Global Studies Merit Policy
Approved by the Office of the Provost – November 1, 2019

Preamble
1. All faculty must be evaluated for merit. It is not permitted to opt out.
2. Regardless of type of appointment or FTE, each faculty member is eligible for consideration for the highest merit rating.
3. All faculty who meet or exceed expectations will receive some merit increase.
4. Faculty will be informed of their raises after they have been approved.
5. The evaluation for merit includes review of recent performance reviews, current CV and merit points worksheet, based on point values for each category.
6. The review period will include three years, and shall at a minimum include the current merit period and the prior review period.

Implementation Process
Each faculty member will submit a report of their activities for the review period to the review committee, with activities and point values clearly indicated and described. The merit review committee will review all materials, adjust where appropriate, and assign discretionary points where appropriate. Once every faculty member has been assigned points for their accomplishments, the following method will be used to translate points into the actual dollar amounts of raises:

1. The total number of points assigned to all faculty will be tallied.
2. The dean’s office will provide the dollar amount for the total funds available for merit raises.
3. The figure in #2 will be divided by the figure in #1 to yield a dollar value per point.
4. The dollar value of a point will be multiplied by the number of points accumulated by each faculty member. This calculation results in the dollar value of each member’s raise.

The Merit Review Committee will use its discretion to adjust the points assigned to achievements that fit imprecisely into a particular category (e.g., co-authorship of a book or journal, shared primary advising of a graduate student, service to the field of an unforeseen type, etc.). Discretionary points may also be used to address such contingencies, and to recognize accomplishments such as (but not limited to) particularly high-quality work, a particularly demanding service position, honors and awards, and the like. The Committee will also use its discretion to verify the appropriateness of a particular point value suggested by a faculty member, and to adjust where necessary. Upon request, faculty will provide the committee with relevant documentation, such as correspondence with editors, contracts, etc.

Only whole point values, not fractions or partial points, are to be used. Faculty will have access to information regarding total dollar amounts available, as well as total point counts across all faculty; they will not have access to point values or raise amounts of other faculty.

It is expected that as we use this instrument, we will develop more extensive lists of accomplishments and examples, refine the point values, and in other ways continue to refine and elaborate upon it.

Friday, June 21, 2019
Scholarship

Books: 30 pts. each (your number here)
Give information in this space for all accomplishments here and following

Edited collections:
If substantive introduction included, 15 pts. each (if a separate chapter was also contributed, that is to be counted in “book chapters”)
If no substantive introduction included, 10 pts. each

Peer-reviewed articles and book chapters: 5 pts. each

Non-peer reviewed, incidental articles, book reviews, encyclopedia entries, etc.: 2 pts. each

Conference papers: 2 pts. each

Book reviews and encyclopedia articles: 1 pt. each

Journal, anthology, or encyclopedia editing: 5 pts. each

Digital publications/projects: variable (describe and make case)

Prizes for books or articles: 5 pts. each

Research grants:
Internal: 1 pt/term, 3 pts max
External: 2 pts/term, 6 pts max

Research awards (e.g., Faculty Excellence Awards) 5 pts each

Reprints or reissues of previously published work: 2 pts each

Discretionary points: 10 pts.
Total points, scholarship:

Clarifications and definitions:
• Only publications that are “in production” are to be counted; by “in production” we mean that all substantive author input has been incorporated, and nothing remains to be done beyond basic copyediting.
• Conference papers that are substantially the same in content may be counted more than once, although we encourage authors to revise and improve them before re-presenting them.
Teaching

(NOTE (Added by the Office of the Provost): For all reviews to be decided Fall 2020 or later, any references to standards or metrics for teaching quality are replaced by Section 9 of the August 2019 MOU between the university and United Academics that defines standards for teaching quality. The standards defined in the MOU are to remain in place unless and until the unit modifies those standards in accordance with the MOU and the CBA defined process for modifying unit policies. MOU can be found at https://hr.uoregon.edu/ua-mou-course-evaluations-article-20.pdf)

New course development, including converting conventional course to online: _____
   4-credit course: 5 pts each _____
   2-credit course: 3 pts each _____
Teaching high-enrollment (80+) courses: _____
   200+ students: 3 pts each _____
   120-200 students: 2 pts each _____
   80-120 students: 1 pt each _____
Serving as primary advisor to graduate students in any department: 5 pts. each _____
Supportive advising of graduate students (including service on committees): 2 pts. each student
Unscheduled instruction (directed readings, etc.): 2 pts. each
Advising undergraduate honors theses: 2 pts. each
Teaching award, highly competitive (e.g., Erstead): 5 pts. each
Teaching award, less competitive (e.g., Williams, Rippey)

Professional development for teaching (e.g., Dreamers workshop, TEP workshops)
   Up to one day: 2 pts _____
   More than one day: 3 pts _____
Faculty mentor of undergrad majors: adequate number, satisfactory mentoring: 2 pts _______

Discretionary points: 10 pts. _____

Total teaching points: _____
Service
Department committee service
   Heavy workload (merit, search, grad admissions, T&P): 5 pts./each/year ____
   Moderate workload (curriculum, awards): 3 pts./each/year ____
   Light workload (alumni relations): 1 pt/each/year ____

University service
   Heavy workload (Study Abroad, DAC, UO Senate, FPC): 5 pts./each/year ____
   Moderate workload (Intercollegiate Athletics, Union Steward): 3 pts./each/year ____
   Light workload (Language Council, FLTA Fulbright screening): 1 pt/each/year ____

Service to the field—external foundation panels, promotion reports, manuscript reviews, program evaluations, reports: 2 pts. each ___

Service to the field—prize committees: 2 pts. each time

Service to the field—leadership positions in national organizations
   Heavy workload 2 pts each ____
   Moderate to light workload: 1 pt each ____

Conference discussant, session organizer, respondent or panel participation: 1 pt. each

Conference organization: 5 pts. each

Outreach, collaboration and community engagement (public lectures, guest lectures in other people’s classes, interviews, expert testimony, podcasts, blogs, op-ed pieces, documentaries) 2 pts. each ____

Institutional grant, PI or co-PI: 3 pts each/year ____
Institutional grant, participant: 1 pt each/year ____

Discretionary points: 10 pts. ____

Clarifications and definitions:
• We make no distinction between compensated vs. non-compensated service
• Lists above are meant to be examples and are not exhaustive. Each faculty member will assign their service accomplishments a point value and provide reasoning and/or documentation where appropriate.
NTTF MERIT PAY CRITERIA
Teaching is weighted proportionately more heavily for NTTF than for TTF, in order to reflect NTTF job descriptions. However, this policy is not intended to change NTTF job descriptions. In particular, it is not meant to require that NTTF whose job descriptions don’t require service and/or scholarship to do them. We do, nonetheless, believe it important to reward achievements in these areas when they occur.

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 ____
Covering an existing course normally taught by another faculty member: 5 pts each ____
Discretionary points: 10 pts. _____
Total teaching ____

Service
Committee service—heavy time commitment (Tier 1): 5 pts. each year ____
Committee service—moderate workload (Tier 2, e.g. curriculum committee): 3 pts. each year ____
Committee service—light workload (Tier 3): 1 pt. each year ____
Service to the field—external foundation panels, promotion reports, ms. reviews: 2 pts. each ____
Service to the field—prize committees: 2 pts. each time _____
Service to the field—leadership positions in national organizations: variable _____
Outreach, collaboration and community engagement (public lectures, guest lectures in other people’s classes, interviews, expert testimony, podcasts, blogs, op-ed pieces, documentaries) 2 pts. each _____
Conference organization: 5 pts. each _____
Discretionary points: 10 pts. _____
Total Service _____

Friday, June 21, 2019
Scholarship

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Non-peer reviewed or incidental articles: 2 pts. each
Conference papers: 1 pt. each
Conference response paper or panel participation: 1 pt. each
Book reviews and encyclopedia articles: 1 pt. each
Journal, anthology, or encyclopedia editing: 3 pts. each
Digital publications/projects: variable
Outreach (public lectures, interviews, etc.): 1 pt. each
Prizes for books or articles: 3 pts. each
Research grants: 3 pts. for year-long; 1 pts. for term or summer-long grants
Discretionary points: 10 pts