

Department of English

Merit Review Procedures

October 30, 2015

Approved by the Office of Provost and Academic Affairs: October 6, 2016

Merit

When performance-based (merit) raises are authorized by the University, the English Department follows these procedures:

1. Two ad hoc merit raise advisory committees—a TTF committee consisting of one Full, one Associate, and one Assistant Professor and an NTTF committee consisting of two career NTTF of different ranks—are elected by the tenure-track and career non-tenure-track faculty of the department respectively, each faculty member voting by secret ballot for one person in that member's rank. (Faculty tenured in English but serving as program directors outside the department are excluded from the list of candidates, as are faculty on leave, although they may vote.)
2. All faculty eligible for merit salary increases are asked to submit a current c.v. indicating activities during the merit review period and complete the Faculty Activity Report form provided by the department on-line. Teaching evaluations for each faculty member are assembled by the department. An individual file for each faculty member is assembled containing these materials, and faculty may submit supplemental material to assist the committee's deliberations (promotion or tenure reviews are ineligible for inclusion). The Activity Report shall include an opportunity for an optional narrative (300-word maximum) in each of the areas of research, teaching, and service for clarifying or explaining items listed in the report. Reports on activities are kept on file to be consulted in future merit reviews for salary increases.
3. The elected merit review committees are convened by the Department Head and provided with these files.
4. Based on this information, each member of the merit review committees is asked to rate each TTF faculty member's performance within the categories of teaching, research, and service, and each career NTTF's performance within the categories of teaching and service, including how faculty performance in each of these activities contributes to university objectives on equity, inclusion, and diversity. The following scores shall be used:

- 4 Greatly Exceeds Expectations
- 3 Exceeds Expectations
- 2 Meets Expectations
- 1 Below Expectations

These guidelines are given to the committee members: Pay particular attention to both the quantity (e.g. how many articles have been published?) and the quality (e.g. where did they appear? how substantial is the work?) of the research; consider numerical ratings of teaching, how those ratings relate to grade distribution, and what simple ratings often can't show (e.g. was the course a large lecture serving a general audience of students? a required course? innovative?); and try to note the amount, the difficulty, and centrality of the service.

A list of the kinds of items typically included in Activity Reports and the relative weight typically attached to the items in the evaluation process can be found in the appendix to this document. Weights given to items may sometimes vary according to the guidelines above.

5. Committee members will not participate in their own individual evaluations. The Department Head will compile a separate rating on the same basis for each committee member with input from the rest of the merit raise committee membership in each case.

6. For TTF: these scores are tallied, weighting research and teaching scores as 40% each and service 20%, yielding a ranked list of merit candidates.

7. For NTTf: these scores are tallied, weighting teaching and service in accordance with the faculty member's contract (e.g. 90% teaching and 10% service; 50% teaching and 50% service/administration; 10% teaching and 90% service/administration), yielding a ranked list of merit candidates. Committee members should bear in mind the varying (and sometimes heavy) course loads of different faculty members and their varying opportunities for meritorious teaching and service activities as they rank merit candidates.

8. Each committee then meets and discusses this ranked list to arrive at a final version. The rankings are then grouped according to the dollar increments of merit increase available:

- 4 Greatly Exceeds Expectations
- 3 Exceeds Expectations
- 2 Meets Expectations
- 1 Below Expectations

Merit raises shall be awarded in dollar amounts to faculty who meet, exceed, or greatly exceed expectations or otherwise in accordance with the current Collective Bargaining Agreement.

Adjustments for Faculty with Varying Kinds of Appointments

A. New appointments will be eligible for the proportion of a merit increase that corresponds to the proportion of their appointment during the merit period.

B. Faculty on sabbatical or research leave will be judged as having met teaching expectations during the terms of their sabbatical or leave in which they have no assigned teaching. Faculty members who are on sabbatical or research leave and have no required service will be evaluated as having met service expectations during the terms of the sabbatical or research leave, though they may receive a higher rating for service actually performed during those terms.

D. Faculty on joint appointments will be evaluated according to the percentage of their work dedicated to English in their memorandum of understanding. Merit reviews for salary increases are conducted separately in each department according to each department's internal procedures, and the amount of merit increase determined in each unit will be applied in proportion to the faculty member's appointment in each unit, respectively.

E. TTF Faculty with departmental administrative appointments may elect to have merit increases evaluated on the basis of a 30/30/40 Research/Teaching/Service distribution for up to two merit review periods while in office.

Equity and Retention

Consideration of equity and retention increases will follow the Collective Bargaining Agreement policies for such raises. The department head will consult as necessary with members of the merit committee before making recommendations for these increases.

In general, the purpose of internal equity adjustments is to keep the relation between salary and service/achievements equitable across the faculty. While merit increases are awarded for accomplishments over a set period of time, equity increases are awarded when, for extraneous reasons, over an indeterminate period of time, one's service/accomplishments and one's salary become misaligned when compared with the salaries and service/accomplishments of one's departmental colleagues. Although equity adjustments may be made in individual cases of misalignment that are serious and unjustifiable, equity adjustments will typically apply to groups of faculty who have been affected by the factor causing the inequity.

Equity adjustments are not applied to salary differences due to the accumulation of past merit decisions. They may be applied, for example, to situations in which market salaries increase more rapidly than internal wage adjustments and so create inequities between the salaries of new hires and earlier hires who have equal or more service/achievements; in which retention raises create similar salary inequities; and in which the percentages for automatic promotion raises change.

Officers of Administration

Department Heads will base their merit increase recommendations on the performance reviews of the OA during the review period. If there has not been a

performance review within the past year, the Department Head will undertake such a review. The review should evaluate the OA's performance of the duties and responsibilities described in the OA's position description and their current job duties. While OA reviews are conducted by the Department Head, they should also consider, when possible, feedback from relevant constituent groups both internal and external to the department or program. The Department Head's merit increase recommendation should be based on the extent to which the OA has met, not met, or exceeded expected performance of their assigned duties and responsibilities, as indicated by the relevant performance reviews. When requested, the Department Head will provide the department's OA merit increase recommendation to the CAS Dean. The actual merit award will be based on funding availability and university criteria.

Policy for Reviewing Merit Review Procedures

At the conclusion of their work, the committees shall meet jointly and review the merit review procedures themselves. If the joint committee decides that procedures should be changed, the committee will develop a motion to change the procedures, and it will submit the motion to the Council for review, giving the usual notice of motion.

Appendix 1: MINIMUM requirements for achieving "Meets Expectations" in a merit review:

Teaching

All faculty will:

1. Hold at least 3 weekly office hours during the 10-week term and at least 4 weekly hours if they teach Composition.
2. Teach their contracted course load
3. Return graded work to students and report grades in a timely manner
4. Attend department meetings regularly when teaching schedules allow
5. Attend the departmental graduation ceremony in June (NTTF are encouraged but not required to attend.)

All TTF and all NTTF who teach graduate courses will be available to graduate students.

All faculty whose teaching evaluations are consistently in the department's lowest 25% and who do not seek to improve their teaching success through participation in the Teaching Effectiveness Program or through other means would fall below departmental expectations.

Service

NTTF will:

Serve in accordance with their contracts as governed by the CBA and perform job duties as defined by the most current Professional Responsibilities Policies approved by the English Department and CAS. "Service" is broadly defined as participation in departmental and/or university governance OR professional development activities OR scholarly or creative efforts that enhance teaching.

TTF of all ranks (except for 1st year Assistant Professors) will:

Serve on 2 departmental committees annually (standing, ad hoc, or search committees)

TTF who do not participate equitably and responsibly in departmental service obligations would fall below department expectations.

Research

TTF of all ranks are expected to be involved in ongoing research and scholarship as demonstrated by a steady rate of publications and preparation of new work for publication (whether through submission or invitation) and through presentation of new research at regional, national, and international conferences and through invited lectures. If such demonstration of involvement is not evident, then they would fall below department expectations.

Appendix 2: Examples of items commonly included in Activity Reports

Tenure-Track Faculty

List of RESEARCH work to be considered for merit for TTF ranked into tiers that separate items usually given higher weight from items usually given lower weight. All research activity will also be evaluated for its potential contributions to diversity, equity, and inclusion. Faculty who publish a monograph or comparable scholarly production can opt to include these materials for two consecutive review periods.

Tier 1

- Monograph text published (or final text accepted)
- Edited collection text published (or final text accepted)
- Edited and/or introduced scholarly edition
- Book-length or substantial published translation
- Project comparable to above published, exhibited, or distributed
- Major external grant won

Tier 2

- Article text published in a peer-reviewed print or digital journal (or final text submitted)
- Article text published in a collection (or final text submitted)
- Invited lecture, plenary address, or major talk
- National or international research-related prize or fellowship

Tier 3

- Book review text published (or final text submitted)
- Published encyclopedia article
- Organized or performed significant work on symposium, conference, or lecture series, including organizing conference panel
- Conference paper delivered
- Internal grant won
- Internal research-related prize or fellowship
- Curated exhibition
- Curated online archive
- Published exhibition catalog
- Substantial work in general public forum, or online research activity/publication in field.
- Performed/published public humanities work
- Programmed and/or juried film/media event

List of TEACHING work to be considered for merit for TTF ranked roughly into tiers and ordered with items toward the top very generally given more weight than items toward the bottom. All teaching activity will also be evaluated for its potential contributions to diversity, equity, and inclusion.

Tier 1

- Taught well according to peer review
- Student evaluations above departmental mean
- Won or nominated for teaching-related grant, fellowship, or award

Tier 2

- Directed dissertation
- Directed MA thesis
- Served as PhD breadth exam examiner
- Served as PhD major field examiner
- Directed undergraduate thesis
- Served on dissertation committee
- Served on dissertation committee for other UO unit
- Served on dissertation at other institution
- Served on MA thesis committee
- Mentored/advised MA student or pre-ABD PhD student
- Served on undergraduate thesis committee
- Served as major advisor
- Developed new class

Tier 3

- Participated in FIG, College Scholars, or other similar UO program
- Participated in study abroad or taught at another university
- Led reading group, independent study, or reading course for student credit (i.e. a course)
- Led student reading group or other activity – non-course
- Made improvements in course(s), including improvements to better achieve the goals of diversity, equity, and inclusion
- Helped mentor students, including non-traditional students (e.g. students of color, first-generation students, veterans, students with disabilities, et al.)
- Helped students prepare grant or fellowship applications
- Helped prepare students for the job market (served on mock interviews, commented on materials etc.)
- Co-authored article with student
- Won grant with student
- Won grant that funded faculty collaboration with student
- Taught more than 50 students over department mean
- Attended teaching-related workshops or training sessions, e.g. TEP
- Guest lectured or taught in colleague's class

List of SERVICE work to be considered for merit for TTF. Evaluations of service will take into account the amount, the centrality, and the difficulty of the service. All service activity will also be evaluated for its potential contributions to diversity, equity, and inclusion.

- Served on more than 2 department committees per year
- Chaired department committee
- Served on university committee
- Chaired university committee
- Held administrative position in department
- Held administrative position in other unit
- Served as affiliated faculty in other unit with service responsibilities in that unit (e.g. committees)
- Served on committees in other units
- Served as liaison with other units or bodies on campus
- Served on editorial board of journal or press
- Journal referee
- Press referee
- Referee of conference proposals or similar
- Served in leadership position in national or local scholarly organization
- Tenure review for another university
- Editor of journal or equivalent
- Organized or performed significant work on symposium, conference, or lecture series [also in research]
- Service-related award, grant, or fellowship

- Developed new program, minor, major, certificate, specialization, or equivalent
- Developed or administered study abroad programs or built international partnerships
- Created or led internship program or other professional development for students
- Served as judge of fellowship, award, or other academic contest at UO
- Served as reviewer for fellowships or other national or international awards
- Academic service to the university or larger community, including service related to issues of diversity, equity, or inclusion (e.g. participating in SAIL, literacy outreach, working to improve campus climate, working on nontraditional student or faculty pipelines)
- Community service related to university or research life (e.g. SAIL, local reading group, local non-research lecture, outreach to students or potential student of any age)
- Professional development, including development related to issues of diversity, equity, or inclusion (e.g. summer institute in field, learning new field, ADE conference, trainings, attending relevant talks, symposia, or conferences, attending relevant campus events)
- Advocated for groups of students, including advocacy related to issues of diversity, equity, and inclusion
- Worked with student groups on campus, including English associations and groups (e.g. Sigma Tau Delta, EUO)

Career Non-Tenure-Track Faculty

List of TEACHING work to be considered for merit for Career NTTF ranked roughly into two tiers and ordered with items toward the top very generally given more weight than items toward the bottom. All teaching activity will also be evaluated for its potential contributions to diversity, equity, and inclusion. For purposes of merit review, NTTF may elect to have asterisked items count either as teaching or as service (but not both).

Tier 1

- Taught well according to peer review
- Student evaluations above departmental mean
- Won or nominated for teaching-related grant, fellowship, or award
- Won or nominated for grant, fellowship, or award for creative or other work enhancing teaching

Tier 2

- Mentored teachers-in-training
- Developed new composition casebook*
- Attended teaching workshops or training sessions, including those related to diversity, equity, and inclusion

- Made improvements in course(s), including improvements to better achieve the goals of diversity, equity, and inclusion
- Developed new course, including courses related to diversity, equity, and inclusion

Tier 3

- Directed undergraduate thesis*
- Served on undergraduate thesis committee*
- Mentored students outside of coursework, including non-traditional students*
- Published creative work and/or research that enhances teaching*
- Presented creative work and/or research that enhances teaching*
- Delivered conference paper related to teaching (e.g. at Composition Conference)*
- Organized or chaired conference panel related to teaching (e.g. at Composition Conference)*
- Led reading group, independent study, or reading course for student credit (i.e. a course)
- Participated in student group in pedagogic capacity*
- Wrote letters of recommendation for former students

List of SERVICE work to be considered for merit for Career NTTF. Evaluations of service will take into account the amount, the centrality, and the difficulty of the service. All service activity will also be evaluated for its potential contributions to diversity, equity, and inclusion.

- Served on departmental committee(s)
- Served on university committee(s)
- Chaired departmental or university committee(s)
- Other program development
- Held administrative position within the department.
- Created or led teacher training or other professional development program for students.
- Academic service to the university or larger community, including service related to issues of diversity, equity, or inclusion (e.g. participating in SAIL, literacy outreach, working to improve campus climate, working on nontraditional student or faculty pipelines)
- Community service related to university life (e.g. SAIL, local reading group, local non-research lecture, outreach to students or potential student of any age)
- Professional development, including development related to issues of diversity, equity, or inclusion (e.g. summer institute in field, learning new field, ADE conference, trainings, attending relevant talks, symposia, or conferences, attending relevant campus events)
- Advocated for groups of students, including advocacy related to issues of diversity, equity, and inclusion

- Worked with student groups on campus, including English associations and groups (e.g. Sigma Tau Delta, EUO)
- Researched primary and secondary texts for the purpose of enhancing teaching effectiveness and broadening students' learning experiences.
- Served as affiliated faculty in other unit with service responsibilities in that unit.
- Served on committees in other units.