

**Dornsife Faculty Council Survey on Merit Evaluation Process,**  
*distributed via Qualtrics December 2021*

**Draft Report: *Preliminary Results for Questions 40, 44, 45, 46 and 61***

Dornsife Faculty Council Faculty Affairs Caucus

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Spring 2022

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# Merit Review Survey Report

## Introduction:

The present document reports on findings from selected questions of a survey on the topic of merit review distributed by the Dornsife Faculty Council in December 2021 to Dornsife faculty. Specifically, below we summarize findings from questions 40, 44, 45, and 61 in the survey, which inquired about feedback, most enjoyable and least enjoyable, as well as the perceived purpose of the merit review process.<sup>1</sup> In addition, we summarize responses to question 46, which requested thoughts and comments from participants.

Overall, the main findings are as follows:

- Participant responses evidence a profound dissatisfaction with the merit review process and its outcomes.
- A recurrent narrative of lack of clarity/unfairness/inconsistency/subjectivity in the merit review process emerges from all questions included in this report.
- Time-investment vs reward ratio, as well as vague rationale for ranking and/or future improvement also emerge from the data as concerns.
- Positive aspects of involvement in the merit review process overarchingly refer to becoming aware of peers' work, interaction with colleagues, and preemptive knowledge of the process for those undergoing it in the future.
- None of the points above evidence stark differences upon splitting data rank.
- Generalized calls for revision of the system.

## Question 40: How would you characterize the feedback you received with your most recent Faculty Merit Evaluation?

Total of 174 comments were made for this question, 47% of these responses were from tenure track faculty, 33% from teaching track and the remaining from research, clinical, part time and adjunct track faculty.

The demographics represented in question 40 are:

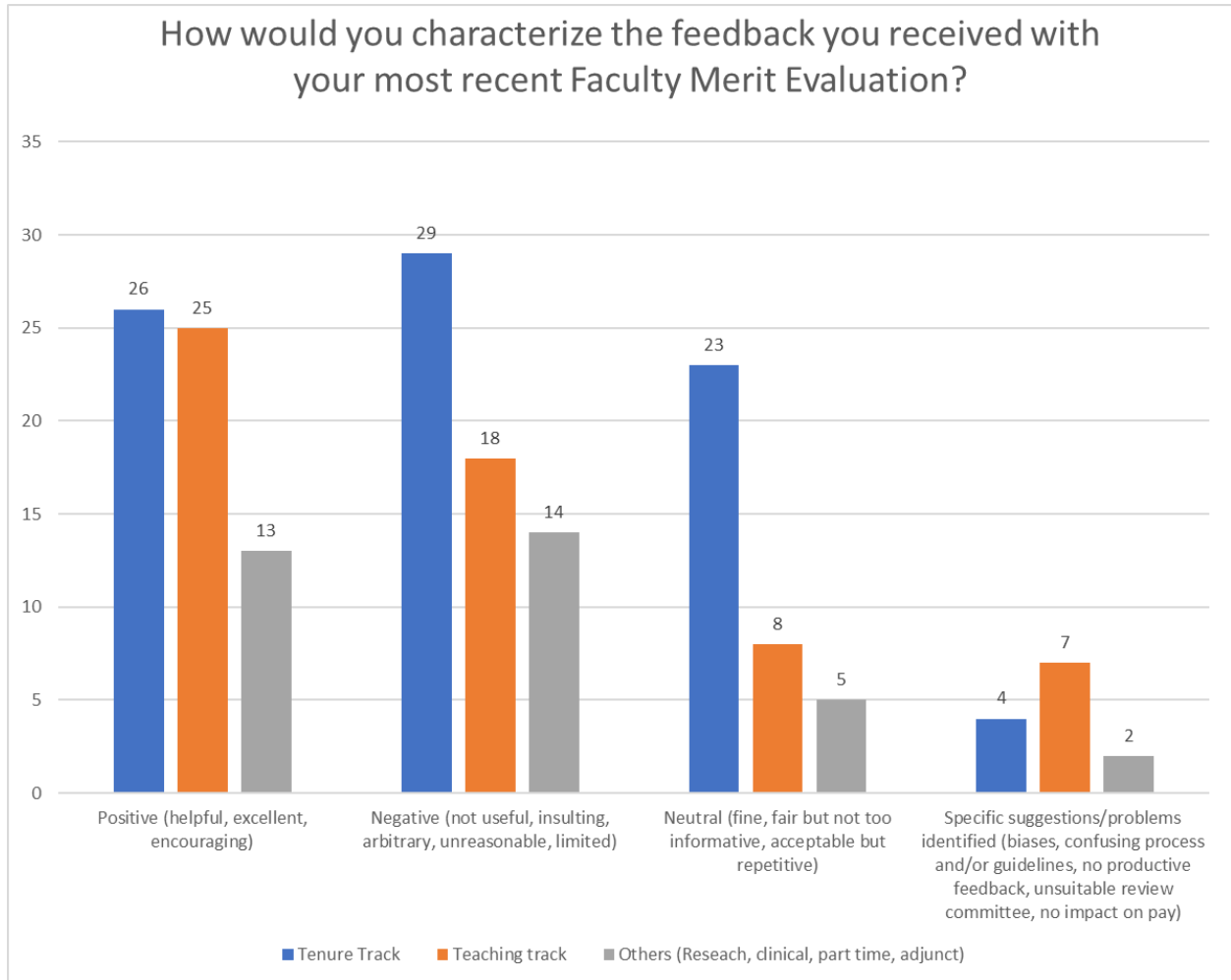
- Tenure track: 48%
- Teaching track: 33%
- Research/ Clinical track/ Part time/Adjunct: 20%
- Man: 43%
- Woman: 46%

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<sup>1</sup> Note that the question numbers are an artifact of Qualtrics and are not representative of the number of questions asked in the survey.

- Transgender/Gender Non-Conforming: Less than 1%
- Prefer not to say: 9%
- Preferred option not given: Less than 1%

Based on an initial review it was found that some responders have commented on the experience of going through the merit evaluation while others have provided their evaluation on the feedback they received. A handful of comments made observations on the broader issues beyond their own experiences. The comments were categorized into four categories; three focusing on the experience (positive/useful, negative/not useful and neutral/okay) and the last one on specific issues/suggestions. Some comments that mention both the merit review experience/feedback and broader comments on merit review have been assigned a category based on the overall tone of the response.



## 1. Positive experience (some with concerns) (36%)

Comments in the positive/useful category could be divided into subcategories - one word or sentence reference to the experience being positive, excellent, very fair, encouraging, supportive and useful. The respondents classifying the feedback as positive/useful generally provided brief comments and shared the feedback to be constructive, encouraging, accurate, insightful, meaningful. A small number of comments elaborated on the differences in the process as they are experienced across departments. A few comments also mentioned the importance of the merit evaluations as they are *'useful on promotion files and for quantifying teaching accomplishments'*. Despite the positive tone some have questioned the purpose of the merit review and especially when the pay raise is so minimal. Others have commented about the lack of emphasis on *'excellence in academic research and external services'* in the merit review. Some comments have also mentioned errors in the evaluations which had to be and were rectified.

## 2. Negative experience with merit evaluations (35%)

The negative experiences/not useful group of comments largely refer to the experience being 'not enlightening', 'minimal', 'insulting', 'incoherent', '(nonexistent) waiting for it', 'perfunctory', 'dissatisfying', 'arbitrary' some specifically mentioning that committee feedback can be abrasive using 'barbed' language. Some comments have reported biases based on gender and broader biases: *'it is obvious that if you are not popular with your colleagues, they will try to find something negative about you. If you are popular, then they will concentrate only on the positive aspects and omit any negative aspects of your performance'* and that review is unfair and subjective.

The respondents who found the feedback to be 'not useful' largely wrote the feedback was unhelpful, repetitive, nonexistent as *'there was very little sense of what needed work and what was being recognized... the language was vague and unhelpful'*. Others have mentioned that the raise *'received is never enough of an increase to cover cost of living increases'*.

## 3. Neutral (some with concerns) (20%)

The neutral experience comments were mostly brief and referred to the outcome to be acceptable, fair, fine, okay, while a few of these comments also followed up with *'very subjective'*, *'without much qualitative depth'* and *'a bit myopic'*.

## 4. Responses highlighting problems and/or providing suggestions (7%)

This category included responses that have specifically focused on problems beyond responders' experiences. These are comments referring to the vagueness of the process and also the fluid/subjective nature of what is being evaluated in each round of merit evaluation *'It seems the yardstick changes every year depending on who is Chair and who is on the committee, especially for RTPC when tenured faculty don't understand how our system and expectations for promotion have changed so much in the last decade. There is little done to explain how your ranking was derived and the qualitative feedback is usually very short'*.

The unfairness of the process was also mentioned by some respondents, including for instance the way raises are allocated: *'I had the best career year possibly ever in my career. I received a 2% raise. Colleagues who had trouble with Zoom and did not always log on: 2% raise. Colleagues who did well but not amazing (got 4s): 2% raise. The merit evaluation process is broken.'* Or problems and unsustainable approaches of comparing colleagues who are different but doing very well in their own way. There have been comments about limitations in the evaluation methods.

Another mentions that the language in the descriptive evaluation portion usually does not change much and there is *'little sense of what the number signified in either case and (with) no suggestion for how to develop'*. Another such example refers to the purpose of the evaluation and its limitation *'because the feedback and scores are so closely tied with raises and future promotion, there is little room for constructive feedback to help my growth as a teacher'*. While others have commented that *'It was useful for my teaching development. But it affected nothing about my pay.'*

One respondent has commented on the limitation of the process itself that doesn't allow for the highest score even when *'the committee cannot articulate a place the faculty member needs to improve'* That the general expectation for a 5 in some groups is very high and *'that kind of score was reserved for solving global warming'*. Other process related comments refer to the time intensive nature of the effort and that the amount of work involved in putting the evaluation files together *'was not particularly valuable'*.

## Summary

In conclusion for question 40 (How would you characterize the feedback you received with your most recent Faculty Merit Evaluation?), it was found that 35% of comments were largely negative and another 36% were generally positive while the remaining in the neutral category. Some of the concerns identified in the responses were pertaining to an ambiguous and unclear process of merit evaluation where the faculty have been confused about qualities that were considered desirable and the way the rankings were calculated. There were also concerns about the inconsistencies across disciplines and departments regarding qualities/achievements that were considered worthy of higher ranking and existing biases or popularity of individuals influencing the rankings allocated to them.

While there were more comments from tenure track faculty, (then teaching track) there were no significant differences noted in the type of responses, experiences and concerns received from tenure track and RTPC track faculty.

## Question 44: What did you like most about your experience participating in the faculty evaluation process for your department?

The total number of responses were 125, with 11 of those featuring various comments for more fitting for up to two categories.

USC appointment:

- Tenure track: 55%
- Teaching track: 39%
- Research/ Clinical track/ Part time/Adjunct: 6%

Gender:

- Man: 41%
- Woman: 48%
- Transgender/Gender Non-Conforming or Prefer not to say: 11%

Analysis of the data yielded 5 recurring aspects that faculty most appreciated about their participation in the process.

### 1. Chance to become aware of colleague's work (44.8%)

The most commonly-mentioned enjoyable aspect was the **chance to become aware of colleague's work** and approach toward professional development. This comment was recorded 56 times across the 125 responses. Overarchingly, respondents reported enjoying “learning what impressive things are happening in the lives of colleagues”, “seeing the amazing work being done by my colleagues” or “observing the current interests and progress” of faculty.

### 2. Chance to learn about the process (12.8%)

The second most enjoyable aspect that emerged from faculty responses was the **chance to learn about the process** (mentioned **15 times across 125 responses**). Common items mentioned in this category were having the chance to see the decision making process. On occasion, comments in this category suggested the process may not be viewed entirely favorably, as shown by responses such as “see how the sausage is made” or “understanding the behind the scenes stuff” or “being able to see the complete arbitrary nature of the process”. Other times respondents suggested they enjoyed learning how they “might similarly document and consider the work *they* do”.

### 3. Chance to recognize and support faculty (9.6%)

In addition, **12 responses mentioned the chance to recognize and support faculty** as the most enjoyable aspect of the process. Comments here reported enjoying the opportunity to



reward “good efforts and productivity” and “[*being able to reward*] outstanding colleagues” as well as mentoring and feedback provision for future advancement.

#### 4. Chance to interact within or outside the department (7.2%)

Another aspect faculty enjoyed was the **chance to interact within or outside the department**, which emerged in 9 of the 125 responses. Comments in this category mentioned “the chance to interact with faculty members outside *one’s* program”, “sharing the work of *one’s* department with outside faculty and colleagues and hearing their perspectives”.

#### 5. Nothing (15.2%)

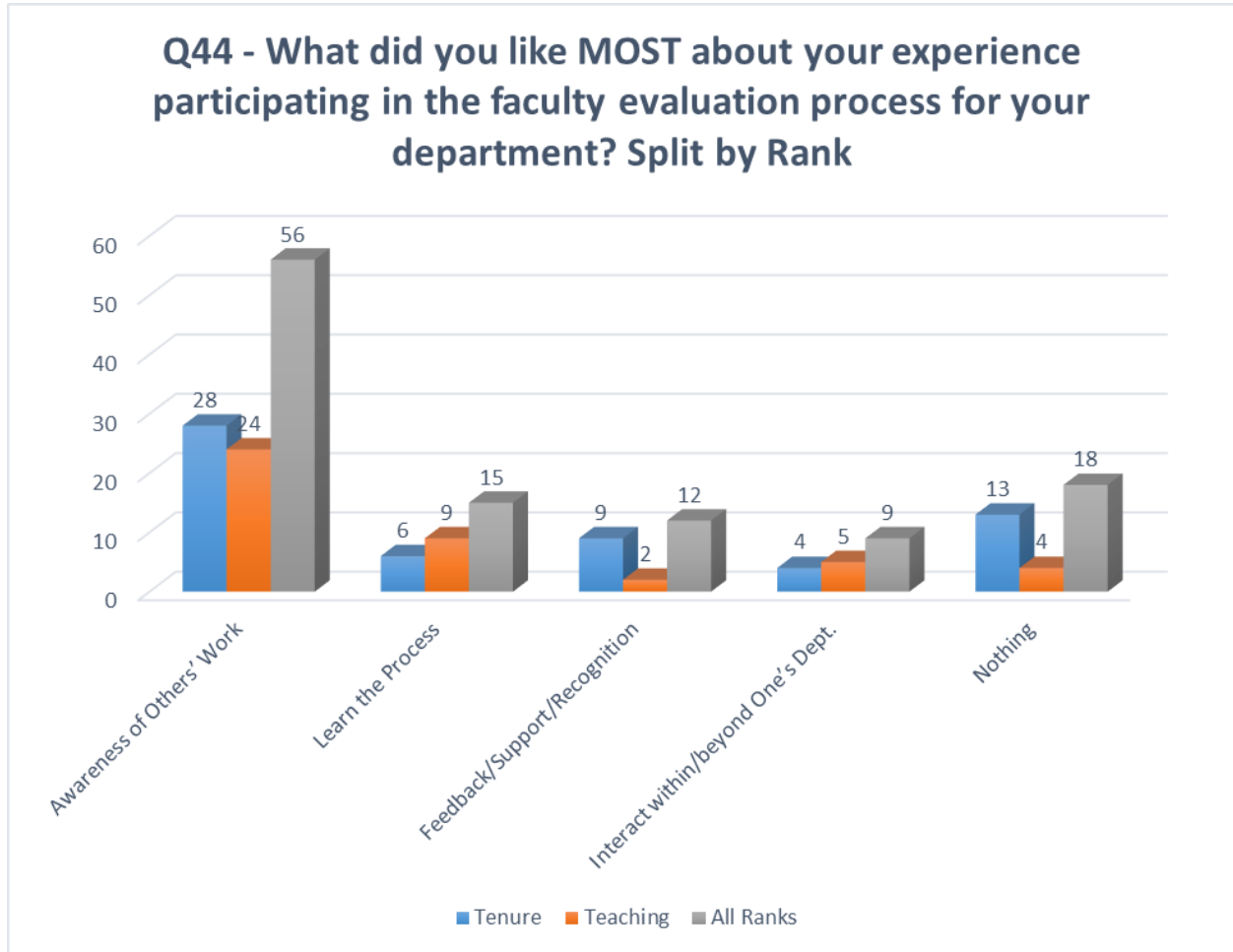
Lastly, **18** responses reported **not having enjoyed anything** about the process. Comments in this category referred to the arbitrariness of the process, the awkwardness of evaluating others’ work and the time-investment it demands.

These five categories very largely encompassed the responses provided but 22 of 125 responses remained outside of any possible grouping. Comments that remained unclassified were typically responses such as “N/A” or grievances.

#### 6. Data Split by Rank

Of the responses that were coded in categories 1-5, 55 (55%) came from faculty in the tenure track, whereas 39 (39%) came from teaching track faculty. The remaining 6 (6%) responses came from faculty with research, clinical and part-time status.

Upon splitting the recorded categories per rank, we see that **becoming aware of others’ work**, as well as having the **chance to work with peers** appear (visually) to be similar regardless of rank, as shown by the 24 (teaching) to 28 (tenured) distribution of responses in this category, which accounted for 43% and 50% of the mentions, respectively. **Supporting peers** is a more pervasive factor in responses from tenure track (9 tokens, 75%, for tenure and 2, 16%, for teaching), whereas teaching faculty appear to find value in **learning the process** more pervasively (9, 60%, tokens for teaching, per 6, 40%, for tenured faculty). Tenured faculty appear more likely to find **no enjoyable aspects** in the process, as evidenced by the 13 (72.2%) of responses in this category, for four (22.2%) of teaching track faculty. What, if anything, we can conclude from these differences is unclear given the number of responses for these categories and the absence of inferential statistics.



### Question 45: What did you LEAST like about your experience participating in the faculty evaluation process for your department?

126 Comments were recorded for the question “What did you like LEAST about the experience of participating in the process for your department?”, with each response touching on up to three topics on thirteen occasions. A total of 30 responses remained unranked on account of mentioning isolated items that were brought up once only (these included answers such as ‘not sure’, ‘all good’, ‘none’, items like not being picked to participate in the committee, absence of mentoring and size or time to review dossiers, amongst others).

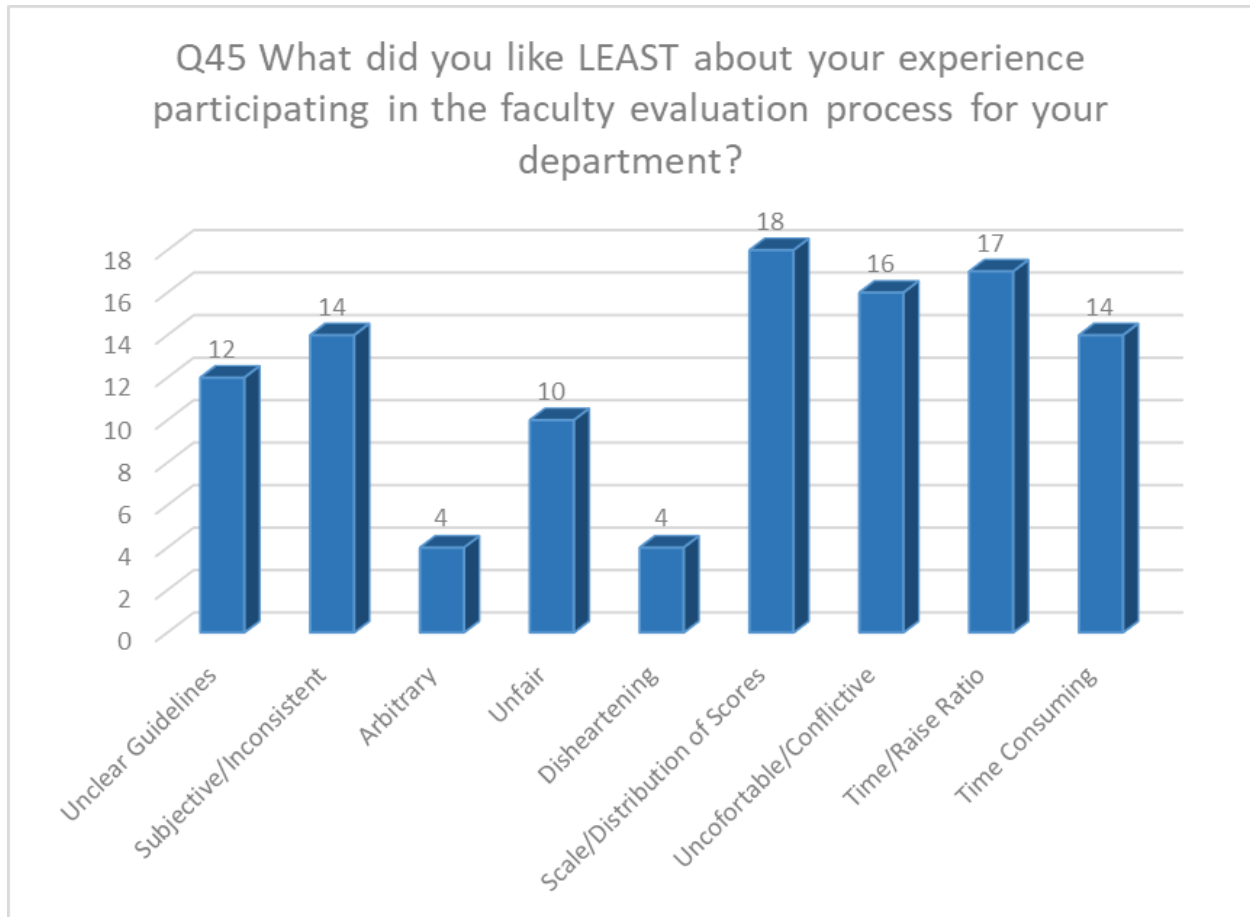
USC appointment:

- Tenure track: 56%
- Teaching track: 41%
- Research/ Clinical track/ Part time/Adjunct: 3%

Gender:

- Man: 48%
- Woman: 43%
- Transgender/Gender Non-Conforming or Prefer not to say: 9%

The remaining responses contained comments on the nine topics reflected in the graph below:



### 1. Unclear guidelines (9.5%)

12 responses in the data deemed the guidelines for merit review unclear. These comments ranged from the difficulty of teasing apart good from excellent dossiers when applying the guidelines, to guideline unsuitability for a certain discipline/faculty group, or the lack of transparency when rationalizing merit scores to the faculty member.

### 2. Subjective/inconsistent (12%)

14 responses deemed the merit review process **subjective or inconsistent**. Common reasons that accompanied these characterizations mentioned the turnover in committee members without appropriate information relay and the different criteria as to what constitutes good teaching.

### 3. Arbitrary (4%) or Unfair (8%)

In a similar vein, four responses deemed the process **arbitrary** and 10 of them regarded the process as **unfair**. Arbitrariness was attributed to the difficulty of converting accomplishments to numbers and unfairness to the different standards seemingly used for junior vs tenured or tenured vs RTPC faculty, as well as the change in standards depending on what committee member or department is involved, or departmental politics.

Categories 1-3 all seem to point to some form of unfairness. It is worthy of note that almost 30% of responses in question 45 point to the process being unjust.

### 4. Disheartening (4%)

Perhaps in concert with all of the above, four responses deemed the process **disheartening**, with this being chalked up to the process being necessary just to obtain a cost of living raise, the subpar attention paid to contents of the dossier, or the futility of the work completed.

### 5. Scale and Grade Inflation (15%)

17 responses referred to the **scale** used for scoring to underscore the existing trepidation in apportioning low scores even when merited, to the detriment of high performing faculty. Comments in this category often made reference to score inflation. Further, per the comments in this category the scale is a source of frustration due to the imposition of assigning different scores, with some respondents alleging that highest scores are not attainable.

### 6. Uncomfortable to Judge Colleagues (12.5%)

A total of 16 comments made mention of the fact that judging other colleagues is uncomfortable, alleging that it leads to “hurt feelings”, “anger”, “rancor” or “negative effects on harmonious relations”.

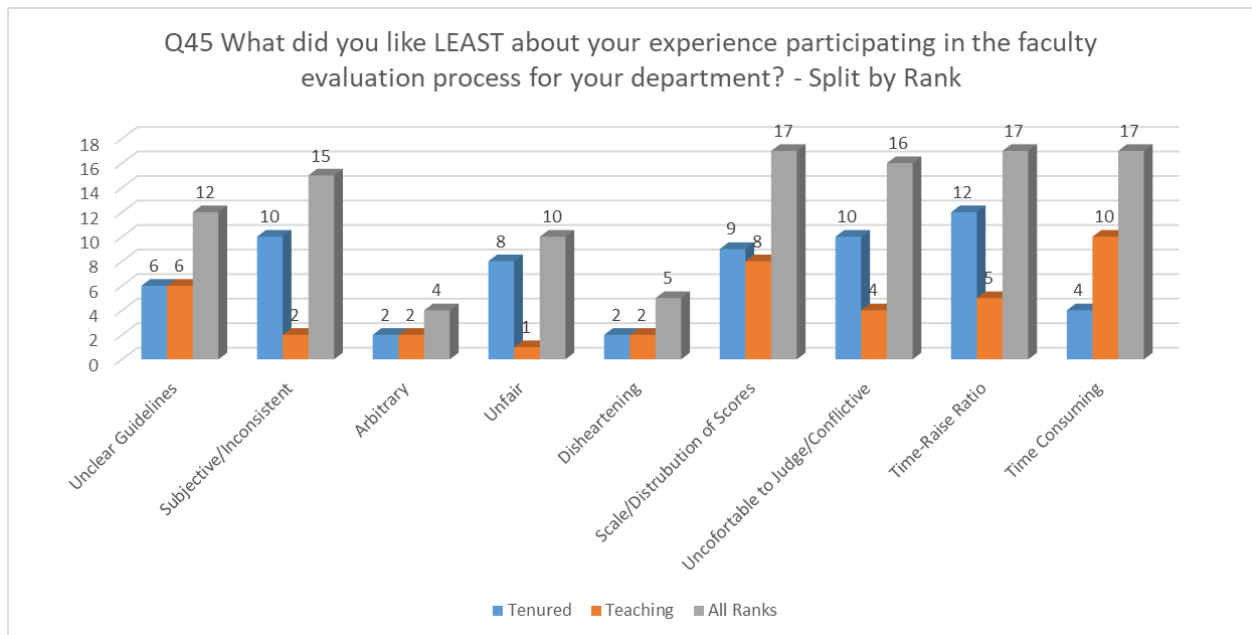
### 7. Time-Consuming (11%) or Too Time-Consuming for the Resulting Raise (13.5%)

14 responses made reference to how time consuming the process was and 17 comments made reference to the imbalance between achievements/time invested in putting the dossier together, and the resulting raise.

### Data Split by Rank

Of the responses that were coded in categories 1-7, 48 (56%) came from faculty in the teaching track, whereas 35 (41%) came from teaching track faculty. The remaining 3 (3%) responses came from faculty with research, clinical and part-time status.

Upon splitting the recorded categories per rank, faculty, regardless of rank, appear to find the process unclear, arbitrary and disheartening but, tenured faculty deem it unfair (mentioned eight times by tenured faculty and only once by teaching) and inconsistent (mentioned by 8 tenured faculty by only two teaching) far more frequently. In all, categories pertaining to the process being flawed seem more frequently mentioned by tenured faculty. This is shown by the cumulative 28 tokens in categories of **unclear, subjective, arbitrary, disheartening, and unfair**, for the 13 of teaching faculty. Tenured faculty also appear more sensitive to the discomfort that comes from **judging colleagues** (mentioned 10 times by tenured, but four by teaching faculty), and to the disparity of the time investment required by the MEC for the raise it can results in (mentioned twelve times by tenured but five time by teaching). Conversely, teaching faculty find the process more time consuming than tenured (mentioned 10 times by the former and four by the latter).



## Question 46: Any other thoughts or comments on the Faculty Merit Evaluation process for Dornsife?

From the total 279 survey respondents, 139 offered additional comments. Many responses included comments for more than one category. The table below shows the distribution of responses by rank and gender identity.

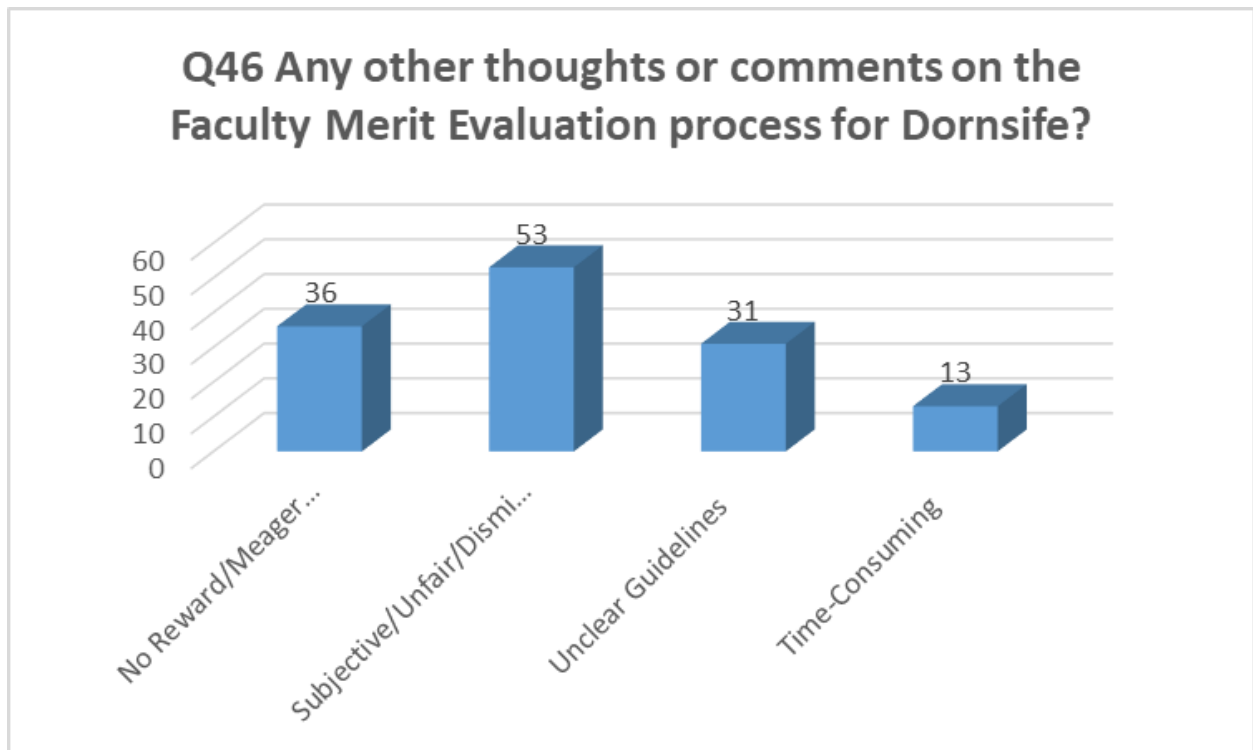
### USC appointment

- Tenure track: 50%
- Teaching track: 50%
- Research/ Clinical track/ Part time/Adjunct: Not tallied owing to non-generalizable numbers

Gender

- Man: 42%
- Woman: 47%
- Transgender/Gender Non-Conforming or Prefer not to say: 11%

Responses were grouped in categories as shown in the graph below:



Of the responses tallied, the majority reflected an overall dissatisfaction with the merit review process. **Overwhelmingly, the responses characterized the process as flawed, with unclear and subjective guidelines, resulting in meager raises.**

### 1. No Reward/Meager Raises (27%)

A fairly large number of responses centered around the connection-or lack of- between the merit review process and the resulting salary raises, with fifteen responders finding the process problematic with little value. Thirty six respondents in this category highlighted a salary resulting in raises that are “ridiculously low”, “lower than inflation”, with “no correlation to rating and raises”. Many considered the amount of time and manpower spent on the review process not worthy of the results.

## 2. Subjective, Unfair, Divisive (39%)

**53 respondents described an unfair, inconsistent, and demoralizing process that ends up pitting faculty against each other.** One respondent questioned “the fixation on granularly separating faculty on a sliding scale”. Many found the process of requiring faculty to rank each other “disastrous for collegiality”, and “a deeply unfair process in departments with high-performing faculty”. The process “seems to punish those who are more senior and who have put in a ton of work doing service than our more junior colleagues (who are not eligible for that type of service) cannot even imagine and yet are asked to assess”.

Comments also reflected a sentiment of unfairness in the feedback received, which ignored major faculty contributions, or did not take into consideration administrative appointments held by RTPC faculty. Several responses touched upon the problematic inconsistency and subjective evaluation of Tenure Track and RTCP faculty, to the detriment of the latter.

## 3. Unclear guidelines (23%)

Unclear guidelines, lack of transparency, ambiguous evaluation criteria and requirements, and confusion with regards to expectations and outcomes, were all 31 comments that appeared in the majority of responses. **Lack of transparency was a common theme throughout.** Faculty listed several areas that are problematic including the process of selecting the review committee members, what criteria are used for evaluation, the requirements of what candidates need to submit, how the scores are attained, and the possible outcomes of the review.

## 4. Time consuming (9%)

13 comments in this category described the process as very long, highly stressful, and onerous. Several respondents felt the process is a waste of manpower and busy work.

## Suggestions

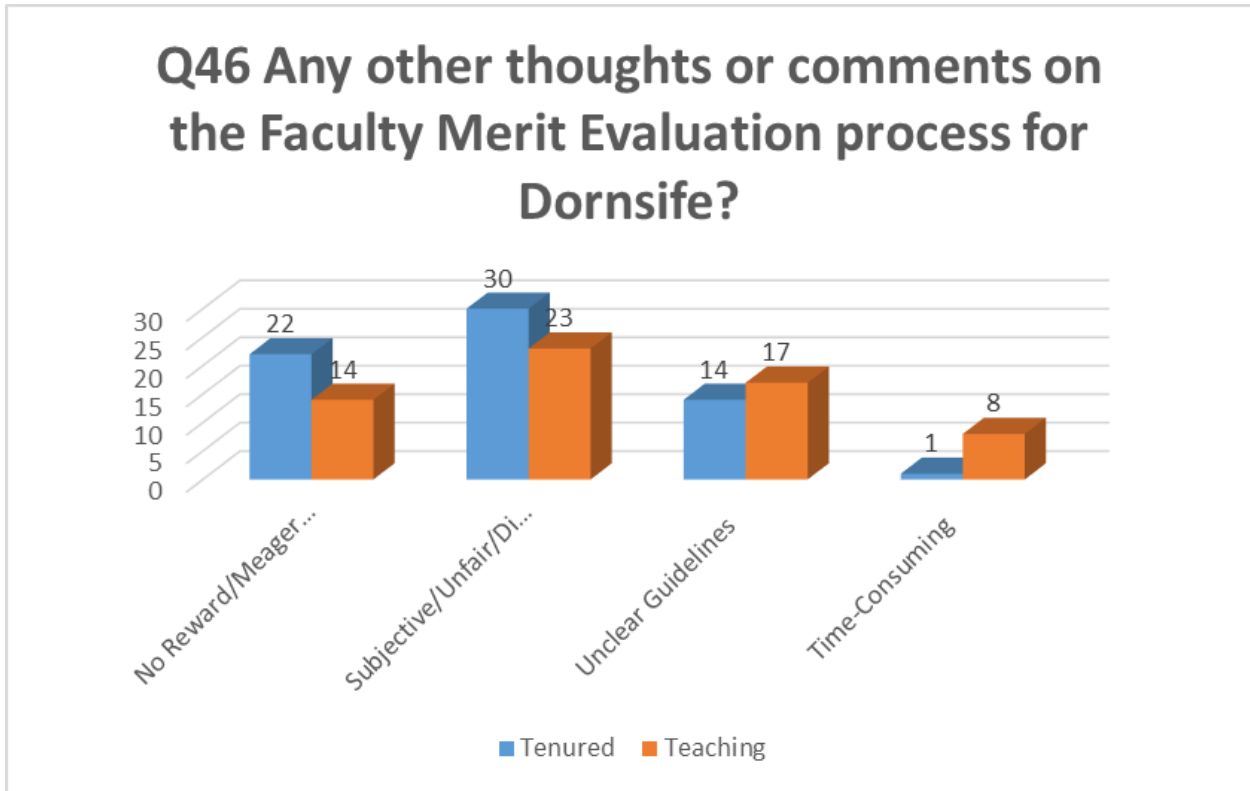
26 Respondents followed up with many suggestions including the following:

- Incorporate guidelines into bylaws for consistency
- Share evaluation rubric and provide more detailed feedback
- Add a space for genuine reflection
- Include in-class teaching observations
- Student evaluations should not be included
- Student evaluations should be included but eliminating bias
- Make it a pass/no pass system
- Make it a 5-point scale system
- Faculty should be evaluated within their rank
- Teaching and service should be weighted more heavily
- Include representatives from other departments in the evaluation committee, familiar with the field of candidate
- Reward faculty, chairs, and department heads for extraordinary work
- Waive requirement for merit review in the same cycle as promotions
- Rotate membership in the merit review committee

- Create a school-wide committee to oversee the process
- Create training videos to prepare and encourage faculty in the process
- Create a centralized website with pertinent information
- Decouple raises from the evaluation process

### Data split by rank

There were a total of 139 responses, of which 70 were tenure track and 69 RTPC.



Of the 69 RTPC responses, 8 (12%) found the process **time-consuming**, another seventeen (25%) mentioned **lack of transparency and unclear guidelines**, twenty three (33%) consider the process **subjective, unfair, and divisive**, 14 respondents (20%) commented on the **salary raises as meager/lower than inflation and generally problematic**, and 2 (3%) consider it helpful.

Of the 70 tenure track responses, 14 (20%) mentioned **lack of transparency and unclear guidelines**, 30 (43%) consider the process **subjective, unfair, and divisive**, 22 (31%) commented on the **salary raises as meager/lower than inflation and generally problematic**, and 2 (3%) consider it helpful.

An equal number of responses in both ranks found the process subjective, unfair, or demoralizing, with a greater number of tenure track responders commenting on the low salary raises, and an



even greater number of tenure track responses characterizing the MRP as demoralizing and divisive.

## **Question 61: From your perspective, what is the purpose of the merit review process?**

Question 61 asked participants to articulate the purpose of the merit review process. The distribution of respondent per rank and gender identity is as follows:

### USC appointment

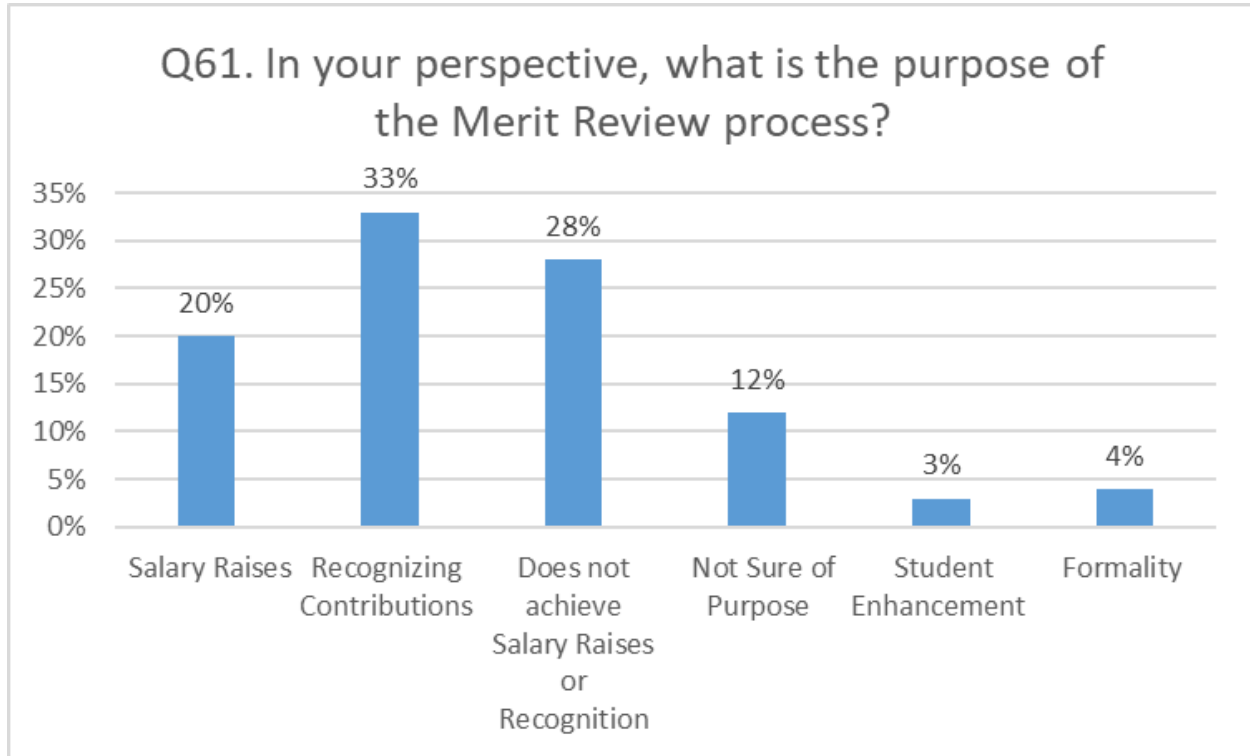
- Tenure track: 53%
- Teaching track: 38%
- Research/ Clinical track/ Part time/Adjunct: 9%

### Gender Identity

- Man: 44%
- Woman: 48%
- Transgender/Gender Non-Conforming: <1%
- Prefer not to say: 7%
- Preferred option not given: <1%

The responses to the above question have been classified into 6 categories. The percent response in each category is also indicated .

Summary: About 20% of the respondents attribute the purpose of the merit review process (MRP) to be to award raises although they find the raise amounts to be abysmally low. 33% associate the MRP with providing recognition of faculty contributions. About 28% do not agree that we achieve appropriate salary raises and recognition by the MRP. Some feel strongly that the process is unfair to junior faculty. 12% are unsure about the purpose of the MRP.



### 1. To Award Salary Raises (20%)

A large portion of the responses associated the merit review process with the determination of raises, setting of salaries, renewal of contracts, and framing a justification for the merit increases and monetary rewards.

However, very often the compensation increases do not correlate with the merit review scores. So they think that the process is just to pretend or misguide faculty to think that raises have been apportioned fairly when they are so small. Considerable dissatisfaction was expressed over the small raises despite excellent performance.

### 2. Recognizing contributions, quality of teaching, provide guidance for improvement, and Promotions (33%)

Almost a third of the responses indicate that the purpose is to assess the quality of the research, service, teaching and other contributions of the faculty, identify excellence and provide guidance to the faculty for improvement. Developmental reviews are beneficial in the case of tenure-track faculty.

### 3. Does not achieve raises and recognition (28%)

There is no correlation between performance and raises. The evaluation criteria are unclear. The process is onerous for the value it offers. The process is unfair towards junior faculty.

Those with rankings of 5 and 4 receive the same 2% raise. The process and expectations are onerous and the Dornsife process is minimal to the point of being of no value. The work of preparing all the material is pointless for a 1% raise. It does not aim to help the faculty that are not doing well and seems like policing and ranking.

Evaluation criteria are not clear and they change very often, and are not fair and equitable among different types of teaching faculty. The review is not linked to any professional development goals or professional reputation. RTPC are assessed disproportionately on professional development while primary function is course development and teaching.

Department Chair says, "It forces me as departmental chair to make salary increases depend on differences in merit rating. We are told that everyone cannot have the same rating, so we are obliged to space out the ratings. As the very high ratings are supposed to be for faculty who have a full career of achievements, this means that junior faculty get lower ratings, even if they are performing as well as senior faculty and are stars in their field. This in turn means that their salary increases are lower. And as senior professors tend to have high salaries, any % increase for senior faculty takes a lot out of the salary increase pool for the department, which means that junior faculty aren't able to increase their salaries at all effectively. I think this is hugely unfair.

#### 4. Not sure what the purpose really is (12%)

Many of them simply said that they do not know of a well-defined purpose and seek clarity of the purpose. Some are guessing that it is something to do with recognizing and tracking requirements towards tenure. They think that it might be to compare the productivity of colleagues in the department to recommend raises.

#### 5. Relevance to student enhancement (3%)

A small percentage stated that the MRP ensures that the teaching philosophy effectively accomplishes course objectives. It might also alert us about what might help train the students better.

#### 6. It is a formality (4%)

A small percentage state that the MRP is for the administration to say that the Faculty have been evaluated and some boxes are checked. It also justifies not giving the yearly cost-of-living increases.

### Q61 Stratification by RTPC / Tenure Track Faculty and Gender Identity:

There were almost an equal number of responders in both the RTPC and TT categories.

The number of responders that stated that the purpose of the MRP was unclear to them, was an equal 14% in both RTPC and TT categories.

21% of the RTPC faculty connected the MRP to determining salary raises, while it was 43% for TT faculty.

66% of the responses from RTPC faculty associated the MRP with a method of recognizing contributions, evaluation of performance, maintaining teaching standards and receiving feedback. 42% of the responses from TT faculty connected the MRP to recognition, research productivity and research quality. The TT faculty did not highlight the connection of MRP with excellence in teaching. For RTPC faculty, the expectations under the 20% requirement of professional development seems to be growing, while course development and the number of students served in our classes are not taken into account (adequately) although the latter requirement is spelt out as 80% under the contract.

There were a similar number of responses from the genders identified as “Man” and “Woman”. The percent who linked the purpose of MRP with salaries, raises and recognition of performance were similar for both the gender identities. There were also an equal number of responses among both these gender identities while expressing that they did not understand the purpose of the MRP.

## Appendix: Survey questions - Qualtrics

# **Survey on Faculty Merit Evaluation - DFC**

### Start of Block: Start

Q73 In an effort to improve the Faculty Merit Evaluation process for Dornsife, we invite all faculty to take this quick survey. Your comments and suggestions are essential and highly encouraged.

Dornsife Faculty Council

### End of Block: Start

### Start of Block: Rank

Q65 How would you classify the primary field of your USC appointment?

- Social Sciences (1)
- Humanities (2)
- Natural Sciences and Mathematics (3)
- Other (4) \_\_\_\_\_

Q66 On what track is your USC appointment?

- Tenure Track (1)
- Teaching Track (NTT/RTPC) (2)
- Research Track (NTT/RTPC) (3)
- Clinical Track (NTT/RTPC) (4)

- Part-Time (NTT/RTPC) (5)
- Adjunct or Temporary (NTT/RTPC) (6)
- Other (7) \_\_\_\_\_

*Display This Question:*

*If On what track is your USC appointment? = Tenure Track*

Q67 What is your current rank?

- Assistant Professor (1)
- Associate Professor (2)
- Professor (3)
- Distinguished Professor (4)
- Visiting Professor (5)
- Emeritus Professor (6)
- Other (7) \_\_\_\_\_

*Display This Question:*

*If On what track is your USC appointment? != Tenure Track*

Q68 What is your current rank?

- Assistant Professor (Teaching/Research/Clinical/RTPC) (1)
- Associate Professor (Teaching/Research/Clinical/RTPC) (2)
- Professor (Teaching/Research/Clinical/RTPC) (3)
- Distinguished Professor (Teaching/Research/Clinical/RTPC) (4)
- Lecturer (5)

- Senior Lecturer (6)
- Master Lecturer (7)
- Artist/Writer in Residence (8)
- Other (9) \_\_\_\_\_

Q55 How many years have you been employed as a faculty member at USC?

▼ 0-2 (1) ... 50 or more (10)

Q54 What is your age?

▼ 18-24 (1) ... 85 or older (8)

End of Block: Rank

Start of Block: Faculty Merit Evaluation

Q61 From your perspective, what is the purpose of the merit review process?

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Page Break

Q39 Have you previously received a Faculty Merit Evaluation from your department?

- Yes (1)
- No (2)
- Uncertain (4)
- Other (5) \_\_\_\_\_

*Display This Question:*

*If Have you previously received a Faculty Merit Evaluation from your department? = Yes*

Q40 How would you characterize the feedback you received with your most recent Faculty Merit Evaluation?

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*Display This Question:*

*If Have you previously received a Faculty Merit Evaluation from your department? = Yes*

Q41 Overall, how satisfied are you with the current faculty merit evaluation process, based on the experience of being evaluated?

- Extremely satisfied (1)
- Moderately satisfied (2)
- Slightly satisfied (3)
- Neither satisfied nor dissatisfied (4)
- Slightly dissatisfied (5)
- Moderately dissatisfied (6)
- Extremely dissatisfied (7)

Page Break

Q42 Have you participated in the faculty evaluation process, such as by serving on a Faculty Developmental Review or Merit Review Committee for your department?

- Yes (1)
- No (2)

*Display This Question:*



*If Committee service = Yes*

Q43 Approximately how many faculty dossiers did you personally review as part of the Faculty Merit Evaluation process for your department? (most recent, if more than once)

Tenure-track dossiers reviewed (approx.) (1)

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Non-tenure-track (RTPC) dossiers reviewed (approx.) (2)

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*Display This Question:*

*If Committee service = Yes*

Q44 What did you like MOST about your experience participating in the faculty evaluation process for your department?

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*Display This Question:*

*If Committee service = Yes*

Q45 What did you like LEAST about your experience participating in the faculty evaluation process for your department?

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Page Break

Q46 Any other thoughts or comments on the Faculty Merit Evaluation process for Dornsife?

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End of Block: Faculty Merit Evaluation

Start of Block: Demographics

Page Break

Q51 What is your gender/gender identity?

- Man (1)
  - Woman (2)
  - Transgender/Gender Non-Conforming (3)
  - Prefer not to say (4)
  - Preferred response not listed (please specify): (5)
- 

Q52 Please indicate the racial or ethnic groups with which you identify. (Check all that apply.)

- African American/Black (1)
- Asian American/Asian (2)
- Hispanic/Latino/a/x (3)
- Middle Eastern/North African (4)
- Native American/Alaskan Native (5)

Native Hawaiian/Other Pacific Islander (6)

White (7)

Other (please specify): (8)

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*Display This Question:*

*If If Racial/ethnic q://QID52/SelectedChoicesCount Is Greater Than 1*

Q53 Of the following, please mark the one racial or ethnic group with which you \*most\* identify.

African American/Black (1)

Asian American/Asian (2)

Hispanic/Latino/a/x (3)

Middle Eastern/North African (4)

Native American/Alaskan Native (5)

Native Hawaiian/Other Pacific Islander (6)

White (7)

Other (please specify): (8) \_\_\_\_\_

Page Break

End of Block: Demographics