

Merit Policy

Part II: Academic Unit Criteria, Standards, and Processes

Academic Unit: Department of Management, College of Business

Merit Criteria, Performance Indicators and Expectations

1.1 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 the table below. Standards and expectations are described in the following tables.

Evaluation Rating Category	TEACHING 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.	2.0 – 4.9
Unacceptable performance	Unacceptable performance for merit: Activities in area cumulatively demonstrate poor performance results based on an average student evaluation score for courses taught; poor peer evaluation of teaching if applicable, and no participation in other teaching related activities	1.0 – 1.9

Merit Score for Teaching (to be completed by merit committee member): _____

Evaluation Rating Category	Research 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.	2.0 – 4.9
Unacceptable performance	Unacceptable performance for merit: Activities in the area cumulatively demonstrate a lack of any research activity or productivity	1.0 – 1.9

Merit Score for Research (to be completed by merit committee member): _____

Evaluation Rating Category	SERVICE	
	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.	2.0 – 4.9
Unacceptable performance	Unacceptable performance for merit: Activities in area cumulatively demonstrated a lack of any participation on department, college, or university committees, or a lack of any participation in other service opportunities either internal or external to the university	1.0 – 1.9

Merit Score for Service (to be completed by merit committee member): _____

1.2 Description of how the overall Merit Score is calculated.

1.2.1. Teaching

2. 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).

Rating	Average Student Evaluation Score
1	Less than 1.29
2	1.3 to 1.59
3	1.6 to 1.89
4	1.9 to 2.19
5	2.2 to 2.49
6	2.5 to 2.79

7	2.8 to 3.09
8	3.1 to 3.39
9	3.4 to 3.69
10	3.7 to 4.0

2. The remaining one half of the teaching effectiveness shall be based upon the performance indicators outlined in section 3.1. (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 ratings will consider the intensity of the activity and the quality of performance where possible.
- a. A rating less than 2.0 indicates no involvement in other teaching activities outlined in section 3.1
 - b. A rating of 5.0 on a ten-point scale indicates that there is limited involvement in the activities outlined in section 3.1.
 - c. A rating of 8.0 on a ten-point scale indicates that there is involvement in the activities outlined in section 3.1.
 - d. A rating of 10.0 on a ten-point scale indicates that there is significant involvement in the activities outlined in section 3.1.

1.2.2. 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 3.2, as well as the refereed journal quality. Refereed journal articles can be reported either the year they are accepted or the year they are published.
 - a. A rating of 1.0 on a ten-point scale indicates no research activity during the year.
 - b. A rating of 2.0 to 4.99 on a ten-point scale indicates limited research activity during the year.
 - c. A rating of 5.0 on a ten-point scale consists of non-refereed presentation, or book chapter, or non-refereed journal publication 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 scale consists of at least one refereed book chapter, one refereed proceedings article, or two products from

the following categories: refereed presentations, or referred journal submissions during the year.

- d. A rating of 8.0 on a ten-point scale consists of one refereed article published during the 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 year in a non-top tier refereed journal and significant other research activities as outlined in section 3.2.
- f. A rating of 10.0 on a ten-point scale consists of one refereed article published during the year in a top tier journal rated as “top tier” by the Department or other units in the College of Business.

1.2.3. 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 3.3.
 - a. A rating less than 2.0 indicates no service activity.
 - b. 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.

- 1.2.4. 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.

Merit Committee Composition and the Election//Appointment Process

- 2.1 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: four to five faculty members on regular appointment to the Department. During the department election process, the functional areas of the Department as well as tenured, probationary, and non-tenure track-faculty should be considered when possible. Faculty members of the committee shall serve two-

year staggered terms, and shall be eligible for re-election. Effort should be made to rotate the membership of this committee.

Elements of the Merit Dossier

- 3.1 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.

3.1.1. 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

3.1.2. 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

3.1.3. 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

3.1.4. 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?

- 3.2. 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.

3.2.1. 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

3.2.2. 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

3.2.3. 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?

- 3.3. 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.

3.3.1. 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

3.3.2. 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

3.3.3. 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?

Calculation of Overall Merit Score

3.4 Calculation of the 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 not expected to engage in research. The overall merit will include ten rating levels and clearly identify whether the overall merit reflects performance that is unacceptable, fails to meet expectations, meets expectations, or exceeds expectations for merit.

3.4.1. 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:

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

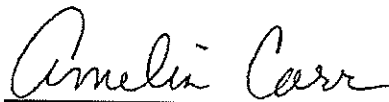
Interpretation (10 point scale)	Overall Merit Score
Exceeds expectations for merit; eligible for merit	8.0 – 10.0
Meets expectation for merit; eligible for merit	5.0 – 7.9
Fails to meet expectation for merit; recommendation for no merit	2.0 – 4.9
Unacceptable performance, recommendation for no merit	1.0 – 1.9

Notes:

- *Three-year rolling averages are used 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.*

Additional Academic Unit Merit Policy Information

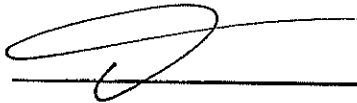
- 4.1 AACSB Accreditation. Being an AACSB accredited institution is vital to the mission of the College of Business. Accordingly, faculty are expected to maintain faculty qualifications under AACSB standards to be eligible for merit.
- 4.2 Approved by the Faculty in the Department of Management on April 21, 2017. Faculty members voted: 10 votes in favor of approving and 3 abstentions.



Amelia Carr, Ph.D., Chair

Date 8/22/17

Approved:



Ray Braun, Dean of College Business

Date 8/25/17

Approved:



Rodney Rogers, Provost/ Senior VP

Date 12/18/17