

## **Merit Document**

Department of Management in the College of Business Administration

### **Preamble**

Merit raises refer to the component of salary raises that are provided to department bargaining unit faculty members who meet or exceed their assigned unit performance expectations. In any given year, it is possible that all of the Bargaining Unit Faculty Members in an academic unit may be eligible for merit salary raises. Merit is calculated during spring semester based on performance during the previous calendar year. Merit salary raises are added to base salary for the ensuing fiscal year (on September 1 for Bargaining Unit Faculty Members on 9-month contracts, and on July 1 for Bargaining Unit Faculty Members on 12-month contracts).

Merit eligibility for faculty members will be based on meeting or exceeding unit performance expectations for merit in the Department of Management in the following areas: Teaching Effectiveness, Research, and Service. Each faculty member will receive an overall merit score which will identify whether s/he did not meet, met, or exceeded expectations for merit. The overall merit score will include ten (10) categories or rating levels to allow for discrimination among levels of performance; each of the categories or rating levels on the overall merit score must clearly identify whether it does not meet expectations for merit, meets expectations for merit, or exceeds expectations for merit. For example, using the ten categories or rating levels, the following evaluation concepts would be included: 1.0 – 4.9 = Does not meet expectations for merit; 5.0 – 7.9 = Meets expectations for merit; 8.0 – 10.0 = Exceeds expectations for merit.

Both the merit committee of the academic unit and the chair of the department may make recommendations to the Dean for allocation of merit dollars and/or percentages. However, as provided for by Section 11.2 of Article 17 of the Collective Bargaining Agreement, the Dean is not bound by such recommendations and the determination of the actual merit increase is within the Dean's reasonable discretion.

### **1. Merit Criteria, Performance Indicators and Expectations, and Calculation of Merit Scores**

The merit criteria (i.e., Teaching Effectiveness, Research, and Service), performance indicators and expectations for the criteria, and the calculation of the component merit scores (i.e., Teaching Effectiveness, Research, and Service) are contained in Appendix A.

### **2. General Procedure for Faculty Evaluation and Score of Merit**

**2.1. Allocation of Effort.** Prior to the beginning of the calendar year, each faculty member will confirm his/her allocation of effort (e.g., 50/30/20 for teaching, scholarship, and service) with the chair.

**2.2. Merit Committee.** The Department of Management merit committee is responsible for assigning an overall merit score to every bargaining unit faculty member. The merit committee is comprised of the following: five faculty members on regular appointment to the Department to reflect the functional areas of the Department as well as tenured, probationary, and non-tenure track-faculty. Faculty members of the committee shall serve two-year staggered terms, and shall

be eligible for re-election. Every effort should be made to rotate the membership of this committee.

- 2.3. Failure to Submit.** Faculty members who fail to submit a complete merit dossier by the deadline will receive an automatic rating of "does not meet expectations" and will not be eligible for a merit salary increase or the market adjustment from the Fixed Market Pool (Article 17, section 7.1).
- 2.4. Merit Dossier.** The submitted merit dossier must include the following elements: as outlined in Appendix A, evidence of teaching effectiveness, evidence of research and scholarly work, and evidence of service effectiveness.
- 2.5. Overall Merit.** The individual component merit scores for teaching effectiveness, research, and service are combined to arrive at an overall merit score. Allocation of effort is taken into account when determining overall merit score. NTTF are normally not expected to engage in research. However, if the Workload Agreement with the NTTF faculty member includes a research allocation of effort, then research will be considered for merit. The overall merit will include ten rating levels and clearly identify whether the overall merit reflects performance that fails to meet expectations, meets expectations, or exceeds expectations for merit.

Once the merit committee has reached consensus on component merit scores on each performance area (Teaching Effectiveness, Research, and Service), the overall merit score is computed using a simple algorithm taking into account the weighted allocation of effort for each performance area:

$$[\text{Teaching Effectiveness Merit Score} * \text{Allocation of Effort}] + \\ [\text{Research Merit Score} * \text{Allocation of Effort}] + \\ [\text{Service Merit Score} * \text{Allocation of Effort}] = \text{Overall Merit Score}$$

| Interpretation (10 point scale)  | Overall Merit Score |
|--|---------------------|
| Exceeds expectations for merit; eligible for merit                     | 8.0 – 10.0          |
| Meets basic expectation for merit; eligible for merit                  | 5.0 – 7.9           |
| Fails to meet basic expectation for merit; recommendation for no merit | 1.0 – 4.9           |

- 2.6. Decimal Convention.** An academic unit may report its merit score recommendation to no greater than one-tenth decimal place (for example, a unit may assign a score of 3.2 or 6.0 but may not assign a score of 3.15 or 5.975).

### 3. Significant Dates for Merit Consideration and Appeals

January 31: Last date for faculty merit dossiers to be submitted to an academic unit.

The merit committee of the academic unit is urged to work informally with all faculty being reviewed to resolve any factual or interpretive issues in advance of making recommendations to the chair.

February 28: Academic unit faculty committee's merit score recommendation to the chair (with a copy to the faculty member).

March 7: Last date for faculty members to appeal the committee's recommendation to the chair (with a copy to the committee).

March 31: Chair's merit score recommendation to the Dean (with copies to the committee and faculty members).

April 7: Last date for faculty member to appeal the chair's merit score recommendation to the Dean (with copy to the chair. The faculty member may raise in any appeal to the Dean: (i) the chair's merit score recommendation, and (ii) only those aspects of the committee's recommendation that the faculty member has previously raised in the faculty member's appeal to the chair. Issues related to the committee's recommendation not raised previously with the chair (where the faculty member either knew or through the exercise of reasonable diligence should have known) are not preserved for appeal to the Dean, shall not be considered by the Dean, and shall not be the basis or grounds for any grievance by the BGSU-FA.

April 30: Dean's recommendation to the Provost. Thereafter the Provost and Dean may confer through on or about May 19.

On or about May 20: Dean issues final determination regarding merit.

#### 4. Special Circumstances

##### 4.1. Consideration of Special Circumstances as Required by the Collective Bargaining Agreement

4.1.1. **Faculty Exchange Leave** (Article 21, Section II: subsection 1.7). Faculty members shall be entitled to full consideration for merit. The merit evaluations for the faculty members will include consultation with the host institution.

4.1.2. **Leaves with Extramural Salary Paid through the University Payroll System** (Article 21, Section III: subsection 1.3) Faculty members shall be entitled to full consideration for merit. The merit evaluations for the faculty members will include consultation with the sponsoring government agency or private foundation.

4.1.3. **Unpaid Leave - 100% time** (Article 21, Section IV: subsection 5). Faculty members will not be eligible for merit in any calendar year for which 100% unpaid leave was taken that is unrelated to Family Medical Leave. If related to Family Medical Leave, performance expectations for merit evaluations shall be prorated.

4.1.4. **Sick Leave** (Article 21, Section VIII: subsection 9.1). Performance expectations for merit evaluations shall be prorated for faculty members on sick leave for 40 or more days during the calendar year.

4.1.5. **Parental Leave** (Article 21, Section IX: subsection 3). Unit Faculty Member who takes parental leave under this Article will only be evaluated for performance during the time in which he or she was not on parental leave (including use of sick leave in addition to parental leave). Performance expectations for merit evaluations that are expressed quantitatively shall be prorated. The Department Chair's/School Director's evaluation shall include a description of the methods used for prorating.

4.1.6. **Partial Unpaid Leave - 50% time** (Article 21, Section X: subsection 3.3) Faculty members will not be eligible for merit in any calendar year for which 50% unpaid leave was taken that is unrelated to Family Medical Leave. If related to Family Medical Leave, performance expectations for merit evaluations shall be prorated.

4.1.7. **Faculty Improvement Leave** (Article 22, Section 7.3.3) Faculty members shall be entitled to full consideration for merit. The merit evaluations for the faculty members will

include consideration of the report submitted to the President detailing accomplishments during the FIL.

**4.2. Consideration of Other Special Circumstances**

**4.2.1. New Faculty Hires.** New faculty members whose employment begins in the fall semester shall be entitled to full consideration for merit. Performance expectations for merit evaluations shall be prorated.

**4.2.2.** The unit's faculty advisory body may also consider special circumstances not covered in 4.1 above and make a recommendation to the unit chair or director. Such exceptional circumstances might include a leave without pay to take a short-term research appointment, a leave without pay to participate in professional development, or other leave without pay that enhances the productivity of the faculty member and the reputation of the institution.

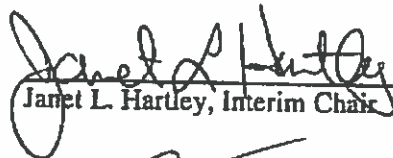
**5. Amendment of Merit Policy**

The unit faculty may amend performance indicators, performance expectations, and the methods for combining this information into both component and overall merit scores at any time. Amendments to the merit policy must be approved by the Dean and Provost/SVPAA. Approved amendments to the merit policy shall not be applied retroactively in the calculation of the previous year's merit scores.

**6. Additional Information**

**6.1. AACSB Accreditation.** 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.

**6.2.** Approved by the Department of Management by vote on February 20, 2015.

  
Janet L. Hartley, Interim Chair

Date 3/16/2015

Approved:   
Raymond W. Braun, Dean of College of Business Administration

Date 3/30/15

Approved:   
Rodney Rogers, Provost/ Senior VP

Date 4/15/15

## Appendix A Merit Criteria, Performance Indicators and Expectations

### 1. Merit Criteria

The merit criteria (i.e., Teaching, Research, and Service) performance indicators and expectations for the criteria, and the calculation of the component merit scores (i.e., Teaching, Research, and Service) are contained in Appendix B.

### 2. Performance Indicators and Expectations

- 2.1. Evaluation of teaching effectiveness is based on the *Departmental Policies for Annual Review, Merit, Contract Renewal, Promotion, and Tenure of Tenured and Probationary Faculty* as approved by the Department of Management faculty members.

Teaching effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the Department's evaluation of faculty members who are under review for merit. Domains used in the evaluation of teaching include the following:

- undergraduate teaching
- graduate teaching
- instructional development
- other contributions to student learning

Beginning in the first year of a teaching appointment, faculty must create and maintain an up-to-date teaching portfolio that contains written records pertaining to their teaching. The portfolio will be used by reviewers as the primary source of information for the evaluation of teaching. The Department may obtain additional information from other sources to the extent that the information contained in a teaching portfolio is incomplete with respect to any of the domains or performance indicators applied.

#### 2.1.1. Undergraduate Teaching

Given the Department's involvement in undergraduate degree programs, it considers high quality undergraduate instruction to be a principal component of a faculty member's record of teaching. Performance indicators that may be appropriate in the evaluation of undergraduate teaching include the following:

- results of student evaluations of courses taught (required)
- peer observations and evaluations of teaching
- contributions to recruitment, retention, advising, and placement of undergraduate students
- documentation of student learning outcomes
- advising undergraduate honors theses
- independent study courses taught
- teaching awards and distinctions
- written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching

### 2.1.2. Graduate Teaching

High quality graduate student involvement is also important for extending our alumni network and enhancing our reputation in the academic and business communities. Activities and performance indicators that may be appropriate in the evaluation of graduate teaching include the following:

- contributions to recruitment, retention, advising, and placement of graduate students
- results of student evaluations of courses taught (required)
- peer observations and evaluations of teaching
- advising theses and dissertations
- serving as an outside member on thesis and dissertation committees directed by other faculty
- working with masters or doctoral students on applied projects such as service learning, field projects, etc.
- working with masters or doctoral students on research projects
- writing case studies or other teaching-related publications

### 2.1.3. Instructional Development

Departmental faculty members are expected to devote professional development efforts to continuously improve the curriculum as well as their own teaching methods and effectiveness. Performance indicators that are used in the evaluation of instructional development may include the following:

- course outlines, syllabi, and other items that demonstrate the nature of instruction and range of courses taught
- development of textbooks and other instructional materials
- the development of new courses or the improvement of existing courses
- conferences and workshops attended, courses taken, or other professional development activities to enhance teaching skills
- assessments of student achievements; and innovations in the effective use of instructional technology and resources to promote active student learning
- including the implementation or development of technology
- engagement in and/or development of service learning projects

### 2.1.4. Other Contributions to Student Learning

Faculty members make other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction. Performance indicators that are used to evaluate such contributions include the following:

- advisement of student clubs, professional organizations, and competitions
- support of internships and co-operative work experiences for students
- involvement in clubs, organizations, and activities promoting faculty-student interaction
- participation in University initiatives to create a campus wide learning community
- involvement in activities to promote University, College, or Department programs and services to current and prospective students

- participation in University, College, or Department projects to assess the effectiveness of teaching and learning
- external engagement such as guest speakers, plant tours, etc.
- other pedagogical activities that contribute to effective teaching

In addition to the foregoing, a candidate may submit and request that the Department consider other evidence of achievement in teaching that is appropriate to his/her specific case. The question to be considered by the Department in its evaluation of teaching is this: Is the faculty member's demonstrated performance in teaching consistent with the general standards for merit, reappointment, promotion, or tenure as described in the University's governance documents and supportive of the instructional mission of the Department, College, and University?

- 2.2. Evaluation of Research and scholarly work is based on *the Departmental Policies for Annual review, Merit, Contract Renewal, Promotion, and Tenure of Tenured and Probationary Faculty* as approved by the Department of Management faculty members.

Making significant contributions to the knowledge base or the practice of one's discipline is a central responsibility of all faculty members. Such contributions are important both in their own right, and because they are an essential qualification for instructing others at a university. Thus, achievement in this area is vital to the Department's evaluation of faculty members who are under review for merit. Domains used in the evaluation of research and scholarly work include: publications and presentations; sponsored program extramural support and institutional outreach. As a means of facilitating the evaluation, faculty members should maintain a record of their research and scholarly work, which addresses the performance indicators used for evaluation.

### 2.2.1. Publications and Presentations and Other Scholarly Activities

Publications and presentations are the primary products of any research thus central to its evaluation. Publications in peer-reviewed journals or symposium volumes and papers presented in peer-reviewed settings are especially significant. So too, are the publication of books, monographs, and other publications as well as presentations resulting from applied research and consulting. Research efforts should demonstrate quality as well as quantity. Quality is demonstrated by the originality and importance of the work, the prestige of the setting, and the impact on the work of colleagues in the discipline. In addition to publications and presentations, other relevant performance indicators may include the following:

- reviewing for professional conferences and journals and serving as paper discussants and program chairs for professional conferences
- work under review; work in progress
- professional development activities related to research
- appointment to editorship or editorial board of refereed journal

### 2.2.2. Sponsored Program External Support for Research and Scholarly Work

In addition to supporting research, securing extramural support is an important external validation of the quality of research. There is no specific quantity of extramural research support required for merit. Performance indicators include the following:

- research funds awarded
- number of grant applications submitted
- agency reviewers' evaluations of the proposal
- significance and scope of the project
- performance of duties as principal investigator for funded projects

### 2.2.3. Institutional Outreach

Participation in University, College, or Department outreach activities through centers, institutes or alliances/partnerships and in applied research and private consulting may be a significant component of a faculty member's research and scholarly work. Performance indicators include: significance and scope of the activity; role of the faculty member in the activity; documentation of specific contributions and accomplishments.

In addition to the foregoing, a candidate may submit and request that the Department consider other evidence of achievement in research that is appropriate to his/her specific case. The question to be considered by the Department in its evaluation of research is this: Is the faculty member's performance in research consistent with the general standards for merit, contract renewal promotion, or tenure as described in the University governance documents and specified by the Department?

- 2.3. Evaluation of service effectiveness is based on the *Departmental Policies for Annual Review, Merit, Contract Renewal, Promotion, and Tenure of Tenured and Probationary Faculty* as approved by the Department of Management faculty members.

Service contributions by faculty to the Department, College, University, and profession are critical to the overall mission of the University. Faculty seeking merit shall provide evidence of appropriate service to the University community and to the profession.

The Department defines service as performance of Department, College, University, and professional activities which fall into three domains: involvement in internal affairs and institutional governance, professional expertise shared with the external community, and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation which provide evidence of their activities and contributions and which address the performance indicators used for evaluation.

#### 2.3.1. Internal Affairs and Institutional Governance

These activities include participation in Department, College, or University committees including governing bodies, councils, special task forces, review teams, and the like. University service also includes performance of any assigned administrative service responsibilities including those duties handled by faculty serving as Master of



Organization Development Graduate Coordinator, Department Chair, Associate Dean, and the like. Performance indicators used to evaluate internal service include the following:

- records of membership and attendance at committee and organizational meetings
- amount of time devoted to activities
- significance and scope of activities
- degree of active involvement
- documentation of significant contributions
- leadership positions held
- professionalism and dependability in performing assignments
- collegiality in working with others and sharing responsibilities
- testimonials from colleagues, committee chairs, and others

Performance indicators used to evaluate administrative service include the following:

- significance and scope of assignment
- amount of time devoted to assignment
- professionalism and dependability in performing assignments
- evidence of collegiality in working with others
- documentation of specific contributions and accomplishments
- evaluations by constituents, publics served, and others

### 2.3.2. External Service

Faculty members are encouraged to lend their professional expertise to support external organizations, projects, and programs. To be considered as external service appropriate for merit, such external activities must draw upon a faculty member's expertise and must be recognized by the Department, College, or University as qualifying. All faculty members are encouraged to participate fully in civic and community life as citizens, but they need to recognize that not all such activities will be viewed as directly related to their professional expertise. Performance indicators used to evaluate external service include the following:

- records of relevant activities and professional contributions
- degree of active involvement
- significance and scope of involvement in each activity
- evidence of contributions and achievements
- leadership positions held; professionalism and dependability demonstrated in performing activities
- awards and other recognitions
- written statements or testimonials

### 2.3.3. Professional Service

These activities include a faculty member's membership and active involvement with professional organizations connected to his/her discipline at the local, state, regional, national, or international levels. Performance indicators used to evaluate professional service include the following:

- records of affiliations with appropriate professional associations
- records of service to private or extramural funding agencies
- attendance at professional meetings and conferences
- leadership positions held in professional associations
- time spent on fulfilling professional service obligations
- professionalism and dependability demonstrated in performing activities
- professional recognitions
- organization of professional conferences, symposia and the like
- conference sessions moderated that contribute to the profession

In addition to the foregoing, a candidate may submit and request that the Department consider any other evidence of achievement in service that is appropriate to his/her specific case. The question to be considered by the Department in evaluating service is this: Is the faculty member's performance in service consistent with the general standards for merit, contract renewal, promotion, or tenure as described in the University governance documents and as specified by the Department?

### **3. General Procedure for Faculty Evaluation and Recommendation of Merit**

*The Department of Management evaluation policies and practices follow the College of Business Administration Salary Guidelines Related to Evaluation Criteria. These guidelines refer to the role of the Department, the Chair, and the Dean in determining salary recommendations; to issues of equity and exceptional performance; and to resolving individual faculty member grievances.*

- 3.1. Description of how the overall Merit Score is calculated. (Also, Appendices A & B and Sections 1& 2 guidance on evaluation of the Merit Score).

*Notes:*

- *Three-year rolling averages are not permitted in accordance with the Collective Bargaining Agreement*
- *Department Chairs can participate in the development of merit criteria and procedures, but should not be involved in the implementation of this faculty-led review process. (Chairs will provide their own, independent, merit reviews).*
- *The following scales may take any value between 1.0 and 10.0 based on performances. Rating descriptions are anchors for reference.*

#### **3.1.1. Teaching**

1. Evaluation includes the use of student evaluations as well as the use of other indicators such as those described in section 2.1. The ratings can be adjusted upward based on teaching conditions such as class size, new prep, new course offering, course redesign, course format change, or course innovation, peer evaluations and other "objective" assessment of teaching. Student evaluation of teaching scores are on a scale from zero to four (0.00 to 4.00).
  - a. A rating below a 6.0 on a ten-point scale indicates student evaluations below a 2.60.

- b. A rating of 6.0 on a ten-point scale includes student evaluations in the range of 2.60 to 2.89.
  - c. A rating of 7.0 on a ten-point scale includes student evaluations in the range of 2.90 to 3.19.
  - d. A rating of 8.0 on a ten-point scale includes student evaluation in the range of 3.20 to 3.39.
  - e. A rating of 9.0 on a ten-point scale includes student evaluations in the range of 3.40 to 3.59.
  - f. A rating of 10.0 on a ten-point scale includes student evaluations in the range above 3.60.
2. The remaining one half of the teaching effectiveness shall be based upon the performance indicators outlined in section 2.1. (undergraduate teaching, graduate teaching, instructional development, and other contributions to student learning) and any other relevant factors related to the area of teaching. In addition to the quantity of activities performance, raters will consider the intensity of the activity and the quality of performance where possible.
- a. A rating less than 6.0 on a ten-point scale indicates that there is limited involvement in the activities outlined in section 2.1.
  - b. A rating of 8.0 on a ten-point scale indicates that there is involvement in the activities outlined in section 2.1.
  - c. A rating of 10.0 on a ten-point scale indicates that there is significant involvement in the activities outlined in section 2.1.

### 3.5.2. Research

1. The research rating is based on the faculty members overall research efforts in the previous year and may be adjusted to values between the guidelines listed below based on the research activity. Individuals with reduced teaching load will be evaluated with this reduction in mind. These performance ratings will be determined with consideration of other performance indicators as outlined in section 2.2, as well as the quality of journals as ranked by the Department. Refereed journal articles can be reported either the year they are accepted or the year they are published.
  - a. A rating below 6.0 on a ten-point indicates limited or no research activity during the year.
  - b. A rating of 6.0 on a ten-point scale consists of one refereed presentation or submission to a peer reviewed journal during the calendar year.
  - c. A rating of 7.0 on a ten-point scales consists of at least one book chapter, one refereed proceedings article, or two products from the following categories: refereed presentations, or referred journal submissions during the calendar year.
  - d. A rating of 8.0 on a ten-point scale consists of one refereed article published during the calendar year in a non-top tier refereed journal.

- e. A rating of 9.0 on a ten-point scale consists of at least one refereed article published during the calendar year in a non-top tier refereed journal and significant other research activities as outlined in section 2.2.
- f. A rating of 10.0 on a ten-point scale consists of one refereed article published during the calendar year in a top tier journal rated as "top tier" by the Department.

### 3.5.3. Service

- 1. The faculty member's contribution to service shall be evaluated on a ten-point scales and adjusted for the contribution to service by that faculty member. These performance ratings will be determined with consideration of other performance indicators as outlined in section 2.3.
  - a. A rating of 6.0 on a ten-point scale consists of maintaining a normal share of departmental activities.
  - b. A rating of 8.0 on a ten-point scale consists of maintaining a normal share of departmental activities plus performance on a college or university committee, service in a professional organizations, or non-paid public service activities.
  - c. A rating of 10.0 on a ten-point scale consists of maintaining a greater than normal share of departmental activities plus performance on a college or university committee, service in professional organizations, or non-paid public service activities which show leadership or a significant commitment time and energy showing involvement in multiple roles.

3.5.4. Any additional performance development activities or rewards, such as attendance at workshops or conferences, awards, grants, etc., will be acknowledged in the area (i.e., teaching, research, or service) in which they are deemed appropriate by the Merit Committee.

- 3.2. The merit committee will submit merit scores to Bargaining Unit Faculty Members in the unit prior to transmitting scores to the chair. Faculty members may appeal the merit score they received from the department merit committee by submitting an appeal within two business days. The merit committee will review each appeal and provide those faculty members with the final merit score assigned.
- 3.3. After consideration of any appeals, the merit committee will transmit merit scores to the chair along with summarized documentation supporting the submitted merit scores by February 28<sup>th</sup> (if a weekend, the next business day).

**Department of Management: Top Tier Journal Ranking List<sup>a</sup>**  
**Approved by Vote of the Tenured Faculty Sept. 8, 2009**

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|--|--|
| <p><b>MANAGEMENT ALL</b></p> <p>Academy of Management...Series: Learning &amp; Education, Journal, Review, and Perspectives (formerly Executive).</p> <p>Administrative Science Quarterly</p> <p>Annual Reviews...Series by Annual Reviews, a Nonprofit Scientific Publisher <a href="http://www.annualreviews.org">www.annualreviews.org</a></p> <p>Harvard Business Review</p> <p>Journal of Business Research</p> <p>Journal of Management</p> <p>Research In . . . Series by Elsevier <a href="http://www.elsevier.com">www.elsevier.com</a></p>   |  |
| <p><b>ENTREPRENEURSHIP</b></p> <p>Entrepreneurship Theory &amp; Practice</p> <p>Journal of Business Venturing</p><br><p><b>HUMAN RESOURCE MANAGEMENT</b></p> <p>Career Development International</p> <p>Human Resource Management</p> <p>Industrial &amp; Labor Relations Review</p> <p>Industrial Relations Journal</p> <p>Journal of Vocational Behavior</p> <p>Personnel Psychology</p><br><p><b>INTERNATIONAL BUSINESS</b></p> <p>International Marketing Review</p> <p>Journal of International Business Studies</p> <p>Journal of International Marketing</p> <p>Journal of World Business</p> <p>Multinational Business Review</p><br><p><b>ORGANIZATIONAL BEHAVIOR</b></p> <p>Journal of Applied Psychology</p> <p>Journal of Conflict Resolution</p> <p>Journal of Organizational Behavior</p> <p>Journal of Personality &amp; Social Psychology</p> <p>Organizational Behavior &amp; Human Decision Processes</p> <p>Organization Research Methods</p> <p>Psychological Bulletin</p> <p>Psychological Review</p> | <p><b>ORGANIZATION DEVELOPMENT</b></p> <p>Group &amp; Organization Management</p> <p>Human Relations</p> <p>Journal of Applied Behavioral Sciences</p> <p>Small Group Research</p><br><p><b>STRATEGIC MANAGEMENT</b></p> <p>American Sociological Review</p> <p>Journal of Management Studies</p> <p>Organization Science</p> <p>Organization Studies</p> <p>Strategic Management Journal</p><br><p><b>SUPPLY CHAIN MANAGEMENT</b></p> <p>Decision Sciences</p> <p>International Institute of Industrial Engineers Transactions</p> <p>International Journal of Physical Distribution &amp; Logistics Management</p> <p>International Journal of Production Research</p> <p>Journal of Business Logistics</p> <p>Journal of Operations Management</p> <p>Management Science</p> <p>Naval Research Logistics</p> <p>Operations Research</p> <p>Production &amp; Operations Management</p> <p>Transportation Journal</p> |

- a. A faculty member may publish in any of the journals listed to receive credit for a top tier publication.

## Appendix B Calculation of Merit Scores

| Evaluation Rating Category           | <b>TEACHING</b><br>Expected levels of accomplishment on teaching performance indicators (or their equivalent)  | Possible Merit Score for Teaching* |
|--------------------------------------|--|------------------------------------|
| Exceeds expectations for merit       | Exceeds expectations for merit: Activities in area cumulatively 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, school, unit, and discipline. | 8.0 – 10.0                         |
| Meets expectations for merit         | Meets expectations for merit: Activities in area cumulatively meet expectations and reflect standard levels of performance for the department, school, unit, and discipline.   | 5.0 – 7.9                          |
| Fails to meet expectations for merit | Fails to meet expectations for merit: Activities in area cumulatively do not meet expectations and fall below the standard levels of performance for the department, school, unit, and discipline.   | 1.0 – 4.9                          |

**Merit Score for Teaching (to be completed by merit committee member): \_\_\_\_\_**

| Evaluation Rating Category           | <b>Research</b><br>Expected levels of accomplishment on research performance indicators (or their equivalent)  | Possible Merit Score for Research* |
|--------------------------------------|--|------------------------------------|
| Exceeds expectations for merit       | Exceeds expectations for merit: Activities in area cumulatively 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, school, unit, and discipline. | 8.0 – 10.0                         |
| Meets expectations for merit         | Meets expectations for merit: Activities in area cumulatively meet expectations and reflect standard levels of performance for the department, school, unit, and discipline.   | 5.0 – 7.9                          |
| Fails to meet expectations for merit | Fails to meet expectations for merit: Activities in area cumulatively do not meet expectations and fall below the standard levels of performance for the department, school, unit, and discipline.   | 1.0 – 4.9                          |

**Merit Score for Research (to be completed by merit committee member): \_\_\_\_\_**

| Evaluation Rating Category           | <b>SERVICE</b><br>Expected levels of accomplishment on service performance indicators (or their equivalent)  | Possible Merit Score for Service* |
|--------------------------------------|--|-----------------------------------|
| Exceeds expectations for merit       | Exceeds expectations for merit: Activities in area cumulatively 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, school, unit, and discipline. | 8.0 – 10.0                        |
| Meets expectations for merit         | Meets expectations for merit: Activities in area cumulatively meet expectations and reflect standard levels of performance for the department, school, unit, and discipline.   | 5.0 – 7.9                         |
| Fails to meet expectations for merit | Fails to meet expectations for merit: Activities in area cumulatively do not meet expectations and fall below the standard levels of performance for the department, school, unit, and discipline.   | 1.0 – 4.9                         |

**Merit Score for Service (to be completed by merit committee member): \_\_\_\_\_**