p> <ul style="list-style-type: none"> <li>Submitted refereed/juried/peer reviewed article (1 pt)</li> </ul> <p><i>Funding</i></p> <ul style="list-style-type: none"> <li>P.I or Co-P.I on Submitted external grant (1 pt)</li> </ul> <p><b>DENOTE TOTAL FROM ABOVE IN THE CORRECT COLUMN:</b></p>			0.1-1.5* NOTE: Maximum score for this level is 1.5 regardless of total points accumulated.	0 points

\*See p. 6 for explanation of "unacceptable" rating. NOTE: Regardless of the total points earned in any of the categories, an "unacceptable" rating in any one category (e.g., teaching, research/scholarship, or service) will result in an overall rating of "Does Not Meet Expectations" for that merit year.

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

<p style="text-align: center;"><b>SERVICE</b></p> <p style="text-align: center;">Expected levels of accomplishment on teaching performance indicators (or their equivalent)</p>	Possible Merit Score for Research Exceeds Expectation	Possible Merit Score for Research Meets Expectation	Possible Merit Score for Research Does not Meet Expectation	Unacceptable*
<p><i>NOTE: Points may be accumulated for multiple instances of the same performance indicator (e.g., membership on three internal committees will earn a total of 1.5pts).</i></p> <p><i>Internal</i></p> <ul style="list-style-type: none"> <li>• Committee Membership (0.5 pt)</li> <li>• Advisor to student organization (0.5 pt)</li> <li>• Chair/leadership of committee (1 pt)</li> <li>• Administrative Service (1.5 pt)</li> </ul> <p><i>External</i></p> <ul style="list-style-type: none"> <li>• Committee Membership (0.5 pt)</li> <li>• Advisor to student organization (0.5 pt)</li> <li>• Chair/leadership of committee (1 pt)</li> <li>• Officer (State, National) (1 pt)</li> </ul> <p><i>Scholarly</i></p> <ul style="list-style-type: none"> <li>• Editorial Review Board (0.5 pt)</li> <li>• Journal Manuscript review (0.12-0.25 pt)**</li> <li>• Conference proposal review (0.12-0.25 pt)**</li> </ul> <p><i>Other</i></p> <ul style="list-style-type: none"> <li>• Unpaid consultation (0.5 pt)</li> <li>• _____ (justify inclusion and proposed pts)</li> </ul> <p><b>DENOTE TOTAL FROM ABOVE IN THE CORRECT COLUMN:</b></p>	<p>3.6-5.0</p> <p>NOTE: Maximum score of 5.0 for this level</p>	<p>1.6-3.5</p>	<p>0.1-1.5*</p>	<p>0 points</p>

\*See p. 6 for explanation of "unacceptable" rating. NOTE: Regardless of the total points earned in any of the categories, an "unacceptable" rating in any one category (e.g., teaching, research/scholarship, or service) will result in an overall rating of "Does Not Meet Expectations" for that merit year.

\*\* Candidates present and explain evidence in their narratives. Personnel Committee will determine points awarded using this range.

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

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**\*Definition of “Unacceptable” Rating for Merit**

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**Teaching Score – 0 points**

Overall mean on student course evaluations <3.0, clear theme of specific problems identified in student course evaluations or peer evaluations of teaching, and no involvement in any instructional development efforts or opportunities OR no materials submitted for review

**Scholarship Score – 0 points**

No evidence of active research agenda or productivity (e.g., refereed manuscripts, scholarly chapters, or books under review; no submissions of refereed conference papers) OR no materials submitted for review

**Service – 0 points**

Repeated absences from participation in and contributions to department committees and/or department faculty meetings; lack of participation in any non-committee service opportunities (e.g., recruitment and admission activities, commencement) OR no materials submitted for review

**NOTE: Regardless of the total points earned in any of the categories, an “unacceptable” rating in any one category (e.g., teaching, research/scholarship, or service) will result in an overall rating of “Does Not Meet Expectations” for that merit year.**

### Merit Committee Composition and the Election//Appointment Process

The school merit committee is responsible for assigning an overall merit score to every bargaining unit faculty member.

- The School's Personnel Committee shall constitute the Merit Committee.
- The Committee shall consist of five members with one representative from each of the four programs and one at-large elected from within the school faculty. Committee representatives shall be elected by the members of that Program. Election is open to all full-time TTF and NTTF in the School. Members will serve on the School Personnel Committee on a three-year basis, with staggered terms. To allow for staggered terms, the initial membership will include one member to serve one year, two members to serve two years, and two members to serve three years, to be determined by the committee members at their initial meeting. Thereafter, members shall be elected by the faculty of the respective units to three-year terms. The committee chair shall be elected by majority vote of committee members on an annual basis.

### Elements of the Merit Dossier

- A. The Merit Dossier must include the following items:
1. Completed Merit Rubric with proposed merit score for each of the major categories – Teaching, Research/Scholarship, and Service.
  2. An up-to-date curriculum vita with accomplishments from the merit year under review highlighted.
  3. A narrative for each of the major categories – Teaching, Research/Scholarship, and Service – no more than 5 double-spaced pages each, explaining the activities and accomplishments over the period under review and describing the artifacts included in the portfolio.
    - a. Teaching narrative should consist of (1) a teaching philosophy, (2) a self-evaluation, which states how evaluations from self, students, and peers have informed teaching, (3) a statement of professional growth over the merit year, and (4) an explanation of the artifacts in the dossier.
    - b. Research/Scholarship narrative should consist of (1) a statement of research, scholarship, and/or creative activity philosophy, (2) research, scholarship, and creative activity agenda and accomplishments in the merit year, (3) a statement of professional growth over the merit year, and (4) an explanation of the artifacts in the dossier.
    - c. Service narrative should consist of a statement of philosophy and commitment to service and an explanation of the artifacts in your dossier that addresses how you perform these duties in an effective, thorough, and timely manner.
  4. Selected artifacts for each of the major categories – Teaching, Research/Scholarship, and Service. No more than five artifacts may be submitted for each of the categories.
    - a. Quantitative teaching evaluations should be presented in table format. You will need to summarize teaching evaluation results as well as submit the actual teaching evaluation sheet for at least 66% of your teaching load. For formatting and content, use the sample table below:

**Teaching Evaluation Summary Table (SAMPLE)**

Total number of coursed taught in 201x: Spring ___ Summer ___ Fall ___			
Semester	Course Prefix & #	N (enrolled)	Mean
Spring 201x	EDFI 3020	30	4.28
Spring 201x	EDFI 3020	30	4.78
Fall 201x	EDFI 6710	15	4.90
Fall 201x	EDFI 6420	15	3.75
<b>Overall Mean for Courses Submitted</b>			<b>4.42</b>

**B. Process for Submitting Merit Portfolios and Determining Recommended Merit Scores**

1. Each faculty member shall submit a merit portfolio on or before the stated due date in the Provost's published schedule for faculty reviews or in other official university publications and notices.
2. In the merit portfolio, each faculty member will complete a Merit Rubric (See section 1: Merit Criteria, Performance Indicators and Expectations), documenting and proposing the performance indicators the faculty member has met during the merit year.
3. For each area (teaching, research/scholarship, and service), the faculty member will propose a "Possible Merit Score", resulting in "Exceeds Expectations", "Meets Expectations", or "Fails to Meet Expectations".
4. The Personnel Committee will then review the faculty member's proposed merit score for each area (teaching, research/scholarship, and service), make any amendments the Committee deems necessary, and complete the Merit Rubric by entering the Committee's recommended score.
5. The Committee then determines an overall recommended merit score using the Weighted Allocation of Effort Algorithm.
6. The Personnel Committee will then complete a Merit Summary Sheet (included at the end of this policy) for each faculty member, and submit the Form, with recommended merit score, to the faculty member and the school director. Per the schedule in Section 3 of Part I (University-Wide Processes Required by the CBA) or in other official university publications and notices, each faculty member will have an opportunity to appeal the Committee's recommendation to the school director.
7. The school director then reviews the faculty member's portfolio, proposed scores, and Committee's recommendation, and submits a recommendation to the Dean. Per the schedule in Section 3 of Part I (University-Wide Processes Required by the CBA) or in other official university publications and notices, each faculty member will have an opportunity to appeal the school director's recommendation to the Dean.

**Calculation of Overall Merit Score**

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).

The individual component merit scores for teaching, 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.

### **Weighted Allocation of Effort Algorithm**

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

$$\begin{aligned}
 & \text{Teaching Merit Score} * \text{Allocation of Effort} \\
 + & \text{Research/Scholarship Merit Score} * \text{Allocation of Effort} \\
 + & \text{Service Merit Score} * \text{Allocation of Effort} \\
 = & \text{Overall Merit Score for the merit year.}
 \end{aligned}$$

<b>Overall Merit Score</b>	<b>Interpretation (assumes component performance ratings made on 5-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

The three-year rolling average is determined by calculating the average of each of the three merit years under review: [Overall Merit Score for merit year 1 + Overall Merit Score for merit year 2 + Overall Merit Score for merit year 3]/3

## School of Educational Foundations, Leadership & Policy

### Merit Summary Sheet For Academic Year: \_\_\_\_\_

#### **Proposed Merit Evaluation by Individual**

	Category*	Points
Teaching:	_____	_____
Scholarship:	_____	_____
Service:	_____	_____


#### **Proposed Merit Evaluation by Personnel Committee**

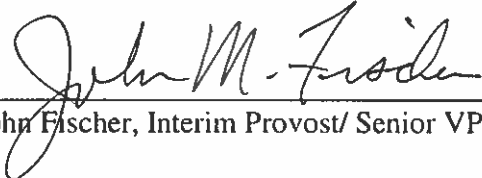
	Category*	Points
Teaching:	_____	_____
Scholarship:	_____	_____
Service:	_____	_____

\*Categories are Exceeds Expectation, Meets Expectation, and Fails to Meet Expectation

Approved, as amended, by the School of Educational Foundations, Leadership & Policy at the October 10, 2018, Faculty Meeting

 Date 10/10/18  
Patrick Pauken, Director

Approved:  Date 10/16/18  
Dawn Shine, Dean of the College of Education and Human Development

Approved:  Date 10/23/18  
John Fischer, Interim Provost/ Senior VP

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