

Merit Policy

Part II: Academic Unit Criteria, Standards, and Processes

Academic Unit: Philosophy

Merit Criteria, Performance Indicators and Expectations

Merit committee members will individually review the faculty member's merit dossier and provide a score in each of the areas of teaching, research, and service. Merit committee members will provide integer scores (0.0-5.0). Committee members will try to arrive at a consensus on the numerical scores for each component for each faculty member. However, when consensus cannot be reached, scores will be arrived at by averaging the scores from each committee member.

Evaluation Rating Category	TEACHING Expected levels of accomplishment on teaching performance indicators (or their equivalent)	Possible Merit Score for Teaching
Exceeds expectations for merit	<p>Typically, either:</p> <ol style="list-style-type: none"> 1. Very strong student and peer evaluations and evidence of curricular and/or pedagogical development <ol style="list-style-type: none"> a. An overall rating of "Superior" or above on a peer evaluation, if one has been conducted in the year under review, and b. Quantitative student evaluation scores <ol style="list-style-type: none"> i. on average, 10% over the level average or, (since level averages can be quite high) ii. averaging around 3.3 (between "Superior" and "Outstanding") on our 4-point scale, and c. Evidence of curricular and/or pedagogical development including, e.g., design of new courses, modification of current courses, participation in professional development activities, integration of new pedagogical techniques such as those involved in 'active learning' <p>Or:</p> <ol style="list-style-type: none"> 2. Strong peer and student evaluations, curricular and/or pedagogical development, and considerable extra work <ol style="list-style-type: none"> a. An overall rating of "Above Average" or better on a peer 	4.0 - 5.0

	<p>evaluation, if one has been conducted in the year under review, and</p> <ul style="list-style-type: none"> b. Quantitative student evaluation scores <ul style="list-style-type: none"> i. at or about the level averages or, (since level averages can be quite high) ii. averaging about 2.5 (between "Above Average" and "Superior" on our 4-point scale, and c. Evidence of curricular and/or pedagogical development including, e.g., design of new courses, modification of current courses, participation in professional development activities, integration of new pedagogical techniques such as those involved in 'active learning', and d. Considerable extra work <ul style="list-style-type: none"> i. directing an unusual large number of thesis or dissertation committees or direct readings ii. making unusually significant contributions to curriculum or course development, for example, being instrumental in designing a new minor or 'track' for the major. <p>Note that these conditions are sufficient, not necessary. A faculty member may also submit additional information relevant to teaching effectiveness, including but not limited to a narrative about his or her teaching philosophy and practice, information about the use of "active learning methods" in class, information about participation in professional development activities, teaching awards, syllabi, unsolicited student comments, and results of objective evaluations of teaching effectiveness (e.g., comparison pre-and post-tests of course material). Furthermore, the evaluation committee may also consider extenuating circumstances when reviewing quantitative scores which fall far outside departmental norms.</p>	
<p>Meets expectations for merit</p>	<p>Typically, either:</p> <ul style="list-style-type: none"> 1 Strong student and peer evaluations and some evidence of curricular and/or professional development <ul style="list-style-type: none"> a. strong peer evaluations – an overall rating of "Above Average" or above on a peer evaluation, if one has been conducted in the year under review b. quantitative student evaluations scores <ul style="list-style-type: none"> i. on average, at or around the level averages 	<p>1</p>

	<p style="text-align: center;">or, (since level averages can be quite high)</p> <ul style="list-style-type: none"> ii. averaging around 2.5 (between "Above Average" and "Superior" on our 4-point scale c. some participation in curricular and/or pedagogical development, e.g., design of new courses, modification of current courses, participation in professional development activities, integration of new pedagogical techniques such as those involved in 'active learning' <p style="text-align: center;">or</p> <p>2 Good student and peer evaluations and considerable extra work</p> <ul style="list-style-type: none"> a. good peer evaluation – an overall rating of "Average" or above on a peer evaluation, if one has been conducted in the year of review b. quantitative student evaluation scores <ul style="list-style-type: none"> i. on average, near the level averages, or (since level averages can be quite high) ii. averaging around 2.0 ("Above Average") on our 4-point scale c. Directing an unusually large number of theses or dissertations or directed readings <ul style="list-style-type: none"> or Making unusually significant contributions to curriculum or course development, including, for instance, being instrumental in the development of a new minor or track for the major. <p>Note that these conditions are sufficient, not necessary. A faculty member may also submit additional information relevant to teaching effectiveness, including but not limited to a narrative about his or her teaching philosophy and practice, information about the use of "active learning methods" in class, information about participation in professional development activities, teaching awards, syllabi, unsolicited student comments, and results of objective evaluations of teaching effectiveness (e.g., comparison pre-and post-tests of course material). Furthermore, the evaluation committee may also consider extenuating circumstances when reviewing quantitative scores which fall far outside departmental norms.</p>	
Fails to	Student evaluation quantitative scores consistently fall well below (2.00 points or more) the level averages, and peer	1.0 – 1.9

meet expectations for merit	evaluations, if any have been conducted, are “Below Average” (1 or below on a 5-point scale).	
Unacceptable Performance	Both student evaluations and peer evaluations (if conducted) are extremely poor in at least two courses. Scores between 0.00 and 1.00 (Below Average) constitute extremely poor student evaluations. An evaluation of “Below Average” (1 on a 5-point scale) constitutes an extremely poor peer evaluation. Additionally, the faculty member does not participate in formal efforts to improve teaching, e.g., services provided by the BGSU Center for Faculty Excellence.	0

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

Evaluation Rating Category	<p style="text-align: center;">RESEARCH</p> <p style="text-align: center;">Expected levels of accomplishment on research performance indicators (or their equivalent)</p>	Possible Merit Score for Research
Exceeds expectations for merit	<p>Typically,</p> <ul style="list-style-type: none"> a. two substantial publications (“substantial” means an article, rather than simply a note or a book review) in a national or international journal or b. one substantial publication in a top tier journal or c. one publication in a national or international journal and one “revise and resubmit” from a national or international journal <p>“National and international” here is meant to exclude merely regional journals, for example the Proceedings of the Ohio Philosophical Association. At the beginning of each academic year the members of the department agree on a list of which count as the “top tier” journals, which is then shared with the faculty.</p> <p>The evaluation committee may also take into account other performance indicators, including grants applied for and/or received, invited talks, prizes, presentations at regional,</p>	4.0 – 5.0

	<p>national, and international conferences, and invited comments on papers at regional, national, or international conferences, work in progress, articles which have been submitted but not yet accepted, articles in the revise and resubmit stage, etc. The committee can award a rating of “exceeds expectations” if, in its judgment, the faculty member’s overall research productivity has been roughly equivalent to two published papers.</p>	
Meets expectations for merit	<p>Typically, one substantial publication in a national or international journal “National and international” here is meant to exclude merely regional journals, for example the Proceedings of the Ohio Philosophical Association. The evaluation committee may also take into account other performance indicators, including grants applied for and/or received, invited talks, prizes, presentations at regional, national, and international conferences, and invited comments on papers at regional, national, or international conferences, work in progress, articles which have been submitted but not yet accepted, articles in the revise and resubmit stage, etc. The committee can award a rating of “meets expectations” if, in its judgment, the faculty member’s overall research productivity has been roughly equivalent to one published paper.</p>	2.0 - 3.9
Fails to meet expectations for merit	<p>Minimal research activity, which means that only minimal progress has been made with respect to any of the following projects: presenting a paper at a conference; writing a book review or encyclopedia entry; writing an article, book chapter, or book manuscript.</p>	1.0 - 1.9
Unacceptable Performance	<p>No significant research activity, which means that no demonstrable progress has been made with respect to any of the following projects: presenting a paper at a conference; writing a book review or encyclopedia entry; writing an article, book chapter, or book manuscript.</p>	0

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

Evaluation Rating Category	<p style="text-align: center;">SERVICE</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>For faculty members other than the chair of the department: participates in activities expected of all faculty members (for instance, attendance at faculty meetings, attendance and participation in departmental retreats, graduate entry advising), and, for those who are members of the graduate faculty, those activities expected of all graduate faculty (including graduate student review and MA portfolio review); is chair of at least two departmental committees or is chair of one and an active member of another, at least one of which has a heavy workload; serves on at least one college or university committee. (This last requirement can be waived in case where someone has made an attempt to serve on college or university committees by standing for election, but has not been given the opportunity.)</p> <p>The requirements for the departmental chair must be different, since the chair does not typically chair department committees. The department faculty are asked each year to fill out a (college) chair evaluation form, where the chair's performance on a number of parameters is evaluated on a 4-point scale (excellent, good, fair, and weak). To receive a rating of 'exceeds expectations', the chair must have received a preponderance of ratings of 'excellent' on this form.</p>	
Meets expectations for merit	<p>For faculty members other than the chair: participates in activities expected of all faculty members (for instance, attendance at faculty meetings, attendance and participation in departmental retreats, student advising), and, for those who are members of the graduate faculty, those activities expected of all graduate faculty (for instance graduate student review, MA portfolio review); is chair of at least one departmental committee or is an active member of a committee with a</p>	2.0 - 3.9

	<p>heavy workload; and shows willingness to participate in college or university service (as shown by willingness to put his or her name up for elections, for instance, and agreeing to serve on committees if asked).</p> <p>For the chair of the department: has received a preponderance of ratings of at least good on the college chair evaluation form that faculty are asked to fill out each year.</p>	
Fails to meet expectations for merit	<p>Either:</p> <ol style="list-style-type: none"> 1) Often fails to participate in departmental activities expected of all faculty members (for instance, attendance at faculty meetings, active participation on department committees, attendance and participation in departmental retreats, student advising), or, for those who are members of the graduate faculty, those activities expected of all graduate faculty (graduate student review, MA portfolio review) <p>Or</p> <ol style="list-style-type: none"> 2) For tenured faculty and non-tenure track faculty with more than 7 years of experience: Does not make oneself available for service at the college or university level. 	1.0 – 1.9
Unacceptable Performance	<p>Both</p> <ol style="list-style-type: none"> 1) Rarely participates in departmental activities expected of all faculty members (for instance, attendance at faculty meetings, active participation on department committees, attendance and participation in departmental retreats, student advising), or, for those who are members of the graduate faculty, those activities expected of all graduate faculty (graduate student review, MA portfolio review) 	0

	<p>And</p> <p>2) For tenured faculty and non-tenure track faculty with more than 7 years of experience: Does not make oneself available for service at the college or university level.</p>	
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Merit Score for Service (to be completed by merit committee member): __

SUMMARY FORM

(Each merit committee member shall assign integer values for each merit score. The merit committee will try to reach consensus on each component score for each faculty member. However, if consensus is impossible to reach, the overall score for each component will be computed by averaging the scores provided by each merit committee member. The composite score is achieved by using a weighted algorithm. That is, each faculty member's score for each component is multiplied by his or her allocation of effort for that component., and the resultant figures are summed. So, if a faculty member has a 40/40/20 allocation of effort for teaching, research, and service, his/her teaching and research scores will be each be multiplied by .4, and his/her service score by .2. The resultant numbers will be summed to reach a final score.)

Faculty Member	Merit Score for Teaching	Merit Score for Research	Merit Score for Service
Next faculty member			
Next faculty member			

Merit Committee Composition and the Election//Appointment Process

The department merit committee is responsible for assigning an overall merit score to every bargaining unit faculty member. The committee consists of three tenured members of the philosophy department. The committee members are elected for a three-year term of service by a vote of the department. Both TTF and NTTF members participate in this vote.

Elements of the Merit Dossier

The submitted merit dossier must include the following elements: an updated cv, a list of publications and presentations from the previous calendar year, student teaching evaluation scores, a copy of any peer reviews of teaching that were performed during the calendar year, a list of dissertation and these committees that the faculty member served on in the previous year, and a list of the faculty member's service activities. Faculty members may also choose to submit a narrative statement about any of the three areas, including any additional information which the faculty member wishes be taken into account.

Calculation of Overall Merit Score

The overall merit score for the year under review is calculated according to the "weighted allocation of effort" algorithm. Each component score for each faculty member is multiplied by the percentage allocation of effort for that component and then these products are summed.

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:

$[\text{Teaching/Librarian Effectiveness Merit Score} * \text{Allocation of Effort}] + [\text{Research/Creative Work Merit Score} * \text{Allocation of Effort}] + [\text{Service Merit Score} * \text{Allocation of Effort}] = \text{Overall Merit Score}$

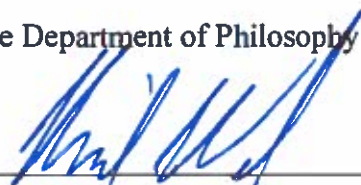
Overall Merit Score	Interpretation (assumes component performance ratings made on 7-point scale)
0	Unacceptable Performance
1.0 –	Fails to meet basic expectations for merit; Recommendation for no merit

1.5	
1.6 – 3.5	Meets basic expectations for merit; Eligible for merit
3.6 – 5.0	Exceeds expectations for merit; Eligible for merit

Merit will ultimately be based on a three-year rolling average of annual scores. As such, merit scores from the year under review and the two preceding years will be summed and then divided by three.

Additional Academic Unit Merit Policy Information

Approved by the Department of Philosophy at the August 25, 2017 Faculty Meeting.



Date Sept. 5, 2017

Michael Weber, Chair

Approved:



Date 9/11/17

Raymond Craig, Dean

Approved:



Date 11/17/17

Rodney Rogers, Provost/ Senior VP