

## **MERIT TEMPLATE-updated following MOU**

### **Merit Document Department of Chemistry**

#### **Preamble**

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

Merit eligibility for faculty members will be based on meeting or exceeding unit performance expectations for merit in the department 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.

**Merit Scores in the Department of Chemistry will be calculated using Exemplar #3  
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 chair.
- 2.2. The department merit committee is responsible for assigning an overall merit score to every bargaining unit faculty member. Since clear distinctions arise between faculty with research expectations and faculty without research expectation (primarily NTTF), the department will use two committees comprised of four members from each of these groups. Committees members will be elected to staggered two-year terms with the members coming off the committee ineligible for re-election if other eligible faculty members are available.
- 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 current CV and a completed Annual Faculty Record Update form. Quantitative and qualitative student evaluations will be provided to the merit committees by the Department.
- 2.5. Overall merit scores will be calculated according to Exemplar C in Appendix B.
- 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.

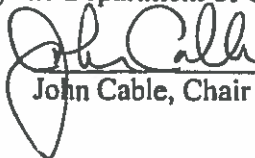
#### 5. Amendment of Merit Policy

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

Insert any information that does not fit in the preceding template items.

Approved by the Department of Chemistry at the Jan. 29, 2015 Faculty Meeting

  
John Cable, Chair

Date 9/18/15

Approved:

  
Raymond Craig, Dean of College of Arts and Sciences

Date 2/23/15

Approved:

  
Rodney Rogers, Provost Senior VP

Date 3/1/15

## APPENDIX A

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

Merit criteria are limited to three areas: Teaching/Librarian Effectiveness, Research/Creative Work, and Service. To determine whether faculty members have failed to meet, met, or exceeded expectations for merit, a merit system should identify performance indicators and expected levels of performance for each of the relevant areas noted above. The merit system should also describe how information on the various performance indicators are combined to calculate the relevant component merit scores (i.e., Teaching/Librarian Effectiveness, Research/Creative Work, and Service).

Three exemplars are available for adaptation and use, as listed below. Immediately following each exemplar is an example of how it might be completed (although it is up to each academic unit to decide what to include in its own exemplar based on discipline, mission, etc.).

#### Exemplar #3

##### Overview

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

Evaluation Rating Category	<b>TEACHING/LIBRARIAN EFFECTIVENESS</b> Expected levels of accomplishment on teaching performance indicators (or their equivalent)	Possible Merit Score for Teaching*
Exceeds expectations for merit	Quantitative student evaluations for all courses taught are in-line with or above their historical ranges. Qualitative student evaluations are highly favorable. Multiple and/or highly substantial additional indicators of teaching effectiveness, which may include but are not limited to data-driven curricular development at either the course or program level, participation in teaching professional development activities, positive peer evaluations, and/or high teaching effectiveness as indicated by high student scores on standardized assessments in courses taught.	3.6 – 5.0
Meets expectations for merit	Quantitative student evaluations for all courses taught are in-line with their historical ranges. Qualitative student evaluations are generally favorable. Additional indicators of teaching effectiveness (number and significance impact score within the range), which may include but are not limited to progress towards data-driven curricular development at either the course or program level, participation in teaching professional development activities, positive peer evaluations, and/or high teaching effectiveness as indicated by high student scores on standardized assessments.	1.6 – 3.5
Fails to meet expectations for merit	Quantitative student evaluations for all courses taught are below average and significantly lower than their historical ranges. Qualitative student evaluations are generally poor and indicate significant concerns with the quality of the instruction. No additional indicators of teaching effectiveness are provided	1.0 – 1.5

\*Insert score values on a scale that includes at least five numerical values, e.g., 1-5point scale.



Performance indicators based on a 40% allocation of effort. Indicators will be scaled to reflect a particular faculty member's actual allocation of effort.

Evaluation Rating Category	<p align="center"><b>SCHOLARSHIP/CREATIVE WORK</b></p> <p align="center">Expected levels of accomplishment on scholarship performance indicators (or their equivalent)</p>	Possible Merit Score for Research*
Exceeds expectations for merit	<p>Exceeding expectations for scholarship requires high productivity in both publications and grants.</p> <p>High publication productivity requires at least one publication in a high impact peer-reviewed journal.</p> <p>High grants activity requires maintenance of at least one major grant or awarding of a new major grant. Major grants are those approaching or exceeding \$100K.</p> <p>Invited talks and presentations at conferences may enhance the merit score for research.</p> <p>Research projects resulting in intellectual property disclosures or technology development or transfer may enhance the merit score for research.</p>	3.6 – 5.0
Meets expectations for merit	<p>Meeting expectations for scholarship requires submission of at least one manuscript for publication in a peer reviewed journal or submission of at least one grant proposal or significant progress toward achieving either.</p> <p>Invited talks and presentations at conferences may contribute to research expectations.</p> <p>Research projects resulting in intellectual property disclosures or technology development or transfer may enhance the merit score for research.</p>	1.6 – 3.5
Fails to meet expectations for merit	<p>Little or no progress on an active research project would not be considered to meet expectations for merit.</p>	1.0 – 1.5

\*Insert score values on a scale that includes at least five numerical values, e.g., 1-5 point scale.

Performance indicators based on a 20% allocation of effort. Indicators will be scaled to reflect a particular faculty member's actual allocation of effort.

Evaluation Rating Category	<p style="text-align: center;"><b>SERVICE</b></p> <p style="text-align: center;">Expected levels of accomplishment on service performance indicators (or their equivalent)</p>	Possible Merit Score for Service*
Exceeds expectations for merit	<p>Exceeding expectations for merit requires high activity service to either the Department or University or a combination of the two.</p> <p>High activity Departmental service requires multiple service contributions such as chairing an active committee, serving effectively on several active committees, providing leadership on a major initiative, or taking on major faculty undergraduate advising responsibilities.</p> <p>High activity University service includes chairing a major university committee or providing effective service on at least two university committees.</p> <p>Service on thesis and dissertation committees for students outside the faculty member's research group.</p> <p>Significant professional service activities, such as holding office in professional societies, journal editorships, and conference organization may enhance the merit score for service.</p> <p>Leadership in multiple Community service activities related to faculty appointment may enhance the merit score for service.</p>	3.6 – 5.0
Meets expectations for merit	<p>Expectations for service include contributions to the Department or University.</p> <p>Departmental service expectations include effective contributions to an active committee, significant participation in a department initiative, or taking on faculty undergraduate advising responsibilities.</p> <p>University service includes effective service on an active university committee or serving as a department representative to a university initiative.</p> <p>Service on thesis and dissertation committees for students outside the faculty member's research group.</p> <p>Professional service activities, such as holding office in professional societies, journal editorships, and conference organization may enhance the merit score for service.</p> <p>Community service that includes significant activities related to faculty appointment may enhance the merit score for service.</p>	1.6 – 3.5
Fails to meet expectations for merit	<p>Little or no engagement with Department or University committees or initiatives and no faculty advising responsibilities would not be considered to meet service expectations for merit. Professional or Community service, on their own, cannot meet the expectations for merit.</p>	1.0 – 1.5

\*Insert score values on a scale that includes at least five numerical values, e.g., 1-5point scale.



## SUMMARY FORM

(to be completed with agreement reached by all members of the merit committee):

Faculty Member	Merit Score for Teaching/ Librarian Effectiveness	Merit Score for Research/ Creative Work	Merit Score for Service
<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>

### Exemplar C: Weighted Allocation of Effort Algorithm

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 Merit Score	Interpretation (assumes component performance ratings made on 5-point scale)
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