

MANAGEMENT DEPARTMENT EVALUATION PROCEDURE

PHILOSOPHY

Management is a balance of art and science and of judgment and numbers. This merit evaluation process recognizes the need to develop comparative analysis with other faculty members and departments. However, it also recognizes that quality, specifically in an academic environment, is difficult to measure in a precise way.

As we are defined as a faculty driven environment, the annual merit evaluation system may vary among departments within the RCOB. All annual merit evaluation systems focus on the performance of faculty in the context of a single year. The attempt is to assess to what degree the faculty member has produced or achieved, measured against a common set of metrics—teaching, professional growth, and service. The annual merit evaluation is an assessment between the faculty member and the Department Chair (referred to in this document as the Chair), whereas the promotion and tenure, three-year review, and post-tenure review processes include assessment from other faculty members.

The merit evaluation system provides for input from faculty to assist in the administrative decision of an overall score and for other purposes such as:

- Provision of faculty feedback on efforts and previously stated goals.
- Identification of faculty development needs, such as release time, training activities, attendance at academic meetings, etc.
- Provision of information for Department, College, and University three-year review, promotion and tenure review, and post-tenure review.
- Review of non-tenure track faculty. While the methodology defined in this document is to be used for the review of non-tenure track faculty, the threshold for accomplishments by non-tenure track faculty is less rigorous.
- Assignment of summer teaching.
- Provision of information for merit pay recommendations to the Dean.

A different merit system from that described in this document may have to be employed under special circumstances. Examples include the hiring of a new faculty member during the mid-point in the academic year or extended leave for a faculty member for medical, family leave, or academic reasons. In such circumstances, the Chair (after consulting with the Dean) will attempt to establish a mutually satisfactory merit evaluation process.

Attaching specific numerical measures to individual faculty activities can be difficult, due to such factors as individual and disciplinary differences. Yet it is imperative to have goals, measurement devices, and assessment so that the faculty and Chair can plan

individual and departmental growth and development. It is hoped that the process contained herein reflects this philosophy.

SOURCES OF GUIDANCE

Among the sources of guidance for this procedure are the following:

1. College of Business Faculty Evaluation Policies and Procedures.
2. Board of Regents Academic Affairs Handbook.
3. Faculty Evaluation Procedures adopted by the Faculty Senate.
4. College of Business Mission and Objectives.
5. College of Business Faculty Development Policy and Procedures.
6. Faculty Handbook.
7. Mutual Benefit Evaluation of Faculty and Administrators in Higher Education, William J. Genova, Marjorie K. Madoff, Robert Chin and George B. Thomas, Cambridge, Mass., Ballinger Publishing Company, 1976.
8. Miscellaneous AACSB-I documents.

Specifically noted are the excerpts below from UWG handbook items 103.06, 104.0102 and 104.0202. (emphasis added)

103.06 Instruments for Evaluating Teaching

Because the University of West Georgia believes that teaching is the most important function of a faculty member, the focus of evaluation instruments shall be on teaching and related duties.

104.0102 Merit Pay Criteria

- A. The following **shall** be used as criteria for distribution of merit pay:
1. Teaching
 2. Service to the Institution
 3. Academic Achievement and Professional Growth
 4. Other
- B. **Teaching should be given at least 40 percent weight. The other three criteria should be used with no less weight than 10 percent each.**

104.02 Post-Tenure Review - 104.0202 General Policy Statement

Post-tenure review provides both retrospective and prospective reviews of performance, taking into account that a faculty member probably will have different emphases at different points in his or her career.

PERCENTAGE WEIGHTS

Overview of Department Category Weights

Our Department has established the following allocations:

Categories	Tenure Track Faculty	Non-tenure Track Faculty
Teaching	40 percent minimum	40 percent minimum
Service	15 percent minimum	10 percent minimum
Professional Growth	15 percent minimum	10 percent minimum
Other	10 percent <i>maximum</i>	10 percent <i>maximum</i>

For this merit evaluation, the value of 100 percent equates to 100 points. The implication is that faculty cannot exceed 100 points in a merit evaluation. While 70 points accommodates the minimum percentage values for tenure track faculty, and 60 points accommodates the minimum percentage values of non-tenure track faculty, these scores would fail to be competitive with peer faculty (defined as other faculty within the Department) and could receive minimal merit consideration.

After achieving the **minimum** weight percentage values, the remaining percentage (30% for tenure track, 40% for non-tenure track) is available to faculty to distribute in accordance with their own individual professional goals with a view toward attaining and sustaining AACSB-I Academic or Professional Qualification status (AQ, PQ). The remaining percentages may be distributed among the teaching, service, and professional growth categories, subject to the restriction that the category of “other” may have no more than 10 percent assigned to it.

Rationale of Department Category Weights

Teaching

We as a Department recognize the significance of quality teaching endeavors, as does UWG; thus a minimum weight of 40% is associated with the category of teaching for merit purposes.

Service to the Institution /Academic Achievement and Professional Growth

The concept of minimum equal weights for both service and professional growth (used in this document to represent academic achievement and professional growth), as suggested by the UWG faculty handbook, is endorsed by our Department to support the concept of faculty flexibility. Also supporting this endorsement is the above excerpt regarding post-tenure review emphasizing the potential different emphases at different points during a faculty member’s career. Our Department has elected to set the minimum weight percentage values for professional growth and service at 15 percent each for tenure track faculty and 10 percent each for non-tenure track faculty.

While merit evaluations and academic qualifications are not directly linked, it is imperative that the faculty member take into account his/her service and professional growth activities to accommodate both requirements. While a publication is not necessary for a positive outcome in the merit evaluation process, publications are strongly related to seeking academically qualified (AO) status.

Other

While 104.0102 states that “other” ***shall*** be used as criteria for distribution of merit pay and ***should*** be used with no less weight than 10 percent, the area of “other” is not explicitly defined in the UWG handbook as is the case with the first three categories. Given that no predetermined definition exists, we as a Department have decided to set the following definition, criteria, and parameters for this category.

All of the faculty activities and accomplishments are to be listed in one of the first three categories of teaching, professional growth, and service. Where no specific activity number is listed to capture the context of an event, the faculty members are to use the “activity not listed above” activity number for that category (T10, S10, and P16).

The category of “other” ***does not*** represent “un- or non-defined” activities submitted by the faculty; rather, this category is used to highlight specific events of extraordinary collegiality and/or performance previously and already listed in one of three preceding categories of teaching, service, and professional growth. When any activity event is deemed by a faculty member to be noteworthy or exceptional in nature, the faculty member is encouraged to further describe the activity event in the area of “other.”

The “other” category represents a total maximum value of ***no more than 10 points*** for demonstrations of extraordinary collegiality and performance in any specific activity. While each faculty member has the right to suggest events for consideration as “other”, the final determined merit value of those events is established by the Chair. Further, the Chair may use the category of “other” for commentary on faculty member performance, and to modify the Chair evaluation calculated points of teaching, service, and professional growth by a maximum additive or deductive total value of 10 points.

EVALUATION FORMAT

General Information

Faculty members are to include their accomplishments for the preceding evaluation period (April 1 to March 31) on their Faculty Merit Worksheet (Attachment #2) by category, activity, and event. For example, service is a category, committee work is an activity, and a particular committee assignment is an event. The first committee assignment of a faculty member would be designated as “S03E1” (see the classification examples table below). Each activity can include many events (for example, a book

review in August for one publisher, and another book review later that year for a different publisher). Different activities, and different events within a specific activity, may not be of equal value. For example, a faculty member could list events under the two teaching activities of “Letters or other communications from students...abilities”(T03), and the "Successful development of courses"(T07). While each activity is listed as criteria for consideration under teaching, the two different activities may be significantly different in their contributive value for merit evaluation—as for example, one letter versus an entire new on-line course. To adequately assess the specific value of a single activity or event necessitates some comparison with other faculty, and the Chair is in the best position to assess this. A description of the categories and activities are listed below under the heading **Categories and Activities**.

Classification examples:

Categories	Activities Examples	Event Examples
(T) Teaching	(02) Honors / recognition	(E01) RCOB Teaching Award
(T) Teaching	(04) Independent Study	(E01) Summer - Independent Study Course
(T) Teaching	(04) Independent Study	(E02) Fall - Independent Study Course
(S) Service	(01) Develop Service Program	(E01) Adult Ed. course development and delivery
(S) Service	(04) Advise Student Org.	(E01) Faculty Advisor for the Fortune 500 club
(P) Prof. Growth	(01) Journal Publication	(E01) PRJ_1 Clouds over the Desert
(P) Prof. Growth	(01) Journal Publication	(E02) OIC_3 Parched: the Waterless Way

While no specific additional documentation is required with the merit worksheet, other than Chair semester teaching evaluation letters, each faculty member has the opportunity to supply documentation to support his/her individual accomplishments, and should offer sufficient information about these activities to aid in their evaluation. For example, the need to provide additional information to the Chair could arise from faculty service on two different committees. While the first committee membership may have required only voting at rarely held meetings, the other committee assignment may have required extensive policy and document review and modification. Faculty may wish to offer supporting information or documentation regarding the committee work that required greater time and resource investments, such as the number of meetings attended, the work of the committee, and individual contributions to the committee. For publications, appropriate documentation may include information about acceptance rate, type of review, joint or solo authorship, citations by other authors, stature in the profession, inclusion in indexes, etc. For supporting letters and other communications, basic information such as date, name, and subject should be included on the Faculty Merit Worksheet and copies of the communications attached at the end of the submission. Other specific documentation suggestions are provided after some of the activity listings. **Whether additional documentation is submitted with the Faculty Merit Worksheet, or retained by the faculty member, the faculty member is expected to maintain all relevant documentation to validate the submitted activity events at least until the Faculty Merit Report form (Attachment #5) is signed by both the faculty member and the Chair.**

DIRECTIONS

Note that the data used in the examples are arbitrary in nature, and represent random activity event values. These examples do not represent real and valid merit productivity.

Faculty Merit Worksheet

- Use the Faculty Merit Worksheet (Attachment #1) as an example for describing individual accomplishments for the evaluation period in question.
- Use the Faculty Merit Worksheet (Attachment #2) to list and document individual accomplishments for the evaluation period in question.
- Follow the order given in the **Categories and Activities** section.
- Enter each accomplishment in the “Event” column.
 - o Use a T, P, or S for teaching, professional growth, or service, respectively.
 - o Use the appropriate activity number (01, 02, etc.) from the category activity listings.
 - o Identify an event under an activity by the letter E and the appropriate number of the event described under that activity (E01 for the first event, etc.).
- For publications and presentations, identify for AACSB purposes as (1) Learning and Pedagogical (relevant to teaching), (2) Discipline-Based (relevant to the academic community), or (3) Contributions to Practice (applied research relevant to practitioners); and as Peer Reviewed Journal (PRJ) or Other Intellectual Contributions (OIC).
- Note any accomplishments, or group of accomplishments, you consider to be exemplary in performance or extraordinary in circumstance by placing “other” in the “Event” column.
- If the faculty member is submitting additional justification or supporting documents (such as letters of recognition, certifications, etc.) these should be identified by their appropriate category, activity, and event designation, attached to the end of the submission, and an “X” marked in the column designated “Add” on the Faculty Merit Worksheet.
- Label and attach the three Chair semester teaching evaluation letters (representing the previous fall, summer, and spring semesters) and other relevant supporting materials and documentation at the end of the submission.
- Use as many lines and sheets as needed to discuss each individual activity event.
- The page number should start with page 2 and the total number of pages should be reflected on the top of the worksheet.
- Complete the space for the appropriate years, and print and sign your name.

Faculty Merit Scoring Sheet

- Use the Faculty Merit Scoring Sheet (Attachment #3) as an example for assigning cumulative category values.
- Use the Faculty Merit Scoring Sheet (Attachment #4) to list and document your assigned cumulative category values.

- Leave the shaded columns and cells blank - this area is reserved for calculations by the Chair.
- Complete the column “Self-Evaluation” by calculating your perceived totals for each of the categories of teaching, professional growth, service, and other.
- Calculate your grand total at the bottom of the page.
- Complete the space for the appropriate years and print and sign your name.

Submission Packet Order

- Attachment #4 – Faculty Merit Scoring Sheet
- Attachment #2 – Faculty Merit Worksheet
- Chair’s three student evaluation letters from the previous year (T01E01, etc.)
- Additional justification or supporting documents identified by their appropriate activity event number to correspond with each event marked with an “X” in the column “Add”

Faculty Merit Report

- The Faculty Merit Report (Attachment #5) will be completed by the Chair and signed by both the Chair and the faculty member to complete the merit evaluation process.

TIMELINE

1. **Faculty submission** Merit evaluation packets are to be submitted by March 31.
2. **Chair review** The Chair reviews the Faculty Merit Worksheet (Attachment #2) and may at his/her discretion include notes in the shaded areas. The Chair then writes his/her numerical evaluation on the Faculty Merit Worksheet Scoring Sheet (Attachment #4) and completes the Faculty Merit Report (Attachment #5). Because decisions on development, promotion, and merit pay involve comparison, the evaluation must consider current performance of peer faculty members, that is, other members of the department.
3. **Joint faculty and Chair review** The Chair and faculty member jointly review the Chair’s evaluation and agree on the final document. This document is to be signed and dated by both individuals. At the same time, the faculty member and Chair may discuss goals for the year. Appropriate changes may be made at this time. If, during the year, events occur that would change the focus of the individual faculty member, such as unexpected appointments to committees or unforeseen opportunities for research, such changes should be discussed with the Chair when such events are deemed to be significant by the faculty member.

4. **Faculty redress measures** If there is a disagreement about the evaluation, the faculty member has ten (10) calendar days from the date the merit evaluation summation form is signed to respond. If the disagreement cannot be resolved at this level, the faculty member may select from one of the following options:

- Appeal to the Dean of RCOB
- Request mediation using the University's mediation services
- File a grievance using the University's grievance procedures outlined in the Faculty Handbook.

5. **Document retention** Faculty submitted documents are retained in the Department personnel files. They are to be used, as needed, by the Chair, other administrative officials, and the faculty, in accordance with applicable law and policy.

CATEGORIES AND ACTIVITIES

TEACHING

A minimum of 40 points is required for the entire area of teaching to achieve a minimally valid merit evaluation submission.

To achieve 40 points or more in the category of teaching requires satisfactory student evaluations and evidence of at least two significant accomplishments from teaching activities T02 – T10.

T01. Student Evaluations. Excellent evaluations are those with ratings significantly above the median rating for courses similar in type (e.g., compare major courses to other major courses, CBK courses to other CBK courses, etc.).

(THE CHAIR'S SEMESTER STUDENT EVALUATION LETTERS ARE REQUIRED. SUBMIT THE LETTERS AS ATTACHMENTS FOR EACH OF THE SEMESTERS OF THE YEAR IN REVIEW).

T02. Honors or special recognitions for teaching accomplishments. Examples of events within this activity would include successful teaching in the UWG Honors Program, teaching awards, etc.

T03. Letters or other communications from students or others attesting to the individual's instructional abilities. An example of an event within this activity would include evidence that demonstrates the teacher was responsible for the student's learning something of value.

T04. Successful direction of individual student work. Examples of events within this activity would include administration of independent studies, direction of student projects use by businesses, and membership on graduate student committees (i.e., thesis, dissertation, etc.).

T05. Effectiveness as shown by peer evaluation. While there is no formal system of peer evaluation, faculty members may provide supportive statements by colleagues. Examples of events within this activity would include statements of observed performance in team-teaching situations or curriculum development projects, etc.

T06. Scholarship related to teaching. Examples of events within this activity would include evidence of research related to teaching effectiveness, evaluation, etc., which had a positive impact on the individual's classroom effectiveness or the teaching profession.

T07. Successful development of courses. An example of an event within this activity would include evidence of the development of new courses or substantial redesign of existing courses.

T08. Development of effective curricula innovations and/or instructional methods. Examples of events within this activity would include development and incorporation of technology into the classroom through the use of distance learning, computer assisted instruction, use of telecommunications, enhancement of presentation and curriculum building skills through education/training programs, successful new classroom techniques, etc.

T09. Exceptional course load diversity, class size, or off-campus sites. Some faculty members teach a significantly higher number of different courses or students during the relevant academic semesters, or teach courses in a non traditional environment. Examples of events within this activity would include required travel to an off-campus site, evidence of faculty course and student loads that are significantly greater in student numbers, curriculum variety, frequency of course redesign or renewal, or transportation requirements.

T10. Teaching activity not listed above. Describe contribution.

SERVICE

A minimum of 15 points for tenure track faculty, and 10 points for non-tenure track faculty, is required for the entire area of service to achieve a minimally valid merit evaluation submission.

For tenure track faculty to achieve 15 points or more in the category of service requires the successful completion of at least three significant accomplishments in service activities S01-S10. For non-tenure track faculty to achieve 10 points or more in the category of service requires the successful completion of at least two significant accomplishments in service activities S01-S10.

S01. Successful development/presentation of service programs or projects. Examples of events within this activity would include Continuing Education programs, faculty development seminars, fund raising projects, workshops, etc.

S02. Effective service-related consultation work or technical assistance. Examples of events within this activity would include providing legal advice to a committee or administrator, providing assistance with statistical analysis to a colleague or committee, assisting colleagues with computer problems, providing programming assistance, etc.

S03. Committee work at the department, college or university level. Describe contribution.

S04. Effective advisement of student organizations. Examples of events within this activity would include evidence of effectiveness that could include the creation of an organization, exceptional achievements of an organization, etc.

S05. Successful counseling/advising/recruitment of students. An example of an event within this activity would include faculty efforts over and above the normal advising duties of the individual.

S06. Successful service on local, statewide, regional, national, or international levels in community-service organizations. Describe contribution.

S07. Honors, awards and special recognitions for service to the institution or the community. Describe contribution.

The following quote provides guidance for items 8 and 9;

Service may also include a teacher's relationship, attitudes, and behavior within a department. The instructor who is seen as supportive and positive, who may serve as a catalyst to his/her associates or to their programs, may serve the department without spending defined periods of time in "service" activities. Service may be viewed as a willingness to carry extra workload or more of the less desirable kinds of courses in his/her teaching load. Therefore, in some instances, service may encompass much of a faculty member's personal behavior in a group context, and the resultant evaluation criteria could be in terms of his or her personal contribution to a more smoothly functioning organization. Other faculty and administrators in the immediate environment again are the best sources of this information. (Genova, et al, p. 19)

S08. Significant contributions to the improvement of student, faculty or community life. Describe contribution.

S09. Exceptional contributions toward the development of collegiality. An example of an event within this activity would include mentoring of new faculty.

S10. Effective work on AACSB or SACS assessment. Describe contribution.

S11. Service activity not mentioned above. Describe contribution.

PROFESSIONAL GROWTH

A minimum of 15 points for tenure track faculty, and 10 points for non-tenure track faculty, is required for the entire area of professional growth to achieve a minimally valid merit evaluation submission.

<p>The successful completion of either a P01 or P02 activity has a minimum value of 15 points. All professional growth activities related to research (P01, P02, P03, or P04) require proper contribution classifications on the Faculty Merit Worksheet.</p>

A P01 contribution is classified as either a PRJ or OIC with a 1, 2, or 3 designation.

Per the RCOB Faculty Handbook (rev. 2007), a **PRJ** is defined as a journal listed in Cabell's Directory of Journals or a similar discipline-specific index (e.g., Index to Legal Periodicals, Finance Literature Index).

OIC is defined as Other Intellectual Contributions.

1) Learning and Pedagogical (relevant to teaching)

2) Discipline-Based Research (relevant to the academic community)

3) Contributions to Practice (Applied research relevant to practitioners)

P01. Journal publication. Note: While AQ/PQ acknowledges credit based on the publication date, credit for P01 may be taken either upon acceptance for publication or at the time of publication.

A P02, P03, or P04 contribution is classified only as OIC with a 1, 2, or 3 designation.

1) Learning and Pedagogical (relevant to teaching)

2) Discipline-Based Research (relevant to the academic community)

3) Contributions to Practice (Applied research relevant to practitioners)

P02. Book publication. This requires at least a minimum contribution in the publication of a book (e.g., book chapter publication). Note: While AQ/PQ acknowledges credit based on the publication date, credit for P02 may be taken either upon acceptance for publication or at the time of publication.

P03. Conference papers published in proceedings. Identify whether international, national, or regional conference, and the type of proceedings.

P04. Presentations before learned societies and professional organizations. Identify whether international, national, or regional conference, and the method of selection.

P05. Honors and awards for research, scholarship, or other creative activities. An example of an event within this activity would include a college research award.

P06. Reviews of a candidate's publications or creative work by persons of recognized competence in the discipline. Examples of events within this activity would include the role of an outside reader for a dissertation, communications from colleagues, inclusion of publications in anthologies, citations of articles, etc.

P07. Review of pre-published or published materials. Examples of events within this activity would include reviewing journal submissions for publication consideration, conducting a book review for a publisher, etc.

P08. Election or appointment to offices in professional organizations, successful committee work and important service to state, regional, national or international professional associations and learned societies, including editorial work. Describe frequency of meetings and work performed.

P08. Receipt of competitively awarded grants or fellowships, or admission to seminars related to one's discipline, scholarship, and/or creative activities. Describe activity.

P10. Membership on editorial boards. Describe editorial responsibilities.

P11. Development of scholarly applications of technology. Examples of events within this activity would include the development of laboratory devices, computer software packages or programs, videotapes, etc.

P12. Consultation which involves scholarly application of professional expertise. Describe contribution.

P13. Professional development activities such as conferences and workshops which show initiative on the part of the individual and which have a clear benefit to the organization. Describe contribution.

P14. Receipt of professional certifications. Describe contribution.

P15. Service on company boards of directors. Describe contribution.

P16. Professional growth activity not listed above. Describe contribution.

EXAMPLE FIRST PAGE OF SUBMISSION

FACULTY MERIT SCORING SHEET 2009 TO 2010

Attachment #3

Faculty Name David Henry Cole

(Page 1 of 01)

Signature of Faculty _____

Date of Report 03/31/11

CATEGORY	SELF-EVALUATION	CHAIR EVALUATION
TOTAL (T) TEACHING ACTIVITY EVENT POINTS (INCLUDING T01)	42	44
TOTAL (S) SERVICE ACTIVITY EVENT POINTS	24	24
TOTAL (P) PROFESSIONAL GROWTH ACTIVITY EVENT POINTS	30	26
TOTAL POINTS FOR OTHER ACTIVITIES, NOT TO EXCEED 10 POINTS.	4	3
TOTAL CALCULATED POINTS	100	97

- Complete the columns for self evaluation by totaling the perceived values for each of the four categories of teaching, professional growth, service, and other, if warranted.
- All shaded areas are reserved for the Chair to complete.

FACULTY MERIT SCORING SHEET 20____ TO 20____

Attachment #4

Faculty Name _____ (Page 1 of _____)

Signature of Faculty _____ Date of Report __/__/__

CATEGORY	SELF-EVALUATION	CHAIR EVALUATION
TOTAL (T) TEACHING ACTIVITY EVENT POINTS (INCLUDING T01)		
TOTAL (S) SERVICE ACTIVITY EVENT POINTS		
TOTAL (P) PROFESSIONAL GROWTH ACTIVITY EVENT POINTS		
TOTAL POINTS FOR OTHER ACTIVITIES, NOT TO EXCEED 10 POINTS.		
TOTAL CALCULATED POINTS		

- Complete the columns for self evaluation by totaling the perceived values for each of the four categories of teaching, professional growth, service, and other, if warranted.
- All shaded areas are reserved for the Chair to complete.

FACULTY MERIT REPORT 20__ TO 20__

Attachment #5

Faculty Name _____ (Page ____ of ____)

Date of Report _____

CHAIR'S COMMENTS (include any other items needing consideration).

I acknowledge receipt of this final document of the merit evaluation process for this year with my signature.

Faculty Signature _____ Date _____
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Chair's Signature _____ Date _____

