

## **Tennessee Tech Faculty Senate Resolution on Faculty Compensation**

**Whereas** the mission of Tennessee Tech University is to deliver enduring education, impactful research, and collaborative services; and

**Whereas** these goals are only achievable through the partnership of Tennessee Tech faculty with students, alumni, staff, administrative leadership and the Board of Trustees; and

**Whereas** faculty of Tennessee Tech deserve fair compensation for time and labor as well as opportunities for compensation adjustments including inflation/cost of living (COLA), promotions, raises, and equity pay; and

**Whereas** previous compensation plans rewarded some faculty at the expense of others, eroding the sense of teamwork within academic units and unfairly pitting faculty with widely variable roles against each other for annual pay raises and bonuses; and

**Whereas** individual-level merit-based compensation plans may encourage a culture of competition that stands in direct opposition to the culture of teamwork and partnership in the Tennessee Tech family; and

**Whereas** poorly-designed merit-based compensation plans may unfairly penalize women and minority groups (e.g., Smith and Hawkins, 2011; Basow and Martin, 2012; Mitchell and Martin, 2018; Rivera and Tilcsik, 2019; American Sociological Association, 2019); and

**Whereas** effective performance-based compensation plans require an alignment between the university's strategic plan, values, and resources; and

**Whereas** the Tennessee Tech Faculty Senate recognizes the outstanding continued performance of faculty across campus in their roles as teachers, researchers, authors, performers, mentors, advisors and volunteers; therefore, be it

**Resolved**, that the Tennessee Tech Faculty Senate advises President Oldham and the TTU Board of Trustees to place highest priority on funding faculty raises associated with promotion from a pool of funds independent of annual legislative allocations; and

**Be it further resolved**, that the TTU Faculty Senate advises President Oldham and the Board of Trustees to prioritize cost of living adjustments (COLA) and general increase raises (also called across the board raises) each year.

**Be it further resolved**, that the TTU Faculty Senate supports a compensation model developed in collaboration with and including substantive input from faculty at all points of decision-making and aligned with the university's strategic plan, values, and resources.

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## Citations

American Sociological Association, 2019, Statement on Student Evaluation of Teaching (<https://www.asanet.org/press-center/press-releases/reconsidering-student-evaluations-teaching>).

- This position statement summarizes peer-reviewed studies showing that student evaluations of teaching (i.e., IDEA evaluations) demonstrate gender and racial bias. Merit-based compensation should not be based on these metrics.

Basow, Susan A., and Julie L. Martin. 2012. "Bias in Student Evaluations." Pp. 40-49 in *Effective Evaluation of Teaching: A Guide for Faculty and Administrators*, edited by Mary E. Kite. Washington, DC: Society for the Teaching of Psychology.

Mitchell, Kristina M. W., and Jonathan Martin. 2018. "Gender Bias in Student Evaluations." *PS: Political Science and Politics* 51(3):648-652

Rivera, Lauren A., and András Tilcsik. 2019. "Scaling Down Inequality: Rating Scales, Gender Bias, and the Architecture of Evaluation." *American Sociological Review* 84(2):248–274.

Smith, Bettye P., and Billy Hawkins. 2011. "Examining Student Evaluations of Black College Faculty: Does Race Matter?" *The Journal of Negro Education* 80(2):149-162.

## Appendix I

Video demonstrating the lack of relationship between merit-based compensation and performance: <https://www.youtube.com/watch?v=u6XAPnuFjJc>