Merit Policy

Part II: Academic Unit Criteria, Standards, and Processes

Academic Unit: School of the Built Environment

Merit Criteria, Performance Indicators and Expectations

I. Merit Criteria

A. Criteria Domains:
    Merit criteria are limited to three areas: Teaching Effectiveness, Research/Creative Activities, and Service. To determine whether faculty members exceed expectations, meet expectations, fail to meet expectations, or have unacceptable performance, a merit system will identify performance indicators and expected levels of performance for each of the relevant areas noted above. The merit system will also describe how information on the various performance indicators are combined to calculate the relevant component merit scores (i.e., Teaching Effectiveness, Research/Creative Activities, and Service). The merit system further incorporates the method by which the merit rating of the current merit period is averaged with the merit ratings from the previous two merit periods to arrive at the three-year rolling average that will be used to recommend merit increases.

B. Allocation Effort:
    The School of the Built Environment (SBE) considers merit that represents the activities of individual faculty members in the areas of teaching, research/creative activities, and service that are important from the broad academic, institutional aspirations viewpoint as well as from the specific programmatic, professional fulfillment viewpoint - the latter being shaped by accreditation requirements of the American Council for Construction Education (ACCE) and/or the National Architectural Accrediting Board (NAAB). SBE expects its probationary and tenured faculty to maintain a standard allocation of effort of 50% Teaching; 30% Research/Creative Work; and 20% Service. Full-time non-tenure track faculty are expected to maintain a standard allocation effort of 80% Teaching; 20% Service. Prior to the beginning of the calendar year, each faculty member will confirm his/her allocation of effort with the Director of the SBE.

C. Evaluation Formula:
    The four rubrics below are used to evaluate faculty performance in the areas of teaching effectiveness, research/creative activities, and service respectively. Merit committee members will individually review the faculty member's merit dossier and provide a score in each of the areas of teaching effectiveness, research/creative activities, and service on the scale from zero (0) for unacceptable performance to 6.0 (the highest). For each performance area of review, a list of an expanded range of related activity components is provided (see rubrics table below) to enhance the

opportunity for the faculty to focus their responses on an expanded range of indicator items of their choosing, thus providing conducive flexibility to meet the School's performance expectations.

The score scheme below applies for evaluating each area of performance: Teaching, Research/Creative Activities, and Service.

Rating Category	Possible Merit Score
Exceeds expectations for merit: Activities in area cumulatively exceed expectations and reflect a clear and significant level of accomplishment beyond what is normal for an individual with a given faculty rank in the School.	4.1-6.0
Meets expectations for merit: Activities in area cumulatively meet expectations and reflect standard levels of performance for the School.	2.1-4.0
Fails to meet expectations for merit: Activities in area cumulatively do not meet expectations and fall below the standard levels of performance for the School.	0.1-2.0
Unacceptable: Activities in area cumulatively are unacceptable in terms of performance for the School.	0.0

Performance measurements run on increments of 0.1 only; for example, 1.6; 3.9; 5.8.

II.   Performance Indicators and Expectations

A.   Evaluation of Teaching Effectiveness:

The score scheme is integrated in the teaching evaluation rubrics as shown in the Table below:

Evaluation Rating Category	Expected levels of accomplishment on teaching performance indicators (or their equivalent)	Possible Merit Score for Teaching
Exceeds expectations for merit	- Course design and implementation that accommodate ACCE Student Learning Outcomes (and/or) NAAB Student Performance Criteria. - Produce convincing written learning outcome assessment results, including recommendations for subsequent course administration. - Quantitative student evaluations regularly exceed School averages for similar courses, and qualitative evaluative comments are clearly positive. - Innovative teaching practices and high impact learning activities are regularly introduced and evaluated. - Regular engagement in professional activities related to teaching effectiveness. - Observations by peers indicate superior levels of teaching effectiveness in courses. Peer quantitative evaluations of 4.0 or higher on a 5-point scale based on combined average of all courses during the evaluation period is typical. - Engagement and support for successful program accreditation (NAAB and/or ACCE) is demonstrated. See Note* below.	4.1-6.0
Meets expectations for merit	- Course design and implementation that accommodate ACCE Student Learning Outcomes (and/or) NAAB Student Performance Criteria. - Produce convincing written learning outcome assessment. - Quantitative student evaluations approximate School averages for similar courses, and qualitative evaluative comments are generally positive. - Modest engagement in professional activities related to teaching effectiveness. - Observations by peers indicate moderate to robust teaching effectiveness in courses. Peer quantitative evaluations of 3.0 to 3.9 on a 5-point scale based on combined average of all courses during the evaluation period is typical. - Engagement and support for successful program accreditation (NAAB and/or ACCE) is demonstrated. See Note* below.	2.1-4.0
Fails to meet expectations for merit	- Course design and implementation hardly accommodate ACCE Student Learning Outcomes (and/or) NAAB Student Performance Criteria. - Quantitative student evaluations are among the lowest in the department in all courses taught, and qualitative evaluative comments are mixed. - Limited or no engagement in professional activities related to teaching effectiveness. - Observations by peers indicate modest to fair teaching effectiveness in courses, with significant recommendation for improvement. Peer quantitative evaluations of 2.0 to 2.9 on a 5-point scale based on combined average of all courses during the evaluation period is typical. - Engagement and support for successful program accreditation (NAAB and/or ACCE) is not demonstrated. See Note* below.	0.1-2.0

Unacceptable Performance	A pattern of failing to meet the minimum expectations of performance: • administering in person, classes, studio sessions, and online classes • timely submission of course syllabi to the Department's office or for submitting final course grades • unacceptable teaching conveyed through "Fails to meet expectations" as measured by the dimensions: a) course design and implementation; b) evaluation of instructional quality by students; c) continued teaching capacity enhancement and d) instructional support to program and students. • Engagement and support for successful program accreditation (NAAB and/or ACCE) in not demonstrated. See Note* below.	0.0

Note*: Engagement and support for successful program accreditation (NAAB and/or ACCE) is demonstrated as follows:

1) Timely submission (within 60 days of last day of class) of 'Course Notebooks' containing required material as required for NAAB and/or ACCE accreditation, as applicable. All course notebooks are to be submitted to the School Director for storage/archival purposes to be used for upcoming accreditation visits, as applicable.
2) Timely submission (within 60 days of last day of class) of 'Student Course Artifacts' as required for NAAB and/or ACCE accreditation, as applicable. Submitted course artifacts must include a combination of at least 2 high pass and 1 low pass projects. Submitted course artifacts must include final presentation posters/boards and final models. In addition, draft sketches, process drawings, process models, process journals, published studio books, other relevant student work may also be submitted. All student course artifacts are to be submitted to the School Director for storage/archival purposes to be used for upcoming accreditation visits, as applicable.
3) Participation in assessment (survey) efforts related with NAAB SPC's and/or ACCE SLO's, as applicable. Such participation may include the timely administering and submission of: 1) End-of-semester course assessment surveys; 2) End-of-semester student exhibit (walk-thru) surveys: 3) Other relevant assessment/survey efforts required for successful program accreditation efforts, as applicable to NAAB and/or ACCE. All assessment surveys are to be administered and submitted to the School Director for storage/archival purposes to be used for upcoming accreditation visits, as applicable.

B. Evaluation of Research/Creative Activities:

For the purpose of evaluation, the SBE assumes that all works in this category are refereed, where applicable. The score scheme for research/creative activities is displayed in the evaluation rubric as shown in the Table below.

Evaluation Rating Category	Expected levels of accomplishment on research/creative activities performance indicators (or their equivalent)	Possible Merit Score for Research
Exceeds expectations for merit	• One peer-reviewed journal article (or) one book authored/edited (or) one book chapter; plus one peer-reviewed conference paper / juried creative work. OR • Receipt of $20,000 or more (cumulative research grants from internal and external sources)	4.1-6.0

Meets expectations for merit	• One peer-reviewed journal article (or) one book authored/edited (or) one book chapter (or) one peer-reviewed conference paper / juried creative work. OR • Receipt of $5,000 - $19,999 (cumulative research grants from internal and external sources)	2.1-4.0
Fails to meet expectations for merit	• Failure to meet the above • No evidence of efforts in scholarly works • No evidence of engagement in academic and professional organizations and forums	0.1-2.0
Unacceptable performance	• No publications and/or creative activities at all • Not pursuing research projects • Not seeking grants • No presentations at conferences or professional organizations	0.0

C. Evaluation of Service:

For the purpose of evaluation, the SBE works within the following service framework:
- Service falls in three categories: Institutional Service Efforts, External Community Service Efforts, and Professional Service Efforts; all are explained below.
- Institutional Service Efforts are emphasized by expecting a majority of service efforts occurring in this category, with the remaining categories still represented.
- The evaluation of a service depends on the significance of service items completed, such as chairing a committee or receiving a professional service award.
- Minimum service expectations include routine attendance of School, Department and committee meetings.

Evaluation Rating Category	Expected levels of accomplishment on service performance indicators or their equivalent (Quantity)	Possible Merit Score for Service
Exceeds expectations for merit	• Chairing one or more committee's at the Departmental, School, College and/or University levels • Membership in at least one committee at Departmental, School, College and/or University levels • Exceptional academic advising, mentoring, retention, and/or recruiting activities • Community/professional service in the form of one or more significant activities • Two or more examples of the following: service award for significant service leadership, high impact practice, or visibility service	4.1-6.0
Meets expectations for merit	• Chairing one or more committee's at the Departmental, School, College and/or University levels • Membership in at least one committee at Departmental, School, College and/or University levels • Adequate academic advising, mentoring, retention, and/or recruiting activities • Community/professional service in the form of one or more significant activities	2.1-4.0

Fails to meet expectations for merit	• Limited to no engagement (no academic advising, mentoring, retention, or committees) at School and Departmental level • No significant service participation at Departmental, School, College, University, or professional levels; limited community engagement	0.1-2.0
Unacceptable performance	• A pattern of failing to meet the minimal requirements for acceptable performance as conveyed through disengagement with service activities at the School, Departmental, College, and University levels	0.0

Merit Committee Composition and the Election/Appointment Process

The School Merit Review Committee is responsible for assigning an overall merit score to every bargaining unit faculty member.

The School uses the following instruments to conduct merit reviews:
- – Electronic Dossier (Faculty180)
- – The Merit Review Rating Sheet for compiling results of evaluations by the Merit Review Committee

The Merit Review Committee is composed from amongst the School faculty - all faculty members in the School are eligible to serve on the Merit Review Committee. The School Merit Review Committee consists of faculty members of four (4) Tenured and Tenure Track Faculty (counted collectively) and two (2) Renewable Non Tenure Track Faculty from within the School. All faculty serving on the School Merit Review Committee are appointed on a rotational basis.

Elements of the Merit Dossier

Individual faculty members document the accomplishments for the previous calendar year by means of an electronic dossier. Each faculty member submits the electronic dossier (Faculty180) for review to the Merit Review Committee. The faculty member makes available all supporting material. Peer evaluations and student evaluations are examples of supporting materials.

Calculation of Overall Merit Score

The individual component merit scores for Tenured and Tenure Track Faculty are based on teaching, research/creative work, and service, except for Non Tenure Track Faculty, which is based solely on teaching and service. The individual merit score in each performance area is determined by four categories: exceeds expectations, meets expectations, fails to meet expectations, or unacceptable performance. Once the Merit Committee has reached consensus on a merit score for each performance area, the overall merit score is computed using a simple algorithm.

Performance area	Allocation^	Individual Merit Scores	Total Merit Scores
Teaching	50%	Insert numerical score	Total score
Research	30%	Insert numerical score	Total score
Service	20%	Insert numerical score	Total score
	100%		**Overall Merit Score**

^Multipliers are adjusted for faculty with alternative allocations effort

[Teaching Effectiveness Merit Score * Allocation of Effort] + [Research/Creative Work Merit Score * Allocation of Effort] + [Service Merit Score * Allocation of Effort] = Overall Merit Score

To calculate a three-year rolling average that will be used to recommend merit increases, the merit rating of the merit period under consideration is averaged with the merit ratings from the previous two merit periods. The three-year rolling average is calculated as follows:

> 3-Year Average Merit Score = [Overall Merit Score AY 1 + Overall Merit Score AY 2 + Overall Merit Score AY 3] divided by 3

The School Merit Review Committee and the Director may make recommendations to the Dean for allocation of merit dollars and/or percentages. Recommending or not recommending merit is based on the overall merit score as interpreted in Table below.

Overall Merit Score	Interpretation
4.1-6.0	Exceeds expectations for merit, recommended for merit
2.1-4.0	Meets expectations for merit, recommended for merit
0.1-2.0	Fails to meet basic expectations for merit, not recommended for merit
0.0	Unacceptable performance, not recommended for merit

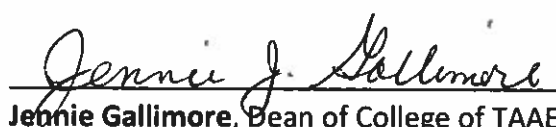## Additional Academic Unit Merit Policy Information

SUMMARY FORM (to be completed by consensus of all members of the Merit Committee):

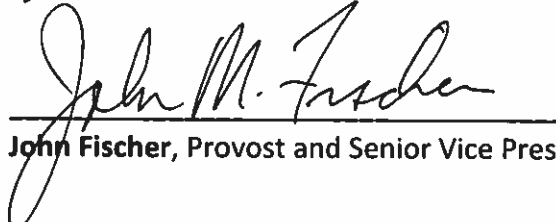| Faculty Member	Merit Score for Teaching	Merit Score for Research	Merit Score for Service

Approved by the Faculty of the School of the Built Environment (SBE) on September 20, 2018.

Date 09/20/2018

Arsenio Rodrigues, Director of SBE

Approved: Date 10-3-2018

Je**nnie Gallimore**, Dean of College of TAAE

Approved: Date 10/9/2018

Jo**hn Fischer**, Provost and Senior Vice President for Academic Affairs, Interim