

Guidelines for Merit Increases

INTRODUCTION:

The Dean for Public Health sets faculty salaries in consultation with the Division Chairs.

On an annual basis each faculty member will complete an Inventory and Evaluation of Faculty Professional Activities. This inventory solicits information about the following eight criteria:

- (1) classroom teaching
- (2) mentoring of students
- (3) research funding
- (4) non-research funding
- (5) publications
- (6) presentations
- (7) College of Public Health (SPH) service
- (8) non-SPH service

These inventories will be reviewed by the Division Chairs and scored and shared with the Dean who will determine salary increases in consultation with the Division Chairs.

I. Process

The treatment of this information by the Chair involves a five-step evaluation of the quality of performance in the past year and concludes with a percentage increase for the individual.

Step 1

A faculty member's response to each of the eight criteria is evaluated on a five-point scale (0,1,2,3,4). The scores are interpreted as: 0-performance significantly below that expected; 1-performance below that expected; 2-performance at the expected level; 3-performance above the expected level; 4-performance substantially above the expected level. Expectations for each of the eight criteria are given below.

Step 2

The eight scaled scores may then be integrated into a total score for the purposes of allocating merit increases.

Step 3

The Chair meets with each faculty member to review his/her report and score. At this time, the Chair advises the faculty member on methods to be used for improving future performance.

Step 4

The scores are converted into percentage raises. The magnitude of the raise for a given score will depend on the funds available.

Step 5

Adjustments are made for recognition of exceptional achievements, such as achieving tenure and promotion; alleviating salary compression; responding to retention issues; and promoting diversity.

II. Criteria

Information concerning the eight criteria outlined below is collected for every faculty member in the annual Inventory and Evaluation of Faculty Professional Activities. Although the form used is identical for all faculty members, in the evaluation of performance for merit increases consideration is given to the variation in expectations for different types of appointments, as described in the Pattern of Administration and the Appointments, Promotion, and Tenure Criteria and Procedures document. For example, in the evaluation of a regular research-track faculty member, little attention would be given to classroom teaching because it is not an expectation of the appointment. Similarly, faculty members in regular clinical or auxiliary appointments are expected to concentrate their effort in teaching and service/professional practice and less performance is expected in research.

A. Classroom Teaching

At the end of each semester, the Chair and the Associate Dean for Academic Affairs will review the course evaluations and rate the quality of the teaching. Evaluation is based on faculty satisfying the course load requirement as determined in the Faculty Workload Expectation document and the quality of teaching performance. Beyond the traditional classroom, teaching excellence may involve independent study; practica; on- or off-campus workshops, trainings, or seminars; and may also be reflected by the development of new courses.

B. Mentoring of Students

All faculty members are expected to provide mentoring to students through serving on master's and doctoral committees. Direction of a doctoral dissertation requires significant investment of time and this investment will be considered when evaluating student mentoring. Faculty members in divisions having few or no opportunities to mentor doctoral students will mentor post-doctoral researchers, research scientists, MS, MPH, MHA and undergraduate students in research efforts as well as curriculum and career development. Time commitments of these efforts will be appropriately weighed in evaluating student mentoring. If the doctoral dissertation, master's thesis or culminating project is directed jointly by two faculty, each will receive appropriate consideration in the evaluation process. Service on doctoral dissertation and examination committees is recognized as a greater time commitment than serving on master's thesis or MPH/MHA practice project committees and will be taken into account appropriately. Credit for mentoring a particular student may only be counted in one academic year. Full Professors are expected to engage significantly in student mentoring and Associate Professors are also expected to engage in student mentoring, but at a somewhat lower level. Assistant Professors are not expected to mentor students in the first year, but should gradually increase the level of activity through the probationary period.

C. Research Funding

The College of Public Health values research productivity and the funding of research from extramural sources. Research funding has four dimensions: (1) recognition as the principal investigator on an awarded grant; (2) salary support for the faculty member; (3) funding for student support; and (4) indirect cost recovery. It is expected that Full Professors will be especially productive in this area as reflected in their combined contributions from the four dimensions of research funding productivity. Associate Professors will be expected to be

productive of research funding, but at a slightly lower level. Assistant Professors will be expected to gradually increase their research funding productivity through the first 3 years and then reach a level slightly below an Associate Professor by the end of the probationary period.

D. Non-Research Related Funding

Faculty members may obtain funding for activities that fall outside of the general umbrella of research. For example, faculty may coordinate an annual conference or may provide an executive training program that generates revenue for the College. The revenue generated may be used by the faculty member as salary recovery or may be used to support other activities in the College.

E. Publications

There are two dimensions to publications: (1) level of intellectual contribution to the work, and (2) type of publication. Being first author or being the major contributor to a paper will be counted as significantly more important than papers for which the faculty member is a secondary author. Papers for which the faculty member is second author and the first author was a student or post-doc working with the faculty member will be considered equivalent to first-authored papers. An example of a hierarchy for various journals is shown in the following table. Each discipline should develop its own list of journals and an appropriate hierarchy based on impact and importance to the field. Less important publications, such as OSU Extension publications, book reviews, abstracts, letters to the editor, instructional materials, and other publications will be considered, but should not make up a significant proportion of publication productivity.

Journals
Nature, Science, Nature Genetics, NEJM
JAMA, JASA, Biometrics, AJE
Statistics in Medicine, Medical Care
Publication in a referred journal not listed above
Invited book chapters
Listed author in any applied journal
Extension publications

In some instances, the publication of a textbook is considered a special achievement.

Yearly expectations for Full Professors will exceed those of Associate Professors; expectations for Associate Professors will exceed those for Assistant Professors. Expectation for scholarly output for Assistant Professors will be reduced in the first 3 years, but should steadily increase throughout the remainder of the probationary period. Scholarly output will be evaluated by the Division Chair and the Dean, with the individual faculty member having the opportunity to defend the strength of the publication record.

F. Presentations

All faculty members are expected to make at least one scientific or policy presentation per year at a national or international meeting. Invited papers will be regarded as a greater accomplishment than contributed papers and papers in which a student is a co-author. Invited

seminars outside of Ohio State University will be considered as invited national presentations. Invited seminars within Ohio State University will be considered equivalent to contributed papers and papers in which a student is a co-author. Poster presentations will be regarded as the least important form of presentation but will still be regarded as a contribution in evaluating this area of productivity.

G. College Service

All faculty members are expected to serve on Divisional and College-wide committees. Associate and Full Professors will serve as committee chairs. Special consideration will be given to serving on the APT committee and serving as chair of a search committee. Attending College-wide and divisional faculty meetings and divisional seminars is also considered part of College service. In addition, senior faculty members are expected to serve as mentors for junior faculty members in all aspects of teaching, research, and service.

H. Non-SPH Service

All Professors, Associate Professors, and Assistant Professors in their second three years are expected to provide service to the University, public health and related organizations, and professional societies. This service is through committee membership, journal review, grant review, fund raising, etc. Associate and Full Professors are expected to serve in nationally or internationally visible positions. In addition, faculty may be recognized for establishing and maintaining substantive relationships with community groups and health agencies that aid in the College's commitment to research, teaching and service.

III. Review

The Dean, Division Chairs, and faculty should review these guidelines at least every five years.