

APPROVED

**Merit Raise Policy – Department of Biological Sciences
Approved January 6, 2003**

I. Criteria for evaluation

- *Research/Scholarly activity.* The primary criteria for evaluation will be publications and extramural funding. With regard to publications both the number of publications and the quality of the journals in which papers are published within the given field will be considerations. Invited presentations or chapters in books also may be considered if these demonstrate measures of outside recognition of the impact of the individual's work on his or her respective field. Minimum publication productivity for a given level of effort in research/scholarly activity is as defined in the Departmental Workload Document. Minimal achievement in this area alone will not generate more than a 5 on the 1-9 scale used for merit evaluations. With regard to funding, the key parameter is the demonstration of some source of extramural support. Demonstration of minimal extramural funding alone will not generate more than a 5 on the 1-9 scale used for merit evaluations. Additional factors to be considered are the total number of sources of extramural support as well as the level of funding needed to support a high quality research/scholarly effort. Given the differences in expense of performing research/scholarly activity among disciplines within Biology, the chair must weigh considerations of publication productivity and funding relative to the standards of that discipline.
- *Teaching.* The criteria for evaluating teaching are the effort that the instructor devotes to the assigned teaching and the quality of the effort. As in the case of research/scholarly activity, documentation of adequate teaching performance is required. Such things as teaching awards or nominations received, excellent teaching evaluations given by students and/or peers, competitive instructional improvement awards, or successful mentoring of students participating in independent study (senior thesis or advanced degrees awarded) are evidence of quality. The demonstration of quality teaching also may involve a significant self-evaluation, which may take the form of a teaching portfolio. Instructors teaching courses with higher levels of demonstrated effort are more likely to receive higher evaluations. Advisement, mentoring younger faculty in how to teach and instructional improvement through the submission of instructional grants, attendance at education meetings, or participation in workshops are also considered. Evidence of the quality of the teaching effort, however, is essential for receiving meritorious evaluations (6 or above).
- *Service.* Simple participation on negotiated service commitments will receive a merit value of 5 on the 1-9 scale used for merit evaluations. Failure to regularly participate in negotiated service will result in score below 5 on the 1-9 scale used for merit evaluations. To achieve higher merit scores in this category, the individual must provide evidence of exceptional performance. Examples include, but are not limited to, evidence of exceptional individual effort in the development of documents or procedures, significant participation in non-negotiated service activities and service as chair of a committee. The

chair must weigh these factors along with the relative productivity and activity of the service in order to achieve the final merit score.

II. Method of calculation

Our philosophy for merit increases is based on the principle that performance above expectations, i.e., above 5 on our university scale, constitutes meritorious effort. A score of 6 on this scale is 1 merit point above expectation and worth 1 merit point, a 7 worth two merit points, etc. Likewise, performance below expectations, i.e., below 5 on our university scale, constitutes underachievement. Thus, a score of 4 on this scale is worth minus 1 merit point, a 3 is worth minus 2 merit points, etc. Another way of thinking about this is that subtracting 5 from the evaluation score in a given category gives you your raw merit score in that category. This merit score must be weighted against the percentage effort placed in that category. Merit allocations are based on the entire performance of faculty in all three areas of expectation, i.e., Research/Scholarly Activity, Teaching and Service. Merit scores factor percentage effort allocated in each category multiplied by the merit points (positive or negative) achieved in that category. Merit points achieved in each category for an individual are summed to generate the total merit score. *Please note that it is possible to get a total merit score that is zero or less than zero. In this case, no merit raise will be given.* Two examples are given below.

Example 1. Faculty member X has their % effort in research, teaching and service as 50, 45 and 5, respectively. This individual received the following merit scores: research = 5, teaching = 7, service = 8. Merit points would be assigned as follows: research $(5 - 5) \times 50 = 0$; teaching $(7 - 5) \times 45 = 90$; service $(8 - 5) \times 5 = 15$. Total merit points = $0 + 90 + 15 = 105$.

Example 2. Faculty member Y has the same % effort distribution as faculty member X above. Faculty member Y received the following merit scores: research = 4, teaching = 5, service = 8. Merit points would be assigned as follows: research $(4-5) \times 50 = -50$; teaching $(5-5) \times 45 = 0$; service $(8-5) \times 5 = 15$. Total merit points = $-50 + 0 + 15 = -35$. Faculty member Y will receive no merit increase.

This system will be used to calculate merit scores for all faculty. The total merit pool dollars allocated to the department faculty in a given year will be divided by the total number of positive merit points awarded to the faculty as a result of that year's evaluation to generate a value of dollars/merit point. The merit raise for an individual will be the product of their total merit points multiplied by the dollars/merit point value for that year. As noted above, if an individual's total merit points are equal to or less than zero, then they will receive no merit raise that year.