

# SCI MERIT POLICY

## Sustainable Cities Initiative

Revised, 07/17/14

### PURPOSE

This policy outlines the Sustainable Cities Initiative (SCI) procedures for determining and assigning merit raises, when available. Four general principals guide this process:

- (1) All faculty must be evaluated for merit. It is not permitted to opt out.
- (2) Documentation of the merit decisions will be tracked and maintained to allow for appropriate follow up ore review.
- (3) Faculty will be notified of their raises after they have been approved.
- (4) Because of the small size of the SCI faculty, the evaluations will be conducted by the SCI directors. The decision to entrust merit decisions to the directors will be confirmed annually by the faculty, or before each round of merit increases.

#### 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.

#### 2. Merit Differentiation

Merit Differentiation is established through an evaluation of merit materials against criteria provided in the Merit Criteria (Attachment A: Core Competencies). It is understood that all faculty are valuable members of SCI and each faculty member plays a key role in achieving SCI goals. Merit Differentiation is used strictly as a means to differentiate between varying degrees of performance within SCI.

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 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 based on their job description
  - Faculty member’s performance based on core competencies
  - Faculty member’s contributions to SCI
- 4.2. Current Resume–Faculty will submit a current resume.

## 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, core competencies and responsibilities. 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 and core competencies.

## 7. Evaluation of Accomplishments

7.1. **Clarity and Transparency:** In determining a faculty member’s performance, the SCI 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 SCI Director(s)

**7.2.2. Selection of Tier Scores:** The SCI 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 SCI 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 Provost 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 years where there is a merit pool and process established by the institution, the SCI 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/faculty partners; quality of work is poor; fails to perform one or more functions identified in job description; does not engage in SCI 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 SCI 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 SCI organization; receives positive feedback from clients; consistently furthers SCI 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 partner faculty, community partners, and /or students; engages in SCI organization activities; 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 and/or faculty partners; receives external recognition (e.g., outside SCI); 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 SCI 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 subject to approval by the Vice President for Research and the Provost.

ATTACHMENT A

SCI MERIT CRITERIA: CORE COMPETENCIES

Expected Core Competencies of All SCI employees

Core Competencies
<b>Commitment to Results:</b> Displays a high level of energy and initiative in providing service and pursuing goals. Operates independently, as relevant to position. Develops new projects and contracts sufficient to cover programmatic operating costs.
<b>Innovation/Quality Improvement:</b> Generates new ideas and uses these ideas to develop improved processes, methods, systems or services that produce high quality outcomes.
<b>Teamwork:</b> Develops and fosters effective relationships within and outside of the university, as relevant to the position. Works consistently and effectively with partners and peers both within SCI and outside of SCI. Understands and appreciates the diverse perspectives and nature of others. Treats others with dignity and respect.
<b>Dependability:</b> 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.
<b>Communications:</b> Is clear and concise in communicating thoughts and information through written and verbal communications. Maintains ongoing communication about budgets and project status. Is an active and effective listener.
<b>Job Knowledge and Skills:</b> Demonstrates understanding of the required job knowledge and skills to effectively and efficiently carry out job responsibilities.
<b>Managing Others (including students):</b> Hires, develops and retains successful employees; provides effective coaching and facilitates skill development.
<b>Commitment To an Inclusive Community:</b> Demonstrates commitment to and leadership towards the university's commitment to diversity.