MERIT TEMPLATE-updated following MOU

Note

For Merit Template Document (pages 1-4): Each Academic Unit will edit material highlighted in blue, insert material where highlighted in yellow, and delete material highlighted in gray.

For Appendix A (pp. 5- 28) and Appendix B (pp. 29-30): Text in blue font is included to show examples of information that could be included; each Academic Unit will replace this with information appropriate to its own discipline, mission, etc.). Text in red font show examples of information that merit committee members might provide when completing the merit instrument.

Merit Document
Department of Computer Science

Preamble

Merit raises refer to the component of salary raises that are provided to department 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 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 Effectiveness, Research/Creative Work, and Service), performance indicators and expectations for the criteria, and the calculation of the component merit scores (i.e., Teaching Effectiveness, Research/Creative Work, and Service) are contained in Appendix A (Exemplar 3). For convenience, Appendix A retains the same numbering convention as used in the CAS template.

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.

The Computer Science department's Personnel Committee, excluding the CS chair, plus 1 NTTF faculty member will serve as the department merit committee. The members of the PC are elected by the faculty for a three-year term as described in the Computer Science handbook. The PC will conduct an election in November of 'Year X' to determine the NTTF representative on the merit committee. The merit is calculated in Spring semester of 'Year X+1' based on performance during 'Year X.'

Nomination of NTTF faculty may be made by any faculty member; any nominated candidate is free to decline. Provided at least one NTTF faculty agrees to serve, the PC will hold a secret ballot election. The nominee receiving the most affirmative votes will be elected. Ties will be resolved by random drawing. In the event no NTTF faculty is willing to serve, then the nominations will be open to all faculty. Nominations may be made by any faculty member; any nominated candidate is free to decline. Provided at least one faculty member agrees to serve, the PC will hold a secret ballot election. The nominee receiving the most affirmative votes will be elected. Ties will be resolved by random drawing.

In the event that no faculty member is willing to serve, then the PC alone will serve as the department merit committee.

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:
   - Faculty Update form for the previous calendar year.
   - Updated CV highlighting activities completed during the previous calendar year
   - The Personnel Committee will add to the dossier student teaching evaluation summaries from the previous calendar year.
   - Additionally, the faculty member may submit other evidence of relevant achievement in advancing the faculty member's teaching, or scholarship or service agenda.

2.5. The overall merit score is calculated based on standard template, 'Exemplar C of Appendix B.' See Appendix B for details. Exemplar C, described in Appendix B is known as the 'Weighted Allocation of Effort Algorithm'. For convenience, Appendix B retains the same numbering convention as used in the CAS template.

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.
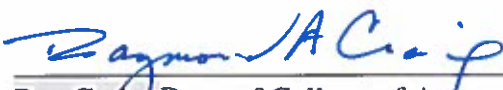
5. Amendment of Merit Policy

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

Approved by the Department of Computer Science at the April 14, 2015 Faculty Meeting

Joseph   Date __April 15, 2015___

Joseph Chao, Chair

Approved: _Raymond A Craig_   Date _April 17, 2015_

Ray Craig, Dean of College of Arts and Science

Approved: _____ Date _May 1, 2015_

Rodney Rogers, Provost/ Senior VP

effective Calendar year 2016

APPENDIX A

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

Merit criteria are limited to three areas: Teaching 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 Effectiveness, Research/Creative Work, and Service).

Exemplar #3

Overview

Merit will be based on meeting or exceeding unit 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 (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 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	**TEACHING EFFECTIVENESS** **Expected levels of accomplishment on teaching performance indicators (or their equivalent)**	**Possible Merit Score for Teaching***

Exceeds expectations for merit	• Outstanding student teaching Evaluations [examples: 60% of quantitative student evaluations in above average or superior category; 75% of quantitative student evaluations in average or above category; frequent use of active learning activities; positive peer evaluations; use of assessment instruments to demonstrate teaching improvement; positive qualitative student evaluations] • Significant contribution to instruction [examples: external teaching/instruction-related grant submissions; introduction or teaching of new courses; course modules (of faculty being evaluated) used by other faculty; other curriculum development initiatives; development of assessment instruments; other documentation of student success; supervision of 4 or more graduate or undergraduate student projects; chair of thesis or doctoral committees; impact of professional development activities on improving classroom instruction; teaching awards and distinctions; other scholarly and creative activities that contribute to teaching expertise]	5.0 – 7
Meets expectations for merit	• Good student teaching evaluations [examples: majority of quantitative student evaluations in average or above category;-peer evaluations are positive, but provide some pointers for improvement; use of active learning techniques] • Additional performance indicators [examples: supervision of 2 or more graduate or undergraduate student projects; funded teaching/instruction-related internal grants; use of assessment instruments in teaching; participation in teaching-related professional development activities; member of thesis or doctoral committees]	2.0 – 4.9
Fails to meet expectations for merit	• Basic competence in teaching as evidenced by student teaching evaluations and/or mediocre peer teaching observations [examples: majority of quantitative student evaluations in average or below category; recurring issues noted in qualitative student evaluations; student complaints and inadequate follow-up] • Minimal additional performance indicator	0.0 – 1.9

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

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

Evaluation Rating Category	SCHOLARSHIP/CREATIVE WORK Expected levels of accomplishment on teaching performance indicators (or their equivalent)	Possible Merit Score for Research*
Exceeds expectations for merit	• Significant publications in refereed journal/conference proceedings/presentations and/or funded external grant activity [examples: 3 or more peer reviewed journal/conference publications; prestigious conference presentations; high impact journal publication; impact of publications through measures such as citation count; funded external grant activities; frequent grant submissions and breadth of submissions; unfunded external grant	5.0 – 7

		Possible Merit Score
Meets expectations for merit	• Publications in refereed journal/conference or presentations and/or external grant activity and/or significant professional development [examples: 1 peer reviewed journal/conference publication; conference presentations; technical reports; external grant submissions; funded internal grants; impact of research oriented professional development (for example acquiring new skill set in a research domain) activities on research; collaborative work with student co-authors; minor additions to existing h/w or s/w systems to promote research; participation in collaborative research endeavors]	2.0 – 4.9
Fails to meet expectations for merit	• Professional development activities and/or service as editor, referee, or reviewer	0.0 – 1.9

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

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

Evaluation Rating Category	SERVICE Expected levels of accomplishment on teaching performance indicators (or their equivalent)	Possible Merit Score for Service*
Exceeds expectations for merit	• Significant contribution in service activities [examples: service in the unit such as personnel committee, merit committee, assessment coordination and contribution to policy development; impact of faculty advisor roles in student-centered organizations; faculty advisor for two or more levels (example, freshmen and sophomore); leadership roles in CSAB or its subcommittees; CAS services such as A&S council, PTRC, major efforts in committees such as curriculum, scholarship, diversity; other major BGSU service efforts such as ad-hoc service activities and positive confirmation of service letters; other leadership/active engagement in service roles within BGSU, or outside in CS related roles; breadth of service roles; significant contributions to service learning projects]	5.0 – 7

Meets expectations for merit	• Regular participation in service activities [examples: service in the unit such as Facilities Committee, book selection committee, coordinator for three or more courses, DreamSpark coordinator, faculty advisor roles in student organizations; faculty advisor for one level (example, freshmen advisor); CAS committee services; services to other BGSU or CS-related non-BGSU entities; willing to participate in service activities; some CS-related service roles within and outside of the unit; active in committee discussions]	2.0 – 4.9
Fails to meet expectations for merit	• Minimal participation or satisfactory performance in service activities [examples: minimal contribution in committees within and/or outside the units.	0.0 – 1.9

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

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

SUMMARY FORM

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

Faculty Member	Merit Score for Teaching Effectiveness	Merit Score for Research/ Creative Work	Merit Score for Service
Faculty member 1	...	...	...
Faculty member 2	...	...	...
Next faculty member, etc.	...	...	...

Appendix B

Options for Determining Overall Merit Score Recommendations

The individual component merit scores for Teaching 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.

In order to be merit-eligible, the merit committee's merit score on TEACHING Effectiveness has to be at least 2.

Exemplar C: Weighted Allocation of Effort Algorithm

Once the merit committee has reached consensus on component merit scores on each performance areas (Teaching 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:

- Overall Merit Score =
  [TEACHING Effectiveness Merit Score * Allocation of Effort] +
  [Research/Creative Work Merit Score * Allocation of Effort] +
  [Service Merit Score * Allocation of Effort]

However, the overall merit score is set to 0 if TEACHING Effectiveness Merit Score is under 2.

Overall Merit Score	Interpretation
0.0 – 1.99	Fails to meet basic expectations for merit; Recommendation for no merit
2.0 – 4.99	Meets basic expectations for merit; Eligible for merit
5.0 – 7	Exceeds expectations for merit; Eligible for merit