

## Merit Policy

### School of Teaching and Learning

**Faculty Member's Name:** insert name here

**Position:** insert position here

**Year Under Review:** insert year here

**Allocation of Effort:**

**Teaching:** insert number %      **Scholarship:** insert number %      **Service:** insert number %

Evaluation Rating Category	TEACHING EFFECTIVENESS Expected levels of accomplishment on teaching performance indicators (or their equivalent)	Possible Merit Score for Teaching
Exceeds expectations for merit	<p>#1 and #2 are required to exceed expectations for merit in teaching.</p> <ol style="list-style-type: none"> <li>1. Results of student evaluations from all courses taught during review period that have a combined average of <u>4.0 or greater</u> on the 5.0 scale used by the College of Education and Human Development (considered on a criterion-based reference and calculated by adding the overall course means for all courses, including summer, taught during this review period and dividing by the total number of courses).</li> <li>2. <u>Three or more</u> of the following:               <ol style="list-style-type: none"> <li>a. peer teaching observations and evaluations that indicate outstanding performance such that the average is <u>4.0 or greater</u> on the 5.0 scale used by the School of Teaching &amp; Learning (must provide as ancillary document appended to CV);</li> <li>b. copy of all student narrative comments for one course as well as a reflective analysis of student comments (must provide as ancillary document appended to CV);</li> <li>c. self-evaluations of teaching effectiveness that provide evidence of measures used (i.e. midterm evaluations) and changes made based on feedback (must provide evaluations and changes as ancillary</li> </ol> </li> </ol>	4.0 – 5.0

	<p>document appended to CV);</p> <ul style="list-style-type: none"> <li>d. evidence of published or unpublished pedagogical materials;</li> <li>e. evidence of refereed articles, proceedings, and/or presentations pertaining to teaching;</li> <li>f. evidence of development of new courses, course revisions, or program revision;</li> <li>g. evidence of professional development activities (inclusive of self-study) for enhancing teaching;</li> <li>h. evidence of teaching awards and distinctions;</li> </ul>	
Meets expectations for merit	<p>#1 and #2 are required to meet expectations for merit in teaching.</p> <ol style="list-style-type: none"> <li>1. Results of student evaluations from all courses taught that have a combined average of <u>3.0 or greater</u> on the 5.0 scale used by the College of Education and Human Development (considered on a criterion-based reference and calculated by adding the overall course means for all courses, including summer, taught during the period under review and dividing by the total number of courses).</li> <li>2. <u>Two or more</u> of the following: <ul style="list-style-type: none"> <li>a. peer teaching observations and evaluations that indicate expected level of performance such that the average is <u>3.0 or greater</u> on the 5.0 scale used by the School of Teaching &amp; Learning (must provide as ancillary document appended to CV);</li> <li>b. copy of all student narrative comments for one course as well as a reflective analysis of student comments (must provide as ancillary document appended to CV);</li> <li>c. self-evaluations of teaching effectiveness that provide evidence of measures used (i.e. midterm evaluations) and changes made based on feedback (must provide as ancillary document appended to CV);</li> <li>d. evidence of published or unpublished pedagogical materials;</li> <li>e. evidence of refereed articles, proceedings, and/or presentations pertaining to teaching;</li> <li>f. evidence of development of new courses, course revisions, or program revision;</li> <li>g. evidence of professional development activities (inclusive of self-study) for enhancing teaching;</li> </ul> </li> </ol>	2.0 – 3.0

	h. evidence of teaching awards and distinctions;	
Fails to meet expectations for merit	<p>Evidence merely meeting #1 and #2 is consistent with failing to meet expectations for merit in teaching.</p> <ol style="list-style-type: none"> <li>1. Results of student evaluations from all courses taught that have a combined average of <u>less than 3.0</u> on the 5.0 scale used by the College of Education and Human Development (considered on a criterion-based reference and calculated by adding the overall course means for all courses, including summer, taught during the period under review and dividing by the total number of courses).</li> <li>2. <u>One or fewer</u> of the following: <ol style="list-style-type: none"> <li>a. peer teaching observations and evaluations that indicate substandard performance such that the average is <u>3.0 or greater</u> on the 5.0 scale used by the School of Teaching &amp; Learning (must provide as ancillary document appended to CV);</li> <li>b. copy of all student narrative comments for one course as well as a reflective analysis of student comments (must provide as ancillary document appended to CV);</li> <li>c. self-evaluations of teaching effectiveness that provide evidence of measures used (i.e. midterm evaluations) and changes made based on feedback (must provide as ancillary document appended to CV);</li> <li>d. evidence of published or unpublished pedagogical materials;</li> <li>e. evidence of refereed articles, proceedings, and/or presentations pertaining to teaching;</li> <li>f. evidence of development of new courses, course revisions, or program revision;</li> <li>g. evidence of professional interest in teaching (inclusive of self-study) as demonstrated by professional development activities;</li> <li>h. evidence of teaching awards and distinctions;</li> </ol> </li> </ol>	<i>1.0</i>
Unacceptable	Evidence indicates teaching performance that frequently falls below the unit's basic standard (e.g., unusually low evaluations in multiple courses, lack of other evidence of success as described in unit's merit document) and no demonstrable effort to pursue instructional development opportunities to improve teaching performance. This is	<i>0</i>

	<p>defined as:</p> <ol style="list-style-type: none"> <li>1. The overall average from all courses taught and associated quantitative student evaluations is below 3.0 on the 5.0 scale used by the School of Teaching &amp; Learning. <i>AND</i></li> <li>2. There are major flaws and problems in the faculty member's teaching (e.g., unusually low peer-teaching observations across multiple courses, lack of other evidence of success as described in unit's merit document) <i>OR</i></li> <li>3. No materials were submitted.</li> </ol>	
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**Merit Score for Teaching (to be completed by merit committee member):**

Evaluation Rating Category	<p style="text-align: center;"><b>SCHOLARSHIP</b></p> <p style="text-align: center;"><b>Expected levels of accomplishment on scholarship performance indicators (or their equivalent)</b></p>	Possible Merit Score for Scholarship
Exceeds expectations for merit	<p>#1 and #2 are required to exceed expectations for merit in scholarship.</p> <ol style="list-style-type: none"> <li>1. <u>At least one</u> of the following (may provide evidence of multiple examples of the same type of artifact):               <ol style="list-style-type: none"> <li>a. evidence of peer-reviewed manuscript or book chapter in press or published;</li> <li>b. evidence of funded external grant;</li> <li>c. evidence of editorship of a journal, book, or set of conference proceedings.</li> </ol> </li> <li>2. <u>At least two</u> of the following:               <ol style="list-style-type: none"> <li>a. evidence of peer-reviewed manuscript or book chapter in press or published;</li> <li>b. evidence of external grant submitted or funded;</li> <li>c. evidence of editorship of a journal, book, or set of conference proceedings;</li> <li>d. evidence of peer-reviewed and/or invited presentations at professional meetings;</li> <li>e. evidence of professional outreach (e.g., scholarship of engagement or submitted white paper);</li> <li>f. evidence of a book contract;</li> </ol> </li> </ol>	4.0 – 5.0

	<ul style="list-style-type: none"> <li>g. evidence of conference proceeding;</li> <li>h. evidence of commercialization of research-derived products and services.</li> </ul>	
Meets expectations for merit	<p>#1 and #2 are required to meet expectations for merit in scholarship.</p> <ol style="list-style-type: none"> <li>1. <u>One</u> of the following: <ul style="list-style-type: none"> <li>a. evidence of peer-reviewed manuscript or book chapter in press or published;</li> <li>b. evidence of funded external grant;</li> <li>c. evidence of editorship of a journal, book, or set of conference proceedings.</li> </ul> </li> <li>2. <u>One</u> of the following: <ul style="list-style-type: none"> <li>a. evidence of peer-reviewed manuscript or book chapter under review, in press, or published;</li> <li>b. evidence of external or internal grant submitted or funded;</li> <li>c. evidence of editorship of a journal, book, or set of conference proceedings;</li> <li>d. evidence of peer-reviewed and/or invited presentations at professional meetings;</li> <li>e. evidence of professional outreach (e.g., scholarship of engagement or submitted white paper);</li> <li>f. evidence of a book contract;</li> <li>g. evidence of conference proceeding;</li> <li>h. evidence of commercialization of research-derived products and services</li> </ul> </li> </ol>	2.0 – 3.0
Fails to meet expectations for merit	<p>Merely submitting one piece of evidence for #1 is consistent with failing to meet expectations for merit in scholarship.</p> <ol style="list-style-type: none"> <li>1. <u>One</u> of the following: <ul style="list-style-type: none"> <li>a. evidence of peer-reviewed manuscript or book chapter under review, in press, or published;</li> <li>b. evidence of external or internal grant submitted or funded;</li> <li>c. evidence of editorship of a journal, book, or set of conference proceedings;</li> <li>d. evidence of peer-reviewed and/or invited presentations at professional meetings;</li> <li>e. evidence of professional outreach (e.g., scholarship of engagement or submitted white</li> </ul> </li> </ol>	1.0

	<p>paper);</p> <p>f. evidence of a book contract;</p> <p>g. evidence of conference proceeding;</p> <p>h. evidence of commercialization of research-derived products and services.</p>	
Unacceptable	<p>This is defined as:</p> <p>1. No evidence of scholarship submitted. <i>OR</i></p> <p>2. No materials were submitted.</p>	0

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

<b>Evaluation Rating Category</b>	<b>SERVICE</b> <b>Expected levels of accomplishment on service performance indicators (or their equivalent)</b>	<b>Possible Merit Score for Service</b>
Exceeds expectations for merit	<p>#1 and #2 are required, as well as three additional criteria from #3, in order to exceed expectations for merit in service.</p> <ol style="list-style-type: none"> <li>1. Evidence of membership on one STL Program Committee (IEC, MCE, AYA, WLED, Reading, Classroom Technology, C&amp;T, Teacher Education, and Workforce Education and Development);</li> <li>2. Evidence of membership on one STL Standing Committee (Personnel, Curriculum, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and Procedures, and Student Retention).</li> <li>3. <u>Three or more</u> of the following:               <ol style="list-style-type: none"> <li>a. evidence of membership on an additional STL Program Committee (IEC, MCE, AYA, WLED, Reading, Classroom Technology, C&amp;T, Teacher Education, and Workforce Education and Development);</li> <li>b. evidence of membership on an additional STL Standing Committee (Personnel, Curriculum, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and Procedures, and Student Retention);</li> <li>c. evidence of leadership on a STL Program Committee (IEC, MCE, AYA, WLED, Reading, Classroom Technology, C&amp;T, Teacher Education, and Workforce Education and Development) or a STL Standing Committee (Personnel, Curriculum, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and Procedures, and Student Retention);</li> <li>d. evidence of membership on a College or University Standing or <i>Ad Hoc</i> committee;</li> <li>e. evidence of leadership on a College or University Standing or <i>Ad Hoc</i> committee;</li> <li>f. evidence of individual and/or group advising that is consistent with program or content needs</li> </ol> </li> </ol>	4.0 – 5.0

	<ul style="list-style-type: none"> <li>g. evidence of involvement in state, national, or international professional organizations beyond membership;</li> <li>h. evidence of role as a peer mentor for promotion;</li> <li>i. evidence of advisor for student organization(s);</li> <li>j. evidence of significant work (professional development) with domestic or international schools and organizations;</li> <li>k. evidence of significant contribution to University related events beyond attendance;</li> <li>l. evidence of serving as a committee member on two or more graduate theses/projects/dissertations and/or scoring of comprehensive examinations (students' names and program areas (must provide as ancillary document appended to CV));</li> <li>m. evidence of serving as a committee chair on one or more graduate thesis/project/dissertation committees;</li> <li>n. evidence of serving as an ACTION advisor, Honors Project advisor, or other advising of undergraduate research.</li> </ul>	
Meets expectations for merit	<p>In order to meet expectations for merit in service, #1 and #2 are required, as well as two additional criteria from #3.</p> <ul style="list-style-type: none"> <li>1. Evidence of membership on one STL Program Committee (IEC, MCE, AYA, WLED, Reading, Classroom Technology, C&amp;T, Teacher Education, and Workforce Education and Development);</li> <li>2. Evidence of membership on one STL Standing Committee (Personnel, Curriculum, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and Procedures, and Student Retention);</li> <li>3. <u>Two</u> of the following: <ul style="list-style-type: none"> <li>a. evidence of membership on an additional STL Program Committee (IEC, MCE, AYA, WLED, Reading, Classroom Technology, C&amp;T, Teacher Education, and Workforce Education and Development);</li> <li>b. evidence of membership on an additional STL Standing Committee (Personnel, Curriculum, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and</li> </ul> </li> </ul>	2.0 – 3.0



	<p>Procedures, and Student Retention);</p> <ul style="list-style-type: none"> <li>c. evidence of leadership on a STL Program Committee (IEC, MCE, AYA, WLED, Reading, Classroom Technology, C&amp;T, Teacher Education, and Workforce Education and Development) or a STL Standing Committee (Personnel, Curriculum, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and Procedures, and Student Retention);</li> <li>d. evidence of membership on a College, University Standing, or <i>Ad Hoc</i> committee;</li> <li>e. evidence of leadership on a College, University Standing, or <i>Ad Hoc</i> committee;</li> <li>f. evidence of individual and/or group advising that is consistent with program or content needs;</li> <li>g. evidence of involvement in state, national, or international professional organizations beyond membership;</li> <li>h. evidence of role as a peer mentor for promotion;</li> <li>i. evidence of advisor for student organization(s);</li> <li>j. evidence of significant work (professional development) with domestic or international schools or organizations;</li> <li>k. evidence of significant contribution to University related events beyond attendance;</li> <li>l. evidence of serving as a committee member on two or more graduate theses/projects/dissertations and/or scoring of comprehensive examinations (students' names and program areas);</li> <li>m. evidence of serving as a committee chair on one or more graduate thesis/project/dissertation committees;</li> <li>n. evidence of serving as an ACTION or Honors Project advisor or other advising of undergraduate research.</li> </ul>	
Fails to meet expectations for merit	<p>Merely submitting evidence that addresses #1, #2, and only one additional criteria from #3, results in a score indicative of failing to meet expectations for merit in service.</p> <ul style="list-style-type: none"> <li>1. Evidence of membership on one STL Program Committee (IEC, MCE, AYA, WLED, Reading, Classroom Technology, C&amp;T, Teacher Education, and Workforce Education and Development);</li> <li>2. Evidence of membership on one STL Standing</li> </ul>	1.0

	<p>Committee (Personnel, Curriculum, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and Procedures, and Student Retention).</p> <p>3. <u>One</u> of the following:</p> <ol style="list-style-type: none"> <li>a. evidence of membership on an additional STL Program Committee (IEC, MCE, AYA, WLED, Reading, Classroom Technology, C&amp;T, Teacher Education, and Workforce Education and Development);</li> <li>b. evidence of membership on an additional STL Standing Committee (Personnel, Curriculum, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and Procedures, and Student Retention);</li> <li>c. evidence of leadership on a STL Program Committee (IEC, MCE, AYA, WLED, Reading, Classroom Technology, C&amp;T, Teacher Education, and Workforce Education and Development) or a STL Standing Committee (Personnel, Curriculum, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and Procedures, and Student Retention);</li> <li>d. evidence of membership an additional College or University Standing or <i>Ad Hoc</i> committee;</li> <li>e. evidence of leadership on a College or University Standing or <i>Ad Hoc</i> committee;</li> <li>f. evidence of individual and/or group advising that is consistent with program or content needs;</li> <li>g. evidence of involvement in state, national, or international professional organizations beyond membership and conference attendance;</li> <li>h. evidence of role as a peer mentor for promotion;</li> <li>i. evidence of advisor for student organization(s);</li> <li>j. evidence of significant (professional development) with domestic or international schools or organizations;</li> <li>k. evidence of significant contribution to University related events beyond attendance;</li> <li>l. evidence of serving as a committee member on two or more graduate theses/projects/dissertations and/or scoring of comprehensive examinations (students' names and program areas);</li> </ol>	
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Student evaluations average of all course scores for this year:							

### **Elements of the Merit Dossier**

The submitted merit dossier must include the following elements:

1. Title page, including name, rank, percentage allocation of effort for each area of evaluation (e.g., 50% Teaching, 30% Scholarship, 20% Service for TTF; 80% Teaching, 20% Service for NTTf), and merit year. See above.
2. This annual STL Merit document with highlighted performance indicators for Teaching Effectiveness, Service, and Scholarship (if applicable) that are found in the tables below.
3. CV with highlighted activities related to Teaching, Scholarship (TTF only), and Service during the previous academic year (August – July). Highlighted items should not have been submitted to the merit committee in previous years.
4. Self-completed merit scores for Teaching, Scholarship, and Service using Summary Form;
5. Completed table of quantitative student evaluation scores;
6. (If necessary) Ancillary documents, which are appended to CV and include the following:
  - a. Peer teaching observations and evaluations
  - b. Copy of all student narrative comments for one course as well as a reflective analysis of student comments
  - c. Self-evaluations of teaching effectiveness that provide evidence of measures used (i.e. midterm evaluations) and changes made based on feedback
  - d. Evidence of serving as a committee member on two or more graduate theses/projects/dissertations and/or scoring of comprehensive examinations (students' names and program areas)

### **Special notes**

Equivalent documents regarding any indicator may be submitted when there is a special dispensation, in writing, from both the STL Director.

Documents submitted for publication under review in a previous merit submission may not be considered if listed as under review again. Documents submitted for publication that were in press or published in a previous merit submission may not be considered if listed as in press or published again. Funded grants may not be counted if they were funded during a previous merit submission unless evidence is provided that a renewal application, extension, or request for further funding was submitted and has been awarded or is in progress of being awarded.

### **Three-year Merit Average**

A three-year arithmetic mean for awarding merit will be determined by calculating the arithmetic mean of the overall merit score for the current academic year and the overall merit scores from two previous years. Each piece of evidence may be used once in the merit document. A piece of evidence may NOT be counted within two categories (e.g., teaching and scholarship); however, two or more pieces of evidence may be related to a large project or activity and counted in multiple categories. *Special circumstances for consideration (Faculty Exchange Leave, Leaves with Extramural Salary Paid through the University Payroll System, Unpaid Leave, Sick Leave, Parental Leave, or Faculty Improvement Leave) and dates impacted should be expressed in the comment section.*

### **Merit Committee Composition**

Personnel Committee members serve a two-year term, elected by school faculty. Two individuals from the Personnel Committee will review each merit submission independently. At least one tenure-track member will review each TTF submission and at least one non-tenure-track member will review each NTTF submission. A Personnel committee member will be absent when that individual's or a spouse/partner's merit is being reviewed, or if there is a substantive conflict of interest.

### **Calculation of Overall Merit Score**

Separate evaluations are conducted within the areas of teaching, scholarship, and service using a five-point scale with the following anchors: 0 (unacceptable); 1 (fails to meet expectations for merit); 2 or 3 (meets expectations for merit at the low and high end, respectively); 4 or 5 (exceeds expectations for merit at the low and high end, respectively). Typical allocation of effort for NTTF is 80% Teaching and 20% Service. For TTF, allocation is 50% Teaching, 30% Scholarship, and 20% Service. Allocations may vary as negotiated with the School Director and approved by the Dean. Two Personnel Committee members' will each independently assign a component merit scores for each performance area (Teaching, Scholarship, and Service). Then, the overall merit score is computed using the following algorithm, which accounts for weighted allocations of effort for each performance area.

The algorithm is:

$$(\text{Teaching Merit Score} \times \text{Allocation of Effort}) + (\text{Scholarship Merit Score} \times \text{Allocation of Effort}) + (\text{Service Merit Score} \times \text{Allocation of Effort}) = \text{Overall Merit Score}$$

Scoring results of two Personnel Committee members will be averaged (arithmetical mean) to determine a merit score, which will be communicated to the School Director, as well as each faculty member. The School Director will also conduct a merit review and determine merit scores for each performance area (Teaching, Scholarship, and Service), and compute an overall merit score using the algorithm, which will be communicated to the Dean. Merit scores from the Personnel Committee as well as the School Director will be shared with each faculty member.

An unacceptable score in any single area (Teaching, Scholarship, or Service), will make the faculty member ineligible to receive merit during that year.

## SUMMARY FORM

Two peer reviewers should complete the table below independently. The score for each category will be weighted based on effort allocation designated for each area. Cases in which there is a discrepancy of more than 1.5 units in overall score between the two independent reviews, a third independent review will be conducted and factored into the final merit score. An unacceptable score in any single area (Teaching, Scholarship, or Service), will make the faculty member ineligible to receive merit during that year.

<b>Tenure Track Faculty Member</b>	<b>Merit Score for Teaching (x 50%)</b>	<b>Merit Score for Scholarship (x 30%)</b>	<b>Merit Score for Service (x 20%)</b>	<b>Overall Weighted Score (sum of each score multiplied by % of effort)</b>
<i>Individual submitting merit document</i>	<i>Insert numerical score</i>	<i>Insert numerical score</i>	<i>Insert numerical score</i>	
<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>	

<b>Non-Tenure Track Faculty Member</b>	<b>Merit Score for Teaching (x 80%)</b>	<b>Merit Score for Service (x 20%)</b>	<b>Overall Weighted Score (sum of each score multiplied by % of effort)</b>
<i>Individual submitting merit document</i>	<i>Insert numerical score</i>	<i>Insert numerical score</i>	<i>Insert numerical score</i>
<i>Faculty member 1</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>Next faculty member, etc.</i>	<i>Insert numerical score</i>	<i>Insert numerical score</i>	

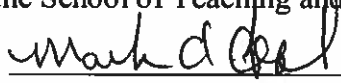
**Overall Merit Score (to be completed by Personnel committee member):** \_\_\_\_\_

**Because a faculty member's accomplishments in any given year are a subject to fluctuation, a three-year average (arithmetic mean) will be calculated from the current year's overall score and the overall merit scores from the previous two years.**

Unless otherwise noted, merit scores will be calculated using a 50% Teaching, 30% Scholarship, and 20% Service for Tenure Track Faculty and 80% Teaching and 20% Service for Non-Tenure Track Faculty.

<b>Overall Merit Score</b>	<b>Interpretation</b>
3.6-5	Based on the evidence provided, the peer review process determines the faculty member "Exceeds Expectations" for merit in a majority of his or her work.
1.6-3.5	Based on the evidence provided, the peer review process determines the faculty member "Meets Expectations" for merit in a majority of his or her work.
1.0-1.5	Based on the evidence provided, the peer review process determines the faculty member "Fails to meet expectations" for merit in a majority of his or her work.
0-0.9	Based on the evidence provided, the peer review process determines the faculty member's work is "Unacceptable for Merit."

Approved by the School of Teaching and Learning at the April 16, 2018 Faculty Meeting



Date 5/8/18

Mark Seals, STL Director

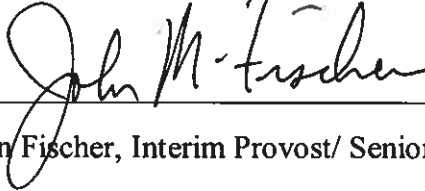
Approved:



Date 5/8/18

Dawn Shinew, Dean of College Education and Human Development

Approved:



Date 8/19/18

John Fischer, Interim Provost/ Senior VP

