

**DEPARTMENT OF RELIGIOUS STUDIES**  
**GUIDELINES AND PROCEDURES FOR SALARY INCREASES**  
**FOR TENURE TRACK FACULTY and NON-TENURE TRACK FACULTY**  
- updated May 15, 2014 -

TENURE TRACK FACULTY:

These guidelines and procedures are effective as of May 31, 2013. Earlier work on these departmental guidelines can be found in the statement of Guidelines and Procedures submitted to CAS in late 1999, and as amended in the guidelines for the salary increase rounds in the 2001-2002, 2004-2005, 2006-2007, and 2007-2008 academic years. These earlier policies took into account the Basic Principles of Compensation for Instructional Faculty approved by the UO Senate on March 29, 2000, and were in accord with university-valued principles of transparency, equality, fairness, and participation.

All tenure track faculty will be evaluated for merit and are not permitted to opt out. Regardless of type of appointment (Full Professor, Associate Professor, Assistant Professor) or FTE, each faculty member is eligible for consideration for the highest merit rating. Faculty will be notified of their raises after they have been approved.

The Head of the Department of Religious Studies will assume responsibility for examining the files and making recommendations for those department members who are eligible for salary increases.

**PLEASE NOTE:** In the case of faculty with joint appointments, salary increases will be governed by those guidelines of their tenure home, with input from the Head of the other unit and/or the Associate Dean.

**1. GUIDELINES.**

- i. For the merit component of salary increases, faculty will be evaluated according to the criteria below in each of the three areas of activity, and typically weighted in the following manner.
  - a. research 40%, teaching 30%, service 30%.<sup>1</sup>
  - b. In specific cases the weighting may be different to take into account the particular conditions and duties specified in an individual employee's contract, job description, or other agreement.
  - c. Although the same percentages will apply to all TTF, there will be consideration of the different service expectations for faculty at different points in their career: the appropriate level of service for a tenured professor will be different than that for an assistant professor. As the University frequently specifies criteria for each round of increases, these too must be taken into account when the head makes his or her decision.

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<sup>1</sup> Note: this division is for the purpose of merit raise evaluations and not intended as a guideline for workload.

- ii. In each area of evaluation, normally 50% of the average increase available shall be allocated on the basis of satisfactory performance (“meets expectations”), and the remaining 50% shall be allocated on the basis of additional merit.
- iii. Merit increases should not take into account other increases related to promotion, retention, excellence awards, etc.
- iv. Merit is defined for these purposes as performance above what is deemed satisfactory in the three categories of research, teaching, and service. The standard of satisfactory performance is based on the normal expectations of research, teaching, and service appropriate to each faculty promotion level outlined in the current Guidelines on Promotion and Tenure of the Religious Studies Department.
- v. **Merit in research.** The department has no set quantitative measure for annual performance—in general it values quality over quantity, and it acknowledges that there are many factors affecting scholarly rhythms from year to year. As a general guide, however, the normal expectation of research productivity should be consistent with an average rate of progress that would lead to promotion as outlined in the Guidelines on Promotion and Tenure of the Religious Studies Department.

Assessment of merit is based on a profile that shows, among its elements: ongoing research activity (e.g., papers delivered, conferences attended); evidence of a sustained program of and for publication (e.g., monographs and scholarly articles, etc., as evaluated according to the department’s Guidelines for Promotion and Tenure); and recognition of the faculty member’s quality as indicated by the receipt of grants, honors or awards, reviews, and evidence of national and international standing in one’s field.

Religious Studies does not have a point system for ranking types of research activity. However, in general, publications count more than conference and lectureship presentations, monographs count more than articles and book chapters, and publications in field-leading presses and journals count more than those considered to be secondary or auxiliary venues.

While publications count only in the year they appear, and the same work cannot count in more than one salary increase evaluation (except as specified in guidelines for a specific increase), evidence of substantial progress in research that has not yet reached publication in the evaluation period (e.g., monograph chapters, articles submitted) may count toward evidence of satisfactory performance in research.
- vi. **Merit in teaching.** Building upon the statements and supporting material provided by faculty for the purposes of their most recent formal evaluation and the statements submitted for this current purpose of determining salary raises, the material upon which assessment is based also includes as appropriate: numerical data compiled from student course evaluations; signed comments from student course evaluations; classroom visit(s) by peers; perusal of syllabi; course distribution and enrollment patterns; development of teaching materials; the teaching of new courses (where scheduling and departmental teaching needs allow). All quantitative

categories from the formal online evaluation system in Duckweb are taken into account. However, the Course and Instructor Quality scores are of particular significance, as they are overarching categories as well as categories shared with other academic units.

Merit would be demonstrated by such things as: a teaching record in which student and peer evaluations attest notable excellence in teaching (e.g., numerical evaluation consistently above the mean); evidence that courses are regularly updated; evidence that in the performance of teaching and advising duties the faculty member is especially diligent and responsive to students; teaching awards; professional development related to teaching; the undertaking of extra teaching activities (independent studies, thesis advising, FIG/College Connections; etc).

vii. **Merit in service.**

viii. The department acknowledges that faculty service is essential to the effective functioning of the university, and is an important part of each faculty member's performance to be evaluated. All faculty members are expected to "participate responsibly and cooperatively when called upon for service within the department," and, in the case of tenured faculty, to make "significant contributions to Department, University, and/or professional governance." The burden of such normal service should be shared equitably by Department members.

Assessment of merit should take into account service to the department, university, academy, and outreach in the community that is at a level beyond that which would normally be expected of a faculty member at their rank. Service to the academy includes such activities as organizing conferences, peer review of articles and manuscripts, and evaluation of tenure cases. It should also take account of additional service – ad hoc work, tasks performed at short notice – that demonstrates a level of commitment to good Departmental citizenship that is above average.

Evaluations of service shall take into account the opportunities for service, and that merit evaluations are not intended to work against faculty members who did not have such opportunities.

## 2. PROCEDURES.

General mechanics of allocation.

- i. The Department Head solicits an up-to-date statement/CV from all members.
- ii. The Department Head will consider performance reviews of the faculty member during the relevant evaluation period as well as the current statement/CV to evaluate the faculty member's performance in the categories of research, teaching, and service using the TTF Merit Evaluation form found on CASweb. This evaluation is to be based on the duties and responsibilities described in their contract language and his/her current job duties.
- iii. The Department Head and the faculty member review the statement/CV together.

- iv. In consultation with an external faculty member, the Department Head ranks department faculty according to the criteria above and determines a recommended percentage of increase. The Department Head's merit increase recommendation will be based on the extent to which the individual has met or exceeded expected performance of her/his assigned duties and responsibilities, as indicated by the relevant performance reviews.
- v. When requested, the Department Head will provide the department's merit increase recommendations to the CAS Dean. The actual merit award will be based on funding availability and university criteria.
- vi. The increases are reviewed by the responsible Associate Dean of the CAS.
- vii. Faculty may appeal to the Dean for an additional review and/or adjustment.
- viii. All records pertaining to the merit pay increase review process will be kept on record with other information under the Department Head's purview in the Office of the Department of Religious Studies.

**GUIDELINES AND PROCEDURES FOR SALARY INCREASES  
For NON-TENURE TRACK FACULTY  
- updated May 15, 2014 -**

The Head of the Department of Religious Studies will assume responsibility for examining the files and making recommendations for those department members who are eligible for salary increases.

All non-tenure track faculty (NTTF) will be evaluated for merit and are not permitted to opt out. Regardless of type of appointment (Career-NTTF, Non-career or Adjunct NTTF, Visiting Assistant Professor) or FTE, each faculty member is eligible for consideration for the highest merit rating. Faculty will be notified of their raises after they have been approved.

**1. GUIDELINES.**

- ix. For the merit component of salary increases, faculty will be evaluated according to the criteria below in each of the three areas of activity, and typically weighted in the following manner.

For ARB instructors and career-track NTTF:

- a. teaching 75%,
- b. service 15%,
- c. professional development/other 10%.

For other adjunct instructors: typically 100% of the evaluation will be on teaching and the other categories will not be applicable.

In specific cases the weighting may be different to take into account the particular conditions specified in an individual employee's contract, job description, or other agreement.

For Visiting Assistant Professors:

- a. teaching 60%

- b. research 30%
  - c. service 10%
- x. In each area of evaluation, normally 75% of the average increase available shall be allocated on the basis of satisfactory performance (“meets expectations”), and the remaining 25% shall be allocated on the basis of additional merit (and, where relevant, equity concerns).
- xi. Merit is defined for these purposes as performance above what is deemed satisfactory in the three categories of teaching, service, and professional development/other. The standard of satisfactory performance is based on the normal expectations of duties as outlined in the current Guidelines on Promotion for Non-Tenure Track Faculty of the Religious Studies Department.
- xii. **Merit in Teaching.** Building upon the statements and supporting material provided by faculty for the purposes of their most recent formal evaluation and the statements submitted for this current purpose of determining salary raises, the material upon which assessment is based also includes as appropriate: numerical data compiled from student course evaluations; signed comments from student course evaluations; classroom visit(s) by peers; perusal of syllabi; development of teaching materials; the teaching of new courses (where scheduling and departmental teaching needs allow).
  - a. Instructors are expected to show:
    - i. Conscientious execution of assigned courses
    - ii. Timely preparation of course syllabi with clear course objectives
    - iii. Timely evaluation of students
    - iv. Evidence of providing for student progress in line with curriculum objectives and standards
    - v. Collegiality toward colleagues and professionalism toward students
  - b. Merit would be demonstrated by such things as:
    - i. a teaching record in which student and peer evaluations attest excellence in teaching
    - ii. developing additional materials for courses
    - iii. evidence that courses are regularly updated
    - iv. evidence that in the performance of teaching and advising duties the faculty member is especially diligent and responsive to students.
- xiii. **Service.**
  - a. Instructors are expected to participate responsibly in service within the department, including such things as:
    - i. Participate in program activities such as cultural events
    - ii. help cover classes for other instructors as needed
  - b. Merit would be demonstrated by such things as:
    - i. evidence of additional service – ad hoc work, tasks performed at short notice – that demonstrates a level of commitment to good Departmental citizenship that is above average
    - ii. developing materials and/or resources for program-wide use

- iii. program promotion, such as organizing events (e.g., FLIS Language day; Film series; "Arabic Day" event, conversation hour, etc.); developing program literature (posters and brochures; facebook pages, etc.)
- iv. committee work/outreach with other departments, or outreach in the community
- v. preparing or helping with fellowship or grant proposals
- c. It is understood that such evaluations will also take into account the opportunities for service, and that merit evaluations are not intended to work against faculty members who did not have such opportunities.

**I. Professional development/Other**

- a. Instructors are expected to keep current with pedagogical practices in the field
- b. Merit would be demonstrated by such things as:
  - 1. attendance at national conference or symposia for further developing skills in pedagogy
  - 2. participation in courses or online seminar pertaining to Arabic studies
  - 3. use of the Teaching Effectiveness Program to improve classroom effectiveness
  - 4. development of a new skill (software program, Language assessment tools) pertaining to teaching or other duties
  - 5. participation in their academic field by presenting work at professional conferences, workshops, symposia, and meetings, or publications.

**2. PROCEDURES.**

The Department Head or Program Director will consider performance reviews of the NTTF during the relevant evaluation period using the NTTF Merit Evaluation form found on CASweb. If there has not been a performance review within the past year, the Department Head or Program Director will perform such a review to evaluate the NTTF's performance of the duties and responsibilities described in their contract language and his/her current job duties. The Department Head or Program Director's merit increase recommendation will be based on the extent to which the individual has met or exceeded expected performance of her/his assigned duties and responsibilities, as indicated by the relevant performance reviews.

When requested, the Department Head or Program Director will provide the department's merit increase recommendations to the CAS Dean. The actual merit award will be based on funding availability and university criteria.

The Head of Religious Studies will collect from each NTTF faculty member an updated CV, a brief (one page) statement of activities relevant to the review period, Duckweb online course evaluations, peer reviews, and any other relevant information. Based on this the Head of Religious Studies will write a brief (one page) review statement for each NTTF faculty. The results of the evaluation process for NTTFs will be ranked within each class (Arabic Language Instructors, Visiting Assistant Professors, Adjunct Instructors, etc.), based on the individual faculty member not meeting, meeting, or exceeding expectations. These rankings will be reviewed by an outside faculty member who is agreed upon by the departmental faculty, usually a senior faculty in a department

with a similar profile to that of religious studies. The results of this review will be conveyed to the Associate Dean for the Humanities as well as the Head of the Department of Religious studies. The Head of Religious Studies may make changes in the recommendations of the external reviewer but is not required to do so. Once the ranking have been finalized, the Head of Religious Studies will recommend percentage amount merit increases in accordance with the rankings. Then, the appropriate figures will be entered into the CASweb pay increase system. All records pertaining to the merit pay increase review process will be kept on record with other information under the Department Head's purview in the Office of the Department of Religious Studies.

May 22, 2014

Mark Unno, Department Head  
Department of Religious Studies