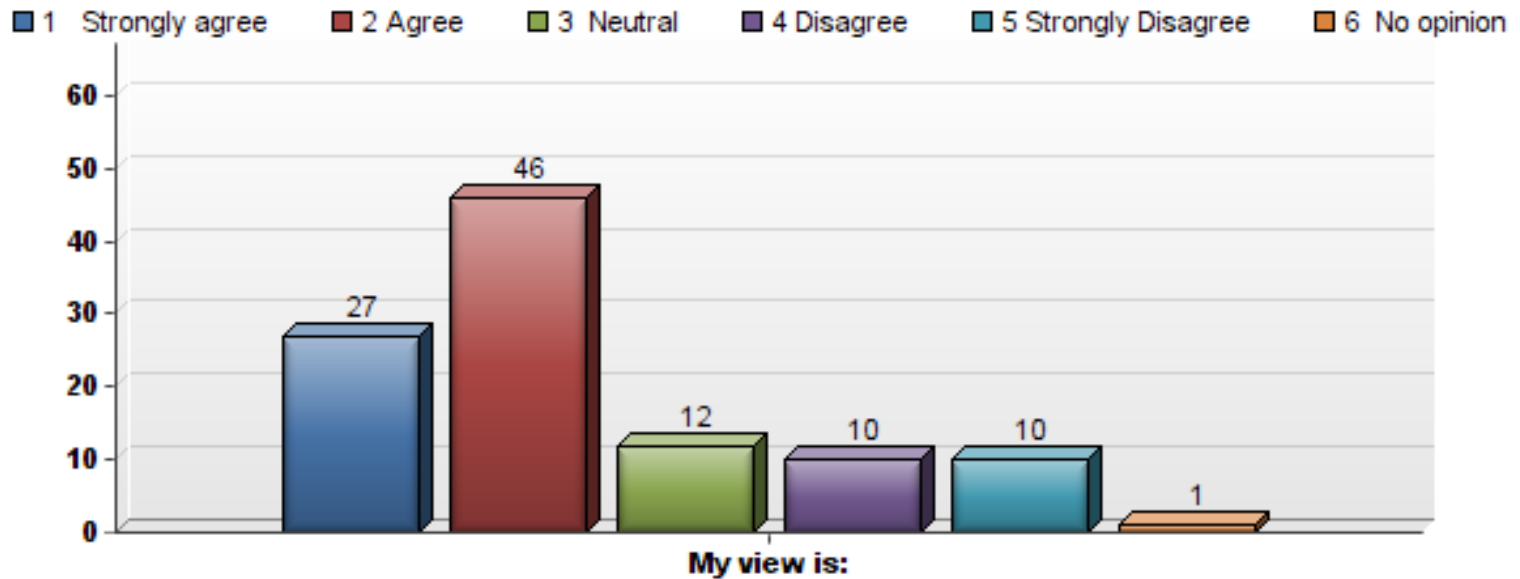


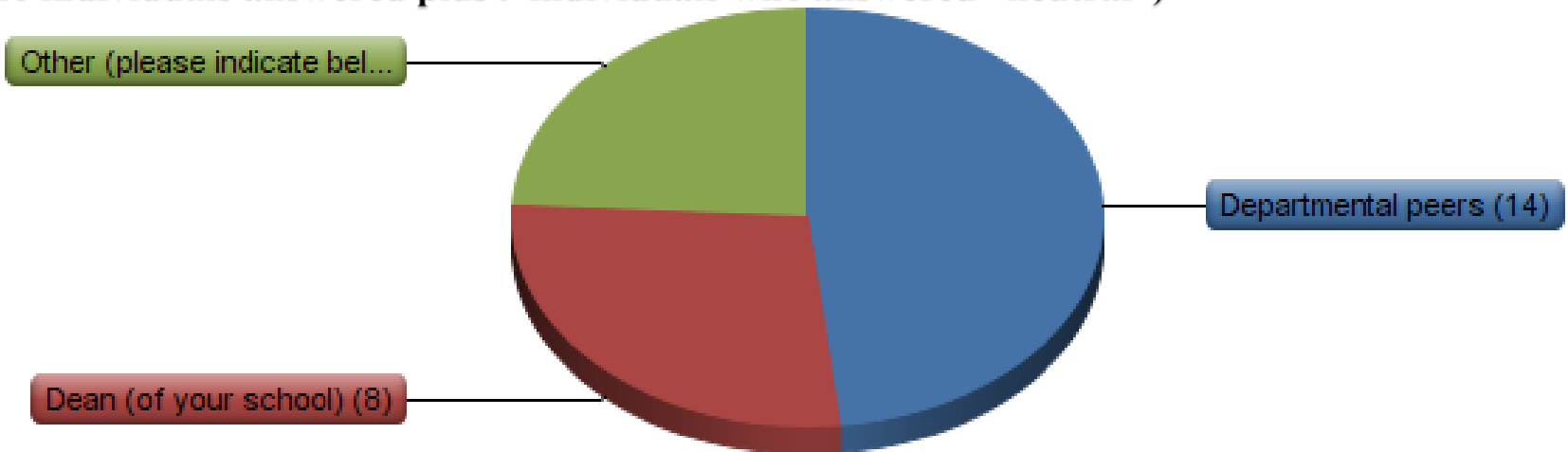
Faculty Survey Results: Performance Pay Proposal

Question 1: Do you agree with the primary responsibility for yearly performance assessment residing with the departmental chair? (106 responses, mean=2.37)



#	Question	1 Strongly agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree	6 No opinion	Total Responses	Mean
1	My view is:	25.47%	43.40%	11.32%	9.43%	9.43%	0.94%	106	2.37

Question 2: If you disagree with the department chair being the primary evaluator (18.86% of survey participants disagreed), indicate your preferences as to who should assume this role (20 individuals answered plus 9 individuals who answered “neutral”)



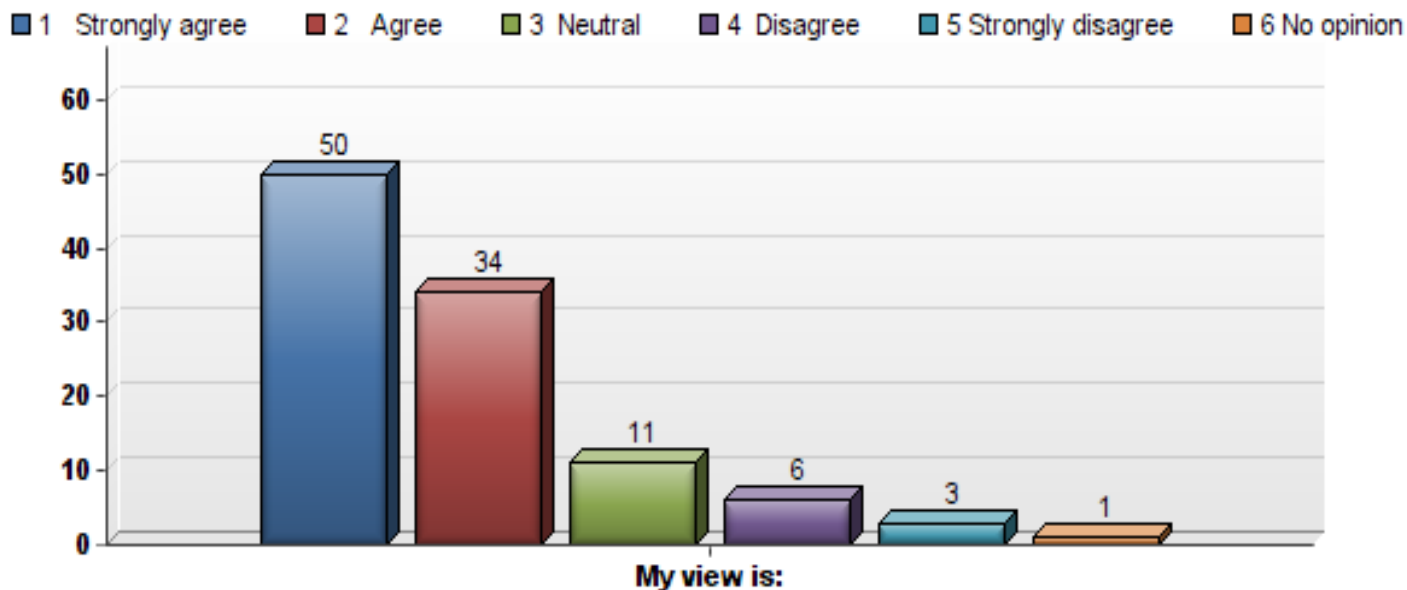
#	Answer	Response	%
1	Departmental peers	14	48%
2	Dean (of your school)	8	28%
4	Other (on next slide)	7	24%
	Total	29	100%

Question 2 “other” responses (6):

(Question 2 was “If you disagree with the department chair being the primary evaluator, indicate your preferences as to who should assume this role”)

Other (please indicate below)
Give departments option to choose Chair or Peers to do evaluation
Departmental Committee
Peers, the Chair and Dean should share the role. There is a reason why we have a federal republic as our government system. We should take rules from our past.
Me of course
a committee
Dan

Question 3: In the model proposed, each faculty member will choose the percentages (within the prescribed guidelines) for each of the three areas of evaluation. These are the percentages that will then be used to evaluate each faculty member. Do you agree with each faculty member choosing his/her percentages?

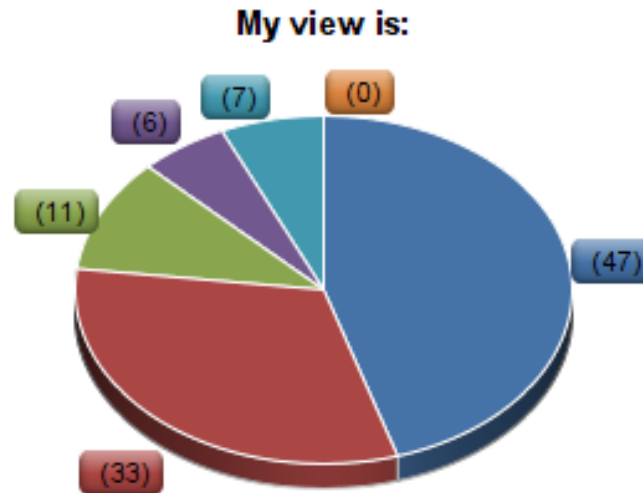


#	Question	1 Strongly agree	2 Agree	3 Neutral	4 Disagree	5 Strongly disagree	6 No opinion	Total Responses	Mean
1	My view is:	47.62%	32.38%	10.48%	5.71%	2.86%	0.95%	105	1.87

Question 4: This performance pay proposal allows each department some leeway in developing the explicit criteria within each category; however, every faculty member must be evaluated in each of the three areas delineated in the University Policy Handbook as follows: 1. Teaching/Advising 2. Professional Development (according to the Boyer model) and 3. Service . All departments must follow the Handbook; however, departments may add to/adjust the evaluative criteria within the categories in ways specific to their disciplines. This approach allows for the uniqueness of departments. However, it does sacrifice the use of common standards and criteria across the university.

What is your view of allowing departments to “customize” the criteria by which each of the three areas (teaching/advising, professional development, and service) are evaluated?

■ 1 Strongly Agree ■ 2 Agree ■ 3 Neutral ■ 4 Disagree ■ 5 Strongly Disagree ■ 6 No opinion



#	Question	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree	6 No opinion	Total Responses	Mean
1	My view is:	45.19%	31.73%	10.58%	5.77%	6.73%	0.00%	104	1.97

Unedited Comments (slide 1 of 3)

- Service should extend to ALL professional service and not just service to the university
- This model seems okay to me.
- For question on customization - what type of changes would be included? Would the % ranges remain the same across disciplines? Departments could still customize within each category. A friendly suggestion. Please add a third page to the evaluation form to readily capture amendments, revisions, changes in circumstances, etc. For example, if a faculty member is assigned a 6-12 month project with substantial time commitment, the evaluation goals should reasonably be adjusted. The importance of presenting a third page to capture changes is in part preemptive and subtly persuasive: a visible reminder that an option to modify evaluation criteria is supported by the formal performance pay process. The visible reminder in essence clarifies the process and establishes precedent with a focus on protecting the faculty member from shifting sands at the department, school, and university levels. Further, having the attached form will expedite matters if an adjustment is needed. Thanks for everyone's work on this project - and
- As a fine arts professor, my peers and I will have a very different view and understanding of both qualitative and quantitative criteria.

Unedited Comments (slide 2 of 3)

- I think the documents sent with this survey are thoughtful and helpful. While I think this should move forward as written, I hope there will be some provisions or possibility of revision after a year or two of use, if a majority of faculty think it is wise..
- The Boyer model already allows for flexibility. I'm not sure what "customization" may mean, and if customization may actually detract from rigorous evaluation.
- If this must be done, the playing field should be as equal as possible.
- This is essential, particularly in terms of what constitutes professional development and service to the department, which are unique to each department
- On customize: Do you mean "customize" or "operationalize." Different disciplines necessarily will have different "metrics" for evaluating faculty. You can't use the same metrics for modern dance faculty as for accounting faculty.
- Some faculty end up doing more advising and less professional development due to time constraints.
- There should be some guidelines set to balance the need for departments to customize things to meet their own departmental needs/demands with the need to be at least somewhat consistent across the university.
- This should be customized for each individual faculty member, not just blanket for whole department.

Unedited Comments (slide 3 of 3)

- I think it is ok for departments to have input, but all departments within a given college/school should be compared before finalized to make sure one department isn't way out of whack in either direction vis a vis the others.
- I worry most when we do not respect the individual needs of our various disciplines. So this seems right to me.
- The tricky part will be the professional development Boyer model "teaching" category and how relates or blends into teaching and advising.
- While deans can be punitive, so can chairs be. I'd rather have faculty fighting a dean about compensation than fighting a colleague, i.e., the chair.
- While I oppose the notion of raises being based fully on merit, since we have had a number of years of poor raises and are therefore falling behind in Cost of Living, if we must use a system that awards raises strictly on performance, this system seems the one that makes the most sense to me.
- each area should be more specific, example: service = university service + school service + department service. not everybody participated in the university committees in the past year
- To hold all departments to the same standards would be detrimental to just about every aspect of our culture.