

## **Department of Biology CV Preparation and Merit Review**

### **Introduction**

Annual merit scores for each tenure-track faculty member are required by IU and are provided to the Dean of the College each spring semester. In Biology, the overall merit score and the research score are the two most important scores: For all tenure-track faculty, the overall merit score is a major determinant of the annual salary increment. For post-tenure faculty, teaching load is determined by a rolling 3-year average of research merit scores. Merit scores are based largely on the Merit Review Committee's annual review of each faculty member's departmental CV, as augmented by additional information supplied on teaching, grant support, and other issues as they arise.

### **The Departmental CV**

Although the University now requires that all faculty, including Biology faculty, submit a Faculty Annual Report (FAR) online, the Biology department will continue to use departmental CV's as the primary document for evaluating merit. The format for the departmental CV is described at the end of this document.

The following individuals have access to the entire set of departmental CVs: The Dean of the College of Arts & Sciences, the Chair of Biology, and the five Biology Associate Chairs. In the event that the Merit Review Committee includes any individual(s) who are not among the above, then that individual(s) will also have access to all the CVs. Other individuals have access to particular CVs on a need-to-know basis. These include tenure and promotion committees; pre-tenure mentoring committees; and agencies, societies, academies, etc. (and their appropriate members) for whom specific faculty are being nominated or otherwise considered for various awards and honors. When questions arise about access, it is up to the Chair and the relevant Section Associate Chair to determine who is to be given access to departmental CVs.

The departmental CV is fully updated by each tenure-track faculty member early in the spring semester every year, prior to the annual merit-review meeting of the Merit Review Committee. Each year, all items pertaining to research (this includes professional service activities) for the current calendar year and the past two years are highlighted by putting the dates for the relevant calendar-year activities in boldface (i.e., for the CV prepared in Jan/Feb 2009, the dates for all items for 2007-2009, are in boldface). For teaching and service, only those items from the previous two calendar years (2007 and 2008) are so highlighted. In addition, as needs arise (and also as determined by the Chair and the relevant Section Associate Chair), particular faculty will be requested to update their CV at other times of the year (depending on the situation, the above boldfacing may be removed).

The departmental CV, together with the grant support information submitted to the FAR system (current, pending, and planned), should contain everything that you want considered in determining your departmental merit scores.

## Merit Evaluation

Each spring semester, the Merit Review Committee (see accompanying document for make-up of Merit Review Committee) carefully reviews the departmental CVs and other relevant materials and assigns merit scores for all tenure-track faculty except for 1) faculty who have announced that they will be retiring that year; 2) junior faculty who joined the department sufficiently late in the current academic year that their tenure clock will not start until the next fall; 3) faculty who have announced their departure for another institution; 4) faculty who are on “terminal” leave-without-pay (i.e., who have left or have announced their departure for another institution but on a LWOP basis); and 5) faculty whose regular appointment is less than half-time. In addition, the Associate Chair for Teaching discusses with the Merit Review Committee the teaching activities of all faculty members and also supplies the committee with tables of comparative data on teaching activities. The Associate Chair for Teaching does not assign scores, however.

All scores are determined on a 0-4 scale, with 0 meaning no activity in a particular area, and 4 being the highest possible score. To calculate the overall merit score the higher of the research (R) or teaching (T) score is multiplied by three and the lower by two, and these two products are added to the service score (S) to yield the overall merit score, i.e.,

Overall Merit Score = 3 (R or T) + 2 (R or T) + S, with the higher of the R or T scores being multiplied by 3 and the lower by 2.

## Research Evaluation

In determining the research score, the Merit Review Committee looks at an overview of each faculty member’s activities and accomplishments over the current calendar year and the past two calendar years. Thus the research score does not focus on just a single year and is not a ‘count’ of activities per year but rather is designed to be a view of the ongoing success and productivity of your research program.

The research score is based, in a non-formulaic, gestalt way, on four sets of criteria.

- **Publications.** Not just number of publications, but also quality, importance, weightiness, and impact of publications are taken into account. It is entirely possible that faculty with a similar number of publications (and similar records in the three areas below) during the 3-year review period will be rated differently, possibly even quite differently, in research owing to a judged significant difference in the quality, importance, etc. of the research represented by those publications. Likewise, it is possible that two faculty members with substantially different numbers of publications will be given the same research score. One duty of the Section Associate Chair should be to serve as “objective advocates” for members of their section, by being as knowledgeable about the research of their faculty as is reasonably possible.
- **External funding.** Field differences are taken into account (e.g., NIH-fundable faculty and some areas of EEB, generally have access to more funding than other faculty), but an active research program is expected to have external funding.

- **Size of research group.** The larger the research group, the more informal teaching is done. Because in Biology, the research merit score is the sole determinant of a faculty member's equitable teaching load (ETL), it naturally makes sense for group size to factor into the research score. As the amount of informal teaching as a research mentor goes up, the amount of formal classroom teaching should go down.
- **Research recognition:** Prizes, awards, and other honors. Invitations to speak at conferences, to give seminars at universities, to participate in professional workshops, to serve on grant review panels, to serve on editorial boards, etc.

### Teaching Evaluation

In determining the teaching score, the committee looks at just the prior two calendar years and does not consider the current calendar year, which typically is only two months old at the time of the committee meeting. The reason for looking at two years is to average out teaching scores for faculty that teach different loads from year to year. The score is based on both quality and quantity according to the following formula:

$$(\text{Quality Score}/4) \times (\text{number of courses taught})/2$$

where quality is a score on the 0.0 – 4.0 scale (note, the quality score is assigned by the MRC, and is not the course score on the student evaluations). Thus a faculty member who taught a total of three courses over the last two years and received an overall quality score of 3.0 would receive a teaching score of  $(3.0/4) \times (3.0/2) = 1.125$ , while a faculty member that taught 8 courses over the last two years with a quality score of 3.0 would receive a teaching score of  $(3.0/4) \times (8.0/2) = 3.0$ . If a faculty member should be on a medical-related leave or sabbatical that included release from normal teaching, then teaching scores from an equivalent number of prior semesters will be used in the calculation.

Teaching quality is assessed in part using data delivered to the Merit Review Committee by the Associate Chair for Teaching, which includes overall course and instructor scores from student evaluations, class sizes, class GPA, and historical student evaluation scores for each course. In addition, the Associate Chair for Teaching attends the first part of the Committee's review/scoring meeting to answer any questions that arise regarding teaching. At its discretion, the MRC may consider other forms of evidence to assess teaching quality, which are expected to evolve as new standards of teaching assessment are implemented by the University.

In addition to standard classroom teaching, the overall teaching score may be adjusted upward to reflect exceptional non-classroom teaching activities such as educational movies, research on the scholarship of teaching and learning, and leading teaching workshops.

### Service Evaluation

In determining the service score, the salary committee considers just the previous two calendar years. Only departmental and university service is counted. Professional service (grant reviews, paper reviews, editorships, etc.) is factored into the research score as it is an indicator of recognition in your field. Community outreach is also factored into your research score if it is

associated with research grant activities, or your teaching score if it is associated with a service learning course. Both quality and quantity is considered, but no formula is used. Normally the service score is not multiplied, thus the maximum percentage of the total merit score represented by service is 4/24, or 1/6<sup>th</sup> of the total.

**Compensation for service-related teaching releases.** Chairs, Associate Chairs, and Graduate Program directors are all given teaching releases in compensation for the heavy time demands of these administrative positions. To avoid penalizing the merit scores of faculty willing to take on major administrative duties, the merit score will be increased by 2.0 points per 1.0 course teaching release (i.e. a 0.5 course release would receive a 1.0 point addition to the merit score). This point value represents the total points that would have been possibly gained by receiving a perfect quality score for the equivalent course numbers had the faculty taught.

### **Determining Teaching Load**

The Biology department determines equitable teaching loads (ETL) based on the research merit score. The majority of research active faculty are expected to have a teaching load of 1.5 courses per year assuming average productivity. Faculty with exceptionally active research programs can have their loads reduced to 1.0 course, while research inactive faculty should have teaching loads of 4.0 courses. Research scores generate the ETL based on a rolling 3-year average of research scores, with a 1.5 year lag between when the ETL value changes and when that change is put into effect in terms of the actual assigned ETL.

The current formula for calculating ETL is:

$$R = 3.5 - 4.0 \rightarrow \text{ETL} = 1$$

$$R = 2.3 - 3.4 \rightarrow \text{ETL} = 1.5$$

$$R = 1.8 - 2.2 \rightarrow \text{ETL} = 2.0$$

$$R = 1.3 - 1.7 \rightarrow \text{ETL} = 2.5$$

$$R = 0.8 - 1.2 \rightarrow \text{ETL} = 3.0$$

$$R = 0.3 - 0.7 \rightarrow \text{ETL} = 3.5$$

$$R = 0.0 - 0.3 \rightarrow \text{ETL} = 4.0$$

### **Guidelines for Updating Your CV**

The departmental CV is updated by each faculty member early in the spring semester every year, prior to the annual meeting of the departmental merit committee. Each year, items for the current calendar year and the past two years should be highlighted by putting the dates for the relevant calendar year activities in boldface (i.e., for the CV prepared in Jan/Feb 2010, the dates for all items for 2008-2010, should be in boldface). This includes papers published or submitted in the current year, current grant funding in effect, teaching, service and professional activities, etc. Attached is a template for the format of the Departmental CV.

date when CV prepared (month/year)

### NAME

Department of Biology Program Affiliation: (EEB, GCDB, MBB)  
Research Area:

### DEGREES

year Degree, Field, Institution

### APPOINTMENTS

(includes Postdoctorals and all other professional appointments, listed chronologically)

year - year Title, Institution

### FELLOWSHIPS AND AWARDS (or HONORS AND AWARDS)

year Name of Fellowship, award, or honor

### PUBLICATIONS

List the full citation for all publications (Authors, date, full title of article, complete journal or book citation including all page numbers). Peer-reviewed primary research articles should be indicated by an asterisk, or alternatively, placed in a separate section from reviews and non-peer reviewed articles, with the sections being appropriately labeled.

For the departmental CV, submitted papers or papers in preparation can also be listed. (Note that the salary committee will consider submitted papers as part of the year's accomplishments, but will understandably give less weight to items listed as "in preparation.")

Books or edited books should be listed separately from journal articles. (Book chapters are normally included with journal articles, indicated as invited or peer-reviewed as the case may be.)

Faculty whose graduate students publish separately (e.g., as is often the case for EEB faculty) should include a section listing student publications resulting from thesis work:

#### PUBLICATIONS BY **GRADUATE STUDENTS** FROM THESIS WORK AT IU THAT DO **NOT** INCLUDE YOU:

In the list of papers, indicate the graduate student's name in boldface if there are multiple authors.

Separate publications by Postdoctoral students can also be included if work results from research done in the lab and does not include your name.

**Note:** Because this is a departmental CV used for annual faculty merit reviews, any honors or noteworthy mentions a paper has received should be listed along with the citation. (Some examples: “Work from this paper was featured on the cover of the journal issue in which it appeared.” “This paper was featured in a “News & Views” Review in *Nature* [provide full citation for the N&V].” “A figure from this manuscript was used in the text book “*Title*”, [provide full citation].”)

## GRANTS

All funding is listed, chronologically:

<u>year</u>	<u>Grant</u>
duration of funding	Source of funding and amount (indicate if Direct or Total costs); Title of grant; also provide any other pertinent information (Co-PIs, etc.)

Grants can be divided into Past and Current, or just listed chronologically. Pending grant applications can also be listed, providing requested dates and amounts of funding and the date of review of the grant. Do NOT include grant applications declined that are over two years old.

## PATENTS (if relevant)

Description of each patent in chronological order.

## STUDENTS AND POSTDOCS TRAINED

### Past Graduate Students:

Name            Degree (PhD or Masters), date conferred

### Past Postdoctoral Students

Name            dates in lab

### Current Graduate Students

name            Degree (PhD or Masters); starting date in lab  
(or provide a separate listing for PhD and Masters students)

### Current Postdoctoral Students

name            starting date in lab (or full dates if known)

### Service on Graduate Advisory Committees:

#### Past Graduate Advisory Committees:

name            Degree, date conferred

Current Graduate Advisory Committees:

name                      Degree (PhD or Masters)

## UNDERGRADUATE RESEARCH MENTORED

L490 Students:

name                      dates in lab

Other categories of students mentored should also be listed (eg, Undergraduate Honors thesis students, REU students, IU STARS students, etc).

## OTHER TRAINING:

If relevant, there can be a section on Visiting Faculty who have performed a sabbatical in the laboratory.

## CLASSROOM TEACHING

<u>Courses taught:</u>	<u>Enrollment</u>	<u>Semester</u>	<u>Year</u>
Number and title of course			

## UNIVERSITY AND DEPARTMENTAL SERVICE

<u>University Service:</u>	<u>Year</u>
University and campus committees	date(s)

<u>Departmental Service:</u>	<u>Year</u>
Departmental committees	date(s)

## INVITED SYMPOSIA AND MEETING TALKS

year	Name of meeting or symposium
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## OTHER MEETING TALKS

year	Name of meeting or symposium
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## INVITED SEMINARS

year	Institution(s)
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## MEETING ORGANIZER

year            Meeting

## PROFESSIONAL SERVICE

can be divided into separate categories -- some examples:

PROFESSIONAL OFFICES; GRANT AND FUNDING REVIEW PANELS; EDITORIAL BOARDS; MANUSCRIPT REVIEWER (This can be a list of journals for which you have reviewed manuscripts in the year indicated and **the total number of papers reviewed for each journal**); OTHER PROFESSIONAL ACTIVITIES; CONSULTING ACTIVITIES; SOCIETY MEMBERSHIPS; etc.

year            Professional activity

Can also have a category for COMMUNITY SERVICE if relevant

**Note:** In the service categories, there may be things that you were invited to do, but declined. For prestigious invitations that reflect standing in the scientific field, it is very appropriate to list the invitation, even if it was declined. Some examples: an invitation to give a major talk or symposium address; an invitation to serve on a grant review panel (such an invitation reflects standing in the field but might not be something you want to take on pre-tenure).

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