

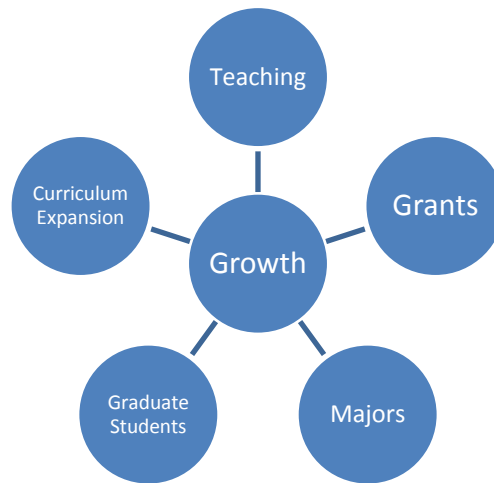
DEPARTMENT OF PHYSICS & ASTRONOMY
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Procedures Governing Faculty Raises

Department Chair: Chris Clemens; 2015

1. The determination of raise amounts is made by the chair of the department, who is advised in this matter by a salary committee of two full professors elected by majority vote of the faculty for staggered two-year terms.
2. During the annual raise process, the salary committee and the chair review the faculty annual reports, teaching schedules, course evaluations and CVs. They score each person on common numerical scale in three areas: service, teaching, research. The service component includes service and leadership within the department, and also service within the community, such as national or international committees or elected offices. Teaching includes initiative in teaching new courses, first year seminars, and, primarily, the teaching evaluations we require of each faculty member every semester. Research is judged by publications in refereed journals, invited talks, and research grants.
3. These scores provide a means to numerically, if imprecisely, rank the Department faculty for the allocation of pay raises. We divide the final ranked list into three sections. The lowest ranked group receives the lowest increase, and so forth.
4. We also factor in things like promotion, and, on occasion, some “basement level” pay raise for everyone.
5. After assigning all the raises in the first pass, the salary committee then looks at the results to see if they “make sense,” both in terms of the allocations of the raises, and in the consequent rankings of salaries. For example, are there cases of salary inversion? Are these justified?
6. Finally, for tenured faculty only, the chair considers whether the person ranks in the top 20% of physics and astronomy faculty in any of the areas on the next page. If not, the chair may re-allocate part of the raise to someone else.

Department of Physics and Astronomy Metrics



Our department is evaluated using a set of metrics that measure how well we serve the mission of the University. Some of these are easy to quantify and some are not. Hiring and funding allocations depend upon success in several areas which I have summarized into the chart above. If every faculty member chooses at least one area in which to excel, then we will collectively meet the standards result in hiring and funding allocations to the department. In this context, “excel” means to reach the top 20% of departmental faculty in any area. The list below explains ways to excel in each area.

1. Teaching: We are evaluated on the number of hours taught by tenured and tenure track faculty. This metric is numbers only, and is meant to encourage faculty to take on large introductory sections.
2. Grants: We are evaluated on grant revenues generated by the department. This metric is a sum of the grant totals for each faculty, and is meant to encourage research productivity that results in grants. Grants for research in education qualify.
3. Majors: We are evaluated on the number of majors and minors in our department. This metric is meant to encourage activities that support and increase the number of students who are majors and minors. These activities include serving on the undergraduate studies committee, advising our majors, advising the SPS, and recruiting at CTOPS or high schools.
4. Graduate Students: We are evaluated on the number of graduate students in our department. This metric includes number of graduate students mentored, and service in graduate student recruiting and advising.
5. Curriculum Expansion: Occasionally, we are offered positions that require teaching new seminars, and we also attract new students with innovative and interesting courses. This metric is meant to encourage course development (or redevelopment) that expands or improves the educational mission.