

**School of Inclusive Teacher Education
College of Education and Human Development
Merit Policy
Part II: Academic Unit Criteria, Standards, and Processes**

Merit Criteria, Performance Indicators, and Expectations

Evaluation Rating Category	TEACHING Expected levels of accomplishment on teaching performance indicators <i>Provide evidence for all achievements listed in your report. Highlight all evidence identified.</i>	Merit Score for Teaching
Exceeds Expectations for Merit	<p><u>To receive a score of 5:</u> High level of involvement in effective teaching activities, including at least 6 performance indicators listed below under level 4:</p> <p><u>To receive a score of 4:</u> High level of involvement in effective teaching activities, including at least 5 performance indicators listed below:</p> <ul style="list-style-type: none"> ▪ Average quantitative student evaluations across all courses of at least 4.0 on a 5.0-point scale ▪ Peer teaching observation/evaluation indicating highly effective teaching (minimum overall score of 4.0 on a 5.0-point scale) ▪ Lesson study documentation indicating teaching effectiveness ▪ Supervise student teacher to observe candidate practice in classroom settings OR serve as AREP instructional mentor (both may be part of assigned teaching load or with additional compensation) ▪ Copy of all student narrative comments for one course including a reflective analysis of student comments ▪ Self-evaluation of teaching effectiveness that provides evidence of data used (e.g., midterm evaluations) and changes made based on feedback ▪ Development of a new program or course approved through the full curriculum process ▪ Substantive modifications to a program or existing course approved through the full curriculum process ▪ Integration of an innovative teaching practice (including reflective analysis of implementation) such as (a) clear use of culturally inclusive pedagogy (b) strategy to address equity, inclusion, and diversity in course content; (c) community engagement and/or service learning; or (d) strategy to facilitate active student learning ▪ Engagement in professional development related to teaching effectiveness (e.g., workshops, webinars, learning communities) with description of implementation ▪ Teaching award or distinction ▪ Grant to support teaching activities (not travel grants) ▪ Director/co-director of study abroad or extended student trips off campus ▪ Unpublished pedagogical/teaching materials distributed to others 	4-5

	<ul style="list-style-type: none"> ▪ Supervision of independent studies (at least 3 student credit hours; provide list) ▪ Graduate faculty representative on preliminary exam, dissertation proposal, or dissertation defense ▪ Chair of one active graduate thesis/project/dissertation committee (Each instance counts as one performance indicator) ▪ Committee member on active graduate theses/projects/dissertations and/or scoring comprehensive examinations ▪ Advisor for honors project or other undergraduate research project ▪ Academic advising (include number of students and program as taken from myBGSU) ▪ Facilitation of student professional development activities ▪ Evidence of teaching effectiveness that contributes to student success and/or institutional innovation (provide supporting evidence) <p>*Each instance of an indicator counts as one indicator, but the faculty member must have at least 4 unique indicators to exceed expectations for merit</p>	
Meets Expectations for Merit	<p>To receive a score of 3: High level of involvement in teaching activities, including 4 indicators from the list in Exceeds Expectations for Merit</p> <p>To receive a score of 2: High level of involvement in teaching activities, including 3 indicators from the list in Exceeds Expectations for Merit</p>	2-3
Fails to Meet Expectations for Merit	Two or fewer indicators of teaching effectiveness from the list in Exceeds Expectations for Merit and /or quantitative student evaluation average below 3.5 on a 5.0-point scale	1
Unacceptable	No significant documented teaching effectiveness or no materials submitted review	0
	<p>Merit Score for Teaching (Completed by Merit Committee Member) (Assign whole number only and justify below a score that differs from the faculty member's reported score) Merit Committee Member Comments:</p>	
Evaluation Rating Category	<p>SCHOLARLY/CREATIVE ACTIVITY Expected levels of accomplishment on scholarly/creative activity performance indicators <i>Provide evidence for all achievements listed in your report. Highlight all evidence identified.</i></p>	Merit Score for Scholarly/Creative Activity
Exceeds Expectations for Merit	<p>To receive a score of 5: Two peer-reviewed publications OR One peer-reviewed publication and one of the following:</p> <ul style="list-style-type: none"> ▪ Editorship of a journal (including associate or guest editor), a book, or conference proceedings ▪ Book/book chapter ▪ Funded external grant 	4-5

	<p>To receive a score of 4: One of the indicators listed below:</p> <ul style="list-style-type: none"> ▪ Peer-reviewed publication ▪ Editorship of a journal (including associate or guest editor), a book, or conference proceedings ▪ Book/book chapter ▪ Funded external grant 	
Meets Expectations for Merit	<p>To receive a score of 3: Three or more of the indicators listed below. To receive a score of 2: Two of the indicators listed below.</p> <ul style="list-style-type: none"> ▪ Internal research grant, funded, submitted, and/or under review (excluding travel grants) ▪ Book contract signed during the review period ▪ Published conference proceeding or symposia ▪ Commercialization of research-derived product and/or service ▪ Journal, book, or book chapter manuscript submitted for review during the merit review period ▪ Published book review in a peer-reviewed journal ▪ Invited presentation at international, national, or regional conference ▪ Panel member, discussant, or chair at international, national, or regional conference ▪ Refereed presentation or poster at international, national, or regional conference ▪ Abstract published in conference proceedings or peer-reviewed journal (if not counted as paper/poster presentation) ▪ Member of a journal editorial board (not ad hoc reviewer) ▪ Refereed creative work presented at national or regional adjudicated exhibitions or competitions <p>*Each instance of an indicator counts as one indicator.</p>	2-3
Fails to Meet Expectations for Merit	Minimal evidence of scholarship (one item in the above list)	1
Unacceptable	No significant documented scholarship or no materials submitted review	0
	<p>Scholarship Notes Individual grants of at least \$20,000, for a two-year period) may be submitted for each merit year of the time period of the grant. Grants with team members should be at least \$100,000 to be counted for each year of the duration of the grant.</p> <p>Manuscripts submitted for publication that were under review in a previous merit submission may not be considered if listed as under review again. Manuscripts submitted for publication that were in press or published in a previous merit submission may not be counted again in a subsequent year.</p>	

	<p>Merit Score for Scholarly/Creative Activity (Completed by Merit Committee Member) (Assign whole number only and justify below a score that differs from the faculty member's reported score) Merit Committee Member Comments:</p>	
Evaluation Rating Category	<p style="text-align: center;">SERVICE Expected levels of accomplishment on service performance indicators <i>Provide evidence for all achievements listed in your report.</i> <i>Highlight all evidence identified.</i></p>	Merit Score for Service
<p>Exceeds Expectations for Merit</p>	<p>The faculty member (a) demonstrates significant service involvement at the program, school, college, university, professional or community levels; (b) participates in orientation week program activity (e.g., Get with the Program or parallel program); (c) participates in one recruitment or retention-based initiative (e.g., President's Day); (d) participates regularly in all required program, school, and college meetings; AND</p> <p><u>To receive a score of 5:</u> 4 committees or recognized service items are required; at least one must be a documented leadership role (e.g., committee chair)</p> <p><u>To receive a score of 4:</u> 4 committees or recognized service items are required.</p> <p>Faculty who fulfilled duties in a timely and thorough manner as an assistant director or program coordinator during the merit review period have met service requirements at the program, school, and college levels through their work within these positions and membership on the EDHD Faculty Leadership Council. Their work is considered meritorious and earns a minimum score of 3 (Meets Expectations for Merit) in the area of service; a score of 4 or 5 will be assigned to an assistant director or program coordinator who qualifies for that score based on stated criteria.</p> <p>Examples of recognized service at each level are described below:</p> <p><u>Profession</u></p> <ul style="list-style-type: none"> ▪ Membership in and active involvement with committee, task force, or board (beyond attendance at annual meetings) ▪ Chair of committee, task force, or board (implies higher level of engagement than a committee member) ▪ Officer position in a professional association (e.g., president, vice-president, secretary, treasurer, conference chair/organizer) ▪ Conference planning ▪ Professional recognition or awards ▪ Service to government agency ▪ Expert testimony 	<p>4-5</p>

	<ul style="list-style-type: none"> ▪ Reviewing manuscripts, grant or conference proposals, proceedings, or abstracts <ul style="list-style-type: none"> ○ For manuscripts: list journal(s) ○ For grants proposals: list agency or organization, number reviewed ○ For conference proposals, proceedings, or abstracts: list conference(s) and number reviewed ▪ Media appearances related to one’s discipline <p><u>Program/School</u></p> <ul style="list-style-type: none"> ▪ Membership on committee or task force (e.g., search committee, standing committee, ad hoc) ▪ Fulfilled duties as a faculty member on assigned program committee, and an additional program committee, as outlined in the governance document ▪ Chair of committee, task force, or similar group ▪ Assigned administrative duties (e.g., assistant director) ▪ Education Day (faculty presents at and attends both events) ▪ Graduate or undergraduate program coordination ▪ Author of accreditation report or program evaluation ▪ Evidence of role as faculty peer mentor <p><u>College/University</u></p> <ul style="list-style-type: none"> ▪ Membership on committee or task force (e.g., search committee, standing committee, ad hoc) ▪ Chair of committee, task forces, or similar group ▪ Advisor/supervisor of BGSU student club, organization, or activity <p><u>Community</u></p> <ul style="list-style-type: none"> ▪ Evidence of significant uncompensated work directly related to faculty member’s professional discipline (e.g., professional development with domestic or international schools or organizations) <p><u>Recruitment- or Retention-Based Initiative</u></p> <ul style="list-style-type: none"> ▪ Preview Day ▪ President’s Day ▪ Get with the Program ▪ Meeting with Prospective Students (minimum of 2) ▪ OAE Review ▪ Support Meeting with Student(s) ▪ Graduate Fair ▪ Online Graduate Recruitment (Handshake) <p><u>Diversity, Equity, and Inclusion (DEI)</u></p> <ul style="list-style-type: none"> ▪ Facilitation of activities related to DEI (e.g., leading a workshop) <p>*Each instance of an indicator counts as one indicator.</p>	
Meets Expectations for Merit	The faculty member (a) demonstrates meaningful service involvement at the program, school, college, university, professional or community levels; (b) participates in orientation week program activity (e.g., Get with the Program or parallel program); (c) participates in one recruitment or retention-based initiative (e.g., President’s Day); (d)	2-3

	<p>participates regularly in all required program, school, and college meetings; AND</p> <p>To receive a score of 3: One recruitment or retention-based initiative and at least 3 committees or recognized service items are required.</p> <p>To receive a score of 2: One recruitment or retention-based initiative and at least 2 committees or recognized service items are required.</p>	
Fails to Meet Expectations for Merit	The faculty member demonstrates little to no service involvement at the program, school, college, university, professional or community levels; does not participate in required program, school, and/or college meetings; does not participate in orientation week programs; and/or does not participate in recruitment/retention activities. One committee or recognized service item is documented.	1
Unacceptable	No significant documented service or no materials submitted for review.	0
	<p>Merit Score for Service (Completed by Merit Committee Member) (Assign whole number only and justify below a score that differs from the faculty member's reported score) Merit Committee Member Comments:</p>	

	Teaching	Scholarly/Creative Activity	Service	Total Weighted Score
Committee Score				
Allocation of Effort				
Weighted Score				

Merit Committee Composition and the Election Process

Merit reviews are conducted by the Personnel Committee that consists of at least four (4) associate professors and/or professors and two (2) associate teaching professors and/or teaching professors, elected from the faculty for alternating terms of two academic years. Elections will occur the spring semester prior to the end of the academic year. Whenever possible, there will be no more than two representatives from any one program committee.

Elements of the Merit Dossier

The submitted merit dossier must include the following elements:

1. Completed ***Self-Filled Table of Meritorious Achievements*** that documents achievements during the previous academic year (fall, spring, summer)
2. Current CV in BGSU format with activities during the previous academic year highlighted (Activities submitted for merit in prior years should not be highlighted and counted in subsequent year, e.g., an article still in press from one year to the next)

3. Completed table of **Quantitative Student Evaluation Scores** from the previous year
4. Appendix documenting achievements not listed on the CV. Five or fewer pages should be sufficient.

In the first year of an appointment, the submitted merit dossier must include the following materials. First-year faculty who submit the required documents will be assigned the average merit score for all faculty in the unit. This first-year score is excluded from the three-year rolling average. The rolling average will begin in the second year.

1. **Self-Filled Table of Meritorious Achievements** completed to the extent possible
2. Current CV in BGSU format
3. Syllabus for each course assigned for the fall semester

Calculation of Overall Merit Score

In determining the merit score for one year, the following applies:

1. The allocation of effort is determined with the director at the start of the academic year. The typical allocation of effort for QRF is 80% Teaching and 20% Service. For TTF, the typical allocation is 50% Teaching, 30% Scholarship, and 20% Service. Allocations may vary as negotiated with the director and approved by the Dean. Approved adjustments to allocation of effort described in the comment section of the merit report should be reflected in the merit evaluation process.
2. Two individuals from the Merit Committee will review each merit submission independently. At least one tenure-track member will review each TTF submission and at least one QRF member will review each QRF submission. Merit Committee members will recuse themselves when their spouse's/partner's merit is being reviewed.
3. Once the committee has reached consensus on the component merit scores in each performance category (Teaching, Scholarly/Creative Activity, Service), the overall merit score is calculated.

Exceeds Expectations for Merit	4.0 – 5.0
Meets Expectations for Merit	2.0 – 3.9
Fails to Meet Expectations	< 2.0
Unacceptable	0

- a) Each category (Teaching, Scholarly/Creative Activity, and Service) is calibrated on its own scale (0, 1, 2, 3, 4, 5). Tenure track/tenured faculty (TTF) are evaluated in Teaching, Scholarly/Creative Activity, and Service; QRF are evaluated in Teaching and Service.
- b) TTF Calculation: [Teaching Merit Score * Allocation of Effort] + [Scholarly/Creative Activity Merit Score * Allocation of Effort] + [Service Merit Score * Allocation of Effort] = Overall TTF Merit Score
- c) QRF Calculation: [Teaching Merit Score * Allocation of Effort] + [Service Merit Score * Allocation of Effort] = Overall QRF Merit Score

Three-Year Rolling Merit Average:

Per the Collective Bargaining Agreement, a three-year arithmetic mean for awarding merit will be determined by calculating the arithmetic mean of the overall merit score for the current academic

year and two previous years. The first-year merit score assigned to new faculty members will be excluded from the three-year rolling average. The three-year rolling average will begin with the merit score earned in the second merit evaluation.

Additional Academic Unit Merit Policy Information

1. Merit committee scores will be communicated to the faculty member and submitted to the director.
2. The appeal process is detailed in Section 3 of Merit Policy Part I: University-Wide Processes Required by the CBA
3. Each piece of evidence may be used once in the merit document. A piece of evidence may NOT be counted within two categories (e.g., Teaching and Scholarly/Creative Activity); however, two or more pieces of evidence may be related to a large project or activity and counted in multiple categories.
4. See Merit Policy Part I: University-Wide Processes Required by the CBA for consideration of special circumstances (i.e., faculty exchange leave, leaves with extramural salary paid through the university payroll system, unpaid leave (100% time), sick leave, parental leave, partial unpaid leave (50% time), faculty improvement leave, other special circumstances not listed above). Faculty with these special circumstances shall provide a brief explanation with the affected dates and adjusted workload allocation (if applicable) in the comment section of the Self-Filled Table of Meritorious Achievements.
5. A QRF who has scholarly/creative work contributions (e.g., participation in grant; conference presentation) is permitted to utilize those as service evidence (e.g., service to the profession).
6. Faculty members must complete and submit the annual merit report by the publicized deadline using the forms (based on this policy) provided by the unit.

Approved by:

Tracy Huziak-Clark

[Tracy Huziak-Clark \(Dec 12, 2023 11:30 EST\)](#)

Interim Director, School of Inclusive Teacher Education

Dawn Shine

[Dawn Shine \(Dec 12, 2023 19:55 GMT\)](#)

Dean, College of Education and Human Development

Joe Whitehead

[Joe Whitehead \(Dec 12, 2023 21:58 EST\)](#)

Provost and Senior Vice President

12/12/2023

Date

12/12/2023

Date

12/12/2023

Date

School of Inclusive Teacher Education Merit Form

Faculty Member's Name: _____

Position: _____

Year Under Review: _____

Academic Unit: _____

Allocation of Effort: **Teaching:**_____% **Scholarly/Creative Activity:** _____% **Service:** _____%

Table of Meritorious Achievements

For all relevant performance indicators, include page number of CV on which the item is listed.

TEACHING		
Teaching Performance Indicators		
Self-Report Merit Score for Teaching (Completed by Faculty Member)		
Reviewer 1:	Reviewer 2:	Final

SCHOLARLY/CREATIVE ACTIVITY		
Scholarly/Creative Activity Performance Indicators		
Self-Report Merit Score for Scholarly/Creative Activity (Completed by Faculty Member)		
Reviewer 1:	Reviewer 2:	Final

SERVICE		
Service Performance Indicators		
Self-Report Merit Score for Service (Completed by Faculty Member)		
Reviewer 1:	Reviewer 2:	Final

Faculty Member Comments (Explanation of changes in allocation of effort or other special considerations)
Review Committee Comments

Overall Merit Score: To be completed by merit committee:

	Teaching	Scholarly/Creative Activity	Service	Total Weighted Score
Committee Score				
Allocation of Effort				
Weighted Score				

Quantitative Student Evaluation Scores

Year/ Semester	Course	Number of Students	Number of Respondents	Course Mean	Course SD	Unit Mean	Unit SD	Comments to Personnel Committee
Student evaluations average of all courses for this year:								










SITE Merit Pending Signatures (Final 11-30-2023)

Final Audit Report

2023-12-13

Created:	2023-12-12
By:	Kimberly Caris (kcaris@bgsu.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAxmU72SW-z72nAaYx9qdEko5uW1yhnY8

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-  Document created by Kimberly Caris (kcaris@bgsu.edu)
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