Merit Review Recommendations Rubric

This rubric is meant to help faculty distinguish "merit" and "high merit" as they review, assess, and vote on faculty merit. The criteria align with the merit heuristic that we approved in Spring 2018 and that we encourage faculty to use when constructing their annual activity reports. The heuristic and rubric are meant to help us be inclusive of and accountable to the range of work we do across teaching/mentoring, research, service, and equity-inclusion.

To be eligible for high merit, tenure-line faculty must demonstrate high merit in at least three of the four categories below, while lecturer-line faculty must demonstrate high merit in at least two of the four categories below.

Research (optional for lecturer track faculty):

We should be expansive in our understanding of what constitutes research and scholarship in order to be inclusive of the various ways research is conducted and distributed, from traditional forms of publication (books, articles, chapters, anthologies) to digital sites of publication, local practice-based research and sharing of knowledge, scholarship of teaching, and public scholarship.

High Merit in this area includes two/three or more of the following:

- The publication of an authored or co-authored book in the last three years.
- An edited book/textbook published in the last three years.
- Two or more articles/book chapters/essays/translations, research reports or digital equivalents published or accepted for publication.
- Two or more poems, stories, and personal essays.
- Reviews, encyclopedia or reference book/reference site entries, or guidelines published or accepted.
- Substantial progress on a book manuscript or other long term project, with clear progress toward publication.
- Serving as an editor of a national or international journal or book series.
- Serving as a reviewer for book and article manuscripts
- Participation or leadership in conferences, readings, workshops, symposia, invited lectures—nationally or internationally.
- Participation in local conferences, readings, workshop leading, symposia, invited lectures.
- National or international research grants received and/or participation in institutional, cross-institutional, and cross-disciplinary scholarship.
- Local research grants received and/or participation in institutional, cross-institutional, and cross-disciplinary inquiry and scholarship.
- Teaching- and program-related, methodologically driven research (such as course or program assessment) that has local and/or national impact.
- Awards and prizes related to research.

Teaching and Mentoring:

We recognize teaching and mentoring as intellectual work that takes many forms, from traditional pedagogical settings to scholarship on teaching and learning that leads to curriculum development and innovation to teacher preparation and peer mentoring. When documenting and evaluating teaching and mentoring, we should rely on various factors and sources, including syllabi, course materials, self-reflections on pedagogy, peer and student evaluations, types and range of courses taught, teaching awards and nominations, graduate and undergraduate student advising, and participation in teacher development activities.

High Merit in teaching and mentoring includes three or more of the following:

- Teaching a wide range of courses.
- Meeting the educational needs of many students.
- Teaching needed "service" courses (such as core courses in the major, the Gateway course or critical practice course, the introduction to grad studies, composition courses, etc.)
- Experimenting/engaging with innovative formats and new courses.
- Sustaining excellence in courses as demonstrated by building on prior successes and continuing course improvement in response to self and student evaluations.
- Demonstrating commitment to and success in supporting equity and inclusion in teaching.
- Receiving student evaluations that are numerically high across the board, and qualitatively conveying a sense of a highly productive, stimulating, and challenging classroom.
- Training teachers and involvement in teacher preparation.
- Advising students, as demonstrated by a high number of graduate and undergraduate thesis committees, independent studies, undergraduate student mentoring, exam and dissertation committees, and student placements.
- Teaching in other units and beyond the university.
- Engaging in scholarship on teaching and learning.
- Actively engaged in peer mentoring, including reading and giving feedback on teaching and scholarship.
- Awards and prizes related to teaching and mentoring.

Service:
Service includes a wide range of activities, from departmental, university, and professional committee work to editorial work to administrative service to public engagement and outreach.

High Merit in service includes two/three or more of the following:

- Serving in administrative positions.
- Chairing committees.

- Participating in labor-intensive committees (such as promotion and tenure committees, search committees, etc.).
- Serving on several departmental, college or university committee committees.
- Providing College, University, or professional service, such as serving on editorial boards, doing editorial work, chairing or serving on executive committees of national organizations, chairing national award committees, etc.
- Leadership in public engagement and outreach.
- Participating as external reviewer in tenure and promotion cases.
- Working with staff and faculty in other units.
- Awards and prizes related to service.

Equity and Inclusion

We recognize that work that supports diversity and equity ought to align, in some way, with the University of Washington's mission to educate "a diverse student body to become responsible global citizens and future leaders."

High Merit in Equity and Inclusion includes two/three or more of the following:

- Service on UW diversity and equity committees and/or divisions.
- Contributing to curricular and structural transformation.
- Peer and student mentoring.
- Recruiting and retaining diverse students.
- Engaging diverse communities, organizations, agencies.
- Working to increase access.
- Contributing to department self-reflection.
- Cultivating inclusive classrooms.
- Participation in department and community collaboration.
- Engaging in advocacy work that supports the university mission.
- Writing creative, scholarly, and institutional publications that contribute to diversity and equity.
- Teaching courses that contribute to diversity and equity.
- Awards and prizes related to diversity and equity work.