

Merit Policy

Part II: Academic Unit Criteria, Standards, and Processes

Academic Unit: Department of Marketing

1. Merit Criteria, Performance Indicators and Expectations

Merit eligibility will be based on meeting or exceeding unit performance expectations that are assigned to the department member on the following performance criteria: Teaching, Research, and Service. Each of the aforementioned criteria will be evaluated using a number of performance indicators described in the sections that follow. The Merit Committee will review information submitted by each faculty member and reach consensus to assign a numerical score for each of the relevant performance criteria using the rating scales described in the sections that follow.

The levels on each of the performance indicators capture how the unit defines exceeding expectations, meeting expectations, and failing to meet expectations for performance:

Exceeds expectations for merit: Activities exceed expectations and reflect a clear and significant level of accomplishment beyond what is normal for an individual with a given faculty rank in the department, college, unit, and discipline.

Meets expectations for merit: Activities meet expectations and reflect standard levels of performance for the department, college, unit, and discipline.

Fails to meet expectations for merit: Activities do not meet expectations and fall below the standard levels of performance for the department, college, unit, and discipline.

Unacceptable performance: Activities fall far short of expectations and well below the standard levels of performance for the department, college, unit, and discipline.

The Merit Committee will then assign an overall merit rating using the approach found in this document.

Each section that follows includes components to be used in making evaluations. The Merit Committee will reach consensus to assign a numerical score for each of the criteria.

1.1. Teaching

The department values all effective teaching activities of faculty members, including those that occur outside of the classroom. The following components will be considered to evaluate Teaching, as appropriate. However, classroom effectiveness is considered relatively more important than other components of teaching listed below:

1.1.1. Classroom Effectiveness

Effectiveness in the classroom will be primarily evaluated using the following aspects of teaching performance: appropriateness of teaching materials used/assignments given for the nature and level of the course taught; methods used to assess student performance; nature of the course(s) taught (required vs. elective, new preparations, new courses, diversity of courses, graduate vs. undergraduate, size of class, number of preparations, etc.); use of innovative teaching methods in the classroom; peer evaluations; and teaching awards. Consideration will also be given to student evaluations.

1.1.2. Nonclassroom Teaching

Teaching activities that take place outside of the traditional classroom are also considered in the evaluation of a faculty member's teaching performance. These activities would include such activities as involvement in a student thesis or research paper, dissertation advising, independent studies conducted with undergraduate or graduate students, and any out-of-class workshops/seminars conducted with students.

1.1.3. Advising Activities

The department values advising and recognizes its importance in the students receiving a quality educational experience. Therefore, academic advising responsibilities are also taken into account in the evaluation of a faculty member's contribution in the teaching area. Advising includes the number of advisees the faculty is responsible for, the quality of advice given to advisees, serving as advisor to a student organization, and advising student competitions. It is the faculty member's responsibility to provide evidence of advising activities.

1.1.4. Curriculum Design/Modification/Assessment

In addition to direct teaching and advising responsibilities, a faculty member's contribution in the teaching area includes the creation of the courses and programs that directly impact the quality, quantity, and diversity of courses offered within the University, as well as committees dealing with assessment and curriculum.

1.1.5. Professional Development Activities

Faculty participation in professional development activities related to teaching includes activities such as attending or conducting teaching conferences and/or workshops, participating in faculty colloquiums devoted to teaching, etc.

1.1.6. Publication of Teaching Materials

Development and publication of materials to facilitate the teaching of a subject are also considered legitimate teaching activities. These would include development of textbooks, instructor's manuals, test banks, software, etc.

Evaluation Rating Category	TEACHING Expected levels of accomplishment on teaching performance indicators (or their equivalent)	Possible Merit Score for Teaching
Exceeds expectations for merit	<p><i>Classroom Effectiveness: 70%</i></p> <ul style="list-style-type: none"> • Merit committee evaluation of the aspects of classroom teaching performance indicated in Section 1.1.1. • Student evaluations regularly exceed 4.6 on a 5-point scale in the evaluation period <p><i>Other Indicators of Teaching: 30%</i></p> <ul style="list-style-type: none"> • At least 3 examples* from the categories described in Sections 1.1.2 to 1.1.6. 	8.0 – 10.0
Meets expectations for merit	<p><i>Classroom Effectiveness: 70%</i></p> <ul style="list-style-type: none"> • Merit committee evaluation of the aspects of classroom teaching performance indicated in Section 1.1.1. • Student evaluations regularly range between 4.0 to 4.5 on a 5-point scale in the evaluation period <p><i>Other Indicators of Teaching: 30%</i></p> <ul style="list-style-type: none"> • At least 2 examples* from the categories described in Sections 1.1.2 to 1.1.6. 	5.0 – 7.9
Fails to meet expectations for merit	<p><i>Classroom Effectiveness: 70%</i></p> <ul style="list-style-type: none"> • Merit committee evaluation of the aspects of classroom teaching performance indicated in Section 1.1.1. • Student evaluations regularly range between 3.0 to 3.9 on a 5-point scale in the evaluation period <p><i>Other Indicators of Teaching: 30%</i></p> <ul style="list-style-type: none"> • Only 1 example* from the categories described in Sections 1.1.2 to 1.1.6. 	1.0 – 4.9
Unacceptable performance	<p><i>Classroom Effectiveness: 70%</i></p> <ul style="list-style-type: none"> • Merit committee evaluation of the aspects of classroom teaching performance indicated in Section 1.1.1. • Student evaluations regularly fall below 3.0 on a 5-point scale in the evaluation period <p><i>Other Indicators of Teaching: 30%</i></p> <ul style="list-style-type: none"> • No examples* from the categories described in Sections 1.1.2 to 1.1.6. 	0.0 – 0.9
* Multiple examples listed in the same category will not be discounted.		

1.2. Research

All tenure-track faculty members are expected to participate in research activities. These are four general areas of research: publications, professional activities, committee activities, and research grants and recognition. However, publications are generally more important than other research activities.

1.2.1. Publications

The greatest weight will be given to journal publications. In general, refereed publications are given greater weight than non-refereed publications. Those publications that are individually authored are given greater weight than equal quality publications that are co-authored. The following research categories will be considered publication-related (in general rank order):

Group A: Refereed Publications Categories

1. Refereed publications in academic journals
2. Refereed publications in the proceedings of recognized professional societies
3. Refereed presentations at professional conferences from which an abstract was published in the proceedings.
4. Refereed book chapters.

Group B: Non-refereed Research Categories

5. Books, excluding textbooks
6. Non-refereed book chapters
7. Invited publications in journals
8. Published book reviews
9. Non-refereed publications in practitioner outlets
10. Invited publications in proceedings
11. Non-refereed presentations at professional conferences from which something was published in the proceedings.
12. Non-refereed presentations at professional conferences from which no proceedings are published

Group C: Work in Progress Categories

13. Submitted papers to journals during the evaluations period
14. Refereed presentations at professional conferences from which no proceedings are published
15. Submitted papers to conferences during the evaluations period
16. Manuscripts in progress not submitted to journals or conferences during the evaluation period

In addition, the quality of the publication, as well as the quality of the publication vehicle (using department journal ratings, if possible), will also impact the relative value of any particular publication.

1.2.2. Professional Activities

In addition to publications, the department encourages and values professional research activities that keep a faculty member involved in the research in the discipline. Professional activities are those that involve faculty time and effort in the capacity of either an editor and/or reviewer of manuscripts considered for publication in journals or proceedings, appointment to the editorial review board of a journal, or a participant (track chair, discussant, or an attendee) at

professional conferences and seminars.

1.2.3. Committee Activities

The department also encourages and rewards faculty participation in committee activities in which research is the major focus, such as publication review committees, Faculty Research Committee, and the CBA Summer Research Grant Committee.

1.2.4. Research Grants and Recognition

Research grants obtained that culminate into a grant for the department, College, or University, or any award or recognition given for a faculty member's research activity are also considered research activities to be considered when determining merit eligibility.

Evaluation Rating Category	RESEARCH Expected levels of accomplishment on research performance indicators (or their equivalent)	Possible Merit Score for Research
Exceeds expectations for merit	<ul style="list-style-type: none"> • 4+ examples with at least 2 from Category 1^a (i.e., Refereed Publications in Academic Journals) from Section 1.2.1. OR <ul style="list-style-type: none"> • 4+ examples with at least 1 from Category 1^a from Section 1.2.1 and at least 2 from Categories 2 to 5 from Section 1.2.1. 	8.0 – 10.0
Meets expectations for merit	<ul style="list-style-type: none"> • At least two examples from Categories 2 to 14 from Section 1.2.1. OR <ul style="list-style-type: none"> • At least one example from Category 1^a from Section 1.2.1. 	5.0 – 7.9
Fails to meet expectations for merit	<ul style="list-style-type: none"> • Less than two examples from Categories 2 to 14 from Section 1.2.1. OR <ul style="list-style-type: none"> • Only examples from Categories 15 and 16 from Section 1.2.2. 	1.0 – 4.9
Unacceptable performance	<ul style="list-style-type: none"> • No activity reported from any category from Section 1.2.1 or only examples from Sections 1.2.2 to 1.2.4 during the evaluation period 	0.0 – 0.9
<p>NOTES:</p> <ul style="list-style-type: none"> • A single project listed in multiple categories from Section 1.2.1 may be discounted. • Multiple projects listed in the same category from section 1.2.1 will not be discounted. • Activities from Sections 1.2.2 to 1.2.4 will be looked upon favorably for enhancing the research portfolio, but are generally not enough on their own to be rated above unacceptable. <p>^a The committee will consider information on journal quality and/or journal discipline for each publication in making its merit evaluation. For example, publishing in a single A+ journal from the department's list may exceed expectations, while publishing in a single C- journal with no other activity reported may fail to meet expectations. Similarly, journals not listed on the department's journal list, such as Management Science, will be evaluated on an individual basis.</p>		

1.3. Service

In addition to the aforementioned teaching and, if applicable, research responsibilities, each faculty member is expected to take an active role in professional service activities. The following will be considered to evaluate Service, as appropriate. These activities may include participation in activities that benefit the academic discipline, the students, faculty, programs, and mission of the department and/or College and/or University, as well as service to the marketing profession. The department does not consider participation in personal activities, including religious, political, or charitable activities, as professional service activity.

1.3.1. Service to the University

Faculty participation on department, College, and/or University committees concerned with University governance activities (e.g., tenure and promotion committee, Faculty Senate) rather than instructional (e.g., curriculum committees, club advising) or research activities (e.g., editorial review boards, Faculty Research Committee) will be used in the evaluation of a faculty member's service performance. In general, each faculty member's total service performance will be measured, in part, by their involvement and contribution to such activities. The weight given to any particular department, College, and/or University governance activity will vary by the nature of the assignment, the degree of involvement, and the tasks and accomplishments of the committee. In general, major committees are those that involve a substantial time commitment. Further, significant participation can be defined in terms of the quantity and quality of service activities.

1.3.2. Service to Profession

Faculty service activities that benefit the discipline or profession will be used to assess each faculty member's overall professional service performance. These activities may include membership and involvement in professional business-related organizations at the local, regional, and national levels. Again, the weight given any particular activity will vary depending upon the nature of the assignment, the degree of involvement, and the specific accomplishments or contribution of the activity.

1.3.3. Service Recognition Awards, External Engagement, and Other Service Support Activities

Other faculty service activities not listed elsewhere, such as administrative assignments, service on public/private advisory boards or boards of directors, unpaid professional consulting to other organizations, the establishment and maintenance of contacts with relevant external professional constituencies, or the sharing of knowledge and expertise with external constituents in an unpaid fashion on issues of relevance to their organization(s) will also be included in each faculty member's overall service performance.

1.3.4. Recruitment and Retention Activities

In addition to the previously-mentioned activities that may indirectly impact the recruiting and retention of students, faculty are also involved in other activities designed to have a direct impact on these goals. Such activities would include participation in Preview Days, Freshman Fairs, Dean's List receptions, faculty-parent functions, etc.

Evaluation Rating Category	SERVICE Expected levels of accomplishment on service performance indicators (or their equivalent)	Possible Merit Score for Service
Exceeds expectations for merit	<ul style="list-style-type: none"> • Maintain a greater than normal share of Service to the University as specified in Section 1.3.1.^a OR • Maintain a normal share of Service to the University as specified in Section 1.3.1^a and extensive participation in other service activities as specified in Sections 1.3.2 to 1.3.4. 	8.0 – 10.0
Meets expectations for merit	<ul style="list-style-type: none"> • Maintain a normal share of Service to the University as specified in Section 1.3.1.^a OR • Maintain a below normal share of Service to the University as specified in Section 1.3.1^a and participation in other service activities as specified in Sections 1.3.2 to 1.3.4. 	5.0 – 7.9
Fails to meet expectations for merit	<ul style="list-style-type: none"> • Maintain a less than normal share of Service to the University as specified in Section 1.3.1.^a 	1.0 – 4.9
Unacceptable performance	<ul style="list-style-type: none"> • No Service to the University as specified in Section 1.3.1^a reported during the evaluation period 	0.0 – 0.9
<p>NOTES:</p> <ul style="list-style-type: none"> • Activities from Sections 1.3.2 to 1.3.4 will be looked upon favorably for enhancing the service portfolio, but are generally not enough on their own to be rated above unacceptable. • A "normal share" is considered to be involvement in at least one Service to the University activity as defined in Section 1.3.1. However, the committee will recognize that the number of activities available to a faculty member during the evaluation period may be a function of the faculty member's rank. • Service activities related to course releases and/or administrative duties may be discounted. <p>^a The weight given to any particular department, College, and/or University governance activity will vary by the nature of the assignment, the degree of involvement, and the tasks and accomplishments of the committee.</p>		

2. Merit Committee Composition and the Election/Appointment Process

The Department of Marketing Merit Committee is responsible for assigning an overall merit score to every bargaining unit faculty member. The Merit Committee is composed of five bargaining-unit faculty members, three of which will be tenure-track faculty (TTF) and two will be continuing non-tenure-track faculty (NTTF). Of the TTF, no more than one may be probationary. Of the NTTF, no more than one may be of the rank of Instructor except under extenuating circumstances (e.g., there are not enough NTTF of higher rank available to serve). The faculty members are elected by bargaining-unit department faculty in staggered two-year terms such that two new TTF and one NTTF are elected one year and one new TTF and one new NTTF in the next year. The Chair of the Merit Committee shall be elected by the members of the Merit Committee from the continuing committee members.

3. Elements of the Merit Dossier

The submitted merit dossier must include the following elements:

1. Individual Cumulative Faculty Service Reports completed by each faculty member with activities and outputs during the preceding evaluation period highlighted.
2. Relevant documentation regarding all publications (if relevant), journal/proceeding/presentation acceptances (if relevant), teaching portfolios, and service activity during this period.
3. Additional information elaborating on data contained in the Cumulative Faculty Service Report

4. Calculation of Overall Merit Score

The Merit Committee will evaluate each faculty in the areas of teaching, research, and service, and assign a rating using the scale provided herein. Members of the Merit Committee will not participate in the evaluation of themselves, spouses, or other family members. Furthermore, NTTF members of the Merit Committee will not be required to evaluate the research components of TTF faculty.

At a meeting of all Merit Committee members, a consensus will be reached regarding the appropriate rating of each faculty in each area of teaching, research, and service. In the event that a consensus cannot be reached, the Committee Chair will then have the responsibility to choose a number that reflects the majority of the committee's evaluation.

4.1. Evaluation Scale

A 11-point performance evaluation scale is used with the range of 0.0-0.9 reflecting performance that is unacceptable, 1.0-4.9 reflecting performance that does not meet expectations, 5.0-7.9 reflecting performance that meets expectations, and 8.0-10.0 reflecting performance that exceeds expectations (see table below). Each faculty member will be given a rating in each area of teaching, research, and service for activities.

Overall Merit Score	Interpretation (11 point scale)
8.0 – 10.0	Exceeds expectations for merit; eligible for merit
5.0 – 7.9	Meets basic expectation for merit; eligible for merit
1.0 – 4.9	Fails to meet basic expectation for merit; recommendation for no merit
0.0 – 0.9	Unacceptable performance; recommendation for no merit

The individual component merit scores for Teaching, Research, and Service are combined to arrive at an overall merit score. Allocation of effort is taken into account when determining overall merit score.

4.2. Weighted Allocation of Effort Algorithm

4.2.1. Tenure-track faculty members

As previously stated, each tenured and probationary tenure-track faculty member will be evaluated in the areas of teaching, research, and service. For purposes of merit, the standard base weights for all tenured and probationary faculty will be:

Teaching: 50%
 Research: 35%
 Service: 15%

However, in conjunction with the Department Chair and the prior approval of the Dean, and prior to the beginning of the academic year, a tenured Associate Professor or Professor may request to alter these weights within the following ranges and subject to the four following conditions: (1) research must not be given greater weight than teaching, (2) service cannot be given greater weight than research or teaching, (3) the total weight must be 100%, and (4) desired weights of individual faculty must be consistent with the overall department obligations and objectives as assessed by the Department Chair.

Acceptable Ranges

Teaching: 40-60%
 Research: 25-40%
 Service: 15-25%

4.2.2. Continuing non-tenure-track faculty members

NTTF with continuing contracts for the following academic year are eligible for performance-based merit increases as per the guidelines described in this document. Typically, NTTF contribute primarily in the area of teaching and hence their performance evaluation is based on related activities on weights of 80% teaching and 20% service. For an NTTF who receives released time as a result of administrative responsibilities or special projects (e.g., symposia and competitions), appropriate weights are determined per the administrative

responsibilities or special projects agreed upon by the NTTF and the Department Chair.

4.3. Reporting of Merit Scores and Overall Merit Score Calculation

The Merit Committee will provide the individual component merit scores for Teaching, Research, and Service to the Department Chair in a manner similar to the form below.

Faculty Member Evaluated for Merit	Merit Score for Teaching	Merit Score for Research	Merit Score for Service
<i>Faculty member 1</i>	<i>Insert numerical score</i>	<i>Insert numerical score</i>	<i>Insert numerical score</i>
<i>Faculty member 2</i>	<i>Insert numerical score</i>	<i>Insert numerical score</i>	<i>Insert numerical score</i>
<i>Next faculty member, etc.</i>	<i>Insert numerical score</i>	<i>Insert numerical score</i>	<i>Insert numerical score</i>

Once all the component numbers are obtained, the Department Chair will use the allocation of effort for each faculty member to create a weighted average for merit. Using the algorithm shown below, a final merit rating of the individual for that year rounded to the nearest 1/10 of a point.

$$\begin{aligned}
 & [\text{Teaching Merit Score} * \text{Allocation of Effort}] \\
 & + [\text{Research Merit Score} * \text{Allocation of Effort}] \\
 & + [\text{Service Merit Score} * \text{Allocation of Effort}] \\
 & = \text{Overall Merit Score}
 \end{aligned}$$

To meet expectations and qualify for merit, the minimum overall performance rating, after weighting teaching, research, and service, is 5.0. Any score over 5.0 is viewed as exceeding the minimum expectations.

The three-year moving average merit score will be calculated by averaging the current and the previous two year's overall merit scores.

5. Additional Academic Unit Merit Policy Information

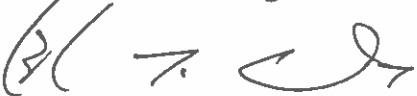
The Department of Marketing recommends the departmental Merit Pool be divided into two separate pools: one for TTF and one for continuing NTTF. The size of the two pools shall be proportionally divided based on the total base salaries of the faculty members. Within each pool, the final merit rating for each continuing faculty member in that pool who meets or exceeds expectations is added together into a Total Performance Base Index for that pool. Then each individual's weighted index is calculated as a percentage of their corresponding Total Performance Base Index, with the resulting percentage (rounded to 1/10 of a percentage point) representing the merit rating earned by each faculty member.

Any faculty member who does not qualify for merit will not be recommended to receive a merit increase.

6. Additional Information

Being an AACSB accredited institution is vital to the mission of the College of Business. Accordingly, faculty are expected to maintain faculty qualifications under AACSB standards to be eligible for merit.

Approved by the Department of Marketing electronically on September 21, 2017


 _____ Date 9/21/2017

Bob Wu, Chair, Department of Marketing

Approved: 
 _____ Date 9/21/2017

Raymond Braun, Dean, College of Business Administration

Approved: 
 _____ Date 12/18/17

Rodney Rogers, Provost/ Senior VP