

1-28-2010

Minutes, Arts & Sciences Faculty Meeting, Thursday, Jan. 28, 2010

Arts & Sciences Faculty
Rollins College

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Approved Minutes
Arts and Sciences Faculty Meeting
Thursday, January 28, 2010
12:30 – 1:45pm
Galloway Room

Members present: Barry Allen, Joshua Almond, Anna Ilon, Ilan Alon, Mark Anderson, Pedro Bernal, Erich Blossey, Bill Boles, Rick Bommelje, Wendy Brandon, Sharon Carnahan, Jennifer Cavanaugh, Julian Chambliss, Daniel Chong, Ed Cohen, Gloria Cook, Tom Cook, Denise Cummings, Mario D'Amato, Alice Davidson, Creston Davis, Don Davison, Joan Davison, Nancy Decker, Kimberly Dennis, Lewis Duncan, Susan Easton, Hoyt Edge, Larry Eng-Wilmot, Marc Fetscherin, Julia Foster, Laurel Goj, Yudit Greenberg, Eileen Gregory, Mike Gunter, Fiona Harper, Paul Harris, Scott Hewit, Alicia Homrich, Gordie Howell, Laurie Joyner, Ashley Kistler, Madeline Kovarik, Philip Kozel, Harry Kypraios, Tom Lairson, Carol Lauer, Barry Levis, Richard Lewin, Susan Libby, Lee Lines, Julia Maskivker, Dorothy Mays, Edna McClellan, Cecilia McInnis-Bowers, Margaret McLaren, Ruth Mesavage, Jonathan Miller, Bob Moore, Thom Moore, Ryan Musgrave-Bonomo, Steve Neilson, Rachel Newcomb, Marvin Newman, David Noe, Kathryn Norsworthy, Socky O'Sullivan, Thomas Ouellette, Rhonda Ovist, Derrick Paladino, Twila Papay, Kenneth Pestka, Alberto Pioto-Calixto, Paul Reich, David Richard, Charlie Rock, Dawn Roe, Don Rogers, Sigmund Rothschild, Scott Rubarth, Maria Ruiz, Marc Sardy, Bob Sherry, Jim Small, Eric Smaw, Bob Smither, Cynthia Snyder, Paul Stephenson, Claire Strom, Kathryn Sutherland, Bill Svitavsky, Lisa Tillmann, Robert Vander Poppen, Anca Voicu, Tonia Warnecke, Yusheng Yao, Jay Yellen, Wenxian Zhang

Guest: Sharon Agee

- I. Call to Order - The meeting was called to order at 12:39 PM.
- II. Approval of Minutes - The minutes of the November 9, 2009 meeting of the faculty were approved.
- III. Announcement of Cornell Faculty Fellows - Duncan announces the award for exceptional accomplishments to distinguished faculty members with Thomas Ouellette as the recipient (See Attachment 3 for Duncan's statement.)
- IV. Acknowledgement of Ed Cohen and Moment of silence for dear colleague Donna Cohen.
- V. Committee Reports
 - A. PSC – Moore reports CIE tutorial was completed by Houston and Harris and is now available. He also explains the proposal for open access repository now passed out of PSC. Moore states PSC finished a proposal of feedback to administrators, and EC approved discussion with the administrators about the proposal. Moore notes the

CIE for Holt classes also is under consideration. Moore elaborates PSC continues to work on evaluation of teaching.

B. F&S – Tillmann highlights the ongoing initiatives for ethical production of Rollins branded clothing. Tillmann explains Schutz currently is spearheading this effort as part of a fair labor and compensation initiative.

C. AAC-Small states the prime issue considered since the end of the fall semester has been finding a meeting time for the spring semester. AAC agreed to meet weekly on Mondays from 7:30-8:45 a.m. Small continues that since the last report, AAC sent a revision of the Honor Code to the EC. The EC has not yet considered the matter but Small assumes it will go to the faculty for approval. Small states a Maymester proposal was sent to the EC for approval. AAC suggests an additional year of trial and evaluation of this term prior to submission to the faculty. Changes to last summer's iteration include: 1) an open call for courses that is not limited to general education courses, with enrollment numbers determining courses that would meet, 2) a clarified faculty compensation structure based on enrollment and anchored to intersession and overload compensation pay schedules, and 3) the addition of two instructional days and a Saturday exam. Classes for the 2010 Maymester will have 37.5 contact hours. Regular classes in either fall or spring semesters have 42 class meetings at 50 minutes each or 35 contact hours. Small notes next year's academic calendar was sent to the EC, modified, and continues through the approval process. Small states currently we are considering developing guidelines for a pilot program in blended learning, the new masters program in planning in Civic Urbanism, a new major in Asian Studies, as well as revision of curricula by several departments including anthropology and history. Small notes other topics on our rolling agenda include appointing a continuing Committee on Curricular Renewal, developing an On-line registration system, the London Summer Program, Overload Teaching, Discontinuation of Associate of Arts degree programs in Holt and a revision of the Timetable for students' withdrawal. Small concludes the committee is very busy. He encourages faculty members with matters, such as curriculum revision, to join the queue sooner rather than later. Small concludes AAC tries as best as possible to consider items in chronological order but often moves issues around due to priority and committee time considerations.

D. SLC – Boles reports the Residential Housing Organizational reviews were completed earlier this month. He states of the three houses that were on probation, one (Chi Psi) was moved to good status, one (X-Club) was put on a bed space probation (if they do not get enough members to commit to living in the house for next year, they will lose their building), and one (ATO) lost their housing. Decisions are being finalized about the possibility of more probations being assigned to residential organizations for this calendar year. Boles continues that Residential Life will be putting a call out for faculty, staff, departments and students to apply for the two current buildings open (Mowbray House and Strong Hall). Applications will be due by March 1. If there are more applications than spaces, residential life will find housing for these organizations so they can work on building their community and programs. Boles explains that in February the Honor Code will be shared with faculty, staff and students in order to get reactions and comments. If the community finds the Code acceptable, then the plan is to have SGA approve the Honor Code in March and the faculty shortly thereafter. Boles concludes Student Life will be

exploring the gap between being a Holt student and being a day student. Should there be more similarity and overlap between the two programs? Carnahan asks if Boles is referring to a social honor code. Boles responds no, and that this is one honor code which encompasses academic and social codes. Gunter asks whether ATO can seek to return to housing. Boles says they can apply but there is no guarantee. McLaren asks for clarification of the issues referred to in a gap between Holt and day. Boles explains SLC will meet with Eck and cover issues including honor code and judicial issues. Foglesong concludes Rollins has not yet achieved a totally open housing system but at least some housing now is available for non-Greek groups.

VI. Old Business – no old business.

VII. New Business

- A. Provost Search Committee – Duncan provides a history of the provost search and states that in December he received confidential notice McDaniel would provide an offer to Casey as President. Duncan explains McDaniel’s plan for announcement of the selection created potential problems for Rollins because it complicated Rollins’ efforts to initiate a search for the replacement. Duncan then discussed with the EC issues regarding whether to hire a search firm and began considering potential ads for the search. Duncan announces both an electronic and paper ad is posted. He explains it now is necessary to select faculty for the search committee. Duncan continues he intends to appoint two administrators, one of whom is Steve Nielson, two staff members, and possibly a student to the search committee. The committee will forward 2-4 unranked names to a selection committee for hiring. Duncan states he will chair this selection committee. Duncan encourages the faculty to hold forums to consider the provost position. Duncan continues he will withhold appointments to the committee so he can ensure diversity. Gunter asks how many trustees will be on the search. Duncan responds none on the search committee, but he is uncertain about the selection committee. Foglesong then states EC discussed the search committee at two meetings and explains EC feels it is important to have a well represented committee with a consideration of gender, years of service, and Holt. Foglesong states EC felt the only likely body to select a female was A&S and this explains the rationale EC’s nominees. Harris nominates Carnahan and she agrees to serve. D’Amato nominates Lines but he declines. Fetscherin nominates I. Alon. Foglesong closes the nominations. Foglesong notes a ballot’s first choice will receive three votes; second choice, two votes; and third choice, one vote. The Executive Committee nominates Rachel Simmons, Sue Easton, Jill Jones, and Pedro Bernal. Foglesong concludes EC agrees with Duncan there should be a colloquium to discuss the provost position and the search. Foglesong states he asked Casey to discuss the position of provost at the colloquium.
- B. Election of one-semester sabbatical replacement for Larry Van Sickle on the Finance & Services Committee. The Executive Committee nominates Barry Allen. Nominations will also be taken from the floor. A. Alon nominates Sardy.

- C. Proposal from the Finance & Services Committee regarding faculty representation on the Board of Trustees – Tillmann explains the history of the study of faculty representation on Board. She notes the initial issue came from the faculty. The F&S then sought to study peer and aspirant schools and determine how many schools have faculty representation and how many of these have votes. F&S found 8/20 have a faculty presence on the Board but that 20/21 schools have some type of representation with the Board on either the Board or other committees. Tillmann elaborates the colloquium revealed unanimous support for some type of presence. She notes Foglesong and she then met with Trustee Fuller who expressed that trustees want faculty contact. Tillmann summarizes the reasons for faculty presence on the Board: present diverse views; clarify and understand each other's positions; humanize relationships; model peer and aspirant schools. Tillmann notes she presented the issue to Crummer which did not wish to join A&S in the proposal. Tillmann summarizes the proposal which is to have the A&S President and one elected at-large representative on the Board itself; the AAC chair and one at-large elected representative on the Education Committee; the chair of F&S and one at-large elected representative on the Business and Finance Committee; the President and one elected at large representative on the Trustees Committee. (See Attachment 1.) Duncan notes these are committees not sub-committees. Homrich asks about the term lengths and Tillmann responds the three year terms balance the fact the A&S President serves two years and committee chairs usually serve one year. Newman suggests, given the time urgency that the current proposal should be whether the faculty support representation, and then at some subsequent meeting the faculty can discuss the nature of that representation. Newman then moves to amend the motion to “the faculty would like to adopt a policy which gives faculty representation on the Board of Trustees.” Lines seconds. Tillmann notes we might not want to go forward with language of representation if that implies voting status. She says faculty members unanimously support a presence, but voting rights is the controversy. I. Alon argues for voting and contends faculty members vote on other universities' boards. O'Sullivan commends the committee for the clear recommendation and endorses Newman's proposal. Carnahan calls the question and this passes. The faculty vote unanimously for Newman's motion. Tillmann notes she will bring issue back to the next meeting for faculty consideration the specific issue. She encourages faculty members to consider splitting the proposal as well as the question of voting.
- D. Presentation from the Committee on the Assessment of Merit Pay (CAMP) – Smither presents an overview regarding proposed changes in the method of evaluating faculty for merit pay. He explains the committee work is important because various laws apply to compensation systems. He notes the compensation system should reflect institutional goals and be fair. Smither elaborates CAMP started with observations from the appeals committee. Smither presents CAMP's flowchart for decision making with the goal to have more input and recourse. (see Attachment 2.) Smither notes two proposals actually exist – A and B. He explains A begins with the individual faculty member submitting an FSAR, cv, and the one page cover sheet summarizing accomplishments. He states CAMP felt

departments know best what members accomplish and therefore departments should have the first input. Smither explains CAMP feels faculty members must be at least average in teaching in order to receive an evaluation which concludes with exceeds expectations. Smither notes the FSC will assign a delegate to each department to evaluate the procedure. Each FSC member then would visit about 5 departments. The FSC representative would look at the process and take any concerns to the Dean. If disagreement about an evaluation exists among the department, FSC representative, and the Dean the full FSC then considers the evaluation. After the faculty member is told the ranking, the faculty member will receive an opportunity to appeal. Smither notes the criteria are a problem because few criteria are always meritorious. He emphasizes the importance of the department in decision making because the department will know what is meritorious. Smither states option B is similar to A but different in that B is more statistical, with quality points assigned to activities within each category, and with only the top 10% of faculty members receiving exceeds merit. He explains faculty members receive total points but then all rankings go to the FSC representative and Dean for review. The faculty members who place in the top 10% of the faculty receive designation as exceeds merit and faculty members in the bottom 10% are assessed as does not meet merit. Smither says that if faculty members feel perceived unfairness they then can appeal to the appeals committee. Ovist asks about the consideration of the quality of teaching and raises concern that all the assessment is based on quantity of teaching – she notes it is critical to discuss this issue. Smither responds that CAMP discussed this issue extensively but sees the issue beyond the purview of the CAMP. Levis states that the faculty were told the system would be streamlined but he perceives the new system as horrifying. Smither disagrees and feels the time required of a faculty member is about 1-2 hours, and therefore is not a burden. Mesavage asks how anyone can judge intentionality of a faculty member, and how the College can encourage faculty members to take risks if this reviews. Smither responds he hopes departments will be able to recognize these differences and the multiple checks in the system should protect faculty members. D'Amato suggests that some faculty members see the more complicated system as the worst problem, but he wonders about the status of the money currently on the table. Foglesong states the issue is complicated and therefore EC decided to introduce the issue today, follow with a colloquium and then hold a special faculty meeting to consider the proposal, status quo and other options. Foglesong stops the discussion due to the time.

- E. Announcements– Ovist reminds faculty members about the issue of balance of work/family responsibilities. Warnecke says a survey will be sent on work/family balance and the findings will be compared to national research. Alexis New, from All Campus Events, announces Rally Rollins to be held on February 5. The event is a huge campus pep rally, and she encourages faculty to attend. Barry Allen states those present at the Internationalization colloquium unanimously supported the internationalization proposal. Foglesong announces the faculty elected Allen to F&S and Bernal and Jones to the Provost Search Committee.

VIII. Adjournment - The meeting was adjourned at 2:03 pm.

ATTACHMENT #1

Proposal for A&S Faculty Presence on Board of Trustees

(Note: The proposals are found under the heading “Language of A&S Proposal” below.)

History of Initiative

Spring 2008: Finance and Services charged by A&S faculty to study faculty presence on Boards of Trustees

Fall 2008/Spring 2009: F&S faculty collect data from peer and aspirant schools

10/2/2009: faculty colloquium reveals unanimous support for faculty presence

10/7/2009: faculty lunch with Trustee Jon Fuller reveals openness to more faculty/board interaction

11/2/2009: F&S presents research and proposal to Crummer faculty to ascertain their interest in pursuing a joint or parallel proposal; Crummer declines.

Research Questions for Peer and Aspirant Schools

1. How many full-time teaching faculty serve on your Board of Trustees?
2. If full-time teaching faculty serve on your BoT, do they have voting status?
3. On what BoT committees do full-time teaching faculty serve?

Research Results

School	# of faculty BoT participants	BoT committees with faculty presence
Peer Schools		
Colorado	0	Advisory status on Budget and Finance; Investment
Elon	0	Chairs of Academic Council; Student Life; Curriculum attend corresponding BoT committee
Furman	1	Athletics; Student Life; Enrollment and Marketing; Academic Affairs; Development
Gettysburg	0	Academic Affairs; College Life; Development &

		Alumni Relations; Enrollment & Educational Services; Endowment
Rhodes	3	Student Life; Student Learning; Finance
Southwestern	0	None but sponsors faculty/trustee lunch between 4 faculty division representatives, BoT officers and chair of education committee
Trinity	0	None
Sewanee	3	Unspecified committee participation
Stetson	0	Unspecified committee participation
Villanova	0	Academic Affairs (2); Investments (2); Physical Facilities (2); Student Life (2)
Willamette	3	Atkinson Graduate School; Campus Spiritual and Ethical Life; College of Law; College of Liberal Arts; Facilities
Aspirant Schools		
Bowdoin	2	All major committees
Bucknell	0	Unspecified committee attendance
Carleton	0	All major committees except Executive Session
Colby	2	Education; Compensation; Budget & Finance
Colgate	0	Honorary Degrees and Awards; Residential Life; Nominating
Davidson	0	Unspecified presence on 7 of 8 committees
Macalester	0	Academic Affairs; Admissions; Advancement; Campus Life; Finance; Infrastructure
Middlebury	0	Honorary Degree; Conference (charged with transparency and communication concerns)
Oberlin	13	Academic Affairs (3); Budget & Finance (2); Capital Planning (1); Development (3) Investment
U. of Richmond	0	Academic Affairs; Advancement
Washington and Lee	8	Undergraduate Academics and Admissions; Development & External Affairs; Law School; Finance

Summary of Research Results:

8/22 peer/aspirant schools have full-time teaching faculty serving on Boards of Trustees

1/22 Boards (Sewanee) includes faculty with voting status (though the Sewanee BoT is not the primary policy-making body there)

21/22 peer/aspirant schools have institutionalized presence on BoT

Rationale for faculty presence on Board of Trustees:

- 1) diversify perspectives (academic and corporate; micro details of teaching, scholarship, and service at Rollins and macro-level visioning; current opportunities/challenges and long-term sustainability)
- 2) potentially improve decision-making.
- 3) promote transparency and demystify policy-making.
- 4) humanize the relationship between faculty and the Board.
- 5) follow models established by our peer and aspirant schools

Language of A&S proposal:

A colloquium on 10/2/9 revealed unanimous support among A&S faculty in attendance for a faculty presence on the Board of Trustees in four venues:

- 1) Two faculty participants (the A&S faculty President and one at-large representative, elected to a 3-year term) on the Board itself
- 2) Two faculty participants (the chair of the Academic Affairs governance committee and one at-large representative, elected to a 3-year term) on the Education subcommittee
- 3) Two faculty participants (the chair of the Finance and Services governance committee and one at large representative, elected to a 3-year term) on the Business and Finance subcommittee
- 4) Two faculty participants (the A&S faculty President and one at-large representative, elected to a 3-year term) on the Committee on Trustees.

The status of these faculty would be non-voting participant-observers.

Description of Rollins BoT Committees:

Audit: elected by Board; reviews College's financial statements as prepared by external auditors; communicates with College auditors

Business & Finance: reviews/recommends annual operating budget; oversees physical plant

Committee on Trustees: elected by Board; nominates Board members

Compensation: determines President's salary; reviews/approves President's recommendations for VP compensation

Development: reviews financial needs of College; recommends programs for raising funds to meet those needs

Education: reviews/recommends new degree programs; candidates for tenure and promotion; candidates for promotion to full professor; candidates for emeritus; assures/protects academic freedom

Executive: elected by board; acts on behalf of Board when Board is not in session

Investment: oversees College's fund managers

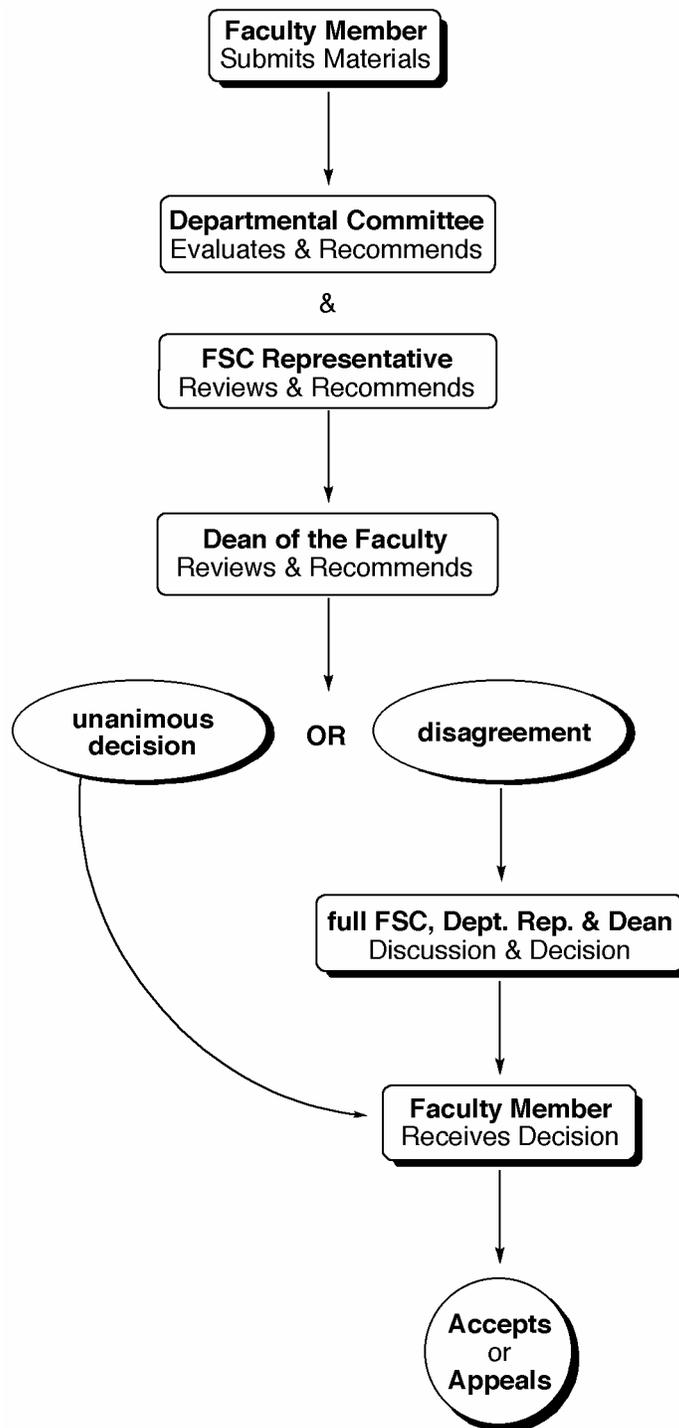
ATTACHMENT #2

DRAFT

**RECOMMENDATIONS FOR MERIT PAY
PROCEDURES**

Committee for the Assessment of Merit Pay Procedures

January 12, 2010



MERIT PAY PROCEDURES

Step 1. Faculty member submits material

The faculty member submits Merit Pay Cover Sheet, FSAR, and current CV to departmental Merit Pay Committee, Department FSC representative, and Dean of Faculty.

Step 2. Departmental committee evaluates and makes recommendation to Dean

Composition of the departmental Merit Pay Committee to be determined by individual departments. Whenever possible, however, the merit pay committee should be the same as the department's Tenure and Promotion Committee. The committee members may meet as a group or may rank individually with one department member or staff charged with determining average rankings for each individual.

Scoring guidelines

- a. Teaching: 1-5 points
- b. Service: 1-3 points
- c. Scholarship: 1-3 points

10-11 points: Exceeds expectations; must score at least 3 in teaching and 2 in one

other category

7-9 points: Meets expectations

3-6 points: Below expectations

Step 3. FSC representative reviews rankings and makes recommendation to Dean

In cases where FSC rep disagrees with a departmental ranking, rep submits a brief statement explaining the reasons for the disagreement to the Dean.

Step 4. Dean reviews department and FSC rep recommendations, agrees or dissents.

Possible outcomes

Dean, department, and FSC rep agree: Faculty member is notified in writing of his or her ranking.

Dean, department, and FSC rep disagree: Ranking will be referred to full FSC to resolve.

Step 5. Faculty member is notified in writing of merit ranking.

If the faculty member disagrees with the ranking, he or she can appeal to an independent appeals committee that can review both the process and content of the merit application.

ACCOMPLISHMENT RECORD SUMMARY
2009 – 2010

Name: _____

Teaching

- 1.
- 2.
- 3.
- 4.
- 5.

Scholarship

- 1.
- 2.
- 3.
- 4.
- 5.

Service

- 1.
- 2.
- 3.
- 4.
- 5.

Other Accomplishments

- 1.
- 2.
- 3.
- 4.
- 5.

Suggested Criteria for Evaluation of Merit Pay

Teaching

Inside the classroom

- created a new class
- received teaching evaluations in top 10% of college evaluations
- taught course with community engagement/service learning
- received teaching grants/awards
- offered an interdisciplinary course with member of another department
- served departmental needs (capstone, extra students, early classes, unpopular courses for the major)
- served college needs (RCC, Honors, RP)

Outside the classroom

- mentor/committee member for independent studies
- mentor/committee member for honors thesis
- significant work with students in preparation for performance, laboratory work, independent studies
- domestic/international travel with students

Scholarship

For the purpose of expanding the body of knowledge

- published a book or creative equivalent
- published an peer-reviewed article, essay, book review, etc. or creative equivalent
- published a chapter in a book or creative equivalent
- published/produced a creative equivalent with a student
- edited journal/book
- recognized for scholarship by group outside of the college

Related to professional activities

- presented at a conference
- organized scholarly seminar, colloquium, panel, or conference
- served as peer reviewer for journal/book/grant
- served as officer in scholarly society
- recognized for contributions to profession outside by group outside of the college

Service

To the college

- chaired/served on standing committee
- chaired/served on other campus committee
- volunteered for admissions related recruitment
- provided help on special projects related to Holt, Advancement, Finance, IT, or other departments of the college
- participated in Cornell Scholar Weekend
-

To the community

- represented Rollins on committees outside the college
- donated time and expertise to non-scholarly organization
-

To the department

- served on departmental subcommittee (explain)
- advising of students

To the profession

- organized panels/discussions

To the students

- faculty advisor to student organization

Other

Taught overloads

For every criteria that the faculty chooses they are awarded a quantitative score of one.

A Faculty has reported in their cover letter that they have taught:

- a new course 1 point,
- taught an overload due to department need 1 point,
- taught an RCC class 1 point,
- taught a capstone class 1 point,
- and co-taught an interdisciplinary class 1 point.

The DMPC will evaluate each of these and assign a qualitative score of 0 to 5. If the student evaluations and or DMPC feedback indicate that the new class was exceptional in content and or skill development the DMPC will assign a value of 5 for the new course taught.

If the capstone class received poor student evaluations and the DMPC concurs, the DMPC will assign the qualitative score of 1.

The five criteria chosen by the faculty in this example after evaluation by the DMPC would score in the range of 0 to 25. For now, let's assume that all other criteria chosen by this faculty receive the qualitative score of 3 so that this faculty has scored a 15 in teaching.

The same process would be followed for qualitatively judging scholarship and service.

Continuing with our example, the faculty reported to have published:

- a musical score 1 point
- and edited a book 1 point
- and has presented at a conference 1 point.

As to scholarship, the DMPC has judged:

the musical performance as exceptional, assigning a value of 5,

the edited book is assigned a value of 5,

the conference presentation is given a 3 because the topic is still relatively underdeveloped but very promising.

Therefore, out of a range of 0 to 15 for this faculty, the total score for scholarship is 13 points

Following the same process, assume that this faculty has chosen only one item from the criteria for service and that the score for service assigned by the DMPC for this faculty is a 2.

The final score is now calculated by weighting teaching by 50% and the scholarship and service by the percentages determined by this faculty in their cover letter.

This faculty having spent more time on scholarship than teaching may have chosen a 40% share for scholarship and a 10% for service.

This example will result in the following total score:

Teaching	50%	15	*	0.5=	7.5	points
Scholarship	40%	13	*	0.4=	5.2	points
Service	10%	2	*	0.1=	0.2	points

A total score of 12.9 points

This score and a summary report are then submitted to the Dean of Faculty.

The FSC representative, who has met with the DMPC during their deliberations, also submits a brief statement of agreement if concurring; otherwise, a statement of disagreement and the reasons for this disagreement are submitted to the Dean of Faculty.

Step Three Dean Reviews and Recommends

At this point, the Dean of Faculty reviews the faculty member's material, the FMPC recommendation and the FSC representative's recommendation, and either concurs or disagrees with this final score.

If there is any disagreement between the three parties (DMPC, FSC representative, and Dean of Faculty) the case is referred to the full FSC. The full FSC will meet with the Dean of the Faculty and a representative from the DMPC. This group then collectively decide if, and what, adjustments need to be made to the faculty score.

Note that up to this stage, there has been no determination as to whether the faculty has not met, met, or exceeded expectations.

Step Four Merit Pay Determination

Every faculty score is then included in the distribution of all faculty scores.

The **top 10%** of scores in this distribution will be awarded "Exceeds Expectations".

The **bottom 10%** of this distribution will "Not Meet Expectations".

80% (eighty percent) of this distribution of scores will "Meet Expectations".

For example, with 120*** faculty eligible for merit pay 10% or the top 12 faculty scores will receive the exceeds expectations designation. The bottom 10% or the lowest 12 faculty scores would not meet expectations for merit pay. Faculty scores that fall within this range would meet expectations and receive merit pay.

Continuing the example from above, if the 12.9 score falls in the top 10% of all faculty scores then this faculty would receive the exceeded expectations determination. If this score falls within the 80% range, then it is awarded the meets expectation designation.

If this score falls within the bottom 10% of the faculty wide distribution of scores, it is awarded the does not meet expectations designation.

All individual faculty scores that fall in the bottom 10% of the distribution will be reviewed by the full FSC, the Dean of the Faculty and a representative from the DMPC. This group

then collectively decides whether that faculty's score is an accurate reflection of that faculty's performance and what adjustments, if any need to be made to the faculty score.

Step Five Faculty Member accepts or Appeals Decision

The faculty member can accept the decision;

The faculty member can appeal the decision to the Merit Pay Appeals Committee.

<h4>Advantages of Option B</h4>
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As in Option A, every criterion presented for consideration will have both a **quantitative and qualitative** component.

Final determination of award will be based on a **comprehensive faculty wide basis** rather than by department, Dean, and or FSC.

This method is **relatively more objective**. Department evaluation committees, the Dean and the FSC representatives will evaluate faculty work and performance for each criterion chosen by faculty on its own merit, independently of final determination.

Option B will **minimize the friction** that is likely to arise between faculty expectations for the final award and the potential or perceived politics of the final determination by Department evaluation committees, Dean, FSC and or among departments and divisions.

Given a comprehensive distribution of all faculty scores, the **objective of limiting** the "does not meet" or "exceeds" expectations to a certain percentage of the faculty is met.

Option B would eliminate most if not all of the potential conflicts between merit pay and department tenure and promotion decisions.

Given that the list of criteria is intended to be inclusive (the X factor), there will be a natural concern that other faculty will inflate their reported activities. This concern will arise because we are all limited by time and responsibilities and faculty will find their scores to be small relative to the potential. The transparency of this system should keep a check on that concern.

*** With 124 faculty the 10% rule implies that 12.4 faculty would fall in the upper or lower range. I would suggest that this number be rounded up (13 in this example) to include more faculty for the exceeds expectations and rounded down (to 12 in this example) to include less faculty for those that do not meet expectations.

