

Best Practices for Faculty Merit Review



Office of the Provost & Academic Affairs

October 11th 2017 8:30 – 10:00 AM

Ford Alumni Center - Ballroom

Goal



Support unit heads and administrators in an effective and accurate merit allocation process.

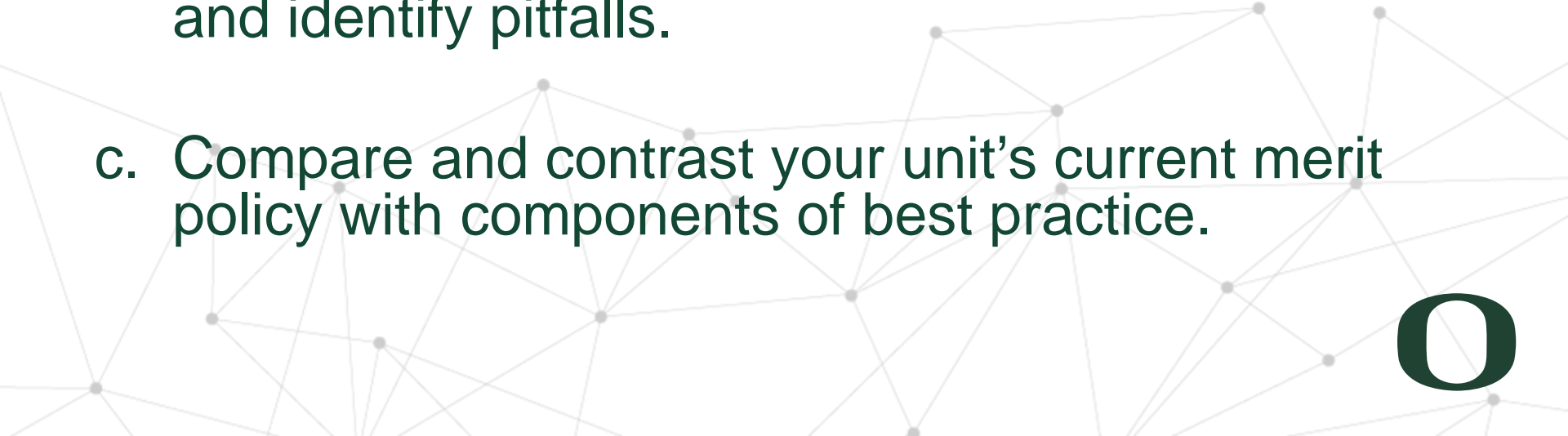


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Objectives



You will be able to:

- a. Describe your unit's current merit policy and the degree to which it leads to an effective, accurate, transparent allocation of merit.
 - b. Critique components of various merit policies and identify pitfalls.
 - c. Compare and contrast your unit's current merit policy with components of best practice.
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Welcome & Introductions



Scott Pratt – Executive Vice Provost OPAA

Ellen Herman – Interim Vice Provost OPAA

Mariann Hyland – Assistant Vice Provost OPAA

Bruce Blonigen – Dean of the Faculty CAS

Miriam Bolton – Assistant Dean CAS

Additional Associate & Assistant Deans



At your tables...



Please introduce yourself:

-  Name
-  Unit
-  Role
-  Number of years in role

*re-arrange yourselves so that any new heads are now seated next to seasoned heads.




Pair-up



Share how the merit process went last year in your unit.

Each person in the pair needs to categorize their process into one of the following:

- 🔮 **Awesome** - no problems
 - 🔮 **Fine** – but room for improvement
 - 🔮 **Not good** – do not want to repeat
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Warm-up Question 1



Is merit a stipend or an increase to the faculty's base rate?

Take a moment to check in with your table.

Base rate increase



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Warm up Question 2

What do you do regarding merit if you have a new faculty that started between Sept. 16th and Nov. 1st?

Perform a review, which may or may not lead to merit.

A new TTF faculty who negotiated credit from the previous year toward tenure will likely have worked that can be included for merit review.

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Warm Up Question 2 cont'd



If the start date was between Nov. 1st and Dec. 31st?

They are eligible by exception – see form <https://hr.uoregon.edu/employee-labor-relations/annual-salary-increases/faculty-salary-increases-administrative-guidelines>

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Warm up Question 3



Are post-retirement TRP faculty included in merit?

Yes – and they are a part of the TTF pool



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How far back does the review period go?



“The faculty review assessment period will be in accordance with unit merit raise policies, and will extend at least to the last merit raise, which occurred effective January 1, 2017.”

If the last review occurred in October 2016 and the unit policy states the review period is the 12 months since the last review, then all work done from the last review can be considered and the work in November and December would not be considered.



Scenario A



A unit has some faculty with less than 1.0 FTE, but distributes the same absolute dollar amount per merit rating as other 1.0 FTE faculty. Does this advantage or disadvantage an employee with 0.50 FTE?

Advantage



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Scenario A Continued - Example

Faculty A and faculty B both have a base rate of \$60,000.

Faculty A is 1.0 FTE, and Faculty B is .50 FTE.

Both receive the same merit rating, which is converted to \$1,000.

What is the new base rate for Faculty A and B?

Faculty A = \$61,000

Faculty B = \$62,000

The math: $.5 \text{ FTE of } \$60,000 = \$30,000 + \$1,000 = \$31,000$; converted back to 1.0 FTE = \$62,000)

Policies should indicate that they will prorate the dollar amount based on the FTE, or ensure dollars are added to the base rate (not salary).

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Scenario B



A unit elects to take 40% of the money provided for merit off the top and distributes it equally to all faculty, and then uses the remaining 60% of the money and applies it using the merit policy.

Any concerns?

CBA violation

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Scenario C



A unit's policy indicates that "the personnel committee will determine the weight given to each of Teaching, Research and Service each year merit is available".

Concerns?

The weights should be listed in the policy, as opposed to changed each year.

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Scenario D. A unit's policy lists how the following points are awarded for teaching:

Normal satisfactory teaching: 10 pts. each year

New course development: variable (10 pts. maximum) each course

Teaching high-enrollment (60+) courses: 4 pts. each course

Teaching very high-enrollment (150+) courses: 6 pts. each course

Supportive advising of graduate students (including service on committees): 4 pts. each student

Overload graduate teaching (500-level courses, directed readings): 4 pts. each course

Advising undergraduate honors theses: 4 pts. each

Teaching prize or grant: 10 pts. each

Uncompensated overload teaching: 6 pts. each course

Discretionary points: 10 pts.

Concerns?

Mostly related to volume, little assessment of quality.

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Scenario E



A unit's policy indicates "All faculty meeting or exceeding expectations in one or more category will be eligible for a merit raise".

Concerns?

Faculty are still meritorious and receive merit increase even if they are not meeting expectations in 2 out of 3 of their job responsibilities.

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Scenario F



A unit's policy indicates merit points will be awarded to all faculty who have earned a minimum rating in each category, and all faculty who earn points will have money added to their base rate.

Concerns?

All faculty will have some merit added to their base rate, even if they have the lowest rating in every category.

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Best Practice



Ensure that materials requested align with the criteria used to evaluate the faculty.

Include a rubric that literally defines levels of performance (does not meet; meets; exceeds) for each category (research, teaching, service).

Clarify the minimum points or rating needed to earn a merit increase.

Ensure system is appropriate for base rate changes, and does not accidentally treat merit as a stipend, especially if all faculty are not 1.0 FTE.



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Reflect back on your 2016 merit experience



Hands up if your process was:

- 🎲 Awesome – no problems
- 🎲 Fine – but room for improvement
- 🎲 Not good – do not want to repeat

Rearrange yourselves to be at tables with similar experiences.



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Table Work



Share with one another **WHY** you think the experience was

-  Awesome
-  Fine
-  Not Good

Goal for the table is to look for the common themes or pearls of wisdom.

Be prepared to share out - have someone recording the ideas discussed.

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Additional Resources:

Office of the Provost & Academic Affairs:

<https://academicaffairs.uoregon.edu/content/merit-raise-policy-guidelines>



Human Resources:

<https://hr.uoregon.edu/employee-labor-relations/annual-salary-increases/faculty-salary-increases-administrative-guidelines>