

Dean of Faculty Salary Merit Level Guidelines

The following summary of faculty activities associated with teaching, scholarship, and service criteria is based on my review of faculty annual reports for the years since 2010. The four-level scale I apply in distribution of the merit portion of the annual faculty salary pool increase—normal, merit, high merit, and superior merit—is based on comparative accomplishment in these three criteria. Every spring, I meet with department chairs to discuss individual faculty members' annual reviews and receive their merit level recommendations. I hope this summary will help guide those discussions, and they may be useful for all faculty members as they prepare and discuss with their chair their annual report on the previous years' activities.

Teaching

Normal: teaching is having mixed success, or may be facing challenges in certain respects.

Merit: teaching exhibits the excellence normally associated with the Hamilton professoriate, generally across all courses or modes of teaching. May also reflect work on early career teaching development, or development of new courses.

High merit: teaching is outstanding among department or disciplinary colleagues.

Superior merit: teaching is distinguished on a college-wide basis, for instance by development of program curricula, re-training in a new discipline, or is otherwise remarkable for a particular year.

Scholarship

Normal: research or creative work that is building toward peer-reviewed publication or performance. This may include conference presentations; publication of conference abstracts, encyclopedia entries, or book reviews; fieldwork; or creative activity yet to be performed or exhibited.

Merit: research or creative work that is characterized by peer-reviewed publication of an article, on-campus performance of creative projects, or a group exhibition of artistic projects off-campus. Several or significant non-peer reviewed publications may be recognized at this level of scholarly accomplishment.

High merit: research or creative work that is characterized by publication of 2–3 articles, or an edited volume of contributions, or off-campus performance of a new creative project, or solo exhibition or multiple group exhibitions of artistic projects.

Superior merit: research or creative work that is characterized by publication of 4 or more articles or of a book-length manuscript; particular multi-year culminating accomplishments in creative fields (e.g., larger solo exhibition or published compositions) are similarly recognized.

Service

Normal: largely limited to departmental duties, including advising, with perhaps some service to the profession (e.g., article peer review, judging student conference presentations, etc.).

Merit: includes both departmental work and "minor" college-wide service, such as on a committee that meets less than weekly and which carries lesser administrative responsibility than some "major" committees such as CAP or COA.

High merit: in addition to typical departmental duties, service includes two or three college-wide responsibilities, such as participation on "minor" committees as described above.

Superior merit: in addition to departmental duties, service on several (four or more) "minor" committees or other college-wide service duties, or service on a "major" campus-wide committee such as COA or CAP, which may be accompanied by other, "minor," college service.

These characteristics are, of course, not an exhaustive listing of all faculty activities which can be recognized in salary increases. In addition, any one particular course or curricular endeavor, or article, or service contribution that is of extraordinary value may propel recognition to a higher merit level. Recognizing these nuances is not easy, and besides my own sense of faculty activities (necessarily incomplete), I rely on each individual's annual report and their chair's (or senior member's) input to inform merit increases. The above characteristics are, however, easily drawn from ample examples among our faculty members, and thus I hope they may be useful in our annual review and salary determination process. I welcome comments to me on their refinement to improve their utility in this regard.

Every year my profound sense of our collective strength, our commitment to our students, and the richness of our academic life at Hamilton is renewed through the annual review process. Thank you for contributing to this extraordinary institution, the education of our students, and to our intellectual community. PDR (guidelines rev. Dec. 2011)