**APPENDIX B: MERIT RUBRICS AND PROCESS**

**Rubric Creation.** The ICS Executive Committee was tasked with developing evaluative criteria for both tenure track and research professors, organizing them into rubrics, and to using the resulting rubrics to analyze faculty FRPAs. The rubrics for both tenure track and research professors are listed on the following pages. Initial rubrics were created in 2017 and applied to 2016 FRPAs. The process and the rubrics were refined in 2018, and new google forms were created to scaffold the evaluation process. These new tools were applied to 2017 FRPAs. This committee consisted of 8 individuals from our affiliated units - computer science, psychology and neuroscience, integrated physiology, philosophy, and speech, language, and hearing sciences - bringing an excellent range of interdisciplinary thinking to the process and a considerable amount of prior experience on merit review committees.

**Merit Review Process.** For faculty with an appointment greater than 25%, each FRPA is independently analyzed by three raters: two Exec Comm members plus ICS Director Sumner. Reviewers were asked to be generous when considering the cross-cutting practices identified in the rubrics as potential “boosters” to a base score in a particular area: research, teaching, or service. This analysis process was supported by a Google form. For each faculty FRPA, the ratings provided by the three raters are averaged and multiplied by the appropriate weights (for most people, 40% research, 40% teaching, and 20% service) to produce a numeric rating for each category and an overall performance rating. The Director compiles the qualitative feedback and the averages and sent these out to the raters for comments and approval.

For faculty with an appointment of 25% or less, only Director Sumner analyzes the FRPA.

For the overall performance rating, the following scale provided by the Graduate School was used:

<table>
<thead>
<tr>
<th>Category</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Far Exceeds</td>
<td>4.25 - 5.0</td>
</tr>
<tr>
<td>Exceeds</td>
<td>3.5 - 4.24</td>
</tr>
<tr>
<td>Meets</td>
<td>2.5 - 3.49</td>
</tr>
<tr>
<td>Below</td>
<td>1.0 - 2.49</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>0 - 0.99</td>
</tr>
</tbody>
</table>
## Tenure Track Faculty

### Research

Contributing to the Research Mission of CU?
- Publications (quantity and quality)
- Grants (Total current; actively seeking - submitted, pending, declined)
- Leadership in building a larger team and vision, including leading Centers, Research-Practice Partnerships
- Invited presentations
- Hosting visiting scholars

Contributing to the Research Mission of ICS?
- To what degree do the publications and grants involve interdisciplinary contributors from across the Institute?

### Cross-Cutting

Strengthen and contribute to the ICS community?
- Leads or participates in collaborations within the Institute (other faculty, research fac, fellows, students from other departments): grants, pubs, research groups, dissertation committees, journal clubs
- Are their students and postdocs participating ICS?
- Provides strategic thinking and planning contributions

Contribute to the sustainability and growth of ICS?
- Donor development and community outreach
- Entrepreneurship: licensing, partnerships, connections to industry
- Recruitment of faculty, fellows, students

Enhance the visibility and reputation of the Institute?
- Media - public writings and speaking
- Awards - research, teaching, other

Translating our research into formal and informal learning opportunities?

### Education

Supporting our Research Training Mission?
- Supervising, advising, and supporting (financially and intellectually) students, postdocs, or other early career scholars engaged in research contributing to the interdisciplinary mission of ICS and CU
- Mentoring students and early career researchers (Differs from above in that someone else may be the primary advisor)
- Co-authoring with students and early career researchers?

Supporting the University’s and ICS’s Teaching Mission?
- Teaching disciplinary and ICS courses
- Curriculum development
- Contributing interdisciplinary perspectives to someone else’s course (videos, guest lectures)

### Service

Service and leadership in the Institute (e.g., exec comm, search committees, faculty meetings, ARPAC)

Service and leadership in the CU Community

Service and leadership to the profession (e.g., editorial boards, program committees, advisory boards)
## RESEARCH PROFESSORS

<table>
<thead>
<tr>
<th>Research</th>
<th>Cross-Cutting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributing to the Research Mission of CU?</td>
<td>Strengthen and contribute to the ICS community?</td>
</tr>
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<tr>
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<td>o Invited presentations</td>
<td></td>
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<td>o Hosting visiting scholars</td>
<td></td>
</tr>
</tbody>
</table>

Contributing to the Research Mission of ICS?

- To what degree do the publications and grants involve interdisciplinary contributors from across the Institute?

### Education

- **SOME EXPECTED FOR ALL RANKS:** Supporting our Research Training Mission?
  - Supervising, advising, and supporting (financially and intellectually) students, postdocs, or other early career scholars engaged in research contributing to the interdisciplinary mission of ICS and CU
  - Mentoring students and early career researchers (Differs from above in that someone else may be the primary advisor)
  - Co-authoring with students and early career researchers?

### Service

**ENCOURAGED FOR ALL:** Service and leadership in the Institute (e.g., exec comm, search committees, faculty meetings, ARPAC)

**OPTIONAL, ENCOURAGED FOR PROMOTION TO FULL:** Service and leadership in the CU Community

**SOME EXPECTED FOR ALL RANKS:** Service and leadership to the profession (e.g., editorial boards, program committees, advisory boards)

**ENCOURAGED FOR ALL:** Translating our research into formal and informal learning opportunities?