Department Of Special Education and School Counseling  
The Teachers College  
Emporia State University

Merit Guidelines For Self-Review for 2010  
(Approved November, 2008)

Name: ________________________________

This instrument has been developed by the faculty in the department. It is intended to provide data to be used for tenure, promotion, merit evaluation and/or ratings, and self-evaluation. Each individual must report complete and specific data.

This instrument includes all elements relative to a faculty member's role in the university setting. The data provided by each individual will assist in the decision making process in an equitable way. Please complete the blocks at the end of each section with your assessment of your accomplishments during 2009 and then complete your goals for 2010 on the last page.

I. TEACHING (INSTRUCTION AND STUDENT RELATED ACTIVITIES)

Percent of merit points ________%  
(Minimum 50% -- Maximum 60%)

In the determination of merit salary Classroom Instruction and other Teaching Factors have a 60% - 40% distribution. Faculty members should always strive to actively pursue involvement in the areas described under C. Other Teaching Factors. These contributions need to be recorded and submitted as completely as possible.

A. CLASSROOM INSTRUCTION = 60%

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<th>Points</th>
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1. Student evaluation: Chair records the summary (average) evaluation points.  

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<tr>
<th>SPRING</th>
<th>FALL</th>
<th>WEIGHTED AVERAGE</th>
</tr>
</thead>
</table>

STUDENT EVALUATION TOTAL POINTS ________

B. OTHER TEACHING FACTORS – 40%*

1. Peer Review of Teaching

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<th>Points</th>
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a. Peer evaluation-Rater (3 points per rating to a maximum of 9 points; list faculty you evaluated)  

b. Peer evaluation-Ratee (3 points per rating to a maximum of 9 points)  

2. Collaborative Instruction (10 points/course) (a) “Collaborative Instruction (negotiable)” or (b) “Department Philosophy Encourages Collaboration.”  

<table>
<thead>
<tr>
<th>Points</th>
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</table>

3. a. New courses developed (10 points + 5 points/credit hour)
b. New course developed for Curriculum Review Panel (One new course = 5 points; list below):

4. Contributions on a non-pay overload such as teaching extra hours, revising course after significant lapse, visiting professor (5 points for each 1 hour overload or revising course, .25 points for each visit):

5. Major revision of a course - including text, tests, syllabus, handouts, supplementary materials (5 points for each course; list below):

6. Teaching a course for the first time (10 points/course)
   a. Internet
   b. Traditional

7. Load
   a. Graduate Advisee Load (1 point for every student per semester; attach list of student names for each semester):
   b. Number of different courses taught (5 points per preparation above 3 per semester; list below):
   c. Out-of-town visits per student/teacher/practicum/internship (1 per 4 out-of-town visits; list name of student and location):
   d. Other; If there are other unique load factors, document them below and negotiate with the chair for points:

8. Week-end Workshop - not part of regular load - identify (5 points each):

9. Thesis Chair (completed)
   (10 points each) - identify each:

10. Thesis committee (completed)
    (2 points each) - identify each:

11. Preparation/Reader/Validation
    a. Preparation of written Comprehensive Examination - identify (3 points for each different exam):
    b. Reader of written Comprehensive Examination - identify each (1 point per 2 read):
    c. Test proctor for comprehensive exam (5 points per time; list semester):

12. Direction of credit-producing independent studies (2 points for each student individually supervised in credit producing independent study) - list below:

13. Other projects
    a. Setting up new field experience sites; Faculty member spends time visiting, planning, and writing (2 points per site; list):
b. Onsite practicum/internships - course no. and list names of students (2 points per individual):

   
   c. Field experience - list names of students (.5 points per individual):

14. Off campus/Night/Weekend courses (1 point/credit; list below):

15. Sponsoring and working with students to present at professional conferences (2 points per presentation; list):

16. Other special work with students (Clinic Director, etc.) negotiable:

   
   
   
   
   
   OTHER TEACHING ACTIVITIES TOTAL POINTS

Assessment of 2009 Teaching Accomplishments:
II. SCHOLARLY ACTIVITIES (publications, presentations, grants)

Percent of merit points ______
(minimum 10%--maximum 40%)

Scholarly endeavors may be published as a book, journal, ERIC, monograph or studies published by author or software. Studies published by the author will be considered appropriate provided (1) they are made available for purchase outside the university, and (2) the paid circulation level exceeds 200. Instructional materials prepared specifically for a faculty member’s courses shall not qualify unless the published materials meet the two conditions already cited.

Publications in Category A.1 shall be awarded credit at three levels of development. They include: 1) in-progress (table of contents and one or more chapters completed); 2) submitted (complete manuscript submitted to publisher in draft form); and 3) in-press/published (manuscript accepted and scheduled for publication). You may obtain credit one time for each level per management. This may be within one year or across years.

Publications in Category A.2 shall be awarded credit at two levels of development. They include 1) submitted (total manuscript submitted for review) and 2) in-press/published (manuscript published or scheduled for publication). You may obtain credit one time for each level per manuscript. This may be within one year or across years.

While publications in Categories A.1 and A.2 may be awarded credit at various levels of development, the total accumulative credit for a single publication may not exceed the maximum established by the department.

A. Publications

1. Books (Documented)

<table>
<thead>
<tr>
<th>In Progres</th>
<th>Submitte d</th>
<th>In-press/ published</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Single-authored</td>
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<td></td>
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</tr>
</tbody>
</table>
Title/Publisher |
| 50  | 100  | 50  | ______ |
| b. Co-authored -Senior |
Authors/Title/Publisher |
| 50  | 75   | 50  | ______ |
| c. Multi-authored (usually the contribution would consist of one or more chapters) |
Authors/Title/Publisher titles of chapters |
| 20  | 40   | 20  | ______ |
| d. Senior Editor |
Authors/Title/Publisher title of chapters |
| 75  | 50   | 75  | ______ |
2. Journal Articles

<table>
<thead>
<tr>
<th>Submitted</th>
<th>In-Press/Published</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Refereed Journals</strong></td>
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</tr>
<tr>
<td>National/International Single or multi-authored*</td>
<td>15 each</td>
<td>25 each</td>
</tr>
<tr>
<td>State Single or multi-authored*</td>
<td>10 each</td>
<td>20 each</td>
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<tr>
<td><strong>b. Non-Refereed Journals (journals with an exemplary editorial staff, such as the Kappan/Monitor)</strong></td>
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<td></td>
</tr>
<tr>
<td>National/International Single or multi-authored*</td>
<td>10 each</td>
<td>20 each</td>
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</tbody>
</table>

3. Studies Published by Author (Emporia State Press, etc.)

<table>
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<tr>
<th>In Press/Published</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single or multi-authored*</td>
<td>5 each</td>
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4. ERIC Citations (include code #)

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<th>Points</th>
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<tr>
<td>10 each</td>
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5. Monographs/Conference Proceedings (Published)

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<tr>
<th>National/International</th>
<th>Points</th>
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<tbody>
<tr>
<td>10 each</td>
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<th>State</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>10 each</td>
<td>______</td>
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</tbody>
</table>
6. Software/Video Programs (Same rules as Emporia State Press-200 copies) Title: 10 each

7. Research efforts not published (must be presented at an officially sanctioned department, college, or university research forum whereby two or more papers are presented) Title: 2 each

* Department philosophy encourages collaboration

B. Presentations of Scholarly Papers and/or Topics

Scholarly papers and/or topics presented to professional associations and/or learned societies shall be considered an appropriate scholarly activity. Specifically, the categories are:

1. Presentations - Refereed (includes poster and symposium session) Value | Points
   National/International | 30 each |

   Title/Place/Meeting/Date

   Regional | 30 each |
   Title/Place/Meeting/Date

   State | 15 each |
   Title/Place/Meeting/Date

2. Presentations - Invited (includes poster and symposium sessions) - Professional Groups

   National/International | 30 each |
   Title/Place/Meeting/Date

   Regional | 30 each |
   Title/Place/Meeting/Date
3. Presentations-Non-Refereed (includes poster and symposium session) Colleges/School/Agencies

   National/International 10 each
   Title/Place/Meeting/Date

Regional

   10 each
   Title/Place/Meeting/Date

State

   10 each
   Title/Place/Meeting/Date

Local

   5 each
   Title/Place/Meeting/Date

C. Newsletters

  Scholarly papers published in national and state newsletters of professional associations and learned societies shall be considered an appropriate scholarly activity. Specifically, the categories are:

  1. Professional Association Newsletters
     National/International 15 each
<table>
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<tr>
<th>Regional</th>
<th>10 each</th>
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<tr>
<td>State</td>
<td>5 each</td>
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<tr>
<td><strong>2. Learned Society Newsletters</strong></td>
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<td></td>
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<tr>
<td>National/International</td>
<td>10 each</td>
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<td></td>
<td></td>
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<tr>
<td>State</td>
<td>5 each</td>
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<td><strong>3. Columnist (relate to profession) 5 pts. each column</strong></td>
<td>5 each</td>
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D. Grant Applications

Requests submitted for funding from internal and external sources shall be considered an appropriate scholarly activity. Specifically, the categories are:

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<thead>
<tr>
<th></th>
<th>Submitted</th>
<th>Funded</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>1. External Grants</strong></td>
<td></td>
<td></td>
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<tr>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single or multi-authored*</td>
<td>25</td>
<td>75</td>
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<tr>
<td>State</td>
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<td></td>
</tr>
<tr>
<td>Single or multi-authored*</td>
<td>25</td>
<td>50</td>
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<tr>
<td>Private Foundation</td>
<td></td>
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<tr>
<td>Single or multi-authored*</td>
<td>25</td>
<td>75</td>
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</table>
2. Internal Grants (Research and Creativity Grants, Etc.)

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<thead>
<tr>
<th></th>
<th>University</th>
<th>College</th>
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</thead>
<tbody>
<tr>
<td>Single or multi-authored*</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Summer</td>
<td>5</td>
<td>10</td>
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3. Continuation grants

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<th>Points equal to one-half original submission</th>
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E. Participation in Faculty Development Activities (2 pts. per event, list below):

* Department philosophy encourages collaboration.

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SCHOLARLY ACTIVITIES TOTAL POINTS

Assessment of Scholarly Activities Accomplishments in 2009:
III. PROFESSIONAL and PUBLIC SERVICE

Percent of merit points ________
(minimum 10%–maximum 40%)

Participation in relevant professional organizations sponsoring a service which is directly beneficial to the faculty member, the faculty in general, and the university shall be considered an appropriate professional activity.

A. Organizational Activities

1. Professional Membership
   National/International 10 + 2 points for each department; list
   Points
   ______

   Regional - 5 points; list
   ______

   State - 5 points; list
   ______

   Local - 2 points; list
   ______

2. Professional Meeting Attendance
   National/International - 30 points each; list
   ______

   Regional - 20 points each; list
   ______

   State - 10 points each; list
   ______
Local - 1 point each; list

3. Major Task Force or Committee Assignment in Organization or Conference
   National/International - 75 points each; list

Regional - 35 points each; list

State - 20 points each; list

Local – This item is not eligible for merit points

4. Major Officer of Professional Organization
   National/International - 100 points each; list

Regional - 50 points each; list

State - 25 points each; list

Local - 5 points each; list
5. Editing of Journals, Professional Newsletters, and Conference Proceedings (Journals - 10 pts., professional newsletters - 5 pts., conference proceedings - 5 pts.)

   National/International; list

   ___________________________
   Regional; list

   ___________________________
   State; list

   ___________________________
   Local; list

6. Referee Conference Proposal
   National/International - 10 points; list

   ___________________________
   Regional - 10 points; list

   ___________________________
   State - 10 points; list

   ___________________________
   Local - 5 points; list

7. Manuscript Referee (for Journals)
National - 10 points each; list

Regional - 10 points each; list

State - 5 points each; list

8. Grant or Book Reviews
   National/International - 20 points each; list

Regional - 20 points each; list

State - 15 points each; list

Local – This item is not eligible for merit points N/A

B. Consultation Activities

Professional services provided to public schools, agencies both public and private, and other appropriate units shall be considered an appropriate activity in the area of professional service. Specifically, the categories are:

1. Consultative Projects
   Major (International, National, Regional, State) - 25 points each
   Minor (Districts, Agencies) - 15 points each
C. University, College, and Department Service

<table>
<thead>
<tr>
<th>Major</th>
<th>Chair</th>
<th>Minor</th>
<th>Points</th>
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<tbody>
<tr>
<td>10</td>
<td>5</td>
<td>5</td>
<td>______</td>
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</tbody>
</table>

1. Member of University Committee/Council; list

2. Member of College Committee; list

3. Member of Department Committee; list

4. Other major University, College, Center and Department Responsibilities; list

5. Student Organization Sponsorship; list

6. High School or Community College visits for recruitment (2 pts. per day); list

7. Sponsoring/organizing department activities (e.g., picnics and luncheons) other than Social Committee functions (1 point per activity); list

D. International/National/State/Community Service

Participation in community/state services projects shall be considered appropriate service activity for merit, promotion, and tenure provided (1) the service falls within the realm of the faculty member's disciplines, and (2) the service is made directly and beneficially applicable to the needs of
the community and the University. Specifically, the categories are:

<table>
<thead>
<tr>
<th>Value per each</th>
<th>Points</th>
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<tr>
<td>10</td>
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</tbody>
</table>

1. Service - National/International; list

2. Service - State; list

3. Service - Community (H.S. class, parent groups, organizations); list

E. Professional Renewal

1. Academic Course Work Applicable to Instructional Assignment (10 pts. per semester hour); list

2. Sabbatical Leave; list

3. Continuing Education - Staff Development Discipline Related (1 point per clock hour); list

F. Other (Please specify)

1. Direction of Grant(s) 10

G. Identify other activities and responsibilities, not identified in this document, unique to your work; list

_______
**Procedure for Computing Merit Rankings**

1a. The procedure begins with the faculty submitting their merit documents. The department chair adds to the merit document the computation for instruction. If fall and spring TEVAL evaluations are included, the figure written in the Classroom Instruction section on the merit document is a weighted average of the two Part C means across all courses within that semester. The weighted average computation is \[(\text{fall mean} \times N) + (\text{spring mean} \times N)\] ÷ (N for fall + N for spring). The weighted average is multiplied by 20 to convert to a 100 point scale. If summer TEVALs are included AND if the summer TEVAL Part C. mean would increase the weighted average, it is included in computing the weighted average. Otherwise, the summer TEVAL Part C. mean is not included in the computation. If a tenured faculty provides TEVALs for only one semester, then the Part C mean is included in the appropriate place on the document along with the product of the Part C mean x 20.

1b. Underlying the merit process is that the faculty are reporting their accomplishments accurately. The chair checks all merit point values thoroughly to ensure that a) the correct number of points is given, b) accomplishments appear in the correct location on the merit document, c) appropriate documentation is included (e.g., list of advisees), d) manuscripts receiving points the previous year are not included again, and d) there is agreement between what is on the vita and what is in the merit document. If the faculty member indicates an activity to negotiate points with chair, this negotiation occurs at this time by email, face-to-face, or written comment on the merit document. The chair’s benchmark for that computation is the time and effort for preparing, teaching, and assessing a 1 hour course, which all faculty have a generally equivalent sense of, being comparable to 5 points on the merit document. Another considered factor, reflected in the merit document, is the prestige of the activity to the university.

1c. Chair adds the points for each page, writes the sum at the bottom of each page, and then sums across sections and writes those sums for Other Teaching Activities, Scholarly Activity, and Service. First-year faculty’s salary increases are guaranteed to be the percentage of merit increase allocated for the department. First-year faculty are only included in the merit computations if they amass enough points to put them in the top half of the department.
2. Merit documents are returned to faculty for final checking and then returned to chair.

3a. Chair enters the values into a data matrix for SPSS processing. There are four measured variables—Classroom Instruction, Other Teaching Activities, Scholarly Activity, and Service. Thus, each row in the matrix is for a faculty member and the four columns contain the scores of each of the four variables.

3b. Chair computes means and standard deviations for each of the four variable’s distributions.

3c. Since the four distributions are different but must be combined into a total, the raw scores in each distribution are converted into $z$ scores using the respective distributions’ means and standard deviations. This manipulation equates the mean (0) and standard deviation (1) of all four distributions.

3d. Using the formula $10(z) + 50$, all $z$ scores are converted to $T$ scores. The reason for this conversion is to remove all negative $z$ scores and thereby remove any negative connotation from a faculty member receiving a negative score. The mean and standard deviation of all four distributions remain the same, 50 and 10, respectively.

4. Using the 60%/40% weighting approved by the department and appearing in the merit document, chair combines the $T$ score for Classroom Instruction ($EVAL$) and the $T$ score for Other Teaching Factors ($TCH$) using the formula: $(EVALT \times .6) + (TCHT \times .4)$. The sum is notated $INST$ on the final rankings handout given to all faculty members.

5. Using the 50%/25%/25% weighting (for untenured faculty), the $INST$ is added twice to the Scholarly Activity $T$ ($REST$) and the Service $T$ ($SERT$) to produce the final sum, notated on the final rankings handout as $TOTALT$.

6. Per the merit document, tenured faculty have the option of weighting the three areas differently within the parameters indicated on the merit document (i.e., 50% to 60% for Teaching and 10% to 40% for both Scholarly Activity and Service). For faculty choosing to weight, the $T$ scores are combined according to the weighting. Here is an example: The faculty member chooses 50% for Teaching, 20% for Scholarly Activity, and 30% for Service. The computations would be $[(.5 \times INST) + (.2 \times REST) + (.3 \times SERT)] \times 4$. The only reason to multiply by 4 is that the computing for the 50%/25%/25% (see #5) is additive (i.e., the sum is not divided by four to produce the mean but left a sum) to reflect more accurately the total points earned across the four areas of the merit document.
Projected Teaching Goals for 2010:

Projected Scholarly Activity Goals for 2010:

Projected Professional and Public Service Goals for 2010: