

THE UNIVERSITY OF AKRON
College of Applied Science and Technology

Department of Engineering and Science Technology

**Criteria and Procedures for:
Merit**

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Reviewed and approved


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Date

3/8/19

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4-16-19

Reviewed and approved


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A. Opening Statement

These procedures were developed to be used in conjunction with the Akron AAUP contract and the University Rules of The University of Akron. These guidelines apply to all faculty considered part of the Bargaining Unit of The University of Akron who work within the Department of Engineering & Science Technology, including those at the rank of Professor of Practice and Professor of Instruction. These guidelines are designed to support the mission, vision, and strategic objectives of the Department of Engineering & Science Technology.

B. Definitions

1. From the Akron AAUP contract
 - a. Merit Categories ≡ Teaching, Research/Scholarly Activity, Service
 - b. UA Merit Rankings ≡ unsatisfactory (1), satisfactory (2), meritorious (3), outstanding (4), extraordinary (5)
2. Definitions specific to these Merit Guidelines
 - a. Academic year ≡ starts on the first day of the first Summer Session and concludes with the day prior to the first day of summer session 1.
 - b. Innovation ≡ the act of starting something for the first time; introducing something new.
 - c. Initiative ≡ an introductory step or movement; an act which originates or begins.
 - d. Involvement ≡ the act of sharing in the activities of a group.

- e. Holistic rubric ≡ a rubric is a scoring scale used to evaluate work / performance. A holistic rubric assigns a level of performance by assessing performance across multiple criteria as a whole (opposed to an analytic rubric that specifies levels of performance for each individual criterion).^a
- f. Community service ≡ any service performed as part of any recognized local, regional, state, national, or international group. Community service is understood to include activities that take place on The University of Akron campus but are not sponsored as a university event.
- g. Discipline ≡ the department faculty recognize that all faculty members represent multiple disciplines. These disciplines include the faculty member's teaching area(s), degrees (bachelor, master, and/or doctorate), certifications, education, scholarship of teaching and learning, research topics and/or methodologies, and other areas of study.

C. Professional activities and/or accomplishments for each Merit Category

1. The Faculty Activity Summary (FAS) will be used for each evaluation cycle. It is the responsibility of each faculty member to complete his/her FAS. The FAS is the faculty member's communication tool regarding performance and accomplishments in each of the three merit categories. The FAS form can be found within Appendix D of this document. The form is based upon the Bargaining Unit Contract and University Rules 3359-20-04 sections D through H.
2. In addition to the FAS, faculty will include supporting evidence in their "personal folder" – specifics of the personal folder contents are contained in the department's current RTP guidelines.
3. During spring semester of each academic year, faculty members will submit goals for the next academic year by February 15th {see Appendix C for the form; details regarding the goals and this form can be found in other sections within this document}.
4. Examples for each of the predetermined categories of teaching, scholarship, and service are listed below. These items are neither inclusive nor exclusive. Instead, we acknowledge that many times, the categories of teaching, scholarship, and service are interchangeable in that activities may fall into more than one category. With this in mind, it is up to the faculty member to categorize his/her activities into the appropriate categories in a way that "balances" his/her performance within these categories as necessary. For instance, attending ITL workshops could be categorized as "scholarship" or "teaching" – either is acceptable. If a faculty member finds himself/herself "light" on scholarship, he/she should place the Institute for Teaching and Learning (ITL) workshops attended into the scholarship category. It is the responsibility of the of the faculty person to complete the FAS in his/her own best interest.
5. Teaching - Examples of teaching activities are included here. By developing new courses, introducing new approaches to teaching, integrating technology into teaching, or drawing on the cutting-edge knowledge in their fields, faculty may demonstrate the qualities that denote good scholarship in teaching. Specific teaching activities can include curriculum proposal/revision, lab development / revision, lab equipment development, space renovation to improve teaching & learning. As described further in the section on the merit process, each faculty member will have a minimum of one (1) goal for the teaching category for each evaluation

^a Source: Glossary of Authentic Assessment Terms, <http://jonathan.mueller.faculty.noctrl.edu/toolbox/glossary.htm> (2006)

period but may chose to include more goals in the teaching category to reach the minimum goal total of five (5) goals per academic year. The subsequent progress, activity and completion level for these goals will be part of the faculty member's evaluation. *See Appendix B for more detailed examples.*

6. **Scholarship** – Items in the category of scholarship can relate to the faculty member's teaching field and/or to teaching and learning. Membership in professional organizations; Attending meetings of professional societies; Workshops, courses, or other training experiences related to one's profession or related to the scholarship of teaching and learning; Consulting work and technology commercialization; Publications and presentations; Grant applications and submissions; Self-study to acquire new or updated skills including software can all be considered to fall into the category of scholarship. As described further in the section on the merit process, each faculty member will have a minimum of one (1) goal for the scholarship category for each evaluation period but may chose to include more goals in the scholarship category to reach the minimum goal total of five (5) goals per academic year. *See Appendix B for more detailed examples.*
7. **Service** – This category includes service to the program / area, the department, the college, The University of Akron, the community (discipline related, see definitions in section B, above), & to professional organizations. Thus, service may include activities such as assisting with local school events and other events such as the Akron Regional Science Olympiad; performing services for non-profit organizations; serving on committees within the department, college, and university; participating in activities that are deemed necessary to achieve Departmental or College objectives such as the Major Mosaic; and serving as a member of an advisory board or trustee of an organization. As described further in the section on the merit process, each faculty member will have a minimum of one (1) goal for the service category for each evaluation period but may chose to include more goals in the service category to reach the minimum goal total of five (5) goals per academic year. The subsequent progress, activity and completion level for these goals will be part of the faculty member's evaluation. *See Appendix B for more detailed examples.*

D. Goals, Objectives, & Other Activities in the Merit Process

1. Faculty goals and objectives should align with the department's Strategic Plan and are part of a Management by Objectives (MBO) system.
 - a. Faculty goal setting after the first iteration of merit evaluations:
 - i. All goals must meet the criteria in section D, 3
 - ii. All bargaining unit faculty will set a minimum of one (1) goal per category (teaching, scholarship, & service) but with a minimum of five (5) goals total. Goals are to be submitted on the form found in Appendix C.
 - iii. Each faculty member will meet with the department chair to discuss and, if necessary, negotiate their final goals for the next academic year. In this way, it can be better assured that faculty goals will mesh with the department's strategic plan in order to move that plan forward.
 - iv. Final faculty goals must be agreed upon by both the faculty member and the department chair.
 - v. In the event that agreement cannot be obtained between both parties, the department's Goal Setting Advisory Committee will be formed. See the section on Goal Setting Advisory Committee for more information regarding this committee.
 - vi. See section F, the Merit Evaluation Process, for additional information regarding the submission of goals such as the submission and approval time frame.

- b. Faculty evaluation with consideration of one academic year's activities (no rolling averages).
 - i. Within the FAS, faculty will report on the prior academic year's goals (Re-statement of each goal, along with a description of the progress, percentage complete, and any other pertinent information) for each category.
 - ii. Within the FAS, faculty will report their other activities in the areas of teaching, scholarship, and service.
 - iii. The personal folder, produced & maintained by the faculty member, will contain evidence in support of the completed FAS. The personal folder for each faculty member will be made available to the department chair for the merit review process. See the department's RTP Guidelines for further details about what else should be contained in the Personal Folder.
2. The following criteria must be met for all goals connected to the Merit Guidelines (for all iterations).
- a. Goals must not simply be a restatement of a job expectation such as grading all student papers, giving tests, or assigning grades.
 - b. Goals must be specific and measurable (qualitatively &/or quantitatively); Goals must include a proposed date for completion. The following five questions should be answerable from your goal (See the example below and additional information in Appendices A and B).
 - i. Does it clearly state what will be achieved?
 - ii. Does it state how it will be achieved?
 - iii. Does it state when it will be completed?
 - iv. Does it state how achievement will be measured?
 - v. Does it state, if applicable, what resources and support will be needed?

Inappropriate goal	Appropriate goal
Goal – Improve teaching and learning in my classes.	Goal – Create a more student-centered classroom by incorporating clicker-technology, with conceptests, into my day-time section of Mechanical Design II; Students will consider at least one conceptest question per week using the clickers; to be evaluated by comparing current to prior test scores and from a student survey regarding the effectiveness of the clickers and the questions; to be completed during the fall semester.

- c. Faculty should avoid making the following common goal setting errors:
 - i. Goal(s) set too low (goals don't "stretch", e.g. they're already complete or simply a repeat of what was done by the faculty member last year)

- ii. Goal(s) too ambitious / not achievable
 - iii. Completion dates are unrealistic
 - iv. Focus exclusively on what will be done and do not address how it will get done
 - v. Written as job responsibilities, not goals
- d. Goals should be balanced as much as possible among the department's faculty such that some are not overburdened compared to others.
 - e. Mutually agreed upon with the department chair once there is a department strategic plan in place (by 2007 – see timeline).
- 3. Because it is not uncommon for goals to change or for faculty to be requested to perform new projects during an academic year, faculty may re-negotiate their current calendar year goals when they are requested to perform such additional, unforeseen tasks or when current goals become obsolete. As above, this re-negotiation must occur between the department chair and the faculty member. Both must accept the revised / replaced goal(s) for it to go into effect.
 - 4. It is not necessary for newly hired faculty members, whose hire date is the start of the fall semester, to develop goals until the next regular round of goal setting.
 - 5. Faculty on Professional Development Leave (PDL, formerly known as Faculty Improvement Leave, FIPL) –
 - a. Faculty on leave throughout the entire academic year or for one semester will only be eligible for merit evaluations if they complete the FAS and goal form for that academic year as described within these guidelines. Department chair evaluation of the faculty member will include the mandated and timely filed PDL report which must be submitted to the Provost and reviewed by the chair and dean.
 - b. Failure to submit the completed FAS and goal form will lead to ineligibility for across-the-board and merit raises.
 - c. Faculty who will be on PDL may include some or all goals as associated with that leave.
 - 6. Faculty on sick or personal leave, including family leave, will be evaluated for merit based upon the pro-rata time frame when the faculty member was working full-time and based upon all requisite merit documentation as described within these guidelines.
 - 7. Faculty working a reduced load for medical reasons will be evaluated based upon their submitted FAS and goal form. Consideration of the reduced load status of the faculty member within the evaluation for merit is at the discretion of the department chair.

E. Scoring for Merit in Each Category

1. Because each faculty member's goals and contributions in each of the three categories will be unique in content, the department faculty determined that point values for each faculty activity, with a subsequent summing of these points, is not to be part of the merit scoring.
2. Similarly, the faculty members insist that no rank-ordering or forced Gaussian distributions of rankings be part of the merit scoring.
3. The Faculty Activity Summary (FAS, see appendix D) contains the three (3) categories of scholarship, teaching, and service. The University Rules (UR 3359-20-04, sections D through H) include the *types* of activities faculty are expected to perform. Certainly, faculty activity summaries of faculty should contain a variety of activities in *each* of the three (3) merit categories. Section H (UR 3359-20-04) includes expectations related to faculty teaching duties such as meeting classes on time, grading, and holding office hours. Although these types of activities may not be reflected in the FAS, the department chair and his staff may maintain records on faculty to support whether or not faculty are meeting these professional expectations. Not meeting these types of expectations may lead faculty to receive a one (1) merit rating in one or more of the three merit categories.
4. *Each* of the three categories will be evaluated based upon the following Holistic Merit Rubric. In this way, the quality of faculty performance, not the quantity, will be evaluated for merit. The three I's referred to are: innovation, initiative, & involvement.

5 Extraordinary	Goal completion & other activities exceed expectations and demonstrate each of the 3 I's (Innovation, Initiative, Involvement)
4 Outstanding	Goal completion & other activities demonstrate each of the 3 I's
3 Meritorious	Goal & other activities demonstrate 2 of the 3 I's
2 Satisfactory	Goal & other activities demonstrate only one of the I's
1 Unsatisfactory	Goals incomplete or fails to demonstrate any of the 3 I's or does not meet professional expectations

5. The recent receipt of reappointment, tenure, and/or promotion does not guarantee that faculty will be rated at a particular level from the rubric above in any category or receive an overall rating of meritorious.

F. The Merit Evaluation Process

1. The merit review period will encompass a "modified academic year" - beginning the first day of the first Summer Session and concluding with the day prior to the first day of summer session 1. A summary of the process is provided in Section J, Timeline.
2. Goal setting within the merit process:
 - a. Faculty members will use the form in Appendix C to submit their goals for the next academic year to the department chair by February 15th each year after the first year of merit evaluation.
 - b. By April 1st, the department chair will meet with each faculty member to discuss, modify as appropriate, and finalize the goals for the next academic year (starting with the second iteration of the merit process).
 - c. Faculty will report on their prior academic year's goals within their Faculty Activity Summary for that same year (see Appendix D).
3. Faculty will submit their completed Faculty Activity Summary (FAS) to their chair by the Friday after finals week of each spring semester. The FAS will contain the required information for the prior Summer Session through the Spring Semester. Details on the FAS contents are discussed in the next section. Bargaining Unit Faculty may include whatever material will provide evidence of successful teaching, scholarship or service.
4. The evaluation will be conducted by chairs and reviewed by the deans during the summer, and raises will be reflected in September pay checks.
5. For each area, teaching, scholarship, and service, the Chair will provide a written evaluation using the Faculty Performance Evaluation form (see Appendix E). The chair will assign a ranking of "unsatisfactory," "satisfactory," "meritorious," "outstanding", or "extraordinary" for each category, per the Holistic Merit Rubric found in the previous section. An overall score, using the equation found in Weighting & Computation section that follows, will also be reported.
6. After conducting the evaluations, the Department Chair shall send to each Member of the Bargaining Unit a copy of his or her evaluation before or simultaneously with submission to the dean.
7. Any Member who disagrees with the Chair's evaluation may send a written response to the Chair. This rebuttal shall be attached to the original evaluation and forwarded to the college Dean for resolution. The Dean shall provide a copy of his or her decision to the Member and Department Chair. See Article 16, Compensation, of the Bargaining Unit contract for additional information regarding the appeals process.
8. According to the Collective Bargaining Agreement (CBA), a merit evaluation shall not be grievable unless the bargaining unit faculty member has been rated less than meritorious and then only as to procedural error and/or inadequate consideration in the review process. A bargaining unit faculty member may appeal a merit evaluation with which they disagree to the Provost. See Article 16, Compensation, of the CBA for additional information regarding the appeals process.

G. Goal Setting Advisory Process

1. If the department chair and a faculty member are unable to agree upon the faculty member's next year's goals, the department chair will call for the creation of a five-member Goal Setting Advisory Committee.
2. The Goal Setting Advisory Committee cannot consist of either the faculty-member in question or the department chair.
3. The department chair will select two department faculty members to be part of the Goal Setting Advisory Committee.
4. The faculty member in question will choose an additional two department faculty members to be part of the Goal Setting Advisory Committee.
5. The committee will convene and select the fifth member of the Goal Setting Advisory Committee. If the committee cannot agree on the fifth member, each committee member will put one (1) name on a slip of paper and the department's administrative assistant or secretary will pull the name out of a box or other similar device.
6. The Goal Setting Advisory Committee will review only those goals set forth by the faculty member and those of the department chair that have not been agreed upon for the upcoming year.
7. The Goal Setting Advisory Committee will, by the last instructional day of spring semester, submit to the department chair and faculty member the goal(s) their suggested goals for the faculty member (approved by a majority vote). All goals proposed by this committee must meet the goal criteria described earlier within this document.
8. If either the department chair and/or the faculty member are unwilling to accept the goal(s) submitted by the Goal Setting Advisory Committee, the final decision for the faculty member's goal(s) will be made by the dean of the college.
9. If the Goal Setting Advisory Committee fails to decide upon and submit a goal(s) to the department chair and faculty member in question, the dean of the college will make the final decision regarding the faculty member's goal(s).

H. Merit Category Weighting & Computation

1. The weights selected for each of the three categories (teaching, scholarship, and service) are based upon those recommended by the Ohio Board of Regents (OBR) for faculty within bachelor degree granting departments. Although some of our department's programs grant both bachelor degrees and associate degrees while others grant only associate degrees, the faculty believe that our position within The University of Akron leads to a greater requirement for scholarship and service than those programs / departments that reside within a regular two-year college.
2. The weighting for each of the categories is as follows: teaching – 70%; scholarship – 20%; and service – 10%.
3. To determine an overall score, as stipulated within the CBA and based on a 5 to 1 scale, both the weights and ranking scores will be calculated as follows. In this way, the maximum score is a 5 and the minimum score is a 1. Per the contract, this overall score is to be rounded to the nearest 10th to get this "aggregate" overall score. In our department, if the next digit is a 5 or greater, round the 10th place up by 1.

$$\text{overall – score} = 0.70 * \text{teachingscore} + 0.20 * \text{scholarshipscore} + 0.10 * \text{servicescore}$$

4. According to the CBA, an aggregate overall score of less than 2 points shall be considered unsatisfactory and shall disqualify the bargaining unit member from participation in the merit pool. For example, if teaching is awarded 40%, research is awarded 40%, and service is awarded 20%; the bargaining unit members receives individual scores of 2 for teaching, 2 for research, and 1 for service. The weighted scores would be .8 for teaching, .8 for research and .2 for service for an aggregate overall score of 1.8 which would disqualify the bargaining unit member from participation in the merit pool.
5. From the contract, the merit raise m_i for an individual Bargaining Unit Faculty Member will be determined as follows:

$$m_i = \left(\frac{p_i}{\sum_{j=1}^n p_j} \right) \times \frac{M}{2} + \left(\frac{p_i \times b_i}{\sum_{j=1}^n p_j \times b_j} \right) \times \frac{M}{2}$$

where

M is the total merit pool for the Member's department, $M = \sum_{j=1}^n b_j \times r$

r is the percentage merit increase specified by the applicable contract section

n is the number of Bargain Unit Faculty in the Member's department

p_i is the Member's 'overall score rounded to the nearest 10th' as specified in subsection (b).

b_i is the Member's base salary

p_j and b_j are the overall score and base salary, respectively, for all the Bargaining Unit Faculty in the Member's department. Here j is equal to 1,2,3, and so forth, up to n .

The merit pool will be divided into two equal parts – one part will be used to decide the merit ignoring the salary of the faculty and the other part will include the salary of the faculty. The following example illustrates the formula above:

n = 5

Salaries of: \$40,000; \$30,000; \$30,000; \$40,000; \$60,000

Total salaries: \$ 200,000

1% raise pool = \$ 2,000

Merit raise divided into two pools of \$1000 each

Person	Points	Percentage of total points	Amount	Person	Salary x points	Percentage of total points indexed to salary	Amount	Total
1	2.5	14%	\$140	1	\$100K	14%	\$140	\$280
2	4	23%	\$230	2	\$120K	17%	\$170	\$400
3	3	17%	\$170	3	\$ 90K	13%	\$130	\$300
4	4.5	26%	\$260	4	\$180K	26%	\$260	\$520
5	3.5	20%	\$200	5	\$210K	30%	\$300	\$500
TOTAL	17.5		\$1000		\$700K		\$1000	\$2000

I. Non-tenure Track Merit Guidelines

1. Non-tenure-track (NTT) bargaining unit faculty whose most recent letter of appointment requires only full-time teaching duties will be evaluated using the same merit criteria for teaching contained in this document for tenure-track faculty, and the total number of points for merit (up to the maximum number of points permitted) will be worth 100% of the faculty member's merit score.
2. In addition to their teaching accomplishments, all NTT faculty may submit evidence of service and/or scholarly activity in their annual merit self-assessment report even if such activities are not assigned in their most recent letter of appointment. Credit for such additional activities shall be awarded in the same fashion as for tenure-track faculty per these merit evaluation guidelines but cannot be substituted for evaluation of any service and/or scholarly activity duties assigned in the letter of appointment. If the submission of non-required activities results in a lower overall merit score, those activities will be excluded from the evaluation by the department Chair.
3. Merit for NTT faculty submissions shall be weighted as follows:
 - a. Faculty who submit teaching and scholarly activity accomplishments are weighted at 80% teaching and 20% scholarly activity.
 - b. Faculty who submit teaching and service accomplishments are weighted at 90% teaching and 10% service.
 - c. Faculty who submit teaching, scholarly activity, and service accomplishments are weighted at 70% teaching, 20% scholarly activity, and 10% service.

J. Timeline

By February 15th	Faculty member submits goals to department Chair (Appendix C)
By April 1st	Chair will finalize goals with each faculty member
Friday after Spring finals week	Faculty member submits FAS and personal folder with supporting evidence to Chair (Appendix D)
Summer	Chair evaluates faculty submissions and writes evaluation using form in Appendix E
Before or simultaneously with submission to Dean	Chair provides written evaluation to faculty member
Fall	Merit increases reflected in paycheck

K. APPENDIX A**TEACHING GOAL RESOURCE**

Because the most heavily weighted of the three categories is teaching, some suggestions for goals associated with improving teaching and learning are contained within this appendix.

A desired outcome, such as those from the two left most columns in the table below, is selected. Faculty may want to select one aspect of their teaching to work on per semester. For instance, an aspect could be related to a specific topic or a teaching technique. Faculty could select a variety of ways to improve the aspect selected via “learning processes / activities” such as new lesson plans, demos, group-work, etc. Goals should include how the aspect will be evaluated (expected outcomes / performance evaluation criteria), the measures used (assessment techniques / methods / measures) and when (assessment data analyses). A faculty goal could thus be designed using the table below by completing specifics in each category (column).

Each course within our department has objectives that can be viewed in the “Blue Book” where all course information is kept. The teaching goals will typically focus on documenting student learning and/or methods to improve that learning. If a faculty member believes that a method currently in use is effective, the objective can be to verify that method’s effectiveness via the table below. The recommendation for continuous improvement column can certainly lead to subsequent goals for other academic years. In addition, the objectives could be program specific instead of simply course / lab specific. For accredited programs, faculty members may also want to target program specific objectives connected to the program’s accreditation.

Student Learning Outcomes [Select from course objectives, program objectives, student outcomes]	General Education Outcomes [Select from measurable general education objectives]	Learning Processes / Activities [group work, demonstrations, laboratory activities, homework, research assignments etc.]	Expected Outcomes / Performance Evaluation Criteria [Rubric levels, % obtaining a certain level, competencies, time limit, student satisfaction etc.]	Assessment Techniques / Methods / Measures [Qualitative/descriptive; rubrics; specific instruments; pretest/post-test; student surveys; other measures]	Assessment data analyses [Formative (while class is still on-going), Diagnostic, or Summative (at the end), etc.]	Recommendation for continuous improvement [Contents, lab setting, instruction, Pedagogy, etc]
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L. APPENDIX B**EXAMPLE OBJECTIVES**

These examples are only meant to help faculty members develop/select their own objectives and goals. They are not meant as an inclusive list and they do not suggest restrictions to faculty members' goals or objectives.

Teaching:

- I will monitor the following objective (named here) from XYZ course and collect evidence to examine how it fits with the program (or the department, the college, or the university) objectives.
- I will improve my XYZ lab by instituting an inventory program for its lab equipment and supplies; by developing a preventative maintenance plan; and by creating a regular supplies order schedule (*Note: this could also qualify for service to the program / area*).
- I will demonstrate the use of different teaching methods and testing methods in at least one of my classes and I will make recommendations for the next course offering.
- I will incorporate "Clicker Technology" in at least one of my classes and document the successes and failures.

Scholarly Activity:

- I will participate in education technology training and make specific recommendations for incorporating new technology into at least one of my classes.
- I will give a presentation at a professional conference during the academic year.
- I will learn to use a new software application (named here) and develop details as to how I will incorporate this knowledge/skill into one of my classes &/or program.
- I will take at least one credit course in either my technical field or in education and document how this will benefit my program.

Service:

- I will serve as an officer for my local chapter of XYZ professional society.
- I will create personal contacts with at least four high schools and four local industry companies as possible enrollment sources.
- I will serve as an activity coordinator for the Science Olympiad.
- I will serve as the committee chair for at least one university, college, or department committee.

M. APPENDIX C

Department of Engineering & Science Technology
COLLEGE OF APPLIED SCIENCE & TECHNOLOGY
THE UNIVERSITY OF AKRON

Faculty Member

FACULTY GOALS
ACADEMIC YEAR, Summer Session I 20XX – Spring 20XX

All faculty members in the Department of Engineering & Science Technology will submit a minimum of five (5) goals total per academic year with at least one (1) goal in each of the three categories, teaching, scholarship, & service. Goals must meet the criteria contained in the most current version of the department's merit guidelines.

A. This section to be completed by faculty member:

- Teaching goal(s) – a minimum of one goal per academic year. Faculty may use the table below or some other format (as long as each goal meets the criteria in the merit guidelines).

Student Learning Outcomes [Select from course objectives, program objectives, student outcomes]	General Education Outcomes [Select from measurable general education objectives]	Learning Processes / Activities [group work, demonstrations, laboratory activities, homework, research assignments etc.]	Expected Outcomes / Performance Evaluation Criteria [Rubric levels, % obtaining a certain level, competencies, time limit, student satisfaction etc.]	Assessment Techniques / Methods / Measures [Qualitative/descriptive; rubrics; specific instruments; pretest/post-test; student surveys; other measures]	Assessment data analyses [Formative (while class is still on-going), Diagnostic, or Summative (at the end), etc.]	Recommendation for continuous improvement [Contents, lab setting, instruction, Pedagogy, etc]

- Scholarship goal(s) – a minimum of one goal per academic year. Faculty may use a table (similar to the one shown for teaching goals) or another format (as long as each goal meets the criteria in the merit guidelines).
- Service goal(s) – a minimum of one goal per academic year. Faculty may use a table (similar to the one shown for teaching goals) or another format (as long as each goal meets the criteria in the merit guidelines).

B. This section to be completed by department chair:

- Teaching goal(s) – Check the appropriate box for each goal submitted under the teaching category:
 - ☐ accepted as submitted
 - ☐ accepted with the following changes:
 - ☐ rejected & replaced with:

- Scholarship goal(s) – Check the appropriate box for each goal submitted under the scholarship category:
 - ☐ accepted as submitted
 - ☐ accepted with the following changes:
 - ☐ rejected & replaced with:

- Service goal(s) – Check the appropriate box for each goal submitted under the service category:
 - ☐ accepted as submitted
 - ☐ accepted with the following changes:
 - ☐ rejected & replaced with:
 - ☐

C. This section to be completed during the meeting between the department chair & faculty member:

Meeting date: _____

Teaching goals were:

- ☐ accepted as submitted by faculty member
- ☐ accepted with the department chair's changes
- ☐ other – explain

Scholarship goals were:

- ☐ accepted as submitted by faculty member
- ☐ accepted with the department chair's changes
- ☐ other – explain

Service goals were:

- ☐ accepted as submitted by faculty member
- ☐ accepted with the department chair's changes
- ☐ other – explain

D. Department Chair Comments:

Department Chair signature

Date

E. Faculty Member Comments:

Faculty Member signature

Date

N. APPENDIX D

Department of Engineering & Science Technology
COLLEGE OF APPLIED SCIENCE & TECHNOLOGY
THE UNIVERSITY OF AKRON

Faculty Member

Academic Year

FACULTY ACTIVITIES SUMMARY
ACADEMIC YEAR Summer 20XX – Spring 20XX

Please complete the following form for the academic year, from the first summer session through the spring semester. The information provided will be utilized in making an annual evaluation of each faculty member. In addition, the form may lend some direction to a self-evaluation of efforts and accomplishments during the past year. Copies of this report will be placed in the faculty personnel files in faculty's home department and in the college dean's office. If more space is needed, please attach additional page(s).

I. Teaching:

- A. *Documented results of college mandated student evaluations and other assessments associated with improving teaching & learning. Evidence of improvements in teaching and learning as demonstrated by course revisions or updating of class presentations; new courses (traditional, web-enhanced or asynchronous) proposed, developed and/or taught; new and/or innovative methods introduced into teaching and/or evaluation of teaching; accessibility to students for out-of-class help as measured by scheduled office hours, or through Learning Resource Center and tutoring labs; and other teaching related activities.*
- B. **Goals:** *Each faculty member has submitted goals for this academic year on a Faculty Goal Form. The subsequent progress, activity and completion level for these goals will be part of the faculty member's evaluation. During merit evaluation, faculty will report on the prior academic year's teaching goals (Re-statement of each goal, along with a description of the progress, percentage complete, and any other pertinent information).*

II. Scholarship:

- A. *Provide details and documentation identifying the quality, quantity and range of continued study (within your discipline or otherwise), which may include (but need not be limited to) activities designed to enhance the scholarship of teaching and learning. Evidence of participation and/or leadership in academic and/or professional organizations. Evidence of receipt of professional or academic awards, grants (submitted and/or approved), prizes, technology commercialization, or other recognition for scholarly activities. Evidence of presentations, publications, consultations and/or related professional activities.*
- B. **Goals:** *Each faculty member has submitted goals for this academic year on a Faculty Goal Form. The subsequent progress, activity and completion level for these goals will be part of the faculty member's evaluation. During merit evaluation, faculty will report on the prior academic year's scholarship goals (Re-statement of each goal, along with a description of the progress, percentage complete, and any other pertinent information).*

III. Service:

- A. **Institutional:** List and describe all service to your program area, department, college and university. Include committee membership and activities, noting leadership where applicable. Evidence of participation in college recruitment and/or retention efforts. Serve as an advisor for student groups. Other institutional activities.
- B. **Public/Community:** List and describe all service activities, including participation in civic activities and particularly noting the sharing of one's professional expertise in a manner that lends assistance to some public entity while being recognized as a member of the faculty of The University of Akron and as set out in department guidelines.
- C. **Goals:** Each faculty member has submitted goals for this academic year on a Faculty Goal Form. The subsequent progress, activity and completion level for these goals will be part of the faculty member's evaluation. During merit evaluation, faculty will report on the prior academic year's service goals (Re-statement of each goal, along with a description of the progress, percentage complete, and any other pertinent information).

Copies: Dean's Office
Department Office
Faculty Member

Faculty Name

Date

O. APPENDIX E

FACULTY PERFORMANCE EVALUATION REPORT FORM

COLLEGE OF APPLIED SCIENCE & TECHNOLOGY
THE UNIVERSITY OF AKRON

Faculty Member

Academic Year

ACADEMIC YEAR Summer 20XX – Spring 20XX

Comments on this report provide an evaluation of performance, in part, from information supplied by the faculty on their annual *Faculty Activities Summary*, but also as ascertained by the chair from personal observation and interaction with the faculty in a supervisory capacity. This should not be a description or listing of activities. The categories are to be rated per the most current Department of Engineering & Science Technology Merit Guidelines (per Article 16, Compensation, of the CBA, effective 7/1/2015 – 12/31/2020). This report is intended to be constructive and helpful and to serve as the basis for merit evaluations as provided for in the labor agreement. This performance evaluation is to be sent to the faculty member for comment prior to being forwarded to the Dean.

Rating Scale:

5 extraordinary	Goal completion & other activities exceed expectations and demonstrate each of the 3 I's (Innovation, Initiative, Involvement)
4 outstanding	Goal completion & other activities demonstrate each of the 3 I's
3 meritorious	Goal & other activities demonstrate 2 of the 3 I's
2 satisfactory	Goal & other activities demonstrate only one of the I's
1 unsatisfactory	Goals incomplete or fails to demonstrate any of the 3 I's

A. Teaching: Rating =B. Scholarship: Rating =C. Service: Rating =

University:

Public/Community:

D. Calculation of the Overall-Score

$$\text{overall - score} = 0.70 * \text{teachingscore} + 0.20 * \text{scholarshipscore} + 0.10 * \text{servicescore}$$

Overall score rounded^b to nearest 10th: _____

E. Professional conduct as set out in section C, item 4 in Article 13 of the Bargaining Unit Contract.

F. Goals^c for coming academic year, a minimum of five (5) total with a minimum of one (1) in each category.

Teaching Goals

Scholarship Goals

Service Goals

G. Additional Comments and/or Recommendations to Individual Faculty Member

Department Chair Date

H. Additional Comments Provided by Faculty member

Faculty Member Date

I. Comments and/or Recommendations to Individual Faculty Member by Dean

Dean Date

Signature below indicates the faculty member has received a copy of this evaluation and has had an opportunity to add written comments. It is not necessarily an acknowledgement of agreement. It is understood that with or without my signature that the above evaluation will be available to committees within the college that may be considering my promotion, retention or tenure, or appeal thereof.

Faculty Member's Signature Date

Copies: Dean's Office, Department Office, Faculty Member

^b In our department, if the next digit is a 5 or greater, round the 10th place up by 1.

^c Per the Department Merit Guidelines.