THE UNIVERSITY OF BRITISH COLUMBIA

Final Draft of New English Department Merit Policy   (March 7, 2017)

New Policy 5.3: Merit

Merit is differentiated based on three streams:

      A: Research Stream

      B: Educational Leadership Stream

      C: 12-Month Lectureship Stream

All eligible faculty are expected to perform satisfactorily their assigned duties of research, educational leadership, teaching, and service. Merit is awarded for *distinguished* performance in one or more of these areas.

Eligibility: As per UBC Collective Agreement, "All full-time continuing members of the bargaining unit who are active on both June 30 and July 1 [of the academic calendar year] are eligible for merit and PSA. This includes members in full-time (including those on Reduced Appointments) academic ranks (Professor, Associate Professor, Assistant Professor, Instructor I, Acting Assistant Professor, Senior Instructor, Professor of Teaching), Librarians, Program Directors and 12-month Lecturers. This includes tenure, tenure-track, and full-time without review appointments. Please note that Sessional Lecturers and part-time faculty members are not eligible for merit and PSA."

"To be considered for merit members must have had active service during the merit review year (normally April 1 to March 31). Members continue to be eligible for consideration for merit awards and PSA while on leave, although leave may reduce the period of review. Unit Heads/Directors of faculty members who hold Joint Appointments must confer regarding Joint Appointments. Primary responsibility for ensuring that the process is properly followed for a Joint Appointment rests with the Head/Director of the home Department."

"The assessment for awards shall be based on the duties expected of a faculty member in the period in question. It should not be based on activities in which the faculty member did not have the opportunity to engage." Faculty members can be considered for merit for work in addition to their assigned duties.

Departmental Merit Committee Formation

The English Department will select the Merit Committee, which should have a rotating annual membership drawn from a reasonable range of ranks. One member of the Committee will serve as Chair, as determined by members of the Committee. To ensure continuity when the Chair steps down, a member of the Committee from the previous year will become Chair.

After review of the material submitted by faculty members, each member of the Committee will produce an individual annotated list of members eligible for merit. (Merit Committee members will not include themselves in this initial list.) The Head and the Committee thereafter will meet to discuss and adjudicate the lists. They will compile a preliminary ranking list. Following the

meeting, the Head will insert meritorious Committee Members into the final ranking as appropriate. The Head will then forward the final list to the Dean of Arts for review.

As part of the evaluation process, the Committee should reflect upon the possible opportunities and obstacles encountered at each rank and in each stream.

For consultation purposes, the Committee will be provided with a list of faculty members who have received merit over the previous 5 years.

Information Gathering
All eligible faculty who wish to be considered for merit awards should complete the following:

1. Arts Faculty annual report cover sheet
2. Departmental annual report form
3. Highlight Narrative

Highlight Narrative
Faculty members are asked to provide a brief statement (250 words or less) in response to the following questions:
- What are your top two to three achievements this year?
- Why should the Merit Committee prioritize these for consideration?
- In what order would you prioritize your achievements in the merit categories?

This statement should identify faculty members' most significant accomplishments of the year and/or areas in which they have excelled. This is a place for faculty members to rank their own areas of excellence—research, educational leadership, teaching, and/ or service—according to their achievements.

The highlight narrative will contextualize achievements in relation to the norms of each member's given field(s) and of particular sub-fields. It can emphasize the impact of the work as measured in ways that are not immediately clear on the Arts Faculty annual report. In this narrative, faculty may highlight productivity over a longer period of time. This longer-term contextualization allows faculty to draw attention to continuing achievements and possible contingencies of publication timing, for example. This is a space to point to cumulative meritorious achievement that might not be obvious from a single annual report. Faculty may also appeal to the Committee to consider the body of work accumulated since the last received merit increment. The Merit Committee will make recommendations to the Head on whether an individual's cumulative achievements are best recognized through the traditional mechanism of PSA or through a merit award.

Criteria
In each stream faculty will be evaluated according to criteria appropriate to their stream. In assessing faculty for merit, the Committee will consider the quantity and quality of their achievements as well as their significance and import.

The publication of a monograph or receipt of a major teaching award will bump a file to the top of the merit recommendation list.

The following criteria will serve as a primary guide for assessment of merit, with additional contributions considered at the Committee's discretion:

Research

 Publications
- Monographs
- Edited books, refereed articles, and chapters
- Reviews
- Non-peer-reviewed publications

 Grants and Awards

 Presentations
- Keynote addresses
- Invited lectures
- Conference papers
- Public presentations

 Journal Editorship

 Guest Issues

 Conference Organization

 Knowledge Translation (e.g. expert testimony, community engagement)

 Creative Work (performances, creative publications, multimodal publications; podcasts/radio plays; organizing exhibitions; digital humanities projects, etc.)

NB: Although research publication is not required in the Educational Leadership stream, such publications will be taken as an example of potentially meritorious work.

Educational Leadership

 Innovation and enhancement of teaching, learning, or assessment with impact beyond one's own classroom, department, and/ or discipline

 Application of and engagement with the Scholarship of Teaching and Learning (SOTL)

 Teaching/curriculum-related publications
- Books, edited books
- Peer-reviewed articles and chapters
- Non-peer-reviewed publications

 Teaching/curriculum-related grants

 Teaching/curriculum-related presentations
- conferences
- SOTL presentations
- workshops and peer-education events

 Teaching/ curriculum-related conference organization

 Organization of teaching/ curriculum-related workshops and presentations

 Initiation of new programs

 Publication or dissemination of teaching materials used beyond one's own classroom (e.g. textbooks, teaching resources)

 Leadership in curriculum development and renewal

 Interdisciplinary, inter-professional, and/ or inter-institutional collaboration around teaching and learning

 Knowledge Translation (e.g. expert testimony, community engagement)

 Mentoring, Leadership, and Supervision (e.g. new faculty, graduate students, or being chair of a multiple-section course or program)

NB: Although Educational Leadership work is not required in the Research stream, SOTL work and other Educational Leadership may be taken as an example of potentially meritorious work.

Teaching
    Innovation in teaching
    Initiation of new programs
    Teaching leadership
    Teaching-related grants
    Teaching-related publications
    Teaching awards
    Undergraduate and graduate supervision and committee work
- Supervisions
- Number of students served at one time
- Completion rates
- *Pro Tem* committee service
- Dissertation committee service
- MA thesis committee service
- Honours graduating paper supervision

    Curriculum design & innovation
    Teaching/ curriculum-related conference organization and presentations
    Community engagement
    Course evaluations
NB: Course load should be taken into consideration

Service
- Department
- Faculty
- University
- Scholarly Community
- General Community

NB: Assessments of service will take into account levels of responsibility, commitment, and time required.
All members of the department should have a reasonable opportunity to engage in service.

NB: For the Educational Leadership Stream, the SAC Guide could be consulted to clarify current university priorities for this position.

Drafted by Laura Moss, Ian Hill, Suzy Anger, and Daniel Justice. December 7, 2016. Update with Tiffany Potter Feb 2, 2017. Update Feb 12, all. Update Feb 28, all. March 7, all.

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For reference:

PSA Assessment
As per UBC Collective Agreement, "Recommendations for PSA awards are made having regard to overall performance. The factors that should be taken into account are:

1.   performance over a period of time which is worthy of recognition;
2.   the relationship of a faculty member's salary to that of other faculty taking into consideration total years of service at UBC; and
3.   market considerations.

PSA awards must be based on these three factors and may not be used as additional merit dollars.

In assessing a faculty member's performance Heads shall take advice from a reasonable number of colleagues representative of each of the ranks in the unit before deciding whether to recommend PSA. In distributing PSA, faculties and departments shall give particular consideration to those who are beyond the career progress schedule for their current rank. It is inappropriate to recommend PSA to compensate for salary differentials that result from the differential award of merit.

Note that normally PSA is not awarded for members in their first 3 years of employment as a Faculty member at UBC."

2001 English Department Handbook

5. Research and Publication
5.3 Annual Evaluation of Research (for Merit, Promotion, and Tenure)

The quality of research and publication is determined in many ways, including acceptance rates for journals and presses, extensive and rigorous peer evaluation, steady rate of productivity, awards of ASPP grants or other support of publication, and the scope and variety of work. Although the impact of a particular scholarly work is often difficult to assess, general agreement that a book or article is ground breaking is a significant indication of quality.

The following criteria are used to assess scholarly research for purposes of Tenure, Promotion, and Merit, and when considering faculty members for nomination for research awards.

Note: All tenure and tenure-track Assistant, Associate, and Full Professors are expected to perform at a satisfactory level in teaching, research, and service; Senior Instructors and Lecturers are not expected to carry out research and publications. Merit is for *excellent work beyond* the performance of the regular duties for which we are paid; merit is for meritorious work.

A. Research and Publication
- High research productivity as measured in books, chapters, and articles;
- Stature of the press or refereed journal relevant to the field
- Research grants awarded, length of tenure, size of grant, and GRAs hired;
- Prizes, and prestige of prizes;
- Reviews and other publications;
- Conference papers (importance of the conference is a factor);
- Keynote addresses, special invited lectures;

- Other: citations, invitations to sit on Editorial Boards, invitations to take up distinguished visitor/ professor positions.
- Election to the RSC and other similar prestigious recognition

B. Teaching
- Prizes awarded (UBC Killam, others)
- Peer evaluations
- Student evaluations
- Work with graduate students: supervisions, committees, other
- Other forms of recognition

C. Service
- Distinguished service on a range of department, Faculty, and University committees,
- Chairing Committees with major responsibilities, and doing it well;
- Major professional duties: association Presidencies, organizing conferences, adjudicating awards, *active service on Boards;*
- Important interaction with the community (Open Learning, GIS, public lectures, CBC, etc).