

ICS Merit Rubrics and Process for Merit Year 2019

Updated by T. Sumner, March 30, 2020

Role of the Executive Committee. The ICS Executive Committee is tasked with developing and maintaining merit review criteria for both tenure track and research professors, organizing these criteria into rubrics, and using the resulting rubrics to analyze faculty FRPAs. The rubrics for both tenure track and research professors are listed on the following pages.

Rubric Creation. Initial rubrics were created by the Executive Committee and applied to 2016 FRPAs in a pilot process. The committee responsible for the creation of these initial rubrics consisted of 8 individuals from ICS 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. The process and the rubrics were refined for the 2017 merit review exercise, and new google forms were created to scaffold the process. The google forms were refined in 2018 to be unified into a common merit review form, for both tenure track and research professors.

Merit Review Process. For faculty with an appointment equal to or greater than 20%, each FRPA is independently analyzed by three raters: two Executive Committee members plus ICS Director Sumner. For faculty with an appointment of less than 20%, Director Sumner and one Executive Committee member analyze the FRPA. The rubric analysis process is supported by a common google form to be used for both tenure track and research professors.

Reviewers are 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. For each faculty FRPA, the ratings provided by the 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 averages, and sends these out to the raters for comments and approval.

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

Far Exceeds	4.25 - 5.0
Exceeds	3.5 - 4.24
Meets	2.5 - 3.49
Below	1.0 - 2.49
Unacceptable	0 - 0.99

Tenure Track Faculty

<p>Research</p> <ul style="list-style-type: none"> ● Contributing to the Research Mission of CU? <ul style="list-style-type: none"> ○ 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? <ul style="list-style-type: none"> ○ To what degree do the publications and grants involve interdisciplinary contributors from across the Institute? 	<p>Cross-Cutting</p> <ul style="list-style-type: none"> ● Strengthen and contribute to the ICS community? <ul style="list-style-type: none"> ○ 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
<p>Education</p> <ul style="list-style-type: none"> ● Supporting our Research Training Mission? <ul style="list-style-type: none"> ○ 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? <ul style="list-style-type: none"> ○ Teaching disciplinary and ICS courses ○ Curriculum development ○ Contributing interdisciplinary perspectives to someone else's course (videos, guest lectures) 	<ul style="list-style-type: none"> ● Contribute to the sustainability and growth of ICS? <ul style="list-style-type: none"> ○ Donor development and community outreach ○ Entrepreneurship: licensing, partnerships, connections to industry ○ Recruitment of faculty, fellows, students ● Enhance the visibility and reputation of the Institute? <ul style="list-style-type: none"> ○ Media - public writings and speaking ○ Awards - research, teaching, other
<p>Service</p> <ul style="list-style-type: none"> ● 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) 	<ul style="list-style-type: none"> ● Translating our research into formal and informal learning opportunities?

Research Professors

<p>Research</p> <ul style="list-style-type: none"> ● Contributing to the Research Mission of CU? <ul style="list-style-type: none"> ○ 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? <ul style="list-style-type: none"> ○ To what degree do the publications and grants involve interdisciplinary contributors from across the Institute? 	<p>Cross-Cutting</p> <ul style="list-style-type: none"> ● Strengthen and contribute to the ICS community? <ul style="list-style-type: none"> ○ 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? <ul style="list-style-type: none"> ○ Donor development and community outreach ○ Entrepreneurship: licensing, partnerships, connections to industry ○ Recruitment of faculty, fellows, students ● Enhance the visibility and reputation of the Institute? <ul style="list-style-type: none"> ○ Media - public writings and speaking ○ Awards - research, teaching, other ● Translating our research into formal and informal learning opportunities?
<p>Education</p> <ul style="list-style-type: none"> ● SOME EXPECTED FOR ALL RANKS: Supporting our Research Training Mission? <ul style="list-style-type: none"> ○ 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? ● OPTIONAL, ENCOURAGED FOR PROMOTION TO FULL: Supporting the Teaching Mission? <ul style="list-style-type: none"> ○ Teaching disciplinary and ICS courses ○ Curriculum development ○ Contributing interdisciplinary perspectives to someone else's course (videos, guest lectures) 	
<p>Service</p> <ul style="list-style-type: none"> ● ENCOURAGED FOR ALL: Service and leadership in the Institute (e.g., exec comm, search committees, faculty meetings, colloquium, 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) 	

