

History Department Merit Metric

Approved via Second Vote of the Faculty on 10/13/22.

These are guidelines to be used at the chair's discretion for the sake of consistence in assessing merit.

Merit Metric Points --Scholarship

- 1.5 Book Manuscript and edited manuscript (copy edited and in press) only once per book.
- 9 Scholarly Book, original, single-author.
- 5-3-1 Scholarly Book, co-authored, points depend upon level of contribution.
- 5 Scholarly Book, original, single author; published the year before the year under review.
- 3 Scholarly Book, original, single author; published two years before the year under review.
- 1-5 Edited book; an introduction and/or book chapter increases the points within this scale.
- 1-5 Co-edited book; an introduction and/or book chapter increases the points within this scale.
- 3 Substantive, published article, refereed, in journal or book.
- .5-1.5 Short article, refereed; or research report; or articles and notes in proceedings volume.
- 1.5 Published review essay.
- .5 Published book review
- 1 Published encyclopedia article.
- .5 Published encyclopedia entry.
- 2 Reprint or translation of book.
- 1 Reprint or translation of article.
- 3 Prize for book.
- 2 Prize for article and/or public humanities work.
- 2 National or international competitive grant or award, e.g., NEH, Guggenheim.
- .5-1 College or University (UD) awards in scholarship and creative activity.

- .25-5 Other scholarly activities not itemized in this metric, such as authoring a major peer-reviewed exhibition catalogue (single authored, peer reviewed, university press, can be considered equivalent to a scholarly book); guest-editing an issue of a scholarly journal; preparation of a scholarly bibliography and/or annotated bibliography (article length); etc.
- .25-5 Completed projects and public history work in other media, such as but not limited to websites or exhibits, digital humanities projects (including ongoing contributions), podcasts, blogs with a scholarly/public humanities connection; podcast production; op-eds in major media outlet; traveling pop-up museum exhibitions, etc.
- 1 Keynote plenary speaker at a national or international conference or Invited Lecturer (off campus) at an academic or public history/humanities institution.
- .5 Invited Speaker on campus (not a class) or for a local organization; conference paper; respondent, discussant, round-table participant at a conference or symposium.
- .25 Chairing a panel at a conference or symposium.
- .5 Ongoing research project (just one per review year).

Merit Metric Point System, Teaching

Base points in teaching are calculated on the combined average rating on the course evaluation questions on instructor's contribution and on the course:

- For a rating of 4.5 or above: 6 points
- For a rating between 4.0 and 4.49: 4.5 points
- For a rating between 3.51 and 3.99: 3 points
- For a rating below 3.5 2 points

Additional merit points for teaching-related activities may total up to 3 additional points (except for a major CAS or UD award, which earns the faculty member an automatic 9 points for two years):

- 9 College or University Teaching Award (awards 9 points for two consecutive years).
- 2 Created and taught new course, includes developing a new topic for 268 or other seminars.
- .5 Substantially reworked course.
- .5 Honors add-on section; Advanced (also called Second) Writing section; awarded for each section taught.

- .5 Awarded for teaching in assignments that fall outside the categories listed above, such as teaching in interdisciplinary programs, honors colloquia, History Education, Study Abroad, etc. professional development, such as pedagogy workshops/training; contributing to textbooks, including in digital format; non-traditional instructional formats; average class size of more than 30 students.

Merit Metric Point System, Service*

Proposed statement:

Service in these categories will be calibrated by rank.

7-9 Exceptional service as exemplified by the assumption of leadership; commitment to program improvement and development; often as, but not limited to, UGS or DGS chair or program coordinator (such as Jewish Studies or Museum Studies); chairing and/or effectiveness with leading one or more significant/demanding departmental committees, program, or senates; Service Awards at College or University level; and/or professional society awards for mentorship and other service.

5-6 Above average service, as exemplified by serving on one or more significant/demanding committees, senates, etc.; mentoring a junior faculty member; or in some other capacity as defined by Department Chair or by Executive Committee.

3-4 Ordinary service role, as exemplified by regular service on committees, senates, etc.

1-2 Minimal service role, as might occur because of leave or as compensation for earlier heavy service role or because of being new to the Department; does not imply criticism.

1-6 Professional service, as a committee member, officer of a professional association, annual meeting convener, reviewer of manuscripts, reviewer for external promotion and tenure, etc.

**Professional service will be evaluated in line with the points indicated above, in terms of time and energy expended, with the top merit scores being reserved for departmental service, as a recognition of the value of shared governance for our departmental culture.*

HISTORY DEPARTMENT MERIT METRICS

How We Compute Merit Pay

1. Prior to the annual appraisal, the department chair totals the points earned by a faculty member in each of the three categories of scholarship, teaching, and service and provides that information to the faculty member.
2. The chair ranks the points to establish average department scores in teaching, research, and scholarship and then, based on that ranking, assigns the faculty member an appraisal number of from 1.0 to 9.0, also communicated to the faculty member at the annual appraisal meeting.
3. In order to assign merit pay, the chair then multiplies the appraisal number in each category by the workload percentage in that category. For example, a professor with an appraisal number of 8.2 in teaching and a 50% teaching workload would earn 4.1 teaching "merit points" ($8.2 \times .5 = 4.1$). The same operation generates an individual's "merit points" in scholarship and service.
4. The chair adds everyone's merit points to determine an aggregate sum, e.g., 500, representing the merit points earned by the whole Department.
5. The chair divides the merit points into the amount of money in that year's merit pool to determine the dollar value of each merit point. For example, a merit pool of \$3,000 and collective merit points of 500 would make each merit point worth \$6.
6. The chair multiplies an individual's merit points by the dollar value of each merit point to establish merit pay for that year.