

Metric for Merit Distribution
Department of Art Conservation

The following describes the formula to be applied annually by the Chair in distributing merit allocations to faculty. This formula is in accordance with the performance expectations outlined in the separate departmental workload policy, and it is to be applied in a way that is consistent with the attached Criteria for Merit Ratings.

1. Each faculty member will be awarded a merit rating in each category of performance (teaching, scholarship/research, service) during the annual appraisal conference with the Chair. The Chair will be obliged to announce and explain all ratings prior to the conclusion of the conference.
2. The merit rating in each category of performance will be multiplied by the percentage of effort devoted to that category to determine the total number of points earned by the faculty member in that category. For example: a faculty member who receives a rating of 5 in teaching, with 50% of total effort devoted to that category, will earn a total of 2.5 points in that category.
3. The total number of points accumulated for all categories added together will then be calculated for each faculty member (rating times percentage of effort in each category yields sum total of points in all categories collectively).
4. Prior to Budget Turnaround, the number of points accumulated by all department faculty individually will be added together to yield a sum total of all points accumulated for the year by the entire faculty collectively.
5. The sum total of all points accumulated by the entire faculty for the year will then be divided into the total number of dollars available in that year's merit pool to determine the value of a single point.
6. Merit for the individual faculty member will then be calculated by multiplying the total number of points accumulated by that faculty member for the year times the value of a single point.

The Art Conservation Department
Criteria for Merit Ratings

Teaching

A one-page narrative should cite all courses taught during the evaluation period and should describe in specific terms the faculty member's instructional goals, techniques, successes and challenges. Evaluation will be based on student teaching evaluations; the quality of teaching materials (e.g. online course components, hand-outs, assessment of student work, arrangement of exceptional treatment opportunities for students); oversight of student documentation, research and/or treatment projects and/or dissertations; creation of new courses or participation in interspeciality teaching; innovation in emerging fields; the oversight of independent study and graduate and undergraduate internships and/or summer projects; non-credit teaching, including national and international professional workshops; and advisement or counseling.

1=Poor

5=Satisfactory

9 =Exceptional

Research

A one-page narrative should detail what work has been conducted since the previous year's evaluation. Credit is given for the demonstration of progress toward publication or other appropriate dissemination of major work. In addition to books and articles, the faculty member's demonstrated achievement may include electronic publishing; book reviews; conservation examination, analysis, treatment, and preventive care activities; invited lectures, the presentation of conference papers; successful grant awards associated with research/scholarship; and other significant contributions to the discipline. In addition to completed projects, the Chair will consider as well evidence of archival research; acquisition of new knowledge or skills in conjunction with a publication; fieldwork; interviews; and other constituent components of research and scholarship.

1=Poor

5=Satisfactory

9=Exceptional

Service

A one-page narrative should cite all service obligations met during the evaluation period and should provide sufficient detail to demonstrate effectiveness in service both within the University (e.g., through service on department, College and University committees, faculty advisor to students, guest lecturer in courses for other departments) and outside the University (e.g., through professional and community organizations, consulting work; and organizing scholarly panels and conferences).

1=Poor

5=Satisfactory

9 =Exceptional