

Report of the Chair of the Faculty Academic Year 2006-2007

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In this report I have attempted to summarize the main discussions, decisions, and recommendations in which I participated as chair of the faculty. While not exactly a baptism by fire, my first year as chair was filled with many new challenges including making presentations to the trustees, assigning merit scores in salary reviews, trying to master the budgetary process, and doing my best to respond to multiple concerns expressed by members of the faculty. Some of those concerns led to concrete acts during the 2006-2007 academic year while others will receive more concentrated attention in the coming year.

This report is divided into five sections. Section 1 addresses the merit review process and the recommendations of the Faculty Budget Committee for the distribution of the salary pool. Section 2 summarizes Executive Council's recommendations in response to requests for tenure-track replacements and the creation of new positions under the Expanding Knowledge Initiative. Section 3 discusses the progress made (or not made) on key issues brought to the faculty for discussion and action during faculty meetings. Section 4 provides a brief review of other significant matters of interest discussed in committees upon which I served. Section 5 reports on my interactions with the Board of Trustees.

Section I: The Merit Review Process and the Allocation of the Salary Pool

A. The Salary Review Process: The End of the Three-Year Cycle

This year marked the third year of the newly instituted review process. A brief history of the system reminds us of where we are in the process and how we got here. In his year-end report in 2003 (<http://web.grinnell.edu/dean/Reports/F03rpts/FCR.pdf>), Faculty Chair Mark Montgomery spelled out the rationale for shifting from annual reviews to a three-year cycle for faculty who are tenured or employed on five-year contracts. The new system was intended to address longstanding problems with the existing system of annual reviews. These included the difficulty of evaluating teaching without relying on end-of-course evaluations, the need to base merit on a "snapshot" of performance provided by faculty activity reports (FARs), inconsistency in the criteria applied by the Faculty Budget Committee (FBC) and the lack of an extensive feedback mechanism for senior faculty. Those who designed the new system also hoped it would prove less burdensome for the FBC and for department chairs.

In addition to lengthening the review period to three years, the new system requires each faculty member to submit a “context statement” detailing accomplishments in teaching, scholarship or performance, and service. The department letter is somewhat longer and more detailed than in the past and should include comments based on class observations. In assigning merit scores, the Faculty Budget Committee relies on the context statement, department letter and three years of FARs. Under the new guidelines, the Dean schedules individual meetings with faculty members in their review years to discuss the assigned merit score. The Dean’s comments are based on paragraphs submitted by the chairs of the divisions on faculty reviewed in their divisions.

The new system also entailed a significant change by empowering the Personnel Committee to assign merit scores to the faculty undergoing interim, complete and tenure reviews each year. This change was intended to ensure consistency between Personnel’s review and the assigned merit score. As in the past, the Faculty Budget Committee assigns scores for all other members of the faculty. When the new merit review system was implemented during the 2003-2004 academic year, members of the Faculty Budget Committee and Personnel Committee agreed on a set of criteria (“rules of thumb”) to be used in assigning merit scores (see Appendix 1). Both the Personnel Committee and the FBC employed these guidelines over the past three years.

Now that we have reached the end of the initial three-year cycle, the time has come for a careful assessment of both the procedures and the criteria we have followed in assigning merit scores. This assessment began during the spring semester and will be completed at the beginning of the fall semester of 2007. Members of this year’s Faculty Budget Committee (Tyler Roberts, Sam Rebelsky, Chris Hunter and yours truly) identified several problems with the current system and discussed possible changes to streamline the process, refine the criteria, and enhance the quality of the information provided in the reviews. (Many of our questions and reactions are reflected in the PowerPoint presentation I made at the May 2, 2007 faculty meeting. That PowerPoint is available for review at <http://web.grinnell.edu/dean/reports/meritreview07.htm>.) These discussions were informed by comments we received from colleagues during and after the May meeting and by a fruitful exchange during a joint meeting of the Personnel Committee and the Executive Council held on May 17, 2007. Discussions are ongoing, and I expect to discuss changes made in the process with the faculty early in the fall semester.

B. Determination of the Merit Score

This year’s Faculty Budget Committee determined that fairness required sticking closely to the criteria employed in the prior two years of the cycle. This decision was made with some reluctance because the application of these criteria has made apparent certain shortcomings. For example, using these criteria it is virtually impossible for a faculty member to attain an overall merit score of 5. In fact, in the past three years no Faculty Budget Committee has assigned a 5. This situation is clearly unacceptable because it fails to reflect the high accomplishments of our faculty and has the effect of discouraging most productive faculty members.

As in the past, the FBC relied heavily on the context statement and department letter in making its determination. We found some letters and context statements more helpful than others in discerning merit. In an effort to enhance the quality of department letters members scheduled two meetings last fall with department chairs and other reviewers to discuss what kind of information is most pertinent for a review. At the FBC's request, the dean's office also prepared some sample letters that could serve as models. We do not have a mechanism for providing feedback on the context statement. I encourage faculty members who would like guidance on how to write a context statement to contact their Division Chair, the Dean or me.

Under the current merit system, teaching receives the greatest weight (50%), followed by scholarship (30%) and service (20%). This weighting seems sensible given the central importance of teaching at Grinnell. Yet, all faculty budget committees have had great difficulty differentiating faculty performance in this area. Since the FBC is not allowed to see end-of-course evaluations, the only data we received came in the context statement and department letter. Last year we encouraged (but did not require) reviewers to provide data on the frequency distribution (not the confidence intervals) of answers to key questions on the end-of-course evaluations. However, the unevenness of the information the committee received on teaching made it difficult to draw distinctions among individual faculty members. As a result, the committee often had to rely on the more measurable criterion of "innovation" when assigning a merit score for teaching. We are all aware of the limited utility of relying on this criterion (i.e., encourages innovation for innovation's sake and an undervaluing of an already finely honed approach).

The lack of data on teaching available to the FBC becomes more apparent when compared with the better data provided to the Personnel Committee. The Personnel Committee receives both the summary data from the end-of-course evaluations (EOCs) and, more importantly, the responses to the Dean's survey for both complete and tenure reviews. Every recent annual report of the chair of the faculty has mentioned the difficulty of assessing teaching without access to EOCs. We must be sensitive to the many problems entailed in relying too much on the information contained in EOCs. However, if used wisely, the data from EOCs could prove very useful in the deliberations of the FBC. I believe the faculty would benefit from discussing this possibility in the future.

C. Distribution of the Salary Pool

The Board of Trustees initially set the salary pool at 4.5% but later, at President Osgood's urging, expanded the pool to 5.5%. The additional increment was intended to ensure that Grinnell salaries remain competitive with peer institutions. I thank the Board and President Osgood for adding to the salary pool for tenure-track faculty. Unfortunately, as discussed below, our competitive position slipped somewhat in 2006-2007 because several institutions in our peer group provided larger raises than our administration had anticipated. Salary increases this year may or may not be sufficient to close the gap with our closest peers.

The Faculty Budget Committee decided to allocate the salary pool as follows:

- * 3.25% across-the-board increase for all faculty members commensurate with the cost-of-living increase given to those with Senior-Faculty-Status
- * \$650 per merit point using the merit scores assigned by the FBC over the past three years
- * \$250 rank adjustment for all instructors and assistants
- * An additional \$400 per merit point for a specific group of faculty

It has been customary for the FBC to make an across-the-board adjustment taking into account changes in the cost of living. We based this adjustment on the inflation figure generated by the Office of the Treasurer. In keeping with the faculty's previous endorsement of the principle of rewarding merit, we decided to dedicate most of the additional pool in the form of a higher dollar amount per merit point.¹ Therefore we increased the dollar amount per merit point to \$650 in contrast to the prior two years of the cycle when each merit point equaled \$500.

The FBC made adjustments for two groups of faculty. First, we added a \$250 rank adjustment for instructors and assistants. While this is a smaller adjustment than has sometimes been made in the past, we expected that, coupled with the cost of living increase and the higher dollar amount allocated for each merit point, salaries at this rank will have risen to a more competitive level in 2007-2008. The FBC will give this matter close attention when allocating next year's pool. Second, we made an adjustment for a small group of tenured members of the faculty whose salaries did not correspond well to the quality of their teaching, scholarship, service and length of employment at Grinnell. In making this adjustment, we followed a precedent set by the FBC in 2005-2006. I do not expect us to make any additional adjustments of this sort in the coming year.

These computations resulted in the following average salaries and raises by rank:

Grinnell Faculty Salaries by Rank 2007-2008*

Rank	Maximum	Minimum	Average	Average % Raise
Professor	\$180,800	\$82,300	\$109,250	5.85%
Associate Professor	\$104,200	\$68,900	\$80,039	6.14%
Assistant Professor	\$75,300	\$52,100	\$64,467	5.85%

*Includes all full-time faculty except faculty in the library and the Department of Physical Education. Average percentage raises do not include individuals whose contracts begin in the 2007-2008 academic year.

¹ We followed the precedent set by the two previous FBCs that opted to base merit increases on a dollar amount instead of applying a percentage at each rank.

Some colleagues have commented that the amount of time and effort required of the faculty under our current procedures does not seem worthwhile given the relatively small number of dollars received per each merit point. We hope that our effort to increase the dollar amount helps address this concern. It is also useful to remember that these increments to our salaries translate into substantial sums over time, especially for those at the beginning their careers. Though written for a different purpose, Mark Montgomery's analysis of the long-term impact of a merit raise made this point quite powerfully. Mark's report is available at <http://web.grinnell.edu/dean/Reports/03-04/FCR.pdf>.

D. Grinnell Salaries in Comparative Perspective

Over the past few years the college has made a concerted effort to ensure the competitiveness of Grinnell salaries within our peer group.² Special concern has focused on bolstering the salaries of assistant professors and instructors. Between fiscal years 2002-2003 and 2004-2005 we made considerable progress in closing the gap with our peer institutions for average salaries at this level. Depending on the measure used, average salaries for assistants and instructors at Grinnell reached between 99% and 101% in both fiscal years 2004-2005 and 2005-2006.³ Average salaries for associate and full professors have generally remained at or slightly above parity with peer institutions. However, average salaries for full professors relative to our peers have declined significantly since 2002-2003.

When making its salary recommendations to President Osgood, this year's FBC considered data from 2005-2006 and preliminary data from 2006-2007 reported by our peer institutions. While the 2005-2006 data showed all ranks nearly at or slightly above parity with our peers, the 2006-2007 data suggested that average Grinnell salaries at all ranks declined in relation to the average salaries of our peers. Data now show that during the last academic year salary averages for both assistants and full professors fell below 100% parity while the average for associates remained slightly above parity compared to our peer group.

In deciding how to respond to the peer data, the FBC considered the effect several recent promotions from assistant to associate and associate to full might have had on Grinnell averages. While it is difficult to project, we calculated that the additional one percent increase for all tenure-track faculty, along with the favorable cost of living increase, higher dollar amount per merit point, and the \$250 adjustment for instructors and assistant professors would likely bring us more in line with our peers in 2007-2008.

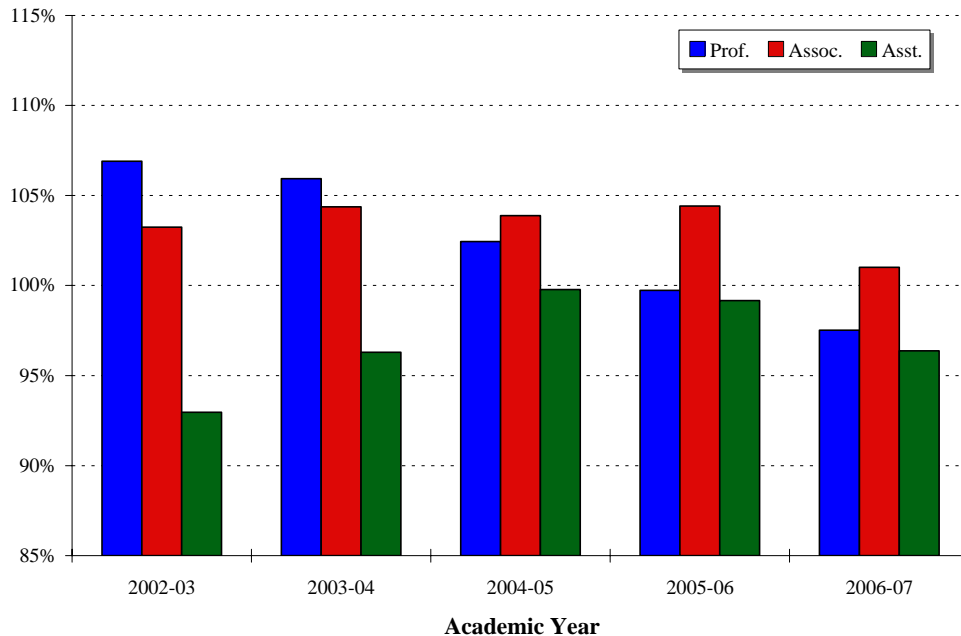
The larger-than-expected adjustment made by our peer institutions (especially among the colleges most highly ranked by U.S. News and World Report) illustrates well the

² Our peer group includes Amherst, Bowdoin, Carleton, Colorado, Davidson, Kenyon, Macalester, Oberlin, Reed, Swarthmore and Washington and Lee.

³ This discussion relies on peer comparison data of average faculty salaries of all faculty members in tenure-track positions.

uncertainty involved in determining salary increases. Our inconsistent record in maintaining parity (or better) with our peers is both disappointing and frustrating.

Grinnell Faculty Salaries as a Percent of Peer Mean
(All Faculty Members)



We often hear arguments that our salaries should reflect Grinnell's lower cost of living relative to peer schools located in the Northeast or in large urban settings. Critics counter that we need to compensate faculty for a lack of certain amenities in our rural setting. They also point out that housing costs have increased greatly in Grinnell and that travel out of state has become more expensive. Perhaps we should consider how our inability to keep pace with the salaries of our peers shapes our public image, especially in the context of our unusually large endowment. Regaining or exceeding parity at all ranks is an important goal in the coming academic year.

Section 2—Allocation of Tenure-Track Positions

Executive Council received proposals for tenure-track positions which involved the participation of nine departments, three interdisciplinary groups (including concentrations and an ad hoc committee) and the library. Of these, six were requests for replacements for departing faculty and five were requests for new positions. In addition, prior to the April 1 deadline Executive Council had recommended that the Department of History be allowed to search for a tenure-track replacement for Marci Sortor. Executive Council's recommendations, rationale and President Osgood's final decision are provided in the summary table below.

In an email sent to the faculty on May 23, 2007, Dean Swartz explained that

“(t)he Executive Council has recommended searches to replace faculty members no longer teaching full time in the following areas: English, History, Libraries (data services), Music (as a special search), Political Science (2), and Gender and Women’s Studies (as a special search).⁴ Two of these searches, the special search in Music-Jazz and a regular search in Political Science, are continuations of searches conducted this year (neither resulted in appointment). In addition, the Executive Council recommended three EKI-related searches in Neurophilosophy, Film History and Theory, and Computer Science. The appointment in Neurophilosophy (to be conducted in 2008-09) will focus upon an exciting interdisciplinary curricular area, provide opportunities for members of the Philosophy Department to teach EKI related courses, and offer at least one non-departmental course per year to allow a faculty member outside the department to offer an EKI-related course. The appointment in Film History and Theory will similarly provide courses in an important interdisciplinary area, provide support for a ‘humanities core’, and provide opportunities for those in and outside of the department of appointment to offer EKI-related courses. Finally, the Computer Science position will permit department members to teach up to two EKI-related courses per year, free up to three faculty members outside CS to teach EKI-related courses by having CS faculty teach non-departmental courses, and decrease the need for term appointments to replace leaves in the department.”

While the Council found considerable merit in EKI-related proposals it received from Art, we did not recommend this proposal. In response, the Council cited the relatively narrow impact of the proposed position on the faculty outside the department, the lack of clarity about what additional facilities might be required, and instability caused by staffing issues in the coming year that would make a search difficult. The department was encouraged to reapply next year.

Council also considered two proposals to create a position in Linguistics, one submitted by the Linguistics Concentration in collaboration with the Department of Spanish, the other from the Department of Chinese and Japanese and the East Asian Studies Concentration. While Council values the role of both LIN 114 and the Linguistics Concentration, we were less convinced by the rationale for creating another faculty position in linguistics at this time. Neither proposal established how robust enrollments would likely be for additional upper-level linguistics courses. Moreover, though we have several faculty members with the academic credentials to teach the introductory course, the College has had difficulty staffing this well-enrolled course on a regular basis. Council suggested that more thought needed to be given to the possibility of staffing the introductory course with existing faculty. Council members were open to the possibility

⁴ Special searches connote tenure-track positions intended to enhance the College’s diversity goals. Search committees are required to present their top candidates to the Executive Council for approval before arranging on-campus interviews. Our procedures require all departments to have a strategy in place for recruiting a diverse pool of candidates.

of creating a second tenure-track position in Japanese, but suggested the request for another position should wait until greater stability is reached in current staffing.

There continues to be some confusion about the relationship between the EKI Advisory Board and the Executive Council with regard to the allocation of new positions related to interdisciplinary studies. As Elaine Marzluff explained at the February 19, 2007 meeting of the faculty and Dean Swartz reiterates in his email of May 24, 2007, the Advisory Board only offers advice on position requests that mention EKI. These comments are entirely advisory in nature; the Executive Council makes all recommendations to the President on the allocation of tenure-track positions.

Section 3—Issues Brought to the Faculty for Discussion

This year's Executive Council brought several issues of substantive interest to the faculty for discussion. While some of these discussions informed recommendations Executive Council subsequently made to the administration, others entailed direct votes on motions. We made a self-conscious effort to minimize the number of announcements made in divisions and faculty meetings, preferring instead to use precious faculty time to deliberate on issues of common interest. We also tried to provide information we felt faculty members would find of great practical significance.

Comments received from colleagues, both in and outside of formal meetings, enriched, and influenced by Council over a broad range of issues.

- Procedures for promotion to full professor
- Appointment, review and contract renewal procedures for faculty with interdisciplinary appointments;
- Continuation of the second-year retreat
- The contents and implementation of Strategy 6
- Faculty voting rights
- Changes in the procedures entailed in assigning merit
- Faculty response to the characterization of the “No Limits” campaign (March 5).
- An additional course reduction for the Chair of the Faculty

In addition, the faculty discussion of advising provided members of the Curriculum Committee with insights on divisional distribution requirements that determined the options later presented to the faculty for a vote.

Several of these discussions led to concrete motions passed at faculty meetings this past year.

- ✓ The faculty endorsed Council's proposed amendment to the Faculty Handbook clarifying and reorganizing language on the promotion to full professor (Tabled on April 17, 2006; Passed on October 6, 2006)
- ✓ The faculty endorsed the Council's proposed motion that “the Second-Year Retreat [will] be continued on an experimental basis for an additional three years,

- after which time the Faculty shall vote on whether to establish and support the Retreat as an annual event. (Passed January 29, 2007)
- ✓ The faculty supported the motion proposed by the Curriculum Committee to “eliminate all divisional distribution requirements except for those students seeking to graduate without meeting the residency requirement.” (Passed April 2, 2007)
 - ✓ The faculty voted in favor of Council’s proposed motion on “No Limits.” (Passed April 16, 2007)

“Despite serious questions about the appropriateness of "No Limits" as a representation of what Grinnell College offers to students, we recognize that considerable investment has already been made in creating and disseminating this theme in promotional materials. With President Osgood's endorsement, we request that Executive Council (or a body it may designate) be consulted about all major public relations materials, currently in use or under consideration (including those related to the further expansion of the No Limits theme), that characterize the academic program so that we may ensure their accuracy and appropriateness.”

At the initiative of members of the faculty, a petition was circulated requesting a reduction in the teaching load for the Chair of the Faculty to two courses a year. Over 80 members of the faculty members signed the petition. This initiative was motivated by the recognition of how much the duties of the Chair have increased over the past decade. The Chair serves on four major committees and six minor committees, meets frequently with the Dean, the President, and other members of the administration, works on a variety of faculty issues one-on-one, makes three presentations to the Board of Trustees, and sometimes acts as ombudsman on behalf of individual faculty members. In semesters in which the Chair is teaching a full two-course teaching load, his or her teaching and availability to the faculty suffer. Recognizing that the faculty is better served when a Chair is able to attend most meetings on a regular basis, Council urged President Osgood to implement the requested course reduction. Reasoning that the duties of the chair are equivalent to a half-time position, President Osgood agreed to reduce the chair’s load from six to five courses over two years.

During the 2007-2008 academic year, Executive Council expects to bring to the faculty motions on the appointment and review of interdisciplinary appointments and on faculty voting rights. The faculty will also have an opportunity to respond to changes the Faculty Budget Committee expects to propose in the merit process. The Executive Council also benefited from faculty comments made during the group discussions on advising and in response to presentations by Elaine Marzluff and me on EKI-related issues though these have not yet translated into action items.

While Council has many items on the agenda for the coming year, I encourage members of the faculty to bring forth additional matters that affect the quality of our experience at Grinnell. To a large extent, the agenda of Council is determined by the comments and requests we receive from our colleagues.

Section 4—Other Issues of Interest to the Faculty

Several items of interest to the faculty will be considered during the 2007-2008 academic year. As President Osgood outlined in an announcement sent to the faculty on May 29, Executive Council will have an opportunity to interview and comment on the finalists for the deanship. Council will consider whether the Harris Fellowship should be redefined in some way that benefits a larger group of faculty members or concentrated on faculty at a later stage of career, such as immediately after tenure. Council will also continue deliberating over possible amendments to the Faculty Handbook that would mandate the sharing of the department's letter with faculty members undergoing interim and complete reviews.⁵

At the request of the Audit and Assessment Committee of the Board of Trustees, an ad hoc committee of administrators and faculty was formed in the spring semester to review and propose a set of institutional indicators. These indicators are intended to measure our performance in three areas: The reputation and attractiveness of Grinnell College as a leading liberal arts institution; the distinctiveness and quality of the learning community at Grinnell College; and the significance of a Grinnell College education. Faculty representatives on the ad hoc committee included members of Executive Council (Eliza Willis, Chris Hunter and Elaine Marzluff), Pablo Silva, Bill Ferguson, and Dave Lopatto. Faculty participants expressed numerous concerns about the accuracy, cost, and the end-use of these indicators. The final selection of indicators will occur during the 2007-2008 academic year.

The Curriculum Committee will continue deliberating over how best to respond to the results of the departmental survey on Mentored Advance Projects. A summary of responses, by division, to this survey is presented in the Dean's annual report available at <http://web.grinnell.edu/dean/Reports/06-07/CC.pdf>. This report also lays out other issues on the committee's agenda for next year.

Some faculty members have inquired about the decision to end, at least temporarily, the Department of Education's certification program in elementary education. The department and Executive Council prepared a joint statement explaining the history behind this decision. This statement was included in the minutes of the May 23, 2007 meeting of the Executive Council and can be read at <http://web.grinnell.edu/dean/COUNCIL/2006-2007/05-23-07Excerpts.htm>.

Section 5—Faculty-Trustee Relations

The chair of the faculty makes presentations at the three meetings the Board of Trustees holds each academic year. Through these presentations and my attendance at Board

⁵ These revisions to the Handbook have been proposed by a group of assistant professors who seek greater transparency in our review procedures. The Executive Council held a preliminary discussion of the proposed changes after receiving the document in March 2007 but did not come to a decision on how to proceed.

meetings, meals, and other events, I have had an opportunity to observe and personally interact with many trustees. While this has often been a pleasurable and instructive experience, it has also been one of the most challenging aspects of my duties. In my interactions with the trustees I was guided by three goals: find ways to foster a more harmonious relationship between the faculty and the trustees communicate, in concrete ways, the excellence of our faculty and share information about important issues facing the faculty and the academic program.

Coming into this position it was my impression that the relationship between the faculty and the trustees is not what it should or could be. I shared that perspective, as well as my desire to work to improve this relationship, in my first presentation to the Board in October 2006. Some trustees responded to this remark with surprise, others with concern. Over the course of the year, I noted that some trustees made a considerable effort to be inclusive. For example, members of the Executive Council and me were included in discussions of a possible capital campaign. Several trustees participated in a frank exchange with faculty and students on diversity at Grinnell. (I received few direct comments from trustees who participated but indirect feedback suggests that dinners organized around a single theme are not popular with most of our trustees.) I judged these as positive developments though they were relatively limited.

Like past chairs, I sought to inform the trustees about the high quality of Grinnell's faculty. In my February 2007 presentation, I recounted a number of the scholarly accomplishments of Grinnell faculty whose CVs I had seen as part of the salary review process. I drew attention to the high ratings faculty members receive for their teaching and read a moving account one faculty member had offered of her philosophy of teaching. At the April 2007 meeting, I spoke about curricular developments related to EKI and distributed lists of new courses that will be offered in the coming academic year by recently contracted colleagues.

Finally, I shared faculty concerns about the adoption of the "No Limits" theme and raised questions about one of the proposed institutional indicators for measuring Grinnell's ability to attract "the best" faculty. The Board's Audit and Assessment Committee favors measuring the "College's reputation and visibility sufficient to attract the best faculty for advancing its mission" by "counting the number of applicants for regular tenure-track faculty positions from the top 25% of institutions and programs in their field, as identified in the National Research Council rankings of graduate programs in each field, with search-specific modifications made by departments."⁶ After establishing the impressive success Grinnell has had in recruiting faculty from top-ranked graduate programs, I pointed to several analytical problems with employing this measure. I urged the Board to test and to consider more deeply this and other indicators before requiring that we adopt them on a permanent basis.

⁶ Draft document

Acknowledgements

Over the past year I have worked closely with President Osgood, Dean Swartz, and Associate Deans Jon Chenette, Marci Sortor, and Brad Bateman. Each of them has responded with professionalism and courtesy to my questions, requests, and complaints. In most instances, President Osgood and Dean Swartz made sure to inform me about important issues and decisions involving the College.

I wish to thank the faculty for your participation in faculty and division meetings, your service on committees, and all that you do to make Grinnell a collegial, stimulating, and inspiring place to work. My service as chair has deepened my appreciation for how fortunate I am to be on this faculty. I would like to extend special thanks to my colleagues on the Executive Council (Tyler Roberts, Sam Rebelsky, Elaine Marzluff, Johanna Meehan, and Chris Hunter), Personnel Committee (Ann Ellis, Jenny Anger, Barb Trish, Ed Gilday and Janet Seiz), and the Curriculum Committee (Dan Reynolds, Lee Sharpe and Erin Hurley). Those of you who have served on these committees know well the many challenges such service entails. I hope that those of you elected to these committees in the future will serve with an equally dedicated, serious and caring group.

Appendix 1
Guidelines for Awarding Numerical merit Assessment Scores
 (Developed at joint meeting of Faculty Budget and Personnel Committees,
 October 14, 2004)

Scale, Range, and Median

- * Range will be 0 to 5
- * Scores will be set using “disciplined subjectivity,” guided by rules of thumb below
- * Teaching scores will be assigned based on evidence of teaching performance, teaching scholarship, and teaching service

* **PRELIMINARY RULES OF THUMB FOR EVALUATING TEACHING**

- * 0 possible in theory, unlikely in practice
- * 1 = competent, static teaching with moderate evaluations
- * 2 = static teaching with excellent evaluations
- * 3 = new course, expanding teaching horizon, innovation
- * 4 = multiple new courses or innovations
- * 5 = innovations including assessment demonstrating impact

* **PRELIMINARY RULES OF THUMB FOR EVALUATING SCHOLARSHIP**

- * 0 = no evidence of scholarly activity
- * 1 = small number of book reviews, presentations or performances/exhibitions at regional venues
- * 2 = invited chapters, minor journal articles, presentations or performances/exhibitions at national or international venues
- * 3 = peer-reviewed articles in significant journals
- * 4 = multi-year project of major proportions
- * 5 = multi-year project of major proportions with substantial impact

* **PRELIMINARY RULES OF THUMB FOR EVALUATING SERVICE**

- * 0 = no evidence of service
- * 1 = departmental service
- * 2 = minor committee service (+ department service)
- * 3 = major committee service, busy committed department or concentration chair
- * 4 = multiple significant service roles (e.g., dept chair and Personnel Committee)
- * 5 = Chair of faculty, director of accreditation effort, etc.
- * **NEED TO FACTOR IN SERVICE OUTSIDE THE COLLEGE**