

Department of English
Salary Committee Procedures

Approved by Salary Committee, August 26, 2004

Modified to reflect changes in merit evaluation system (Appendix A), July 2016

Modified to reflect changes to the Standing Rules approved in May 2018

Modified to reflect changes approved by Salary Committee in Fall 2018

Modified to reflect changes approved by Salary Committee in Fall 2024

1. DUTIES AND MEMBERSHIP: PROVISIONS FROM DEPARTMENTAL STANDING RULES (as approved by departmental vote on May 4 2018)

- a) Membership, five. Of those, one must be drawn from each of the three professorial ranks, and one from Creative Writing, unless no member of one of these groups wishes to stand. Members may succeed themselves once. The committee must elect a chair. Voting members of the Salary Committee may not be members of the Executive Committee or the Faculty Affairs Committee. In addition to this membership, the Chair of the Department will act as non-voting administrative advisor and secretary for the committee.
- b) All funds awarded to the Department for salary equity, annual merit, extraordinary merit, or any other salary increment, must be awarded exclusively by the Salary Committee.
- c) Duties: conducts annual faculty evaluations and annual review of the Chair of the department for salary recommendations; reviews salaries and makes recommendations for adjustments using those measuring instruments that, like the Faculty Report of Professional Activities (FRPA), are sanctioned by the University; develops proposals for changes in annual faculty evaluation procedures for presentation to the Department.
- d) The Salary Committee's procedures, including its conflicts of interest policy, are detailed in the Salary Committee Procedures document.

2. PROCEDURES

2.1. Conflicts of Interest

In all steps:

A Salary Committee member shall not participate in, or be in the room, during any discussion or evaluation of the following:

- a) Their own merit or salary.
- b) The merit or salary of any person or persons when a Conflict of Interest obtains, as defined in article X of the Standing Rules approved on May 4, 2018.

No faculty member's merit or salary can be discussed or evaluated by fewer than four persons. When more than one salary committee member must recuse themselves in the discussion or evaluation of a faculty member's merit or salary, the Executive Committee will appoint two or, as necessary, more members of the Faculty Affairs Committee to perform the necessary merit and salary evaluation jointly with the remaining members of the Salary Committee.

2.2. Steps

Step 1. Annual merit scores for each faculty member

- a. Each committee member considers the FRPA and FCQ summary of every faculty member, except for those cited in the Conflict of Interest instances described above, and uses the scoring system (Appendix A) to compose the committee member's own scores for each faculty member's teaching, research, and service.
- b. When the individuals on the committee have finished scoring the faculty members, the committee meets as a whole to discuss, correct errors in, and record the individual scores. The committee comes to a consensus on scores for teaching and service. For research and creative work, each committee member's individual score is recorded; a faculty member's score in research and creative work is the average of that received from all committee members.
- c. In the case of the score for research and creative work, the current year's score for a faculty member is averaged with the previous year's score, but only if the previous year's score was higher; this step is taken to smooth out the inevitable ebbs and flows in publication/creative work.
- d. The set of research, teaching, and service scores for each faculty member is then converted into a single number that represents the faculty member's weighted merit score for that year. The formula depends on the faculty member's assigned workload. Most members have a 40-40-20 load (40% research, 40% teaching, 20% service); others have other assigned loads.
- e. A faculty member who turns in no FRPA receives scores of "0" in each category. Exceptions may be made in the case of illness or emergency, but only by arrangement with the department chair.

Step 2. Statements

The department chair prepares a statement of each member's scores in research, teaching, and service. As well, Arts and Sciences requires that each faculty member be rated within broader categories ranging from "Outstanding" to "Fails to Meet Expectations." For this purpose, each faculty member's score as calculated in Step 4b above is classified as follows.

Score	Definition
Merit scores of 7.0-10.0	Outstanding
Merit scores of 5.0-6.9	Exceeding Expectations
Merit scores of 3.0-4.9	Meeting Expectations
Merit scores of 1.0-2.9	Below Expectations
Merit scores of 0-0.9	Fails to Meet Expectations

Each statement is presented to the faculty member for review and signature. Faculty may write to the Chair of the Department to appeal their scores and ask for a review and re-scoring. In that case, the members of the salary committee, or, in cases where two or more conflicts of interest obtain, the remaining salary committee members and the members of the Faculty Affairs Committee appointed by the Executive Committee, review their findings to make sure there has been no error. Further appeals are reviewed outside the department.

Step 3. Allocation of raise money

- a. In any given year, the salary committee may choose to set aside some of the general raise pool for additional equity or promotion raises to a faculty member (or members), in addition to the merit raise.
- b. All faculty members' merit scores are converted into dollar amounts via a formula that divides the remaining general raise pool in half. Half is distributed according to a percentage of each faculty member's current salary (adjusted for this year's merit score), the other half solely according to each faculty member's merit score. The effect of this formula is to penalize neither the higher-paid members of the department, who benefit more from raises being distributed according to a percentage of salary, nor the lower-paid members, who benefit more from raises being distributed according to "merit units."
- c. In some years, additional money designated for particular purposes is given to the department. This money may be classified as, for example, special merit raises, unit merit raises, equity raises, or campus contributions to retention raises. The Salary Committee is responsible for distributing any such funds given to the department, according to any guiding principles given by the dean, provost, or chancellor. Since 1997, the Dean's policy for retention raises has typically followed one of two procedures. (1) The "2X" rule: the department commits, from its general raise pool, a prescribed amount equal to that person's salary, times twice ("2X") the average raise percentage provided for the entire department. The Dean pays for the rest of the retention raise. (2) The one-third/two-thirds rule: the Dean pays one-third of the retention raise, and the department pays two-thirds from its general raise pool.

- d. Faculty members on the “Dean’s List,” including those serving as chairs and directors in English and around the College, are not given a dollar-amount raise from the salary committee. Instead, the committee chair writes a letter to the Dean explaining the merit score of each of these faculty members (as calculated in 1b. and 3a. above). Raises for those on the Dean’s List are then assigned by the Dean.

Step 4. Announcement of raises

When the raise figures are approved by the Regents, Arts and Sciences generates and delivers to the department chair letters for each faculty member with the exact amount of raise, including both the departmental contribution and any additional contribution from A&S, the provost, or the chancellor. The department chair reviews and returns signed copies both to A&S and to the faculty members.

APPENDIX A
SALARY COMMITTEE SCORING SYSTEM FOR ASSESSING ANNUAL MERIT

Passed by Department of English vote, March 2014
Amended by Department of English vote, March 2016
Amended by Department of English vote, December 2024

I. RESEARCH/CREATIVE WORK

The following describes the typical profiles for meeting expectations, exceeding expectations, and outstanding in research and creative work at all ranks. The guidelines are purposefully very general and are not absolute. Each scholar's and each creative writer's career has its own distinctive quality and follows its own distinctive path. It is therefore especially important that faculty use the FRPA to describe their achievements and explain to the Salary Committee how their various achievements should be valued.

If the past year's points for research and creative work are higher than the present year's, we average the two years together, distributing the benefits of very good years across a greater span of time.

A faculty member typically is meeting expectations if they are proceeding toward book publication, **or** has published scholarly work in any venue, **or** has presented at one or more national conferences, **or** has given an invited talk at a national venue. A faculty member typically is exceeding expectations if they have won a significant campus-based fellowship, **or** has won or received a significant but not major national honor or fellowship, **or** has published one essay in a top peer-reviewed venue, **or** has published more than one essay in other peer-reviewed journals, **or** is showing significant work toward full-length book publication such as completing and submitting a manuscript. A faculty member typically is outstanding if they have won a major fellowship or award, **or** if a peer-reviewed full-length book is in press (manuscript is in the copy-editing or printing stage and has a firm production date) or has been published, **or** if the preponderance of publication and presentations is far more than the level of meeting or exceeding expectations.

A Creative Writing faculty member typically is meeting expectations if they are proceeding towards book publication **or** has published creative work in one or more nationally recognized venue **or** has presented at one or more national conferences **or** has given an invited reading at a national venue. A Creative Writing faculty member typically is exceeding expectations if they have won a significant but not major campus-based or national award or fellowship, **or** has published in various nationally recognized venues, **or** has presented at more than one national conference **or** given more than one invited reading at a national venue **while also** showing significant work toward book publication. A faculty member typically is outstanding if they have won a major fellowship or award, if a peer-reviewed full-length book is in press (manuscript is in the copyediting or printing stage and has a firm production date) or has been published, **or** if the preponderance of publication and presentations is far more than the level of meeting or exceeding expectations.

DEI research activities should be reported in consideration of merit. Such activities include but are not limited to

- Attending DEI workshops and training related to research and creative work
 - Leading DEI sessions related to research and creative work
 - Implementing DEI strategies, frameworks, concepts in research and creative work
 - Working with and in historically marginalized communities
 - Researching, publishing, and presenting equity- or diversity-focused content
 - Contributing to research/scholarly and creative work regarding equity or diversity
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II. TEACHING

These are general guidelines only.

- **Whenever a range of points is assigned to an activity, please narrate and make a case for points deserved in your FRPA.**
 - If you believe you deserve more than the allotted points for a teaching activity, please narrate this in your FRPA and explain why.
 - If an activity is not mentioned in the list below, please narrate and make a case for points deserved in your FRPA.
1. TEACHING CLASSES: 0.5 for each class successfully taught for all ranks above lecturers and junior assistant (pre-comprehensive review) professors. Lecturers and junior assistant professors receive 0.75 for each class successfully taught.
 2. FCQs above statistical average: up to 2.0 total. A high FCQ score is higher than average for that type of course, to a statistically significant degree (using a statistically valid way of measuring).
 3. PhD
 - a. Member of comprehensive exam committee: 0.5 when completed.
 - b. Directing dissertation: 2.0 – 3.0 when completed, 0.5 for ongoing.
 - c. On the committee (not the director): 2.0 when completed.
 - d. If student drops out before finishing and you have worked extensively, make a case for points deserved.
 4. MASTERS
 - a. Directing MA thesis: 2.0 when completed.
 - b. On the committee (not the director): 0.25 when completed.
 - c. If student drops out before finishing and/or you have worked extensively, make a case for points deserved.

5. MFA

- a. Directing MFA thesis: 2.0 when completed.
- b. On the committee (not the director): 0.25 when completed.
- c. If student drops out before finishing and/or you have worked extensively, make a case for points deserved.

6. HONORS

- a. Directing honors thesis: 1.0 – 1.5 when completed, depending on work involved.
- b. On the committee (not the director): 0.25 when completed.

7. INDEPENDENT STUDY: 0.25 per course.

8. TEACHING A NEW COURSE UNDER AN EXISTING COURSE NUMBER: 0.25 - 0.5, depending on work involved; make case for points deserved.

9. REVISING EXISTING COURSE: 0.25.

10. TA MENTOR POSITION: 0.25 - 0.5, depending on work involved; make case for points deserved.

11. UROP ADVISING: 0.1 – 0.25, depending on work involved; make case for points deserved.

12. SUPERVISION OF POSTDOCTORAL RESEARCHERS: 0.1 – 0.5, depending on work involved; make case for points deserved.

13. DIVERSITY, EQUITY, AND INCLUSION ACTIVITIES RELATED TO TEACHING (include participation in efforts to support a more diverse student): 0.1 – 0.25, depending on work involved; make case for points deserved. These activities may include

- Attending DEI workshops & training related to teaching
- Leading DEI sessions related to teaching
- Implementing DEI strategies, frameworks, concepts in teaching
- Teaching equity- or diversity-focused content
- Mentoring students from historically marginalized communities
- Mentoring colleagues from historically marginalized communities
- Other DEI work related to teaching

13. MENTORING STUDENTS INFORMALLY

- a. Job market mentoring: no points for job market mentoring, with the exception of the faculty member who is assigned the position of Placement Advisor.
- b. Mentoring student research or teaching beyond the activities credited elsewhere in this section: narrate what you deserve up to 0.5.

14. CURRICULUM DEVELOPMENT: Up to 1.0 for developing a new course number/description approved by the College: 0.5 if developing a new course number/description for the department; up to 1.0 if development requires additional work such as for a core course, cross-departmental course, etc. For major curriculum development beyond one course, 1.5 – 3.0 points depending on work involved; make case for points deserved.

15. TEACHER TRAINING

- a. Internal (e.g., mentoring instructors or TAs): 0.25.
- b. Campus wide: narrate what you deserve up to 1.0.

16. TEAM TEACHING: same as teaching a course: 0.5.

17. TEACHING A COURSE ELSEWHERE: same as teaching here: 0.5.

18. GUEST LECTURING INTERNALLY: 0 – 0.25: depends on how many times one does it.

19. PEDAGOGY TALKS/MASTER CLASS TEACHING: same as giving other kinds of talks—less for local campus and more for non-local, see above.

20. TEACHING AWARD: 0.25 – 10.0: depends on size of award and whether vetted or not.

21. ACTIVITIES TO IMPROVE TEACHING

- a. Attending an FTEP seminar or similar event for improving one's own teaching: 0.1.
- b. Having one's class observed by a colleague: 0.1 for informal observation; 0.2 for formal evaluation involving submission of a written report.
- c. Observing a colleague's class: 0.1 for informal evaluation; 0.2 point for formal evaluation and submitting a written report. No points for duties performed as a member of a reappointment or promotion committee.
- d. Leading departmental or campus session or series to improve teaching, not otherwise covered by "teacher training": 0 – 1.0, narrate the amount of work involved.

22. ADDITIONAL PROVISION FOR INSTRUCTOR RESEARCH AND CREATIVE WORK: an instructor is eligible for **up to 0.5 additional points in teaching** if they have presented scholarly or creative work in a local or regional conference or has given an invited talk or reading at a local venue. An instructor is eligible for **0.6-1.0 additional points in teaching** if they are proceeding toward book publication or has published scholarly or creative work in any venue or has presented at one or more national conferences or has given an invited talk or reading at a national venue. An instructor is eligible for **1.1-2.0 additional points in teaching** if they have won a significant campus-based fellowship or grant for research or creative work, has published one essay or a significant piece of creative work in a top peer-reviewed venue or has published more than one essay or significant piece of creative work in other peer-reviewed journals, or is showing significant work toward full-length book publication such as completing a manuscript. An instructor is eligible for **2.1-4.0 additional points in teaching** if they have won a major fellowship or award, if a peer-reviewed full-length book is in press (manuscript is in the copy-editing or printing stage and has a firm production date) or has been published, or if the preponderance of publication and

presentations is otherwise especially impressive. The potential accomplishments listed here do not constitute an exhaustive list; the exact amount of points given will be assessed by the Salary Committee in a manner parallel to the assessment of research and creative work for tenured/tenure-track (TTT) faculty. As with TTT faculty, the Salary Committee will use campus standards for determining whether a given activity is to be classified as research/creative work or as service to the profession.

23. ADDITIONAL PROVISION FOR INSTRUCTORS: generally speaking, when a point range is given for an activity in teaching, instructors should receive points at the higher end of the range. Instructors are especially encouraged to narrate their activities in out-of-classroom teaching so that they may be given appropriate credit.

III. SERVICE

These are general guidelines only.

- **Whenever a range of points is assigned to an activity, please narrate and make a case for points deserved in your FRPA.**
- If you believe you deserve more than the allotted points for a teaching activity, please narrate this in your FRPA and explain why.
- If an activity is not mentioned in the list below, please narrate and make a case for points deserved in your FRPA.

General Comments:

- Everyone is expected to show up to meetings, graduations, retreats, etc.
- In general, no single service activity will receive more than 4.0 points except chairing and associate chairs.
- Service will be credited differently for those that are already credited for service in their workloads.
- One does not necessarily have to be in a major administrative position to earn a 10.
- If serving as chair or associate chair, one does not automatically receive a 10. One receives a 10 if one has completed a full year of service in one of these positions and has done an excellent job.
- Service regarding diversity, equity and inclusion should be recorded. Please narrate this in your FRPA and make a case for points deserved. Such service includes
 - Leading DEI sessions, workshops, training
 - Participating in JEDI and other DEI activities within English
 - Community building work that supports DEI
 - Mentoring colleagues from historically marginalized communities
 - Contributing to service regarding diversity, equity, and inclusion
 - Other diversity, equity, and inclusion work

- Service expectations vary for different tenured and tenure-track (TTT) faculty ranks as follows:

Junior Assistant (pre-comprehensive review)

- Fails to meet or below expectations: little to no departmental service and little to no service to the profession.
- Meeting expectations: some departmental service and some service to the profession.
- Exceeding expectations or outstanding: significant to major departmental and professional service.
- First-year assistant professors are expected to do zero service.

Advanced Assistant

- Fails to meet or below expectations: little to no departmental service and little to no service to the profession.
- Meeting expectations: regular service to department and regular service to the profession
- Exceeding expectations or outstanding: ongoing and significant to major service to the department and to the profession.

Associate

- Fails to meet or below expectations: little or irregular service to the department and to the profession.
- Meeting expectations: regular service to the department and campus and to the profession.
- Exceeding expectations or outstanding: ongoing service to department and campus, ongoing and significant to major service to profession.

Full

- Fails to meet or below expectations: little or irregular service to department, campus, and profession.
- Meeting expectations: ongoing service to department and campus and ongoing service to the profession.
- Exceeding expectations or outstanding: leadership and initiative in department and campus, major service to the profession.

1. COMMITTEE WORK: in all cases, if you feel you deserve more than the usual allotment of points for committee work, please narrate this in your FRPA and explain why.

General guidelines (for a full calendar year's service):

- a. Easy: never meets, or meets once a year: 0.5
- b. Moderately easy: meets once or twice a semester, little or no homework: 1.0
- c. Moderate: meets a few times a semester, some homework: 2.0
- d. Moderately hard: meets regularly throughout year with homework: 3.0
- e. Hard: major time commitment and major impact; meets weekly for multiple hours with massive amounts of reading/homework: 4.0

Departmental committee work (for a full calendar year's service unless otherwise noted):

- a. Executive Committee: 3.0
 - b. Undergraduate Committee, Graduate Committee, Creative Writing Committee: 1.5
 - c. Salary Committee: 1.5 (or 3.0 if there is major work all year beyond annual merit evaluation)
 - d. PUEC for reappointment or promotion: 0.5 – 1.5; narrate amount of work to make case for points deserved
 - e. Chairing a faculty search committee (national search): 1.25 per semester of work
 - f. Being on a faculty search committee (national search): 1.0 per semester of work
 - g. Chairing or being on a faculty search committee when there is just one candidate: 0.25
 - h. Honors Council representative: 1.0
2. CHAIR AND ASSOCIATE CHAIR: Normally 8.0 - 10.0 (1/2 calendar year is half).
 3. AWARDS FOR SERVICE: 1.0 – 4.0, depending on the prestige and size of the award.
 4. ORGANIZING A SINGLE CAMPUS EVENT: 0.1.
 5. SERVICE TO PROFESSION: can't add up to more than 6.0 points no matter how much service one does to the profession.
 - a. Editing essay collection (without a big intro): 3.0 – 5.0.
 - b. Editing journals in a managerial capacity (as chief or managing editor of a journal, e.g.): 3.0 – 4.0.
 - c. Peer review of manuscripts: 0.5 for a book, 0.2 for a full-length article.
 - d. Program review: 2.0 – 3.0.
 - e. Tenure and promotion review (external): 1.0 – 3.0 (narrate amount of work and make case for points deserved)
 - f. Editorial boards: 0 – 0.2.
 - g. Advisory boards: 0 – 0.2.
 - h. Organizing a conference: 4.0 - 6.0 (narrate amount of work and make case for points deserved)
 - i. Running a press: 2.0 – 6.0: depends on size of press and role (narrate amount of work and make case for points deserved)
 - j. Being a member of organization: 0.
 - k. Grant reviewing: 1.0 – 4.0 (narrate amount of work and make case for points deserved)

- I. Judging awards: 1.0 – 4.0 (narrate amount of work and prestige to make case for points deserved)
 6. OUTREACH (including giving public talks): depends on time commitment, impact, and degree of relation to the work of the university. Narrate how many points you deserve and why.
 7. ADDITIONAL PROVISION FOR INSTRUCTORS: generally speaking, when a point range is given for an activity in service, instructors should receive points at the higher end of the range. Instructors are especially encouraged to narrate their activities in service so that they may be given appropriate credit for these activities.
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IV. Diversity, Equity, and Inclusion

The English Department has affirmed its commitments to fostering diversity, equity, and inclusion. Faculty should report their DEI work in consideration of merit by using the following categories on FRPA:

- Work with and in historically marginalized communities:
- Contribution to research/scholarly or creative work regarding equity or diversity
- Teaching equity- or diversity-focused content
- Mentoring students from historically marginalized communities
- Mentoring colleagues from historically marginalized communities
- Contribution to service regarding diversity, equity and inclusion
- Other diversity, equity, and inclusion work

High-impact DEI practices can be assessed in the following ways per BFA Recommended Guidelines for Incorporating DEI Work in Annual Faculty Evaluations (BFA-R-1-02.28.22):

1. Awareness of and ability to articulate understanding of the historical, social, and economic factors that influence the underrepresentation and marginalization of particular groups.
2. Demonstration requires specific details about the faculty member's activities, including impact and outcomes, as well as information about the role they played. Strong evidence typically consists of multiple specific, concrete examples of DEI engagement. Ideally these examples involve an awareness of current programs and initiatives taking place on campus.
3. Demonstrated investment in personal and professional efforts at understanding, utilizing, and exploring DEI frameworks and engaging in self-improvement.