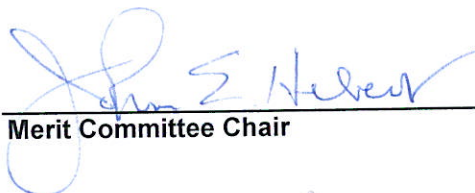**THE UNIVERSITY OF AKRON**
COLLEGE OF BUSINESS ADMINISTRATION

Department of: _MANAGEMENT_

MERIT PAY DISTRIBUTION PROCEDURE

Approval Signature Sheet

John E. Heber

Merit Committee Chair

March 1, 2007

Date

Department Chair

March 1, 2007

Date

Ray Aggarwal

CBA Dean

March 2, 2007

Date

University Provost

_3/13/07_

Date

The Department of Management subscribes to the philosophy that its Merit Evaluation procedure and criteria should – as much as possible – reflect the mission and the goals/objectives of the department, the College of Business Administration, and the University of Akron. To that end the department faculty have adopted the following resolution:

> Be it resolved that the faculty of the Department of Management affirms its expectations that each member of the department is expected to perform each aspect of teaching, research, and service at a level that will ensure student learning and meet minimal expectations for maintaining AACSB accreditation.

The Department of Management values the contributions of its faculty in teaching, research, and service, and has attempted to identify any and all aspects of contributions and/or accomplishments in these areas in its criteria for merit evaluation.

As a primarily undergraduate teaching department/college with an array of Master's level degree programs, the Department has elected to assign the following weights to each of the three performance categories:

a.)   For both tenured and probationary faculty the weights will be:

Teaching	45%
Research	45%
Service	10%

b.)   For instructors the weights will be:

Teaching	80%
Research	10%
Service	10%

c.)   For college lecturers the weights will be:

Teaching	100%

Procedure for determination of Merit

(1)   Each faculty member will submit an activity report / merit credentials (in a standard format) after the end of each annual merit review period detailing their accomplishments and/or contributions in teaching, research and service during that review period. The normal review cycle will encompass the prior three review periods.

Note: A faculty member failing to submit an activity report will be assigned a default score of 1 (=unsatisfactory) in each category for the review period in question.

(2)   The department chair will evaluate the faculty member's performance by assigning points from a pre-determined range for each contribution/accomplishment in each performance category. (See Appendices A.1, A.2, A.2.a, A.2.b, and A.3 for details). For salary adjustment purposes, the aggregate score in each performance category will be the average of the performance scores in that category for each review period that the faculty member was a member of the bargaining unit during the prior three review periods.

(3)   Merit Evaluation for bargaining unit faculty on leave will be guided by the following:

(a)   Professional Development Leave: Drop the semester (or year) on leave from the rolling average for teaching and service. Research accomplishments will count (as normally considered).

(b)   Sick Leave (for less than one semester): No special consideration.

(c)   Sick Leave (for one semester or more): Drop the sick leave period from the rolling average for teaching and service. All research accomplishments will count, however the divisor used to determine the average score will be the number of semesters that the faculty member was not on full leave during the review cycle.

(d)   Unpaid Leave of Absence: No credit for teaching or service during the absence period, which will count in the rolling average. Research accomplishments will count (as normally considered).

(e)   Other considerations may be taken into account by the chair in determining how teaching, research and service accomplishments count during periods of leave.

(4)   The aggregate scores in each performance category will be translated into one of the UA Merit Scale classifications based on a pre-determined formula (See Appendix B). The UA Merit Scale assigns points as follows:

Unsatisfactory	=	1
Satisfactory	=	2
Meritorious	=	3
Excellent	=	4
Outstanding	=	5

Note: Performance scores will be interpolated from within pre-determined performance score ranges into Merit scores (to the nearest 10th).

(5)   A faculty member's overall merit score for the current review period will be determined by multiplying his/her Merit Scale Evaluation Score in each performance category times the Management Department's category weights.

(6)   The Chair will meet with the Merit Review Committee (MRC)[1] and explain the evaluation procedure. The MRC reviews merit documentation, the chair's evaluation, and makes recommendations regarding omissions, corrections, and / or other problems. The chair may accept, reject, or negotiate a compromise solution to any and all recommendations made by the MRC.

(7)   Each faculty member will schedule a meeting with the chair to review the faculty member's performance and the chair's evaluation of same. Appeals regarding any aspect of the chair's evaluation of a faculty member's performance will be conducted in accordance with the procedures set forth in the current collective bargaining agreement.

(8)   A faculty member's salary adjustment will be computed according to the formula specified in Article 16, Section 8.c of the collective bargaining agreement between the University of Akron and the Akron-AAUP chapter.

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[1] Each year (before the end of the Spring semester) the bargaining unit faculty of the department will elect a three member merit review committee. To be eligible to serve on the MRC, faculty must be tenured and academically qualified. A faculty member may serve on the MRC committee only once every two years.

APPENDIX –A.1   Teaching Performance

The evaluation of teaching will be done on the following basis:

40 % Teaching evaluations:
> Points will be assigned based on an average of 6 equally weighted categories:
> - Course development and organization (Q9-Q12)
> - Presentation (Q13-Q16)
> - Professionalism and Competency (Q17-Q19)
> - Evaluation and assessment processes (Q20-Q24)
> - Rigor and workload (Q27,Q28)
> - Learning outcomes (Q29,Q31)

20 % Comparison within Area[2] (measured by Q30 – Effective Instructor Criterion)
> - 20 points will be assigned based on the extent of the deviation of the course evaluation from the <u>area average</u>.
> - An evaluation score which is more than one department standard deviation lesser than the area average will receive 0 points
> - An evaluation score which is at the area average will receive 15 points.
> - An evaluation score which is the maximum for that area will receive 20 points.

> Hypothetical example:
> Department sigma = 0.75

Course	Instructor evaluation	Area	Area Average	Area Maximum	Score
200	3.75	Quant	3.75	4.00	15
300	4.00	MIS	4.25	4.50	10
450	4.25	Mgmt	4.00	4.50	17.5
				Average score	14

40 % Department Chair Assessment based on a written summary clearly addressing the following:

> - A statement of teaching goals for the next academic year. The goals should be based on a self assessment of needed areas of improvement (up to 1 page)

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[2] The classification scheme for courses and areas is provided at the end of this section.

- A statement of course rigor (up to 1 page)
   o This would include specific attempts to challenge the students, approaches to maintaining their interest, the type of testing approaches, and the degree to which you reinforced basic problem solving, written and oral communication skills.

- A statement about the currency of each course taught (up to 1 page)
   o This would include the degree to which new materials such as case studies, articles, exams etc. have been integrated into the course. It would reflect personal attempts to update your knowledge base (research, scholarship of teaching, ITL seminars) and collaborations with faculty to improve the course and the curriculum.

- A statement about course delivery and classroom dynamics (up to 1 page)
   o This would include new techniques, technologies and other innovations employed in the classroom.   It would also include attempts to address specific student difficulties.
   o How did you respond to prior feedback from students, evaluations and the dept chair evaluation?

- A statement about the impact of your courses on students and the curriculum (up to 1 page)
   o This would include the ability of your course to incorporate concepts and theory from other courses.   Comment on the impact of your class on other courses. How do the course objectives fit with the core curriculum and other program objectives?   Identify any concerns you have about the curriculum.
   o Comment on how you adapted the course material and teaching approaches to account for the knowledge and background of students coming into your classes. Include any attempts to broadly assess the value add resulting specifically from your class.

- Anything else that contributed to quality teaching (up to 1 page)

The department chair may also consider the following in his or her assessment: quality of syllabus, formal and informal student comments, number of preparations, type of class (graduate or undergraduate), class sizes, accessibility to students, degree to which the faculty member is participating in learning assessment related activities, and the degree to which comments from prior evaluations have been addressed.

MIS/AIS	IB	Entrepre-neurship	Strategy	Quant	Mgmt	HR
310	457	408	490	221	301	341
315	459	410	658	222	302	342
324	656	508	695	330	390	442
325	659	510	+	333	407	443
350	+	6300:201	6400:485	334	427	458
420	All IB	6300:301	6400:674	421	433	478
425	From	6300:330	6600:450	479	434	650
426	Other	6300:450	6600:490	601	435	654
427	Depts.	6300:640	6600:620	662	436	655
602		6300:670	6600:670	663	438	658
605				664	460	660
620				670	471	661
622				671	477	
629				676	480	
640					482	
641					485	
642					491	
643					495	
644					497	
645					499	
648					571	
6100:201					580	
+					600	
All AIS					608	
classes					646	
					651	
					652	
					653	
					657	
					675	
					678	
					683	
					686	
					688	
					690	
					697	

Shaded area indicates that the course has not been offered in the last two years.

Course Classification (to be implemented from 2007-08)

SC_ops_ quant_ug	IS_ug	Mgmt UG	SC_ops_ quant_grad	Mgmt grad	MIS grad
221	310	301	533	580	602
222	315	302	576	600	605
330	324	341	601	608	641
333	325	342	663	650	643
390	350	442	670	651	644
433	420	443	675	652	645
476	425	457	678	654	646
	426	471		656	648
	427	480		658	
	6100:201	482		660	
		490		665	
		497		683	
		6300:201		695	
		6300:301		697	

APPENDIX A.2   Research/Scholarly Performance

Notes regarding the evaluation of research/scholarly activity.

(a) During the merit review cycle ending in June, 2006 the form displayed in Appendix A.2.a will be used to evaluate research performance. Whether or not the faculty member is "academically qualified" (according to AACSB standards) will not be considered.

(b) Beginning with the merit review period commencing on July 1, 2006 and thereafter, the form displayed in Appendix A.2.a will be used for faculty who are "academically qualified" (according to AACSB standards), and the form displayed in Appendix A.2.b will be used for those faculty who are not "academically qualified" according to AACSB standards.

(c) During the review period in which a faculty member achieves "academically qualified" status, following a period of not being "academically qualified", the faculty member will be awarded 100 bonus points in the research category for this accomplishment. This incentive cannot be used more than once during a five year cycle.

(d) A faculty member who is not AQ and is not making significant progress towards becoming AQ shall be limited to a merit rating of no more than 1.9 on research. This provision will not be implemented until the 2007-08 merit review period.

(e) A faculty member who is not AQ, but believes that they are making significant progress towards becoming AQ shall have the opportunity to submit such evidence to the department chair. If the chair concurs, the restriction limiting the faculty member to a merit rating of less than 2 shall not apply. The "making progress towards AQ" exception can be applied only during the 2005-06 and 2006-07 merit review periods.

APPENDIX – A.2.a

Form used to evaluate research/scholarly performance of faculty who are rated as "academically qualified" according to AACSB standards

Intellectual/Research Contribution Categories	Points		Total
Refereed Journal Publications:			
Category (A)	80-120		
Other	20-80		
Refereed Conference Proceedings:			
National/International	15-25		
Regional	5-15		
Reviewed Publications (Books):			
Textbook	80-120		
Readings, Casebook, Monograph, Trade/Professional	40-60		
Reviewed Publications (Supplements):			
Instructor's Manual, Test Bank	20-30		
Student Manual, Workbook	20-30		
Software	20-30		
Reviewed Publications (Other):			
Book Chapter	20-30		
Case (in Casebook – first time only)	20-30		
Book Reviews, Exercises, Games	5-15		
Other Articles	5-15		
Other Research/Scholarly Activity:			
Paper Presentation at National/International Conference	10		
Paper Presentation at Local/Regional Conference	5		
Paper Reviewer/Discussant at National/International Conference	5		
Paper Reviewer/Discussant at Local/Regional Conference	5		
Editorial/Review Activities:			
Editor / Refereed Journal	30		
Editorial Review Board / Refereed Journal	15		
Manuscript Review for Academic Journal	5		
Grants: (Submissions, Awards)	0-100		
Recognition:			
Awards (Best Paper, Outstanding Researcher, Etc.)	0-50		

APPENDIX – A.2.b

Form used to evaluate research/scholarly performance of faculty who are rated as "not academically qualified" according to AACSB standards:

Intellectual/Research Contribution Categories	Points		Total
Refereed Journal Publications:			
Category (A)	80-120		
Other	20-80		
Refereed Conference Proceedings:			
National/International	15-25		
Regional	5-15		
Reviewed Publications (Books):			
Textbook	80-120		
Readings, Casebook, Monograph, Trade/Professional	40-60		
Reviewed Publications (Other):			
Book Chapter	20-30		
Case (in Casebook – first time only)	20-30		
Editorial/Review Activities:			
Editor / Refereed Journal	30		
Editorial Review Board / Refereed Journal	15		
Manuscript Review for Academic Journal	5		
Grants: (Submissions, Awards)	0-100		
Recognition:			
Awards (Best Paper, Outstanding Researcher, Etc.)	0-50		
Achievement of "academically qualified" status	100		

APPENDIX – A.3   Service Performance
Form used to evaluate service contributions and accomplishments

Service Contribution Categories (Weight)	Points	Number	Total
University Service:			
Department, College and University Committees			
Member (3 activity levels: low, medium, high)	5–10-15		
Chair (3 activity levels: low medium, high)	10-20-30		
Student Organization Advisor (3 activity levels)	10-20-30		
Extraordinary University Service	Up to 50		
Professional Service:			
Service including, but not limited to, activities in the following lists: (3 activity levels; low, medium, high)			
Association / Organization Involvement			
Officer (8)	4-8-12		
Board Member (6)	3-6-9		
Committee Member (4)	2-4-6		
Speaker (2), Other Participation (2)	1-2-3		
Conference / Seminar / Meeting Involvement			
Program Chair (20)	10-20-30		
Track Chair (8), Program Committee (8)	4-8-12		
Session Chair (4)	2-4-6		
Panel Member (2)	1-2-3		
Extraordinary Professional Service	Up to 50		
Public Service: (related to discipline)			
Service including, but not limited to, activities in the following lists: (3 activity levels; low, medium, high)			
Charity / Civic Organization			
Board Member, Officer	2-4-6		
Committee Member, Other Involvement	1-2-3		
Specific Event Involvement			
Sponsor / Planner / Misc	1-3-5		
Extraordinary Public Service	Up to 20		
Recognition:			
Awards (Outstanding Service, Etc.)	3-6-9		

APPENDIX – B

Translation of Performance Category Scores into Merit Scale Scores

TEACHING:

Teaching Performance Score	Merit Score	Merit Classification
below 60	1	Unsatisfactory
60 – 69	2	Satisfactory
70 -79	3	Meritorious
80 -89	4	Excellent
90-100	5	Outstanding

RESEARCH:

Research Performance Score	Merit Score	Merit Classification
0-19	1	Unsatisfactory
20-39	2	Satisfactory
40-69	3	Meritorious
70-99	4	Excellent
100 and above	5	Outstanding

SERVICE:

Service Performance Score	Merit Score	Merit Classification
below 20	1	Unsatisfactory
20 – 34	2	Satisfactory
35 – 59	3	Meritorious
60 – 89	4	Excellent
90 and above	5	Outstanding

OVERALL MERIT SCORE:

Performance Category	Merit Score	Weight	Wtd Score
Teaching			
Research			
Service			
Total Weighted Merit Score	X	X	