

CSC MERIT POLICY
COMMUNITY SERVICE CENTER
Revised, 6/12/14¹

PURPOSE

This policy outlines Community Service Center (CSC) procedures for determining and assigning merit raises, when available.

1. Full Inclusion

All Faculty members who are eligible for inclusion in a given merit process will be given full consideration and opportunity to demonstrate individual merit. Neither merit consideration nor merit scores will be affected by an individual's FTE. This policy applies to all eligible faculty (i.e. tenure related faculty, and non-tenure related faculty including career, adjunct, and post doc). All faculty must be evaluated for merit. It is not permitted to opt out.

2. Merit Differentiation

Merit Differentiation is established through an evaluation of merit materials against criteria provided in the Merit Criteria. Merit Criteria include core competencies (Attachment A), performance relative to the faculty's job description, faculty's contribution to CSC based CSC mission, vision, and core values. It is understood that all faculty are valuable members of the CSC and each faculty member plays a key role in achieving CSC goals. Merit Differentiation is used strictly as a means to differentiate between varying degrees of excellence within the CSC.

Merit Differentiation criteria are similar or parallel to Promotion criteria, but the processes themselves are separate and distinct. Furthermore, the process and rigor applied during the Merit Differentiation process is different than the process rigor applied during the promotion process. Therefore, ratings received as part of Merit Differentiation are not necessarily indicative measures of how an individual faculty member will rate for purposes of promotion.

3. Comparative Evaluation

Comparative Evaluation is the process of sorting all faculty evaluations into Merit Tiers based upon scores from the Merit Criteria Reports.

4. Faculty Self-Assessment and Submissions

The evaluation for merit includes a timely performance review and submission of a current CV. Additionally, the following documents will be completed and submitted by designated parties. Except for reasons of legitimate and unavoidable extenuating circumstances, the following documents must be completed and submitted to be eligible for inclusion in any merit increases.

4.1. Merit Criteria Report – Faculty will complete and submit a completed Merit Criteria Report most relevant to their position. The report summarizes: ○ Faculty member's performance

¹ Removed "DRAFT" from footer 02/10/2017

based on their job description ○ Faculty member's performance based on core competencies

○ Faculty member's contributions to CSC based on CSC mission, vision, and core values

4.2. Current Resume—Faculty will submit a current CV.

5. Criteria and Factors

The criteria and factors for merit review are outlined in the Merit Criteria (Attachment A: Core Competencies). Additionally, the Merit Criteria Report includes the criteria for teaching, research, creative activities, and service. It notes the criteria that generally apply to faculty, but the applicable merit criteria will depend on job duties and responsibilities. Core competencies as well as the CSC Mission, Vision, and Core Values are also key criteria. The Merit Criteria Report form also includes the threshold factors for activities that do not meet or partially meet the merit criteria.

6. Consideration of Individual Professional Responsibilities and Contributions

Consideration of Individual Professional Responsibilities and Contributions is provided for by differentiated merit criteria for different position types. Final scores from Merit Criteria Reports will be weighted based on an individual's expected performance related to their job description, core competencies, and the CSC mission, vision, and core values.

7. Evaluation of Accomplishments

7.1. Clarity and Transparency: In determining a faculty member's performance, the CSC Director(s) will consider the faculty member's primary responsibilities, as outlined in his/her job description. Metrics to judge the individual's performance will be clearly identified year-to-year and available in the performance evaluation or other document for review and discussion with the employee. Those metrics must be related to the tasks articulated in the individual's job description. Job descriptions will be reviewed and updated annually as needed.

7.2. Collegial and Consultative

7.2.1. Evaluators: The evaluation will be carried out by the CSC Director(s)

7.2.2. Selection of Tier Scores: The CSC Director(s) will evaluate final scores and determine where there are meaningful breaks in the scores that can be used to establish ranges for final Merit Tiers. All individuals with scores within the established ranges will receive the same consideration for merit increase as other individuals in the same tier.

7.2.3. Final Assignment of Tier Increases: The CSC Director(s), will determine appropriate raise percentages or amounts to be applied each tier, and submit those raise percentages as recommendations to the Vice President for Research, Innovation and Graduate Education. The Vice President for Research, Innovation and Graduate Education will consider those recommendations in determining the final merit increase amounts for each tier.

8. Merit Tiers

After completing the individual's annual performance review, in year's where there is a merit pool and process established by the institution, the CSC Director(s) will give the faculty member an overall rating of: (1) Fails to Perform; (2) Needs Attention; (3) Meets Expectations; (4) Exceeds Expectations; or (5) Exceptional Performance as part of the merit increase decision process.

The final scores will be sorted into a minimum of two Merit Tiers based on the overall differentiation of the Merit Scores. Faculty who receive a rating of 1 or 2 will not be eligible for a merit increase. Tiers include the following:

Fails to Perform: Has not demonstrated the minimum standards required to qualify as Provisionally Meets Expectations. This Merit Tier is ineligible for merit increase, although there is no mandate for a minimum number of faculty members to be classified into this Merit Tier. Classification into this Merit Tier qualifies as "Does Not Meet" per the Collective Bargaining Agreement.

Examples: consistently missed deadlines; concerns expressed by community partners; quality of work is poor; fails to perform one or more functions identified in job description; does not engage in CSC organization, further vision, or core values

Needs Attention: Has demonstrated minimum standard required to qualify as Meets Expectations, but has not demonstrated a level of meritorious contribution equal to the level of other peers in the Meets Expectations category. Classification into this Merit Tier qualifies as "Meets Expectations" per the Collective Bargaining Agreement.

Examples: minimally meets expectations; work is of low quality and requires considerable review and oversight; does not demonstrate core competencies; marginally implements CSC mission, vision, and core values

Meets Expectations: Has clearly demonstrated standards required to qualify as Meets Expectations, but has not demonstrated a level of meritorious contribution high enough to qualify for Exceeds Expectations. Classification into this Merit Tier qualifies as "Meets Expectations" per the Collective Bargaining Agreement.

Examples: adequately performs all duties identified in job description; work is consistently of good quality; engages in CSC organization; receives positive feedback from clients; consistently furthers CSC mission, vision, and core values

Exceeds Expectations: Has clearly demonstrated standards required to qualify as Exceeds Expectations, but has not demonstrated a level of meritorious contribution high enough to qualify for Highest Expectations. Classification into this Merit Tier qualifies as "Exceeds Expectations" per the Collective Bargaining Agreement.

Examples: receives above average client evaluations; consistently produces high quality work product; receives high ratings from students; engages in CSC organization activities (committees, etc); consistently demonstrates core competencies;

Highest Expectations: Has clearly demonstrated standards required to qualify as Highest Expectations. Classification into this Merit Tier qualifies as “Exceeds Expectations” per the Collective Bargaining Agreement.

Examples: consistent receives exceptional evaluations from clients; receives external recognition (e.g., outside CSC); develops major new partnerships; demonstrates exceptional organizational leadership or innovation

Faculty who receive a rating of 3, 4, or 5 will receive an increase to their individual current base salaries as follows:

- (3) Meets Expectations
- (4) Exceeds Expectations
- (5) Exceptional Performance

The amounts allocated to each tier will be determined by the CSC directors. The actual amount of an individual’s increase will be based on funding available in the unit’s merit pool established by the University. Merit increases are also subject to approval by the Vice President for Research and the Provost. CSC will provide written notification of merit increases to all eligible faculty after approval.

ATTACHMENT A

CSC MERIT CRITERIA: CORE COMPETENCIES

Expected Core Competencies of All CSC employees

Core Competencies
Commitment to Results: Displays a high level of energy and initiative in providing service and pursuing goals. Operates independently, as relevant to position.
Innovation/Quality Improvement: Generates new ideas and uses these ideas to develop improved processes, methods, systems or services that produce high quality outcomes.
Teamwork: Develops and fosters effective relationships within and outside of the university, as relevant to the position. Understands and appreciates the diverse perspectives and nature of others. Treats others with dignity and respect.
Dependability: Displays good work habits. Demonstrates a high level of dependability in all aspects of the job. Fulfills commitments made to others. Complies with applicable laws and university policies and procedures.
Communications: Is clear and concise in communicating thoughts and information through written and verbal communications. Is an active and effective listener.
Job Knowledge and Skills: Demonstrates understanding of the required job knowledge and skills to effectively and efficiently carry out job responsibilities.
Managing Others (including students): Hires, develops and retains successful employees; provides effective coaching and facilitates skill development.
Commitment To an Inclusive Community: Demonstrates commitment to and leadership towards the university's commitment to diversity.