

DEPARTMENT OF COMMUNICATION MERIT FORM: ACADEMIC STAFF

Procedure for Use of Form:

1. Retype the form (typewritten or word-processing software on white paper)
2. Type all entries on your copy. If you have no information to report for an entry, type in NONE.
3. The Department office will place copies of your Teacher Course Evaluation Results for each section on each course in your Merit Folder.

I. TEACHING AT UW-WHITEWATER (Limit to Present Merit Period)

A. List different courses you have taught in present merit period at UW-Whitewater.

<u>Course No.</u>	<u>Course Title</u>	<u>Semester</u>
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B. List courses, course sequences, programs you originated in present merit period at UW-Whitewater.

<u>Courses or Programs</u>	<u>Semester</u>	<u>Details (optional)</u>
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C. List contributions made which are beyond the required faculty teaching load; these include courses above teaching load, internships, independent study, student research, and academic advising.

C. Enumerate relevant participation in meetings, conferences, institutes, and symposia having as their emphasis improvements in teaching. Indicate roles, such as attendance, presentation of papers, offices, chairing, editing, refereeing work, and consulting to national state, regional, or local organizations, including governmental agencies.

E. Give other information indicating your attempts to improve your teaching and the results you achieved.

F. Student evaluation—within the merit period. The Department office will provide the following data for each section of each course you taught—the average of the five items, the standard deviation, the number of students completing evaluations. Also provided will be the mean for all sections combined on the 5 items.

G. Include professional contributions that directly enhance teaching. These may include the following:

1. Professional publications. Attach a photocopy of the title page of a published article, paper, book, or computer programs. Attach evidence if a publication was refereed.

2. Professional exhibits, performances, electronic media presentations, etc.

<u>Date</u>	<u>Place</u>	<u>Description</u>
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3. Describe other relevant scholarly or professional activities, including grants. For each Grant, attach a copy of the transmittal form giving the names of the principal investigators and the appropriate official signatures. Enumerate the contributions you have made to local, regional, state, or national bodies (give date). These contributions must bear relation to your professional expertise.

4. Academic honors, awards, fellowships (give date).

5. Professional licensing and/or membership in professional organizations.

II. CONTRIBUTIONS TO YOUR DEPARTMENT, COLLEGE, UNIVERSITY, UW SYSTEM, COMMUNITY

A. Department

Enumerate the contributions you have made to the operation and development of your department, including recruiting students, student organization sponsorship, securing grants, conducting workshops, departmental committees, etc. (give semester).

B. College, University, UW System

1. List those non-departmental committees to which you were elected or appointed by your department. Indicate whether elected or appointed. Identify leadership roles and discuss significant accomplishments as appropriate.

Committee

Semester

2. List those committees to which you were appointed by the administration. Identify leadership roles and discuss significant accomplishments as appropriate.

Committee

Semester

3. List those committees to which you were elected by constituent faculty. Identify leadership roles and discuss significant accomplishments as appropriate.

Committee

Semester

4. Additional contributions.

- C. Community (public) service must be related to your professional expertise. Participation in such organizations as, for example, League of Women Voters, Red Cross, Kiwanis, Boy Scouts, Church activities, is not in itself appropriate to record under this section.

III. SERVICE AT UW-WHITEWATER (Limit to present merit period)

D. (DEPARTMENTAL, COLLEGE, UNIVERSITY, COMMUNITY)

This section is to be completed ONLY by those academic staff who: a) teach less than 12 credits and b) have reduced teaching loads due to an approved load reduction to enable the individual to perform a specified task (department chair, program coordinator, direct radio or television stations, direct debate or individual speaking events programs, advise campus newspaper, clinic supervision, etc.)

1. Describe the program for which your assignment bears responsibility.
2. Indicate numbers of students, faculty, staff, or others serviced by the program.
3. Describe the portion of the campus and/or community serviced by the program.
4. Describe the duties you perform in the program.
5. Note any indicators of the quality of the services you performed (accomplishments of the program).
6. Describe new features implemented or major modifications of existing features which have improved the effectiveness of the program.
7. Describe your participation in meetings, conferences, conventions, etc., which were related to improving the services of the program. Indicate your role as chairperson, resource person, speaker, etc.

(revised & approved: April 1999)

## DEPARTMENT OF COMMUNICATION MERIT PROCEDURES: ACADEMIC STAFF

- I. Each individual shall have a green binder in the Department Office containing:
  - A. Criteria for merit decision.
  - B. Explanation of the merit process.
  - C. A completed copy of the Department Merit Form. It is the responsibility of the individual to furnish the information relevant to the criteria and keep it up-to-date.
  - D. A copy of the goals statement as discussed in the annual face-to-face review. Indicate on the merit form those activities that provide evidence of attaining these goals.

- II. Criteria (the two criteria total 100%):

- A. TEACHING EFFECTIVENESS: (75%)

The Teaching Effectiveness category shall be assigned a percentage weight based on assigned load. Assigned load is defined as any instructional activity for which students receive course credit and for which student evaluation forms are submitted to the Department for analysis. Persons teaching less than a normal load of 12 credits due to other assigned responsibilities will have that percentage credited to the category which is the basis for the reduction. Those persons teaching fewer than 12 credits because their combination of credits simply is less than 12 will have that percentage applied to the service category.

### INDICATORS OF TEACHING EFFECTIVENESS OTHER THAN STUDENT EVALUATION SCORES

Other indications of effective teaching may be included by an individual. It is the responsibility of the individual to demonstrate that the information presented is evidence of teaching effectiveness. The information presented may include a rebuttal to the teacher evaluation data or additional support for that data. The departmental standardized open-ended student evaluation essay answers are NOT to be submitted as other indicators of effective teaching. The form specifies the information is for the faculty member not the Department.

### PROFESSIONAL ACTIVITIES TO ENHANCE TEACHING

Attendance at professional meetings, memberships in professional organizations, presentations of papers, research in progress, professional publications, work toward doctorate, LEARN Center

- B. DEPARTMENT, COLLEGE, UNIVERSITY ACTIVITY AND SERVICE (25%)

Development of new courses and programs.

Member of department, college, and university committees.

Departmental responsibilities including library representative, department meeting secretary, student organization sponsorship

Officer or committee member for state, regional, national, or international professional organizations.

### NOTE:

The individual has the option of including the following activities under with "Professional Activity..." or Departmental, College....Service".

Serving as a judge (debate, forensics)

Serving as a consultant in your field of study

Speaking engagements

Develop/host conferences/workshops

Publicity

### III. Procedures for making merit decisions.

- A. Merit decisions shall be made by an elected departmental committee consisting of one faculty at-large and one academic staff (elected during odd numbered years, e.g., 1999-2000) and one faculty member from Radio, TV, or Journalism and one faculty member from Public Relations, Organizational and Public Communication (elected during even numbered years). The Department Chair shall be the fifth member of the Committee.
- B. Each member of the Committee independently reviews all merit folders and arrives at a separate score for Teaching and for Service (a number from 0 to 100 times the weighted percentage for each of the two categories). These two numbers are added together to arrive at a total score for each individual. Each member forwards his/her data to the departmental personnel assistant who develops a profile sheet on each academic staff member. This sheet consists of the figures for all Committee members laid out in comparison. The Committee then meets and reviews the sheet for each academic staff member. The purpose of the review is to see if a member has missed a significant piece of data, has included something inappropriately, or has significantly overstated something in comparison with other Committee member. It is the individual rater's decision whether or not to modify her/his evaluation of the person. The final evaluation score for each academic staff member is arrived at through the following procedure. The average score of the four Committee members and the score of the department chair are averaged together to arrive at the final total for each academic staff member. The scores of academic staff members are listed in descending order. Percentages of merit are assigned proportionally to individuals with the sum for all individuals totaling 100%.
- C. Notice of the Committee's merit evaluation must be provided to each individual member of the Department in the form of a written summary of his/her merit. If the Department Chair disagrees with a recommendation, notice must be given to the Committee and the individual with reasons for the disagreement.
- D. An individual may request a conference with the Merit Committee and Department Chair under the circumstances noted in III, C.
- E. Each member of the Department shall begin the evaluation period with a base point allocation of 0.
- F. Academic staff on leave of absence are eligible for merit.

(revised & approved: April, 1999)

DEPARTMENT OF COMMUNICATION MERIT PROCEDURES: FACULTY

- I. Each individual shall have a green binder in the Department Office containing:
  - A. Criteria for merit decision.
  - B. Explanation of the merit process.
  - C. A completed copy of the Department Merit Form. It is the responsibility of the individual to furnish the information relevant to the criteria and keep it up-to-date.
  - D. A copy of the goals statement as discussed in the annual face-to-face review. Indicate on the merit form those activities that provide evidence of attaining these goals.

- II. Criteria (the three criteria total 100%):

- A. TEACHING EFFECTIVENESS: (40%)

- 1. TEACHING EFFECTIVENESS:

- The Teaching Effectiveness category shall be assigned a percentage weight based on assigned load. Assigned load is defined as any instructional activity for which students receive course credit and for which student evaluation forms are submitted to the Department for analysis. Persons teaching less than a normal load of 12 credits due to other assigned responsibilities will have that percentage credited to the category which is the basis for the reduction. Those persons teaching fewer than 12 credits because their combination of credits simply is less than 12 may choose to assign such a percentage to either of the other two categories.

- 2. INDICATORS OF TEACHING EFFECTIVENESS OTHER THAN STUDENT EVALUATION SCORES

- Other indications of effective teaching may be included by an individual. It is the responsibility of the individual to demonstrate that the information presented is evidence of teaching effectiveness. The information presented may include a rebuttal to the teacher evaluation data or additional support for that data. The departmental standardized open-ended student evaluation essay answers are NOT to be submitted as other indicators of effective teaching. The form specifies the information is for the faculty member not the Department.

- B. PROFESSIONAL STANDING AND GROWTH (30%):

- Professional publications, presentations of papers, attendance at professional meetings, memberships, research in progress.

- Post doctorate work.

- Work toward the doctorate for those not holding the terminal degree.

- C. DEPARTMENT, COLLEGE, UNIVERSITY ACTIVITY AND SERVICE (30%)

- Development of new courses and programs.

- Member of department, college, and university committees.

- Departmental responsibilities including department chair, assistant chair, coordinator, library representative, department meeting secretary, officer or committee member for state, regional, national, or international professional organizations.

NOTE:

The individual has the option of including the following activities under with "Professional Growth..." or Departmental, College....Service".

- Serving as a judge (debate, forensics)

- Serving as a consultant in your field of study

- Speaking engagements

- Develop/host conferences/workshops

- Publicity

### III. Procedures for making merit decisions.

- A. Merit decisions shall be made by an elected departmental committee consisting of one faculty at-large and one academic staff (elected during odd numbered years, e.g., 1999-2000) and one faculty member from Electronic Media , Advertising, or Journalism and one faculty member from Public Relations, Organizational and Public Communication (elected during even numbered years). The Department Chair shall be the fifth member of the Committee.
- B. Each member of the Committee independently reviews all merit folders and arrives at a separate score for Teaching , Professional Standing and Growth, and Service (a number from 0 to 100 times the weighted percentage for each of the three categories). These three numbers are added together to arrive at a total score for each individual. Each member forwards his/her data to the departmental personnel assistant who develops a profile sheet on each academic staff member. This sheet consists of the figures for all Committee members laid out in comparison. The Committee then meets and reviews the sheet for each faculty member. The purpose of the review is to see if a member has missed a significant piece of data, has included something inappropriately, or has significantly overstated something in comparison with other Committee member. It is the individual rater's decision whether or not to modify her/his evaluation of the person. The final evaluation score for each faculty member is arrived at through the following procedure. The average score of the four Committee members and the score of the department chair are averaged together to arrive at the final total for each faculty member. The scores of faculty members are listed in descending order. Percentages of merit are assigned proportionally to individuals with the sum for all individuals totaling 100%.
- C. Notice of the Committee's merit evaluation must be provided to each individual member of the Department in the form of a written summary of his/her merit. If the Department Chair disagrees with a recommendation, notice must be given to the Committee and the individual with reasons for the disagreement.
- D. An individual may request a conference with the Merit Committee and Department Chair under the circumstances noted in III, C.
- E. Each member of the Department shall begin the evaluation period with a base point allocation of 0.
- F. Faculty on leave of absence are eligible for merit.

(Revised & approved: August 1999)

DEPARTMENT OF COMMUNICATION MERIT FORM: FACULTY

Procedure for Use of Form:

1. Retype the form (typewritten or word-processing software on white paper)
2. Type all entries on your copy. If you have no information to report for an entry, type in NONE.
3. The Department office will place copies of your Teacher Course Evaluation Results for each section on each course in your Merit Folder.

I. TEACHING AT UW-WHITEWATER (Limit to Present Merit Period)

A. List different courses you have taught in present merit period at UW-Whitewater.

<u>Course No.</u>	<u>Course Title</u>	<u>Semester</u>
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B. List courses, course sequences, programs you originated in present merit period at UW-Whitewater.

<u>Courses or Programs</u>	<u>Semester</u>	<u>Details (optional)</u>
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C. List contributions made which are beyond the required faculty teaching load; these include courses above teaching load, internships, independent study, student research, and academic advising.

D. What has been your participation in meetings, conferences, institutes, and symposia having as their emphasis improvements in teaching. Indicate roles as chairperson, speaker, or attendant.

E. Give other information indicating your attempts to improve your teaching. Note: here you list what you attempted, under "G" you list any results of what you attempted.)

F. Student evaluation—within the merit period. The Department office will provide the following data for each section of each course you taught—the average of the five items, the standard deviation, the number of students completing evaluations. Also provided will be the mean for all sections combined on the 5 items.

G. Any other information to indicate the quality of your teaching within the merit period.

II. PROFESSIONAL ACTIVITIES IN PRESENT MERIT PERIOD

A. Professional publications. Attach a photocopy of the title page of a published article, paper, book, or computer programs. Attach evidence if a publication was refereed.

B. Professional exhibits, performances, electronic media presentations, etc.

<u>Date</u>	<u>Place</u>	<u>Description</u>
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C. Enumerate relevant participation in meetings, (attendance and/or presentation of papers), office, chairing, editing, refereeing work, consulting to national, state, regional, or local organizations, including governmental agencies (give date of meeting).

D. Describe other relevant scholarly or professional activities, including grants. For each grant, attach a copy of the transmittal form giving the names of the principal investigators and the appropriate official signatures. Enumerate the contributions you have made to local, regional, state, national bodies (give date). These contributions must bear relation to professional expertise.

- E. Academic honors, awards, fellowships (give date).
- F. Professional licensing and/or membership in professional organizations.

III. CONTRIBUTIONS TO YOUR DEPARTMENT, COLLEGE, UNIVERSITY, UW SYSTEM, COMMUNITY

A. Department

Enumerate the contributions you have made to the operation and development of your department, including recruiting students, student organization sponsorship, securing grants, conducting workshops, departmental committees, etc. (give semester).

B. College, University, UW System

1. List those non-departmental committees to which you were elected or appointed by your department. Indicate whether elected or appointed. Identify leadership roles and discuss significant accomplishments as appropriate.

Committee

Semester

2. List those committees to which you were appointed by the administration. Identify leadership roles and discuss significant accomplishments as appropriate.

Committee

Semester

3. List those committees to which you were elected by constituent faculty. Identify leadership roles and discuss significant accomplishments as appropriate.

Committee

Semester

4. Additional contributions.

C. Community

Community (public) service must be related to your professional expertise. Participation in such organizations as, for example, League of Women Voters, Red Cross, Kiwanis, Boy Scouts, Church activities, is not in itself appropriate to record under this section.

IV. SERVICE AT UW-WHITEWATER (Limit to present merit period)

D. (DEPARTMENTAL, COLLEGE, UNIVERSITY, COMMUNITY)

This section is to be completed ONLY by those faculty who: a) teach less than 12 credits and b) have reduced teaching loads due to an approved load reduction to enable the individual to perform a specified task (department chair, program coordinator, direct radio or television stations, direct debate or individual speaking events programs, advise campus newspaper, clinic supervision, etc.)

1. Describe the program for which your assignment bears responsibility.
2. Indicate numbers of students, faculty, staff, or others serviced by the program.
3. Describe the portion of the campus and/or community serviced by the program.
4. Describe the duties you perform in the program.
5. Note any indicators of the quality of the services you performed (accomplishments of the program).
6. Describe new features implemented or major modifications of existing features which have improved the effectiveness of the program.
7. Describe your participation in meetings, conferences, conventions, etc., which were related to improving the services of the program. Indicate your role as chairperson, resource person, speaker, etc.  
(approved: 1986; reviewed 1999)