

## Senate Executive Committee Merit System Evaluation Report

The Merit System Evaluation was developed by the Senate Executive Committee in consultation with the Faculty Concerns Committee, faculty members of the Compensation Committee, the Provost, and the President. This report addresses three objectives espoused by the compensation committee in its design of the Merit Evaluation Plan: 1) Departmental Ownership of the evaluation process; 2) Alignment with quality performance appraisal and performance management practices; and 3) Flexibility to reward faculty who excel in various ways in departments (e.g., teaching, research or service). This report summarizes data that were relevant to these three objectives. Following the summary, mean responses to survey questions are reported. In Table 4 (page 9) are faculty comments derived from top and bottom 5 departments that implemented the merit system (i.e., according to mean responses to question, “Overall, the implementation of the merit evaluation process went well in my department”). Additional comments, sorted by college, appear on the faculty Senate Web Page.

For *most* of the qualitative questions, faculty assessed the merit evaluation process using a 5-point scale ranging from (1) strongly disagree to (5) strongly agree.

### 1) Departmental ‘Ownership’ of the evaluation process:

GOOD NEWS: The principle seems to work!

- Responses to: “To the extent that was appropriate, Deans allowed negotiation of weights, evaluation plans, and individual merit decisions to occur in departments rather than at the college level” was strongly and positively correlated with satisfaction with the management of the system at the department level (.382), management of the system at the college level (.525), and with the overall perceived fairness of the system (.367).
- Good news: Faculty who reported greater involvement in developing the evaluation process and in developing departmental criteria also reported greater satisfaction with the implementation of the system in departments and colleges.
- Department Head’s adjustment of ratings down was associated with lower evaluations of the assessment process (see Figure 2). The correlation of any adjustment at all was negatively associated with faculty evaluations of the implementation of the evaluation process in departments (-.372). NOTE that more reported upward adjustments (82) than downward (37).
- No evidence was found that *less* faculty involvement or departmental control was linked to any positive outcome.

TO IMPROVE:

- A lot of variation in questions that implied departmental control of the merit evaluation criteria and process occurred across departments and colleges.
- At least 25% of faculty ratings were changed and 32 faculty members may not have had enough information to answer the question about whether their rating changed.
- Negotiation of weights was severely limited in some colleges. 25% stated that negotiations w/ the department head did not occur and 29% were dissatisfied with next year’s negotiated weights.

### 2) The system aligns with quality performance appraisal and performance management techniques

GOOD NEWS:

- When department heads provided justifications about changed ratings, faculty reported better implementation of the system in departments and colleges. This was true for whether the adjusted score was higher or the adjusted score was lower (See Figures 3 and 4)

- Response to question, “During my performance review, my Department Head and I talked about strategies and forms of support that will assist in my professional development and performance in the upcoming year(s)” was correlated  $r=.69$  with department head’s management of the system,  $.49$  with overall implementation in the department, and  $.43$  with perceived fairness of the system.

#### TO IMPROVE:

- 47.9% of faculty strongly disagreed or disagreed to the question: “During my performance review, my Department Head and I talked about strategies and forms of support that will assist in my professional development and performance in the upcoming year(s).” Figures 3 and 4 suggest that talking about performance is especially important if adjustments are made to final ratings.
- Several faculty comments reported that faculty did not receive rationale for their final score.
- Several faculty indicated not knowing the rules or that the rules changed in *midstream* as problems associated with the implementation of the system. Accurate and effective communication of the merit evaluation process is essential to improvements for next year.

### 3) The system flexibly rewards those who excel in various ways in departments.

#### GOOD NEWS:

- Reports that the process was flexible enough to reward faculty who excel in different areas was strongly and positively associated with reports of successful implementation in the department ( $.48$ ), college ( $.52$ ), fairness ( $.50$ ), and confidence that high quality work will be rewarded ( $.62$ )

#### TO IMPROVE

- Responses to the question, “The Pay for Performance System is sufficiently flexible to reward faculty who excel in different roles (e.g., those who excel in service or teaching or research)” was second lowest among items answered. Only 25% agreed with this question and just 2% strongly agreed. Several comments reflected skepticism about the accuracy of assessments for faculty productivity in the classroom or for research (e.g., quality vs. quantity of publications).
- Insufficient flexibility in the negotiation of performance weights or for evaluating quality appeared frequently among faculty comments.

**CONCLUSION:** While qualitative comments revealed broad concerns expressed by faculty about a successful implementation of the merit-based evaluation at the university level, the evaluation process was managed better in some departments than in others. The data support the core objectives defined by the compensation committee are associated with a more successful implementation of the system. Those objectives were: department control in developing and applying criteria; alignment with quality performance appraisal processes (i.e., quality communication, transparency, and faculty/department head discussions of performance and future support; developmental role of heads); and flexibility in rewarding faculty who excel differently in departments (i.e., including ranges in negotiated performance weights). Departments/colleges varied widely in adherence to these values when implementing the merit system.

The Senate, Compensation Committee, and Provost Office will use the results of this assessment to improve the next implementation of the system. The Senate will work with the Provost Office to improve the Merit Evaluation System and will share intended changes to the system with faculty as early as possible.

**Table 1**  
**Mean Responses on All Questions for the University and by College**

(Note: responses on a 5-point scale ranging from (1) strongly disagree to (5) strongly agree)

		MSU	COAL	COBA	COE	CHHS	CHPA	CNAS	LIS	GW
<b>Question</b>	SD	Mean								
1. Criteria used to evaluate my teaching were valid.	1.29	3.13	3.11	2.97	3.38	3.54	3.04	2.94	3.33	2.90
2. Criteria used to evaluate my research were valid.	1.19	3.34	3.34	2.95	2.93	3.75	3.46	3.30	3.81	3.10
3. Criteria used to evaluate my service were valid	1.18	3.35	3.17	3.25	3.31	3.64	3.30	3.36	3.90	2.90
4. Our Dept Evaluation Plan fairly distinguished higher from lower performing faculty.	1.25	2.88	2.84	2.39	2.48	3.28	3.27	2.86	3.00	3.10
5. The procedure for putting a performance portfolio together was made clear	1.29	2.90	3.02	2.63	2.31	3.32	2.83	2.90	3.19	2.70
6. My Dept Personnel Committee's assessment reflected evaluation criteria outlined in our Department Evaluation Document	1.26	3.53	3.23	3.83	3.41	3.95	3.81	3.40	3.10	3.10
7. My performance levels/rankings as documented by our Dept Personnel Committee were shared with me.	1.09	4.05	3.88	4.11	3.97	3.78	4.29	4.29	4.10	3.80
8. My Dept Head fully explained my final performance rating.	1.38	3.50	3.27	3.09	3.59	3.81	3.83	3.76	2.60	4.00
9. During my performance review, my Dept Head and I talked about strategies and forms of support that will assist in my professional development and performance in the upcoming year(s).	1.35	2.67	2.37	2.55	2.31	3.58	2.63	2.57	2.70	3.30
10. My Dept Head managed the performance review process well.	1.34	3.34	3.20	3.00	2.90	4.00	3.58	3.33	2.90	4.10
11. Overall, the implementation of the merit evaluation process went well in my dept.	1.30	2.91	2.86	2.58	2.28	3.61	3.00	2.92	2.90	2.90
12. My Dean described all aspects of the new compensation system in both an accurate and timely fashion.	1.18	2.54	2.16	2.56	2.55	2.86	2.50	2.66	2.76	2.70
13. To the extent that was appropriate, Deans allowed negotiation of weights, evaluation plans, and individual merit decisions to occur in depts rather than at the college level	1.20	3.12	3.09	2.50	3.00	3.64	2.79	3.38	3.45	3.20
14. My Dean assured that the Pay for Performance System was fairly implemented across depts.	1.16	2.83	2.62	2.72	2.75	3.03	2.74	3.01	3.05	3.10
15. Final college merit distributions were shared with all faculty.	1.39	2.89	2.34	2.81	3.41	3.46	3.13	2.77	3.16	3.50
16. Overall, my performance evaluation was conducted in an equitable manner.	1.29	3.09	2.90	2.97	2.93	3.58	3.06	3.08	3.50	2.90
17. Overall, the merit evaluation process was in my college was well managed.	1.21	2.77	2.60	2.67	2.55	3.40	2.53	2.73	3.10	2.90
18. The Pay for Performance System reinforces faculty for participating in activities that strengthen our dept.	1.30	2.69	2.69	2.46	2.17	3.12	2.71	2.72	3.00	2.10
19. The Pay for Performance System reinforces faculty for participating in activities that strengthen Missouri State University.	1.30	2.70	2.65	2.49	2.17	3.14	2.59	2.72	3.15	2.10
20. The Pay for Performance System is sufficiently flexible to reward faculty who excel in different roles (e.g., service or teaching or research).	1.25	2.34	2.40	1.91	1.79	2.57	2.39	2.44	3.25	1.90
21. The Pay for Performance System will help our department and college make progress toward the equitable distribution of pay.	1.19	2.44	2.42	2.33	2.00	2.78	2.41	2.44	2.74	2.30
22. If managed well, the Pay for Performance System can effectively motivate faculty productivity.	1.40	2.86	2.73	2.91	2.41	2.95	2.69	3.03	3.40	2.80

23. I am confident that, in the future, high quality work will be rewarded in my department.	1.26	2.62	2.48	2.39	2.10	2.91	2.57	2.87	3.00	2.40
24. The amount of money in the salary raise pool was sufficient to reward meritorious performance.	1.12	2.15	1.86	2.06	2.10	2.09	2.51	2.23	2.70	2.40
	SD	MSU	COAL	COBA	COE	CHHS	CHPA	CNAS	LIS	GW

	MSU	COAL	COBA	COE	CHHS	CHPA	CNAS	LIS	GW
25. The Merit Pay Evaluation Criteria was primarily developed by faculty in my department.	81.3%	91%	34.8%	72.4%	69.6%	84.3%	90.1%	95.1%	100%
26. All faculty in our department had an opportunity to participate in the development of our departmental evaluation plan.	80.1%	83%	61.5%	82.8%	81.4%	90.2%	82.4%	71.4%	100%
27. My performance weights for teaching, research, and service were negotiated with my Department Head.	73.6%	77%	23.1%	89.7%	93.2%	88.2%	73.9%	85.7%	100%
28. I was satisfied with my final negotiated performance weights for next year	70.1%	68%	55.4%	72.4%	91.5%	72.5%	66.3%	76.2%	60%
29. The Department Head's composite score was LOWER than the recommendation of the Personnel committee.	9.3%	11.7%	9.4%	20.7%	7.8%	6.7%	4.6%	11.1%	10%
30. The Department Head's composite score was HIGHER than the recommendation of the Personnel committee.	20.6%	36.2%	9.4%	10.3%	2.0%	15.6%	27.6%	5.6%	60%
31. If you answered "B" or "C" above, did you receive written justification for the discrepancy between the committee's and the Department Head's ratings?	64.6% (of 130)	71.4%	46.2%	58.3%	28.6%	70%	72.4%	100%	85.7%
32. I understood the University Pay for Performance Evaluation System process including the criteria to be used, how my portfolio was to be put together, and how I was to be evaluated before to process was initiated in our department.	51.8%	48.5%	44.6%	41.4%	69.5%	51%	50%	61.9%	60%
33. Before the merit evaluation process was initiated in my department, I understood the role of the Department Personnel Committee, Department Head and College Dean, including the nature of the feedback that I was to receive about my performance rating.	63%	60.4%	58.5%	62.1%	61%	72%	61.8%	61.9%	100%
34. I have formally appealed my performance rating by the appeal deadline date of April 11, 2007.	6.3% (26)	10.5%	1.5%	7.1%	5.1%	8.5%	5.7%	5.3%	100%

**Table 3**  
**Evaluations of the Merit System by Department**  
 (note: faculty reported on a 5-alternative scale ranging from (1) strongly disagree to (5) strongly agree)

Dept	n	Overall, implementation of the merit evaluation process went well in my department	Department Head managed the performance review process well.	Merit evaluation process was in my college was well managed
Computer Science	6	<b>4.2</b>	<b>4.2</b>	<b>3.8</b>
Geog/Geol/Planning	15	<b>4.07</b>	<b>4.43</b>	3.29
Psychology	20	<b>3.95</b>	<b>4.4</b>	<b>3.74</b>
Sociology/anthropology	13	<b>3.91</b>	4	3.42
Communication	15	<b>3.86</b>	3.86	3.21
Religious Studies	12	3.82	<b>4.64</b>	2.55
Biomedical Sciences	5	3.8	3	2.8
Health, Phys Ed & Rec	9	3.67	<b>4.22</b>	3.44
Modern & Classical Lang	9	3.67	4.11	2.56
Nursing	6	3.67	3.83	<b>3.5</b>
Physical therapy	3	3.67	3.33	3.33
Comm Sci & Disorders	8	3.63	4.13	<b>3.88</b>
Chemistry	8	3.63	3.86	2.88
Accountancy	9	3.44	3.89	<b>3.78</b>
Political Science	9	3.33	3	2.11
Media, Journalism, Film	10	3.3	3.3	2.4
Computer Information sys	12	3.17	2.5	3.17
Physics & Astronomy	7	3.14	3.43	3
Art & Design	14	3.08	2.29	3.14
Early Childhood & family	6	3	3.33	3.17
Biology	13	3	3.08	2.38
Greenwood Lab School	10	2.9	4.1	2.9
Library Science	21	2.9	2.9	3.1
English	22	2.85	3.5	2.5
Industrial Management	5	2.8	3.8	2.8
Finance/General Business	9	2.71	3.43	2.29
Mathematics	19	2.63	2.74	2.68
Educational Administration	4	2.5	3.5	2.5
Marketing	16	2.38	2.88	2.8
Economics	6	2.17	3.5	2.2
School of Teacher Ed	15	2.07	2.6	2.47
Agriculture	14	2	3.62	2.38
School of Social Work	6	2	3.5	2.17
Theatre & Dance	11	2	2.64	2.36
Music	20	1.95	2.95	2.11
Counseling	4	1.75	2.75	2
Management	15	1.67	2.53	1.6
Consumer/Family Studies	10	1.56	1.89	2
History	9	1	2.33	2

**Bolded are the top five departments for each category**

Too few respondents for: Sports Med; Phys. Assistant Studies; Military Science, & Philosophy.

Figure 1

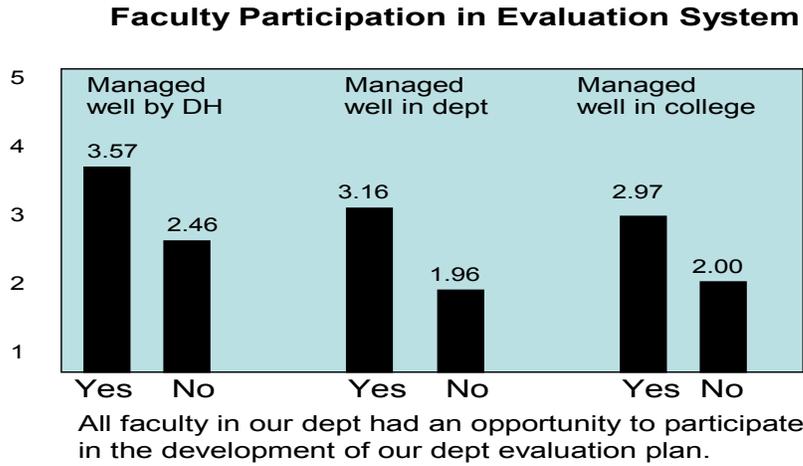


Figure 2

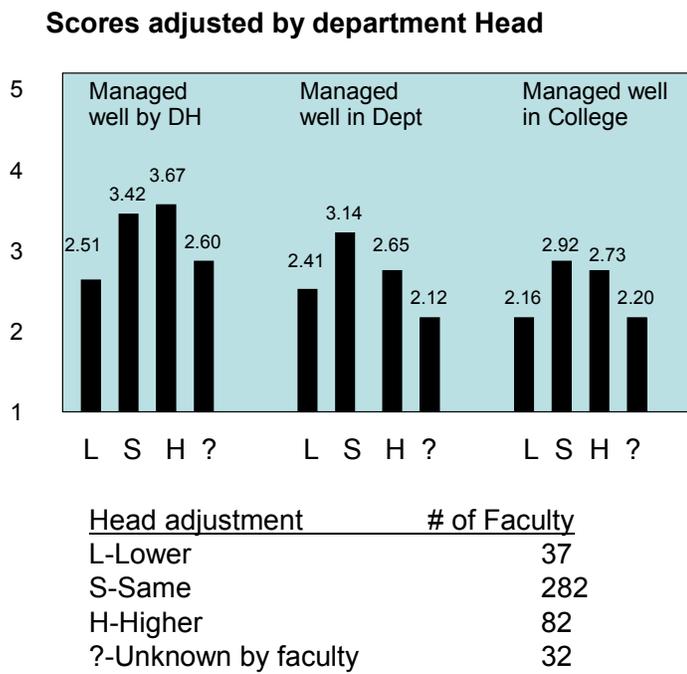


Figure 3

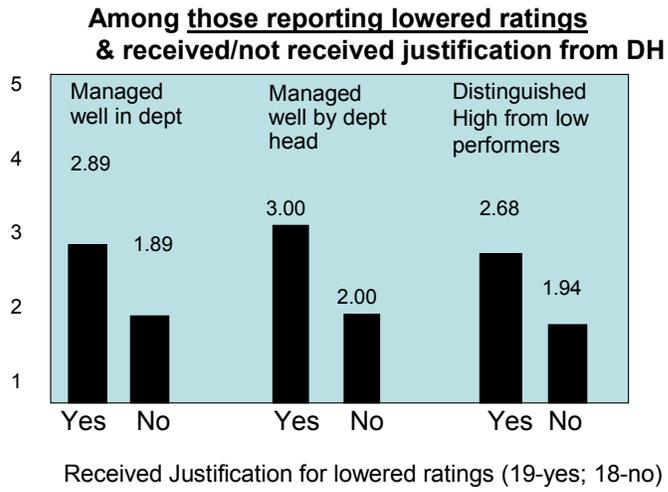


Figure 4

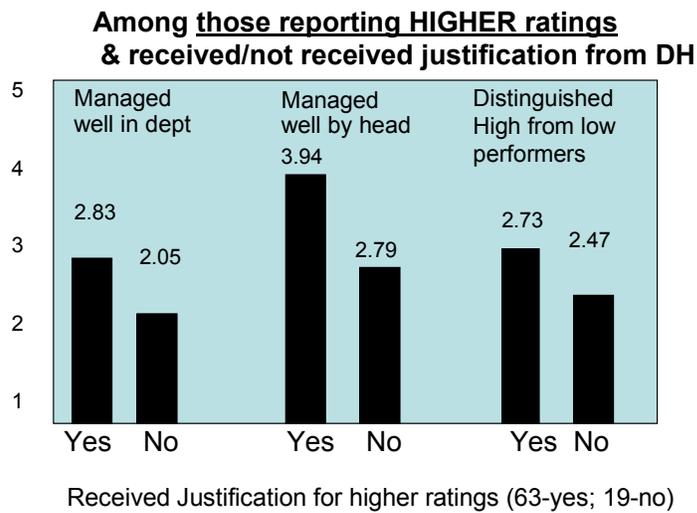
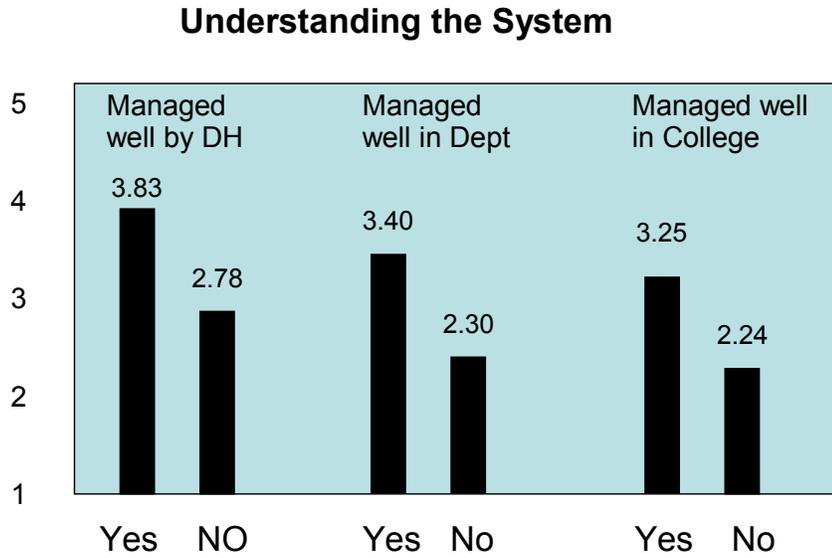


Figure 5



I understood the University Pay for Performance Evaluation System process including the criteria to be used, how my portfolio was to be put together, and how I was to be evaluated before to process was initiated in our department.

**Table 4: TOP 5 Departments: COMMENTS**

6401	The whole thing is just so unclear/confusing. No body seemed to know what was/would be really going on. For example I was informed by the head that the performance would be rated to 5 levels (1~5) but I found out it was actually (or had since changed to?) 7 or 8 levels AFTER I received the letter from the Dean.
6404	This is the same old thing we've seen in the past a time or two. The verbiage changes a little and the people are different. The people involved appear to have a better attitude this time around and it doesn't appear to be as much a top-down implementation but the impetus to do it quite obviously came from Carrington again and still emphasizes research and things that can be counted over teaching and getting the daily business of the university accomplished.
6409	t should allow higher weights for research because right now there is a range of weights for research. it is hard to evaluation for teaching and get a higher score for teaching. it is not fair for new faculty in service part because they are hard to act as chair or important role in committee during the first several years at university.
6481	I'm not really sure the merit system here will have any dramatic affect on performance. looking at my department and other colleagues I am friends with(other departments on campus)--I don't think "money" is the motivating factor in relationship to the "effort" they put into their jobs as a teacher. Most teacher/professors (on campus) put maximum effort into their jobs service to the community research etc... regardless of the compensation.
6502	I have been closely involved in the development implementation and review of the merit-pay process at both the department and college levels. Already it is apparent that factions and ill feelings are developing within and between departments as a direct result of the merit-pay system. Burdening faculty with endless squabbles backstabbing and factionalism will not increase real productivity. □□I have also noted changes in the way that faculty approach their jobs; this change is not positive. Faculty (being the clever people that we are) are very adept at "gaming" any system like this. Already faculty seem to be making decisions not based on what's best for their long-term development as scholars but rather on how this-or-that activity (whether needed/appropriate or not) affects next year's "point" totals. □□Moreover this system is a tremendous drain on the time of many faculty for very little financial benefit (a 4% salary pool)! I think that I could have written two manuscript drafts in the time that I've had to spend in meetings arguments reviews... □□In summary it's difficult to imagine how we could design a compensation system that would be more counterproductive to scholarship but yet extremely efficient in destroying faculty morale collegiality and cooperation.□□□□
6505	I think we need to do this. Other universities have some sort of system like this.□□Why even have performance wieghts? Why not just get credit for what you do? Not get credit for how well you can individually guess your work load 1 to 2 years in advance or manipulate your weights to gain the most out of the biases in your dept's merit system.
6510	I don't like this system it is too much time and energy consuming and divides the people within the department in the college and in the university
6511	SINCE WE DON'T KNOW WHAT THE INCREASE WILL BE SOME OF THE QUESTIONS CANNOT BE ANSWERED. IT WOULD HAVE SERVED YOU BETTER TO CONDUCT THIS SURVEY AFTER EACH OF US KNOWS EXACTLY WHAT WE ARE RECEIVING. IF ONE RECEIVES ALL 5S AND THEN ALL HE/SHE GETS IN MONEY IS A FEW HUNDRED DOLLARS THEN THE EXERCISE WAS HARDLY WORTH CONDUCTING. MAYBE THE POOL ALLOCATED THIS YEAR WILL BE LARGE BUT WITH NO GUARANTEES THAT THIS WILL HAPPEN IN THE FUTURE MY WORRY IS THAT YOU HAVE CREATED MORE WORK FOR EVERYONE OF US WITH NO GUARANTEES OF REWARDS.
6517	I think this system will motivate some but many of my colleagues were highly motivated already. I am concerned that this will make faculty more busy but not necessarily more productive. I am also concerned that departments are placed in competition within our college and the results of the assessment are not readily available to faculty.
4802	The department head told me that in order to receive the highest scores for teaching in my department faculty members had to be conducting research and involving students in that research. While our policy says that involving students in research is valuable nothing in the document says that this is NECESSARY to get the highest ratings. In other words selected parts of the document were weighted more heavily by the departmental committee in a manner that was inconsistent with the departmental document. As a result my intense teaching efforts in a non-research area were under-valued.
4809	The money in the salary pool was not sufficient given that there were very small differences between the money received by a 4 and a 5. And a large chunk of the money went for equity. For example if 60% goes for equity then only 40% is left for merit which reduces the monetary benefit for those who worked very hard to get into top categories. Combined with equity it is possible that a 5 in Q4 for equity would receive less than a 4 in Q1. It is my belief that excellent performance should be heavily rewarded with larger distinctions (monetary amounts) between categories.
4811	I harbor deep resentment and outrage. I believe factors BEYOND MY CONTROL (who's "in" and who is "out" in the department) factored strongly into my evaluations. I have little doubt others who are dissatisfied will express this same sense of injustice. However I have special circumstances again beyond my control and without my consent that

	place me at a disadvantage. I was actually told by one person in the department I should go out and drink with the boys. I am disgusted. PS: I doubt that would even have worked had I pursued that avenue.
4812	Frankly I was surprised at the lack of discourse within the department about the system.
4814	Service and committee work are discounted under this system. They take a tremendous amount of time.
4818	I have concerns that we might get something (faculty pushing to improve in certain areas such as scholarship) and lose something (faculty not emphasizing student contact). In my opinion we do not need to emulate R-1 institutions. We lose our uniqueness and will eventually lose what makes Missouri State special. My concern is that this system is rewarding activities that eventually will hurt us. An old article said "Don't reward A (in this case research activities) and expect B (in this case good teaching student contact and service)."
4819	1st-my rating is not listed in Q34 below <input type="checkbox"/> plan seems to assume all differences in pay are the result of inequities; not prior performance
4820	While I support merit pay the inability to evaluate teaching with any reasonable validity will continue to undermine our course standards and fuel grade inflation. It is typical for students to study 2-4 hours per week for all their courses combined and if we are not troubled by that we have lost our sense of mission.
4823	Compliments to the University level committee who did the arduous and thankless work of putting together this system.
4880	Thanks to our Acting Dean Reid who had the good judgment to heavily favor equity in the college when performance ratings were skewed and packed. Forcing a large distribution where none existed is highly problematic unfair and of questionable management practices (assuming morale and commitment are management concerns). I have three large projects that I'm advancing but if I want 'merit' I will choose to pursue more modest and easily published work. This is not hard to do... but my impact on my field and as a scientist would be compromised... I choose NOT to be motivated by pay. Never have been and never will... or it would bother me more that my grad students make more with 2 years of experience & a masters degree than our associate professors make. <input type="checkbox"/> <input type="checkbox"/>
4891	Some of these items assume we know what others' ratings were and how these were determined -- I do NOT know what ratings all of the other faculty in my dept received not to mention other faculty in other depts. in my college. <input type="checkbox"/> <input type="checkbox"/> It seems to me the system needs to be more transparent (open for public scrutiny) is we want to reinforce "trust" in others' judgments -- both on the portfolio end (or at least the crib-sheet summaries) AND on the summary ratings end coming out of each step of the process (dept committee dept head & dean).
5804	a system should have been modeled after an existing one that appears to work well rather than spending inordinate amounts of time in committee work developing one from scratch <input type="checkbox"/> <input type="checkbox"/> we cannot avoid faculty's personal biases when they evaluate each other's work
5805	The system is too complex and requires far too much time that could be put to more productive use. The criteria reward individual achievement at the expense of working for the good of the student or department. This system will create tension among faculty and demoralization.
5809	I am skeptical of the argument that merit pay is a strong incentive or motivator to improve faculty performance. However I feel that in our department we designed evaluation criteria and applied the performance evaluation process in a reasonably fair manner.
5812	I have no idea how much money was in "the pool" so how could I tell you whether I think faculty will be motivated by the PFP process? If there's too little reward for those of use who rated highly there's not likely to be a very satisfactory response to the process. It would have been a waste of a great deal of time - hours upon hours of gathering materials putting them in order and on my part evaluating and rating them.
5813	Faculty who put high standards above "counting" are punished. Faculty who do only what they'll be rewarded for are rewarded. Only quantitative matters. <input type="checkbox"/> FAR too much time and energy wasted. <input type="checkbox"/> Faculty shouldn't be the ones evaluating each other especially not when it bleeds the faculty of time energy and collegiality.
5815	The various activities required to effectively accomplish university goals are too varied to list in a menu. By rewarding only the activities on the menu there is little motivation to do anything else. Often certain faculty do not have the expertise or value diversity of scholarship to fairly rate performance of those activities. Another problem with the merit system is that it motivates performance level for which the university cannot adequately reward. I believe this is a driving force behind the high attrition rate. Faculty realize they can earn higher salaries for the level of performance they are being compelled to meet here. Other problems include the wide variation in label descriptions (i.e. commendable vs. competent). One label is complementary while the other is demeaning while the difference in performance between persons receiving these two ratings is often relatively negligible. Finally the process (preparing and evaluating performance summaries) is so time consuming it seems counterproductive. In summary I work hard. I spend more hours in my office than any of my colleagues and I work the whole time I'm here. I also feel I accomplish many important tasks (student mentoring and assistance directing our colleges research center doing applied research that is not suitable for refereed publications assisting my colleagues in doing things that I am experienced or good at) that are not considered or credited in the merit system. I am currently considering

	quitting directing the applied research center because I feel I can produce 1 to 2 refereed articles with the time I would save earning me a 5 for performance. As it is I spend all of that time and only to be told I'm competent.
1203	Amount time frame distribution of raises for merit and/or equity is still unclear
1208	The system is de-motivating. The assumption was that a department would identify every possible activity that would receive points but that turned out to be untrue. In every case when an activity was not listed a faculty member in my department had to argue for that activity to be included. Chairing departmental committees such as the Personnel Committee was not included in the list. People received points for doing lots of small daily activities rather than for doing activities that were truly meritorious. A person could get a 5 in teaching and not be a good or excellent teacher. A person could get a 5 in research and have no publications. The idea that a faculty member could negotiate weights that would allow someone to emphasize her/his interest or strength did not occur. The dean set the weight ranges which created no need to do service because the choices (10%-20%) makes those activities a waste of one's time. Likewise the ranges for teaching and research were also limited (30%-60%) which again meant that there was very little room to negotiate. <input type="checkbox"/> <input type="checkbox"/> This system turned out to be worse than the former merit system of years ago. If a faculty member under the present system is satisfied with being competent he/she needs to do very little. After learning what others in my department and in other departments in my college received my reaction is "why bother to do much."
1209	I think more credit should be given for service.
1210	Unfortunately the effect that this merit system is having on the people I've spoken to is to demoralize folks rather than motivating them. What the system is doing is telling most people they are average do no matter how you spin it a "3" is average. Most faculty here work very hard on behalf of their students and in service to the university; the merit system is telling them that no matter what they aren't doing enough or doing "it" well enough. The overall message: you aren't doing enough. It's a very demoralizing system that's not making me (as well as other people I've talked to) want to work any harder to help the university. I may work differently--for example less service--but I don't think it will ultimately help the university.
214	Until salaries in COAL are equitable with CUPA and or other Missouri institutions of higher education merit has little meaning. <input type="checkbox"/> When salaries are below equity by figures ranging from 5 to 10 thousand dollars annually merit has little meaning. <input type="checkbox"/> Although many compensations were made in areas of service and research instructors had fewer opportunities to score above 3 than tenure track faculty.
1218	I believe the process was handled very well in our department. Overall I do not believe this is an effective system and the conflict it has caused will far outweigh potential benefits.
1281	The usual people who usually get support from the department head surprise surprise came out on top of the system. My head lowered my score and claimed that I did not ask for a 4 or 5 when I stated so on the survey. I have a valid reason to complain but who wants to work with a complainer? Not me.
1290	I have been a member of the faculty at this institution for 22 years. At no time have I ever questioned whether or not this is a place where I wanted to work. For the first time in 22 years this is a place where I do not want to stay. I have started the process of look for a faculty position elsewhere. This isn't simply a reaction to the Pay for Performance System but to the new administration. I have no confidence in the leadership of the Provost or President.
1291	The thing that was most de-motivating for me was the fact that I received a 5 rating for 70% of my performance and a 4 rating for the remaining 30% but my overall rating at the college level ended up being a 4. Rationally I understand that the reason for this was to have equity across departments but what it felt like to me was that no matter how clear our departmental criteria were it didn't matter because factors outside of my or the department's control (and not having anything to do with my performance) were ultimately going to affect my rating.
1292	Overall I feel the first year of this process went well in my department. I do think there was some confusion about how much certain activities that we had not specifically listed should be worth. These had to be placed in an "other" category and many of us were unsure of how many points to claim. I feel my rating was fair though I do have some concern about the non-tenure track instructors' ability to earn 5's in the system we have created. I appreciated having some flexibility in where I could count certain activities (i.e. teaching or service).

5301	I believe that this process served to divide faculty and demoralize departments. To ask faculty that are not trained in personnel evaluation or equity evaluation is misguided and dangerous. It basically created havoc throughout our college.
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### BOTTOM 5 General Comments

5302	It is a joke. It is hard to believe that this faculty could be any more demoralized about pay than it was last year - but that has been achieved.
5303	The fundamental flaw of this system is that the same people being evaluated are the ones who create and administer the evaluations thereby setting up a system of self serving interests. Few in my department have any knowledge of or interest in developing an effective measurement tool for the evaluation of teaching leaving someone like myself with required high ratios in teaching feeling slighted. Additionally the process of developing and implementing a compensation plan in my department created a fractured mean-spirited accusatory work environment--so much so that we now have a mandated conflict mediation meeting scheduled for later this month; hardly the anticipated result of a reward system based on professional conduct!
5305	This plan serves no purpose other than to divide the faculty amongst themselves and keep them distracted from the real problems at MSU. This plan was implemented with needless haste. It is fundamentally flawed. It does not work at the department college or university level. This plan actively discourages good work. It prohibits faculty who work on long-term projects from achieving recognition and reward. When questioned at college meetings and at the Faculty Senate the Provost was unable to explain the system; she could not give definitive answers to even the most simple questions. In twenty years of teaching here I have never known the faculty to react as negatively to anything as they have this plan.
5308	The implementation of the plan in the History Department was a disaster. Numerous faculty were given the lowest possible rating in research by the personnel committee despite those faculty having an active research agenda and in clear violation of the written criteria in the plan. This resulted in all but one tenured members of the department who were not on the committee signing a letter complaining about the practices of the committee. The department head tried to avoid dealing with the issue simply by saying he would just raise the ratings in his report. But this did not adequately resolve the issue and the department head's written report did not explained the difference between his rating and the committee's as it was supposed to. In short the implementation of the plan lead to deep and bitter divisions in the department which is what merit pay plans often produce.
5312	To ask teachers who have loyally and ably served this institution through a long period of small or non-existent pay raises to compete among themselves for the meager monies available this year is outrageous; I would go so far as to say immoral. This was not a merit pay plan and I am disappointed that so many of us took it seriously as such.
5317	The dean created policies based on prejudging the activities of particular faculty members rather than allowing evaluation committees to make independent decisions.
5390	I do think that it was an error to include Equity weights in the "Pay for Performance" part of the evaluation system. Personally I received a "5" across the board in all three categories but in the end due to my equity quartile I was rewarded less than others in the 4 category. THIS IS NOT MERIT PAY. Including equity here cheapens the merit value of the pay increase.
6901	When there is a clear financial gain for any of this it will be easier to judge.
6904	What this process has done is to create strong negative feelings in the department. Morale is at the lowest I've ever seen it. Faculty are now pitted against each other. There is no expectation of privacy for faculty. We are not allowed to post student scores so students can have privacy yet our peers are allowed not only to see all our documentation but to make decisions and to know our ratings. This is an invasion of my privacy and I do not appreciate that. In addition a faculty member who received a 5 ranking in an area this year could do the same thing next year and get a 3 or even less. How is that fair? Our faculty (every single one of them) has decided that since we're not being rewarded for serving on committees that we'll just stop serving. I spent over 60 hours on the compensation committee and now faculty are arguing over their scores. The dept head asked us to do her report and did not make ONE change to it when she cut and pasted it for each faculty member. In other words the committee did her job completely! Doesn't she get paid the big bucks to make these decisions? I can guarantee I will NEVER EVER serve on the compensation committee again and I am cutting down my committee work to 2 a year. Other faculty are cutting their committee work to one or even none a year. I will get barely any credit at all for spending 60 hours plus being harassed by dissatisfied faculty. Why would anyone put themselves in that position voluntarily?
6909	Faculty were given absolutely no guidance as to how to properly submit information for review. As a result many faculty members lost out on potential "points". Additionally in our department we were actually penalized if we

	collaborated with colleagues on projects.
6910	The process is flawed. Expectations were not clear. The same criteria does not fit across the board.
6911	Stink stank stunk
6912	This was I realize a first time process and of course had some very rough edges BUT this was an awful example of how to evaluate anyone. This has divided the department terribly. People are updating their resumes to make moves to other schools because they believe this will impact their retirement pay over the long run.
2405	You must be one of the "good old boys" to receive anything.
2406	What a monumental waste of time and spirit! The whole process was very demoralizing and the inequities among faculty members were magnified. <input type="checkbox"/> <input type="checkbox"/> The UPPE system violated the Faculty Handbook in place at the time. I am seriously concerned about this administration's breach of respect and ethics in overturning the Faculty Handbook. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2407	It was a disaster. No communication no feedback no oversight no transparency.
2408	The system is far too complex. Those chosen to leadership (administrator) positions need to be leaders and managers. Allow faculty to develop criteria make the administrators administrate. Far too many man hours went into this process for the relatively few dollars involved. I should quickly add that I believe that my merit evaluation was arrived at fairly and I have no complaints about the process or result as it pertains to me.
2410	There are numerous faculty to direct manage and administer academic programs. These faculty receive various proportions and amounts of release time special compensation etc. but the proportions of release and amounts of compensation evidently differ all over campus. Most importantly at least in COBA (I don't know about other schools) program administration (which is a heavy tedious and relatively unrewarding activity) is not explicitly recognized in the merit plan not measured independently of teaching and not rewarded at all in proportion to the amount of work required.
2413	The current system promotes destructive and competitive behaviors. It pits colleagues against one another and does not encourage cooperative behavior.
2417	The committee (and dept. head) agreed with two of my three self-ratings but lowered me a point on the third. NO EXPLANATION was given as to why this was done BASED ON THE CRITERIA of that category. I was not told which criterion/a that I claimed to meet were either actually not met or insufficiently documented. The feedback was vague general and disheartening rather than specific directly related to the criteria and constructive.
2422	Criteria were poorly communicated; committee process was inefficient; peer evaluation under such circumstances undermined collegiality. Criteria vs. norm is a disastrous way of frustrating all involved.
3102	Since our P&T guidelines were used to judge performance areas and our P&T guidelines are weak and tend toward "bean counting" with little judgment involved the evaluations were meaningless. I'm hopeful we can improve them and that they will become more equitable. HAVING EVERY DEPARTMENT MEMBER RANK EVERY OTHER DEPARTMENT MEMBER is divisive and should be done away with.
3103	I had hoped this system would encourage productivity and allow us to each capitalize on our strengths. However it ultimately resulted in more divisiveness between faculty. I find myself (almost) unsure about WHAT constitutes quality work now. To resolve my confusion and dismay I've decided to keep focused on those aspects of my work that (1) I do well and that (2) bring me joy. I will continue to work on research and writing that are of quality and that can be published in quality venues (an admittedly slow process) versus counting every newsletter article or laundry list I write as actual scholarship or starting to count every meeting attended as service. I will continue to ask students to write (and edit their papers) and go to the library and read research - - even though I know they will give me lower course evaluations than they give my colleagues who do not ask these things of them. If all of this means that others get a disproportionate piece of the merit pie then so be it. <input type="checkbox"/> <input type="checkbox"/> Thanks for listening . . . I needed to vent . . .
3190	Pay for Performance decreases morale. It creates competitive and negative relationships where collegial relationships would best benefit the department College and University.
1604	This system pits faculty against each other. It is one of the most destructive ideas that has ever been witnessed in our department. Faculty who normally get along are forced to evaluate each other and this causes terrible situations and hard feelings. I want no part of this process. Let the administrators make their decisions and leave the faculty out of it so we can continue to get along!
1605	I was not happy that the departmental committee allowed a wide range of ratings among it's members to go forward to the Head. This allows individuals on the committee to use the system for retribution against faculty against whom they have a grudge. In my case I was given a 5 in teaching by every person on the committee except one who gave me a 3. My final rating from the committee however was a 4. In this case one person was allowed to make a one-level difference.
1609	In short I can only say that the current Pay for Performance System seems to me to be predicated on rewarding obedient citizens those who always agree with the department head and dean. The system is the very model of dishonesty and provides absolutely no incentive for faculty to improve their performance in the traditional areas of teaching research

	and service. The current system should be abandoned forthwith. It is doomed to failure.
1611	Although clear criteria were developed at the departmental level some of the Personnel Committee ignored those criteria and substituted their own. In some areas this helped my ratings and in others it hurt my ratings.
1612	i am thankful for the opportunity to share my views via this survey. the music department under its present leadership operates under a veil of deception and distrust. we are told that there is transparency to this and other processes but then find that outcomes are tainted with lies.
1616	Too much weight given to Department Personnel Committee ratings.
1619	The Personnel Committee in my department did not evaluate faculty based on the Evaluation Criteria that was set up for that purpose. The department head did not seem to be aware of that criteria either.
1620	How comparisons are made within and across departments appear to be rather confusing. While committee documentation appears to be clear different interpretations of the criteria seem to surface at many levels. Comparisons of probationary faculty with tenured faculty also seems to introduce confusion into the process. Attempting to incorporate merit cost of living and equity in the same process creates additional frustration and may inadvertently result in further inequity.
1621	There was no performance review with department head; he provided written rating with no interview granted. □ There was no way to see how my rating compared to the ratings of others in my department or college making it difficult to make an appeal □ I know my final rating and equity quartile but currently have no idea what kind of raise that will translate to. The equity is mysterious to me. I would like to know how we can address equity when everybody in the college (almost) is paid about 15 percent less than national norms give or take a few percent.
1622	Merit pay no matter what the title has not worked in the past and will not work in the future. The time and energy spent doing the required work is never repayed in salary. A few with more time than others find ways to beat the system and that becomes their main activity rather than teaching service and research.
1625	The pay for performance system will work to the extent that objective measures for performance exist and evaluators objectively apply these measures. In the case of the Music Department faculty developed criteria designed to reflect and reward themselves and the Personnel Committee used their position as evaluators to punish certain colleagues. The exercise devolved into an unfortunately obvious subjective popularity contest with PC members (who rewarded themselves) acting as judges. I find it difficult to believe that most of the present PC membership could make legitimate assessment of any colleague's performance in teaching research or service: most of the committee take far too little part in the life of the department to offer any factual judgment. I'm afraid that in the case of the Music Department such stagnation and animosity exists that colleague to colleague evaluation will never provide legitimate assessment: the results will only reflect the already too well-known factional nature of the department. At present the system rewards those passing judgment and inspires faculty to find ways to maximize the system rather than inspiring legitimate self-improvement for the sake of improving the educational experience.
1629	One of the Personnel Committee members rated me a 2 in Teaching and Research when the other four members rated me at level 4 or 5. After re-reading the criteria were given I believe that this individual was not following the guidelines properly. I have heard of at least two other faculty members who received similar treatment (presumably from the same person). I did not appeal the rating by the deadline- it was only after my composite rating which was over a 4 was further lowered by the dean that I realized how much this one rating hurt me. □ □ All this happened after I had one of my best years in a long time with several accomplishments at the regional and national levels. It is very discouraging to receive a "3+" after working so hard during the last year.
1690	There are no clear departmental guidelines for performance evaluation. Evaluation of research scholarly and creative activities and what constitutes a 5 4 or 3 rating is far too subjective. Faculty with release time or on sabbatical to pursue research and creative activities certainly have an advantage in annual performance review. How does anyone fairly evaluate faculty when the playing field is not level. This ambiguity empowers a system of favoritism at the peer and department head levels. □ □ How does one evaluate teaching effectiveness? student success? student evaluation? This has been a serious topic of discussion with my colleagues and we have no answers. Objectivity is certainly not guaranteed and perhaps not possible. □ □ The service component is the only area of review that seemingly appears to be clear. □ □ Our university has experienced a number of years of low compensation increases. This combined with salary compression has created an unfair disadvantage for faculty with longevity in service. The martix includes no component to reward years of service. Fair and equitable... I think not! □ □ The old merit system at MSU was abandoned over a decade ago due in part to the inequity of the evaluation and of course the lack of budget to fund any merit increases. The 'new and improved' pay for performance system seems neither new or improved. The entire process has created animosity between faculty ranks and between faculty and the department head.