

Addendum to Merit Policy Department of English

The following rating category tables, which include the category of Unacceptable Performance, replace the rating category tables in the approved Department of English Merit Policy.

Research

Evaluation Rating Category	RESEARCH Expected levels of accomplishment on research performance indicators (or their equivalent)	Possible Merit Score for Research
Exceeds expectations for merit	<i>The faculty member has produced at least one performance indicator as detailed in Tier One. Other indicators in Tier One, or indicators in Tiers Two or Three will be considered to determine final ranking.</i>	5.5 – 7.0
Meets expectations for merit	<i>The faculty member has not produced a refereed or juried publication or other indicator in Tier One; however, accomplishments of one or more of the indicators as detailed in Tiers Two and Three indicate an active research agenda.</i>	2.5 – 5.4
Fails to meet expectations for merit	<i>The faculty member has not produced a refereed or juried publication or other indicator in Tier One, and any accomplishments of the indicators detailed in Tiers Two and Three do not indicate an active research agenda.</i>	1.1 – 2.4
Unacceptable Performance	<i>The faculty member provided no indicators in Tiers One, Two, or Three, and provided no other evidence of a research agenda appropriate to his/her specific case over the review period.</i>	1.0

Teaching

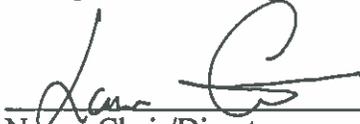
Evaluation Rating Category	TEACHING Expected levels of accomplishment on teaching performance indicators (or their equivalent)	Possible Merit Score for Teaching
Exceeds expectations for merit	<i>The faculty member has quantitative student evaluations that, when compared with departmental averages, are consistent with excellence in teaching: most above 4.0 out of 5, average of courses above 4.0. The faculty member has qualitative evaluations by students that are indicative of excellence in teaching: 75% - 100% positive comments. Peer reviews, if included, are excellent. At least one Performance Indicator in Classroom Teaching, Instructional and Program Development, and/or Contributions to Student Learning indicative of excellent engagement in teaching.</i>	5.5 – 7.0
Meets expectations for merit	<i>The faculty member has quantitative student evaluations that, when compared with departmental averages, are consistent with satisfactory teaching: most between 3.0 to 4.0 out of 5, average of courses above 3.5. The faculty member has qualitative evaluations by students, and peer reviews if included, that are consistent with satisfactory teaching: 50% - 74% positive comments. Peer reviews, if included, are good. At least one Performance Indicator in Classroom Teaching, Instructional and Program Development, and/or Contributions to Student Learning indicative of satisfactory engagement in teaching.</i>	2.5 – 5.4
Fails to meet expectations for merit	<i>The faculty member has quantitative student evaluations that, when compared with departmental averages, are not consistent with satisfactory teaching: average of courses below 3.0 out of 5. The faculty member has qualitative evaluations by students that are not consistent with satisfactory teaching: less than 50% positive comments. Peer reviews, if included, are poor to fair. Performance Indicators in Classroom Teaching, Instructional and Program Development, and/or Contributions to Student Learning are not indicative of engagement in teaching.</i>	1.1 – 2.4

Unacceptable Performance	<i>The faculty member has received a representative sample of student evaluations during the review period that indicate unacceptable teaching: average of courses below 2.5 out of 5 on quantitative measures and less than 30% positive comments. Peer reviews, if provided, document significant deficiencies in helping students achieve learning outcomes. Performance Indicators in Classroom Teaching, Instructional and Program Development, and/or Contributions to Student Learning are not indicative of engagement in teaching.</i>	1.0
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Service

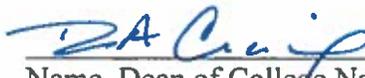
Evaluation Rating Category	SERVICE Expected levels of accomplishment on service performance indicators (or their equivalent)	Possible Merit Score for Service
Exceeds expectations for merit	<i>The faculty member has served in a major service role for the department, or has fulfilled their obligations on one of the major departmental committees and has also performed either additional service to the department or has performed service to the College or University, to the BGSU FA, or to the Profession.</i>	5.5 – 7.0
Meets expectations for merit	<i>The faculty member has fulfilled their obligations on a major departmental committee, and may have performed minimal additional service.</i>	2.5 – 5.4
Fails to meet expectations for merit	<i>The faculty member has not fulfilled the minimal requirements for service on a major departmental committee.</i>	1.1 – 2.4
Unacceptable Performance	<i>During the review period, the faculty member has provided no service to any committee and has performed no other service eligible for merit credit.</i>	1.0

Approved by the Department of English on 2/22/2017



 Name, Chair/Director

Date 2/24/17

Approved: 

 Name, Dean of College Name

Date 2/24/17

Approved: 

 Rodney Rogers, Provost/Senior VP

Date 3/8/17