

## ***MERIT PAY POLICY GUIDELINES***

Merit pay increases shall be awarded in a fashion that is consistent with the faculty member's performance as reflected in the annual evaluation conducted by the department chair.

Merit allocations must reflect workload assignments. Thus, a faculty member's numerical ratings for teaching, scholarship, and service will be multiplied by the proportion of workload assigned to each of these areas. For example, a faculty member might have a workload assignment of 40% teaching, 40% scholarship, and 20% service. If this faculty member received evaluations of 5 for teaching, 6 for research and 7 for service, this would result in 5.8 merit units ( $[5 \times .4] + [6 \times .4] + [7 \times .2] = 2 + 2.4 + 1.4 = 5.8$ ).

The total merit units earned by faculty will be divided into the total merit pay pool available in that year. Each merit unit will carry a specific dollar amount allocated to faculty members.

Performance will be assessed using merit points as follows:

### **Scholarship**

The philosophy guiding merit pay for scholarship is to acknowledge results and accomplishments rather than effort, hence there is an emphasis on publication of scholarly work. Merit points will be assigned in the year that scholarly work is published or that a grant or contract is received. Forthcoming works, and research and writing in progress, are not assigned merit points.

The following merit point values and ranges for each scholarly work will serve as guidelines for the chair:

*Scholarly book:* 8 points in the year of publication (plus an additional 2 to 3 points in the following year on the grounds that writing a monograph often sets back progress on other work)

*First editions of textbooks:* 6 points

*Grants and contracts in the year they are received:* 3 to 4 points, depending on complexity of project and amount of external funding

*Substantial journal or law review articles:* 2-4 points

*Substantial book chapters:* 2-3 points

*Papers presented at conferences:* 1 (with a maximum of 4 points for presentations)

*Encyclopedia entries, book reviews, etc.:* 1

## **Teaching**

Student course evaluations provide a starting point for the assessment of teaching performance. Summary values on student evaluations for questions 18 and 19 will be given the following merit points:

- 1.00-1.49--4 points
- 1.50-1.99--3 points
- 2.00-2.49--2 points
- 2.50-2.99--1 point
- 3.00 or higher--0 points

*The above point distribution replaces the old terminology that stated, "Faculty whose instructor and course summary evaluations routinely fall in the "good" range (1.5 through 2.4) receive 4 points. Each class in which the evaluations are between 1.0 and 1.4 merits an additional point, while each class in which the evaluations are 2.5 or above results in subtraction of one point."*

Additional points are awarded for other substantial contributions to teaching, including:

- ❖ Directing an M.A. thesis, a Ph.D. dissertation, or an honors thesis (completed during the year in question)
- ❖ Teaching a larger class
- ❖ Teaching a required course
- ❖ Teaching a second writing course
- ❖ Teaching an honors section
- ❖ Teaching a new preparation
- ❖ Directing a concentration
- ❖ Chairing an active comprehensive examination committee
- ❖ Instructional innovations
- ❖ Advisement

## **Service**

Faculty performance in service includes departmental service (worth a maximum of 4 points); college and university service (4); service to the profession (4); and professionally-related community service (4). The quality and importance of the service contribution, as well as the amount of time the faculty member devotes to the service activity, may be considered in allotting merit points.