

Southern Illinois University at Edwardsville

College of Arts and Sciences

Faculty Performance Evaluation and Salary Increase Plan

I. Assumptions of the Plan

A. A faculty member shall be evaluated in the three categories of teaching, scholarly and creative activity, and service; teaching should be given the greatest emphasis.

B. A faculty member's performance in each of the three evaluation categories shall be differentiated by four levels: Unsatisfactory, Satisfactory, Meritorious, and Excellent. Specific criteria for these categories shall be developed by each department consistent with the general criteria established by the College.

C. The evaluation process must be collegial, participatory, and equitable, and must involve an elected peer review committee and the unit chair or director. Further, it must be based on written procedures and performance expectations for faculty members approved by a majority vote of each department or unit, and consistent with University and College standards, and the standards for each discipline. Each department shall define the manner in which full-time term faculty shall be included in this process.

D. A faculty member's evaluation shall consider department standards and specific individual goals which have been mutually agreed upon by the faculty member and the unit chair or director. Both the negotiation of goal setting, based on department and College goals, and the subsequent evaluation should recognize the individual's strengths and access to the unit's resources. The evaluation process should reward performance in each evaluation category.

E. A faculty member's total evaluation must be communicated confidentially to that person orally and in writing by the chair.

F. Overall, salary increases should parallel performance; further, a portion of each person's salary increase should be attributed specifically to performance in each of the three evaluation categories.

G. Given that salary increases based solely on block or per capita amounts may disproportionately favor individuals on the lower end of the salary scale, and salary increases based solely on percentage of base salaries may disproportionately favor individuals on the upper end of the salary scale, this plan uses a mix of both, with half of the funds distributed each way.

H. This plan does not address salary increase funds necessary to reward promotions or to correct inequities. Funds for such increases must come from other sources. Additional elements of an overall compensation plan include: a) periodic, systematic salary equity reviews, b) promotion increments sufficient to counterbalance salary compression and c) competitive beginning salaries. The College will immediately and regularly carry-out studies to address these topics.

I. It should also be recognized that there are other incentives and ways of recognizing contributions in addition to salary increases. The College should seek to provide a variety of these.

J. This plan may be reviewed after three years. The review may be initiated by the Dean or the CAS Faculty Personnel Committee.

II. Performance Evaluation Process

Performance evaluation includes an assessment of the extent to which individual and collective goals have been accomplished. Individual goals should be developed after departments have set their collective goals in relation to the College and University mission. The SIUE Vision, Values and Challenges; the CAS Planning for 2007 document; and the CAS Desired Characteristics and Capabilities of Graduates statement all serve as the framework for development of department and individual goals.

A. The evaluation period is the calendar year. At the beginning of each evaluation period the faculty member and chair will engage in a goal-setting discussion. If a tenured faculty member so chooses, the goal-setting discussion can be scheduled once every three years. Individuals set goals in consultation with the chair.

B. Also at the beginning of each evaluation period the chair will discuss assignments with each faculty member and a mutually agreeable percentage of effort will be assigned for that faculty member in each of the three categories of teaching, scholarly and creative activity, and service. For tenured and tenure-track faculty, one of the following combinations of percentage of effort is chosen:

Percentage of Effort Assignments

Teaching %	Scholarly Activity %	Service %
50	12.5	37.5
50	25	25
50	37.5	12.5
62.5	12.5	25
62.5	18.75	18.75
62.5	25	12.5
75	12.5	12.5

Also, for faculty with a 4-course teaching load, the following is available:

87.5	6.25	6.25
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Under special circumstances, such as absence due to sabbatical leave for all or part of the evaluation period, faculty members may request an alternative set of percentages, subject to approval of the chair and Dean. For full-time term faculty who are to be included, the percentages will be determined by the chair with the approval of the Dean. Once the evaluation period has begun, the percentage of effort assignments will normally not be changed. However, under certain unanticipated circumstances (such as the receipt of a major grant or significant change in teaching assignment) an adjustment may be made to a faculty member's percentage assignment. Such changes may only be made with the mutual consent of the faculty member, the chair, and the Dean.

[Alternate II B.] Alternatively in place of II B. above, a department may elect to use a more flexible approach to percentage of assignments. If so, that department must also use the calculation approach in Alternate III A.

At the beginning of the evaluation period, the chair will discuss assignments with each faculty member and a mutually agreeable percentage of effort will be assigned for that faculty member in each of the three categories of teaching, scholarly and creative activity, and service. Allowable ranges for these categories are as follows:

Teaching: 50-80%

Scholarly and Creative Activity: 10-40%

Service: 10-40%

C. The annual evaluation of each faculty member shall be conducted during the spring semester in accordance with established and adopted departmental procedures and criteria, which shall have been approved by the Dean of the College as stipulated in the College's operating papers.

D. Each faculty member shall provide appropriate materials to the department chair for use by the chair and the department's peer review committee in evaluating the faculty member's performance in each of the three categories of teaching, scholarly and creative activity, and service. A faculty activity report (or faculty profile) and student input shall be provided as part of these materials; it is the faculty member's responsibility to furnish a complete record of evaluation materials. The evaluation of the chair in the role of faculty shall be performed in accordance with departmental operating papers.

E. Each faculty member shall be evaluated as having performed at one of the performance levels Unsatisfactory, Satisfactory, Meritorious, or Excellent in each of the three categories of teaching, scholarly and creative activity, and service.

F. The performance evaluation of faculty who have split assignments shall be coordinated among all units involved.

G. Evaluation recommendations of the faculty from the chair are forwarded to the Dean for review and approval.

III. Salary Increase Calculation

Following completion of the performance evaluation process, salary increases will be computed according to the steps below. Half of the departmental allocation will be distributed to individual faculty according to a dollar amount for each merit point accrued (fixed increment portion), and the second half of the departmental allocation will be distributed to individual faculty according to a percentage of that individual's monthly base salary for each merit point accrued (percentage increment portion). Both portions of the distribution are based on merit points.

A. Individual faculty accrue merit points according to the assigned percentages of effort in each evaluation category and the evaluation outcome for that category. Only the point values listed below are accrued. The maximum is 16.

Percentage of effort assigned to a category:	Merit points awarded:			
	Unsatisfactory	Satisfactory	Meritorious	Excellent
6.25	0	0.5	0.75	1
12.5	0	1	1.5	2
18.75	0	1.5	2.25	3
25	0	2	3	4
37.5	0	3	4.5	6
50	0	4	6	8
62.5	0	5	7.5	10
75	0	6	9	12
87.5	0	7	10.5	14

[Alternate III A.] Individual faculty accrue merit points according to the assigned percentages of effort in each evaluation category and the evaluation outcome for that category. Each evaluation outcome is assigned a merit weight:

<i>evaluation outcome:</i>	<i>U</i>	<i>S</i>	<i>M</i>	<i>E</i>
<i>merit weight:</i>	<i>0</i>	<i>1</i>	<i>1.5</i>	<i>2</i>

The total number of merit points for an individual is calculated by adding together the percentage multiplied by the merit weight for each evaluation category:

*Number of merit points = teaching percentage x teaching merit weight
 + scholarship percentage x scholarship merit weight
 + service percentage x service merit weight*

B. Fixed Increment Portion: For the first half of the distribution the dollar value of each merit point in the department is determined by dividing the total number of points for all faculty into the total departmental allocation for this half. The portion of each faculty member's merit salary increase is equal to the number of merit points accrued by that faculty member multiplied by the dollar value of each merit point.

C. Percentage Increment Portion: For the second half of the distribution the calculation is set up using each faculty member's monthly base salary multiplied by the number of merit points accrued. These are summed for all faculty in the department and the result is divided into the total allocation for this half. This provides the merit factor per faculty member to distribute this portion on a percentage basis. The portion of each faculty member's merit salary increase is equal to the merit factor per faculty member multiplied by that person's monthly salary base and number of merit points accrued.

D. The total merit salary increase for each faculty member is the sum of the two portions from B. and C. above.

E. The pool of merit salary dollars available to each department shall be determined as follows:

1. The majority of the salary increase funds available to the College shall be allocated directly to departments for merit increases.

- a. Seventy-five percent (75%) of the department funds shall be distributed to departments based on the salary base of those faculty who qualify for a merit raise (i.e., on a percentage basis for faculty who have accrued merit points in at least one category of evaluation).

b. The remaining 25% of these funds shall be distributed to departments equally on a per capita basis (i.e., a fixed dollar amount times the number of faculty who qualify for a merit raise).

2. A small amount of funds will be used for College merit as described in Section F below. The source of these funds will depend upon the amount of the state allocation relative to the Consumer Price Index: College merit funds may come only from the portion of the state allocation above the CPI; remaining College merit funds would come from other sources, e.g. lapsed salaries. No more than the equivalent of 10% of the state allocation for faculty salary increases may be used for College merit.

F. College Merit:

College merit is one of many efforts to build a College culture and worldview; to encourage faculty to become citizens of the College, and support the College and University mission. It is a mechanism that permits the Dean to reward faculty who extend beyond their department responsibilities and support the College and University mission, giving a balance between the department role and autonomy, and the College and collective role.

College merit is intended to provide incentive and recognition to those individuals who further the mission of the College, specifically to those who foster the CAS Desired Characteristics and Capabilities of Graduates. The goal is to recognize a fairly large number of faculty through modest College merit amounts.

Activities which faculty wish to have identified as contributions to CAS should be listed separately on the annual activity report. Department chairs and peer review committees can both be responsible for nominations. Department chairs will forward all nominations to the Dean by the end of March each year. The names of individuals receiving College merit and their accomplishments will be provided to the faculty each year.

Criteria for College merit salary increases are proposed in collaboration and reviewed yearly with the Salary subcommittee serving as a faculty advisory committee. Significant changes in criteria will be provided to faculty prior to the evaluation period in which they would take effect. The criteria will always address the goal of fostering the CAS Desired Characteristics and Capabilities of Graduates. Examples which encompass teaching, scholarly and creative activity, and service include: teaching of interdisciplinary courses, and University 112; collaboration among departments and units; bridges to professional schools; writing across the curriculum; facilities and renovation grants; multiple discipline grants; leadership beyond the department; community outreach; service to other disciplines; development of new interdisciplinary courses; formal interdisciplinary research, scholarship, and grants.

CAS Faculty approval on March 28, 1997