

Merit Document
School of Cultural and Critical Studies

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 School of Cultural and Critical Studies 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 School Director 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.

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 School Director.
- 2.2. The School merit committee is responsible for assigning an overall merit score to every bargaining unit faculty member. The school merit committee consists of 1 tenure-track or tenured representative from each unit. Each unit within the School will elect their representative. Representatives will serve for a term of three years. The committee members will elect a chair.

- 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 an updated CV and the following elements:
- 2.4.1. Tenured and Tenure-Track Faculty must submit a Research Merit Worksheet which highlights all research related activities in the last year that can be considered for merit. Faculty are asked to tally their points on the worksheet based on the schedule of points outlined in Appendix A. Some activities also require additional documentation, including drafts of research articles/manuscripts in progress.
- 2.4.2. All faculty must submit a Teaching Merit Worksheet based on the schedule of points outlined in Appendix A. In addition, all faculty must submit scores from the approved quantitative evaluation instruments for all classes taught within CCS. Scores should be presented in summary format, as provided by the School. All faculty must also submit a full set of qualitative evaluations from at least 1 course taught within CCS, including the largest class taught. Faculty may elect to submit additional documentation of teaching effectiveness including peer evaluations, development of innovative teaching materials, development of new courses, etc. as outlined in Appendix A.
- 2.4.3. All faculty must submit a Service Merit worksheet based on the schedule of points outlined in Appendix A.
- 2.5. Overall Merit Scores are calculated using the “Weighted Allocation of Effort Algorithm” method. 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:

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

February 28: Academic unit faculty committee’s merit score recommendation to the Director (with a copy to the faculty member).

March 7: Last date for faculty members to appeal the committee’s recommendation to the Director (with a copy to the committee).

March 31: Director’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 Director's merit score recommendation to the Dean (with copy to the Director). The faculty member may raise in any appeal to the Dean: (i) the Director'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 Director. Issues related to the committee's recommendation not raised previously with the Director (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.

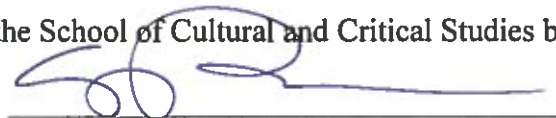
4.2.2. The unit's faculty advisory body may also consider special circumstances not covered in 4.1 above and make a recommendation to the unit chair or director. Such exceptional circumstances might include a leave without pay to take a short-term research appointment, a leave without pay to participate 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 School of Cultural and Critical Studies by vote on October 26, 2015



Susana Peña, School of Cultural and Critical Studies Date 10/26/15

Approved: 

Raymond A. Craig, Dean of College of Arts and Sciences Date 10/26/15

Approved: 

Rodney Rogers, Provost/ Senior VP Date 10/29/15

APPENDIX A

Section 1. School-Specific procedures for review of merit dossiers.

1.1 In the spirit of the community of scholars, all deliberations regarding Merit Determination shall be undertaken by the Merit Committee, and the School Director in a fair and professional manner. While professional disagreements may periodically arise in this process, all School members shall conduct themselves in a collegial manner consistent with the principles outlined in the School and University Charters, and the BGSU-FA Contract.

1.1.1 Faculty will submit the updated curriculum vita, completed merit worksheets (teaching, service, and research, if applicable), and substantiating materials to the School Director by January 31st as outlined in Section 3. The director is responsible for making sure all pertinent materials are available.

1.1.2 Each member of the merit committee will carefully examine the annual reports and all substantiating materials, and determine the correct enumeration.

1.1.3 The merit committee chair will provide the school director with a full report of the committee's calculations and individual merit score recommendations by February 28 as outlined in Section 3. At the same time, the Merit Committee will provide each faculty member with their scores and points of comparison across the School.

1.1.4 Any individual who wants to appeal the merit score recommendation should submit in writing the appeal to the Chair of the Merit Committee by March 7. The appeal should indicate what aspect(s) of the merit recommendation they are appealing, and the grounds for the appeal, referencing documentation in the initial submission (additional documentation is not permitted during the appeal).

1.1.5 By March 31, the School Director will forward the final committee recommendations to the Dean, along with the Director's independent individual merit recommendations for all Bargaining Unit Faculty Members in the school. Before the final report is submitted to the dean, the director will make the individual's own evaluation, and merit rating, available to that faculty member.

1.1.6 April 7 is the last day for a faculty member to appeal the Director's merit score recommendation to the Dean (with copy to the Director), as outlined in Section 3.

1.1.7 Final Merit Evaluations will be calculated according to the allocation of effort agreement negotiated between each faculty member and the School Director each Fall. In the absence of such agreement, the standard allocation of effort for tenure-track and tenured faculty will be 40% teaching, 40% research, and 20% service will be used. In the absence of such agreement, the standard allocation of effort for non-tenure-track faculty of 80% teaching and 20% service will be used. Final merit scores will be converted to a 5 point scale by multiplying the final score by 2.5.

1.1.8 The School of Cultural and Critical Studies, including all faculty in its affiliated departments and programs, shall be considered a single merit pool for the purpose of merit allocations. In accordance with the stated preference of the School faculty, merit

award recommendations shall be calculated on a dollar-share of the merit pool basis, not on a percentage of salary basis.

1.1.9 The CCS merit committee and director will recommend to the Dean that all faculty who meet expectations receive a 1.0 dollar-share of the merit pool and all faculty who exceed expectations receive a 1.5 dollar share of the merit pool.

1.1.10 In sections where point calculations are made to determine merit ranking, the committee will prorate points if there is any variation from standard allocation of effort by multiplying point totals by percentage of effort.

Section 2. TEACHING

2.1 Teaching Expectations and Values.

2.1.1 At all levels of review, all administrators and committee members shall uphold the principles stated in the Charter of Bowling Green State University, especially:

2.1.1.1 "The responsibility to assure the student's freedom to learn, through maintaining an atmosphere conducive to free inquiry, the respect of the student as an individual, and the evaluation of students based on professionally judged academic performance without regard to personal or political matters irrelevant to that performance." (Charter B-I.E. page 1). .

2.1.1.2 "The responsibility to exercise intellectual honesty, through the development and improvement of one's scholarly competence, the exercise of critical self-discipline and judgment, and the avoidance of subsidiary interests that compromise or hamper freedom of inquiry. "(Charter B-I.E. page 2)

2.1.1.3 "Because clear, logical, accurate, and articulate written communication is a necessary component of all scholarly and professional activity, the University urges all faculty members:

- To assign writing in every course in which essay examinations, papers, or reports are at all appropriate,
- To inform students that writing proficiency (organization or articulation) will be a component of the grading in the course,
- To comment upon the competence with which information is organized and articulated in all written work,
- To return such work to students,
- To withhold grades on papers or reports until a satisfactory level of performance on them is achieved during that term,
- To lower grades on all written work that does not achieve a satisfactory level of writing proficiency (organization or articulation)" (Charter B-I.F. page 1)

2.1.1.4 Our school recognizes the following principles of effective teaching

- The encouragement and development of reciprocity and cooperation among students.
- The use of active learning techniques.
- Providing prompt feedback to students.
- The communication of high expectations.
- Respect for the diverse talents and ways of learning of students.

2.1.1.5 All tenured and tenure-track school faculty members must demonstrate active and productive participation in the instruction of graduate students. This may include activities such as graduate teaching, thesis or dissertation guidance, program planning and course development, and advising of graduate students.

2.2 In seeking to evaluate teaching effectiveness, the school director and merit committee will give consideration to many factors. Faculty members are encouraged to submit a syllabus for each of the courses they offered in the reporting year. The number and type of courses taught (WAC, seminar, etc.), enrollment figures, grades, intellectual rigor, and the evaluation techniques listed below may all be utilized in this process.

2.3 It is required that each faculty member use some form of teaching evaluation. College of Arts & Sciences guidelines call for all faculty use method #1. In addition each member of the department may use method #2 and/or method #3, in addition to method #1.

Acceptable evaluation techniques:

i) Method #1: Student evaluation:

- a. All faculty must submit scores from the approved quantitative evaluation instruments for all classes taught within CCS. Scores should be presented in summary format, noting the composite score presented in comparison context, as provided by the school.
- b. All faculty must also submit a full set of qualitative evaluations from at least 1 course taught within CCS, including the largest class taught.

ii) Method #2: Peer evaluation:

- a. Peer evaluations may be conducted by: a member of the department designated by the chairperson, or a school-affiliated faculty member chosen by the individual being evaluated with the consultation of the chair or director of their unit. Dual or joint appointed faculty may submit a letter from another unit every other year that a peer evaluation is submitted.
- b. At least one evaluation per year.
- c. Date and time of evaluation to be set according to mutual convenience.

iii) Method #3: Evidence of teaching activity that cannot be measured by the above (to be demonstrated by submission of appropriate materials)

- a. development of new courses (syllabi and other teaching materials shall be submitted)
- b. direction of graduate level special readings, thesis, dissertation, etc.
- c. development of innovative materials or techniques
- d. any other relevant activities

2.4 Each faculty member will complete a "Teaching Merit" worksheet based on the schedule of points outlined below. The committee will review this worksheet and complete its own evaluation. Then the committee chair will forward both the total points earned in this category, along with the committee's recommendation of whether the faculty member "does not meet expectations," "meets expectations," or "exceeds expectations." This recommendation will be based on the following point scale. Note: In the following schedule of points, the high number in each category is the TOTAL number of points possible for that category.

- (0) 0-7 points means the faculty member did not meet expectations
- (1) 8-13 points means the faculty member met expectations
- (2) 14+ points means the faculty member exceeded expectations

2.5 Schedule of points. In the Teaching Schedule of Points, the number of points indicates the total possible points in each section.

2.5.1 0-7 points Quantitative Teaching Evaluations. Quantitative evaluations based on CCS Evaluation instrument on 1.00-5.00 scale.

Low range scores are considered 1.00-2.49

Mid-range scores are considered 2.50-3.99

High scores are considered 4.00-5.00

2.5.2 0-3 points Qualitative Teaching Evaluations.

The faculty member must turn into the committee one full set of qualitative teaching evaluations (at minimum) from a course taught during the proceeding 12 months, including the largest course taught. Meeting expectations generally means that the comments are generally positive and point to a level of appropriate rigor, faculty responsiveness, and active learning as set in the School's principles of effective teaching. Exceeding expectations generally means that the comments are remarkable, noting outstanding engagement with students as set in the School's principles of effective teaching.

2.5.3 0-3 points Peer reviews of teaching effectiveness

2.5.4 0-2 points Non classroom teaching in addition to teaching assignment (Examples include –honors project direction; senior thesis direction; student mentoring; guest lecturing (invited lectures based on research/teaching expertise, not substitute teaching); peer mentoring)

2.5.5 0-2 points High impact learning activities

(Examples include – service-learning; undergraduate research; active learning; novel approaches to teaching)

2.5.6 0-9 points Other

(Examples of other evidence for teaching effectiveness: student performance/success; teaching awards; active engagement in learning communities; other continuing education to support teaching effectiveness; development of new courses; rigor in exiting courses; innovative lesson plans; quality syllabi; innovative incorporation of faculty's research into teaching activities (note: if a faculty member counted that research on the "Research" portion of the merit, the faculty member cannot also count that research's use in teaching in the same year); graduate service on student thesis or dissertation committees, capstones, independent studies/readings, or other formal mentoring activities that exceed the usual expectations. Evaluation of this category will take both quantity and quality of achievements into account.

2.6 For graduate faculty to meet expectations with 2/2 load, the usual expectation is that the faculty member serves on approximately 2-4 theses or dissertation committees, or serves as an instructor for 2-4 graduate certificate capstones, independent studies/readings, or other formal mentoring activities.

Section 3. SCHOLARSHIP-RESEARCH

3.1 Research Expectations and Values

3.1.1 All tenured and tenure-track school faculty members must show evidence of a continuous record of productive scholarship. Such faculty members must submit and publish in peer reviewed journals and with recognized scholarly book publishers, and present their ongoing research in recognized scholarly conferences and venues on a regular basis.

3.2 We recognize that it is impossible to include all conceivable types of activities in this area of scholarship-research. The following types of activities are ones that should be recognized by the director and the merit committee to reward individual merit. The director and the merit committee will use these activities as a guide but are free to make adjustments according to the quality of each scholarly activity.

3.3 The attached list of points is not to be applied in a rigid, iron-clad, mechanical fashion but is to serve as a general guideline and a relative measure of weight attached to various forms of scholarship and research.

Each faculty member with a research allocation will complete a "Research Merit" worksheet based on the schedule of points outlined below. The committee will review this worksheet and complete its own evaluation. Then the committee chair will forward both the total points earned in this category, along with the committee's recommendation of whether the faculty member "does not meet expectations," "meets expectations," or "exceeds expectations." This recommendation will be based on the following point scale.

(0) Did not meet expectations, meaning that the faculty member's total point score was 0-9 points.

(1) Met expectations, meaning that the faculty member's ranking was 10 points or above.

(2) Exceeded expectations, meaning that the faculty member's ranking was 24 points or above.

3.4 Schedule of Points. In each section of Research Schedule of Points, the points indicated are per item and do not indicate a maximum number of points per section unless otherwise specified.

3.4.1 (16-24 pts)

- book: original research, peer-reviewed and refereed, at least 120 pages. Quality of venue will be considered when assigning score.

3.4.2 (12-15 pts)

- major edited book of original source or sources: substantial editing, introduction, and conclusion; including at least 50 pages written by the editor
- monograph: 70-120 pages; published in a journal or edited collection

3.4.3 (5-9 pts)

- other edited work: documentary reader of at least 150 pages; to include introduction and headnotes written by author; minor editing of a book

3.4.4 (5-10 pts)

- article in a scholarly journal peer-reviewed (Note to faculty: it is recommended that if you write an article with other authors and have equal distribution of work, you should note this in the published article. Otherwise, author order is assumed to indicate labor.)
- editorship of a special issue of a journal (including substantial introduction and headnotes by author)
- original essay in a book
- receiving major research grant (external to the University; may only be claimed once in year granted)

3.4.5 (2-5 pts) (note: total points in this category shall not exceed 10)

- paper read at a recognized scholarly conference or symposium
- ongoing work on previously awarded externally-funded major research grant

3.4.6 (1-3 pts)

- research in progress. (draft manuscripts must be made available for merit committee review)
- serving as a commentator at a recognized scholarly conference or symposium
- short article in newspaper, magazine or encyclopedia
- preface or introduction to a book
- book review in an accredited journal (reasonable limit on number rewarded)
- invited presentation before a scholarly group
- Research activities not encompassed in other categories but reported in the Annual Report
 - reprints of published book or article
 - applying for research grant
 - chairing or moderating a session

3.5 Other Considerations:

3.5.1 Books will be recognized at three different times:

- (1) Upon full and unconditional acceptance of manuscript
- (2) Actual publication
- (3) When published reviews become available. At this stage, evidence of impact will be considered when assigning score.

3.5.2 Articles will be recognized at two different times:

- (1) When fully and unconditionally accepted for publication
- (2) When published

3.5.3 Books, articles, etc. receiving special recognition or awards from the profession will be given additional consideration.

3.6 Scholarship of Engagement and Digital Humanities. The School is committed to treating research and creative work of engagement, and that presented in non-traditional digital formats, equally with traditional approaches to scholarship. Faculty undertaking such engaged or digital research and scholarship must develop appropriate methods, reporting of results, and publication of findings in ways that are equivalent to traditional methods of peer review and criticism. In assessing the impact of engaged or digital humanities scholarship, evaluations by community partners as well as academic experts shall be considered probative.

Section 4. SERVICE

4.1 Service Expectations and Values

4.1.1 As “The primary responsibility for the development and maintenance of the University's academic programs belongs to the faculty,” it is expected that all faculty members will participate in the governance of their department, program, and school, and will regularly participate in the various governance bodies of the college and university (Charter Article 1, page 1). Participation includes regular attendance at those committees and other bodies to which the faculty members is appointed.

4.1.2 In addition to their primary responsibility to their department, program, school, college, and university, faculty members are encouraged to take active roles in service to their academic disciplines.

4.1.3 The School of Cultural and Critical Studies encourages and recognizes scholarly as well as other forms of civic engagement as service (within the guidelines in Appendix A).

4.2 “Service” means primarily the contributions faculty make to the department, school, college, and university, to the profession and discipline, and to the community “as a scholar.”

4.3 Service to the profession, discipline or community may be counted for no more than 25% of the consideration in the “service” category; the bulk of the consideration in the “service” category should be given to those activities that contribute to the functioning and betterment of the faculty member’s department, school, college, or Bowling Green State University generally.

4.4 Each faculty member will complete a “Service Merit” worksheet based on the schedule of points outlined below. The committee will review this worksheet and complete its own evaluation. Then the committee chair will forward both the total points earned in this category, along with the committee’s recommendation of whether the faculty member “does not meet expectations,” “meets expectations,” or “exceeds expectations.” This recommendation will be based on the following point scale.

- (0) 0-9 points means the faculty member did not meet expectations.
- (1) 10-19 points means the faculty member met expectations.
- (2) 20+ points means the faculty member exceeded expectations.

4.5 Schedule of points. In the Service Schedule of Points, the number of points indicates the total possible points in each section.

4.5.1 For all categories below, 1 point should be added for each committee in which the faculty member serves in an administrative capacity, such as chair, vice chair, secretary or other role.

4.5.2 (0-5 points) Major departmental/School service activity

- Serving on a School-level committee
- Serving the preliminary exam committee (PhD)
- Serving on open search committees

4.5.3 (0-3 points) Minor departmental/School service activity

- Serving on comprehensive exam committee (MA)
- Serving on internal search/hire committee

4.5.4 (0-5 points) Major College service activity

- Serving on a highly active committee, which meets at least 3 times per semester AND requires frequent work from members between meetings.
- Serving on the College PTRC committee

4.5.5 (0-3 points) Minor College service activity

- Serving on a one-time, ad-hoc committee or program for the University (ex. Grade Appeals Committee)

4.5.6 (0-5 points) Major University service activity

- Serving (or chairing) on a highly active committee, which meets at least 3 times per semester AND requires frequent work from members between meetings.
- Serving on HSRB

4.5.7 (0-3 points) Minor University service activity

- Serving on an active committee (meeting approximately 1-3 times per semester); however, that committee does not require frequent work from members between meetings (example, Faculty Senate).
- Serving on a one-time, ad-hoc committee or program for the University
- Guest speaking for a student organization or other public event on campus

4.5.8 (0-5 points) Major service activity in profession

- Leading an initiative, committee, or other group within a professional organization
- Serving as an officer in professional organization
- Serving on major committee in professional organization
- Serving on editorial board of journal (please indicate the approximate # of manuscripts reviewed each year)

4.5.9 (0-3 points) Minor service activity in profession

- Manuscript review (excluding manuscripts reviewed as part of duties of serving on editorial board)
- Organizing a panel at conference (unless claimed in research section)

4.5.10 (0-4 points) Service in the community

- Must be related to BGSU faculty appointment, may include awards for service, leadership or work on community projects, etc.

Appendix B

Determining Overall Merit Score Recommendations

The individual component merit scores for teaching/librarian 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.

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 * 2.5.