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MEMORANDUM

April 27, 2007

TO: Elizabeth J. Stroble
               Senior Vice President, Provost and Chief Operating Officer

FROM: Ronald F. Levant
               Dean, Buchtel College of Arts and Sciences

RE: **Merit Salary Guidelines and Criteria**

The attached merit salary guidelines and criteria have been approved by the Faculty of the English Language Institute on February 17, 2007.
I have approved all attached guidelines and criteria.

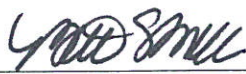If you concur, we ask that you also approve the guidelines and criteria.

_____   ___4/27/2007_____
Department Chair or Faculty Representative   Date

_____   ___5/1/07_____
Dean   Date

_____   ___5/2/07_____
Senior Vice President, Provost and   Date
Chief Operating Officer

English Language Institute
Merit Pay Guidelines
Spring 2006

Submitted March 13, 2006
Revised January 3, 2007
Revised January 14, 2007
Revised February 17, 2007
Revised April 26, 2007
Revised April 30, 2007

Weighting

Because the English Language Institute's primary mission is teaching and service, merit shall be weighted as follows: Teaching – 65%; Service – 20%; Research – 5%; Rolling - 10%. For bargaining unit faculty with administrative responsibilities, such as the Assistant Director, the diverse administrative activities will be subsumed under the most relevant of the three evaluation categories.

With the approval of the ELI Director, and subject to conditions specified in the contract and in departmental guidelines, each faculty member may choose to which of the three categories (teaching, service, or research) he or she wishes to apply the rolling 10% for the year evaluated. These merit weightings do not reflect faculty load. Because ELI faculty are on 12-month contracts, the choice should be made by July 14 of the academic year under consideration. This date is equivalent to the 9-month faculty deadline of the second week in September.

Scale

The ELI's Merit Guidelines will utilize the scale required in the contract between the University and the Akron-AAUP: 1=Unsatisfactory; 2= Satisfactory; 3=Meritorious; 4=Outstanding; 5=Extraordinary. Each of the three evaluation categories will be evaluated on this scale, with no score lower than 1 or higher than 5. The merit score in each category and the aggregate merit score will be calculated to one decimal point.

Timeframe

Faculty in the English Language Institute choose to calculate their merit score on the previous year's accomplishments.

As specified in Article 16 of the agreement between the University and the Akron-AAUP, "for the purposes of merit review only, the academic year is defined as beginning on the first day of the first summer session and concluding with the day prior to the first day of the following year's first summer session."

Process

In each of the three evaluation categories, merit points will be accumulated based upon the List of Merit Accomplishments provided below. A faculty member earns a satisfactory score of 2 for performing his or her core duties at an acceptable level of competence as verified by the Director. Additional merit points will be accumulated based upon the accomplishments of the faculty member in the target year's activities.

Each faculty member will submit a form to the ELI Director listing the relevant activities from the List of Merit Accomplishments and the accompanying points for each. The Director will evaluate the accomplishments listed for their eligibility. For the "other notable accomplishments" in each evaluation category, the Director has the discretionary authority to approve their eligibility.

The Director also has the discretionary authority to award up to one (1) additional point to reflect his or her overall evaluation of the faculty member's performance and contribution in each evaluation category. (For example, the Director could add .25, .30, .50, .75, .80, or 1.0 points.)

The Director will total up the points in each category. If the result exceeds 5, it will be converted to a 5.0. The Director will then multiply this result by the weighting for each category, and total the resulting scores to reach an overall Merit score on the 1 to 5 scale. As noted above, this aggregate score will be calculated to one decimal point.

Because ELI faculty are on 12-month contracts, their salary increases take effect in July. For this reason, the ELI will follow this timeline:

1. By May 15 of the year, bargaining unit faculty will submit to the Director a relevant list of accomplishments and any supporting materials as outlined in the guidelines below.

2. If the Director wishes a faculty member to submit additional materials, this request should be made by May 22. Faculty will have 7 days to comply with the request.

List of Merit Accomplishments

Teaching

Classroom Teaching: A satisfactory rating of 2 indicates that the faculty member meets his or her classes, keeps regular office hours, and has no record of significant complaints from students. In addition, the faculty member's averaged scores on the ELI's teacher evaluation form would be between 2.1 and 2.99.

- If the faculty member has accomplished everything for a satisfactory rating AND has an average teaching evaluation score from 3.0 to 3.99, the quality of teaching is meritorious. One (1) point is added to the rating of 2.

- If the faculty member has accomplished everything for a satisfactory rating AND has an average teaching evaluation score from 4.0 to 4.79, the quality of teaching is outstanding. Two (2) points are added to the rating of 2.

- If the faculty member has accomplished everything for a satisfactory rating AND has an average teaching evaluation score of 4.80 to 5.0, the quality of teaching is extraordinary. Three (3) additional points are added to the rating of 2.

Other Teaching-Related Duties: In addition to classroom teaching and its concomitant responsibilities (e.g., lesson planning, assessment, feedback), ELI faculty perform a wide range of teaching-related activities for their own courses. These include curriculum and materials development and innovation. The chart below lists common activities and merit point values.

Teaching-Related Accomplishments	Point Values
Curriculum development and innovation	.25
Materials development	.25
Development of assessment instruments	.25
Teaching awards	.50
Other	
Other notable teaching accomplishments	.25 to 1.0
Other: To be awarded by ELI Director	.25 to 1.0

NOTE 1: The ELI uses its own teaching evaluation form which includes 13 items to elicit the students' opinion of their teacher's effectiveness. Each item is rated on a score of 1 to 5, with 1 being poor and 5 being excellent. For each item, the average of all the respondents is tabulated. For merit purposes, the average of these 13 averages will be calculated.

NOTE 2: To ensure quality instruction and in keeping with the industry standard for university-affiliated intensive ESL programs, the ELI caps its class enrollment at 15 students per section. Such small class sizes can skew teacher evaluation scores, so the ELI must accommodate the effect of small class size on the validity of the teacher evaluations. To do this, each ELI faculty member will include the average evaluations from the last 9 semesters of teaching on a rolling basis; in this way, the merit assessment will be made on a longer pattern of the faculty member's teaching performance. In addition, if there is any indication of skewed scores in a given semester, the faculty member will have the opportunity to consult with the ELI director. The director can exercise his or her discretion about whether to eliminate those scores when determining merit.

Examples to Illustrate Implementation of These Guidelines

Example 1: Instructor A accomplished all her teaching responsibilities for a satisfactory rating AND earned an average teacher evaluation score of 4.81. This automatically translates to a merit score of 5.0 for teaching. This instructor also developed vocabulary assessment materials that are delivered online (.25) and a set of reading comprehension materials (.25). Her total merit points for teaching equal 5.5, which converts to 5.0 for the purposes of calculating her aggregate merit score. She decides to allocate her rolling 10% weighting to teaching, so her merit score for teaching will be .75 X 5 = 3.75, which is rounded up to 3.8.

Example 2: Instructor B accomplished all her teaching responsibilities for a satisfactory rating AND earned an average teacher evaluation score of 3.82. This automatically translates to a merit score of 3.0 for teaching. This instructor also created a WebCT component for her grammar class (.25) and developed and implemented a series of communicative classroom activities that ensure authentic use of spoken English in the classroom (.25). She also devised a method of assessing her students' accuracy

and fluency in spoken English (.25). Her total merit points for teaching equal 3.75. Therefore, her merit score for teaching will be .65 X 3.75 = 2.43, which is rounded to 2.4.

Service

ELI faculty perform a wide range of service to the program, the College and the University. Some of these service activities are the same for all the faculty (e.g., advising students, participating in extracurricular events); others are specific to each faculty member's appointment in the ELI (e.g., service performed by the Assistant Director; service performed by the Coordinator of Computer-Assisted Language Learning.)

A satisfactory rating of 2 indicates that the faculty member completes all of his or her core service duties at a level of competence that ensures the ELI's fulfillment of its educational and service mission. Merit points can be added to that rating of 2 as indicated in the chart below.

Service Accomplishments	Point Values
To the ELI Program	
Coordinating special programs (e.g., development of the ELI-ASSET Test)	.25 to 1.0
Programmatic curriculum development	.50
Programmatic curriculum coordination	.50
Teacher Supervision	.25
Committee work	.10 to .25
Extra administrative duties (e.g., coordination of CCESL Program)	.25 to 1.0
To the College or University	
Committee work	.10 to .25
Curriculum support (e.g., curriculum development for ESL Composition I and II)	.25
Assessment and consultation (e.g., coordination of U-ADEPT Testing Program)	.25
To the Local Community	
Consulting	.25
Other	
Other notable service accomplishments	.25 to 1.0
Other: To be awarded by ELI Director	.25 to 1.0

Examples to Illustrate Implementation of These Guidelines

Example 1: Because Instructor A performed her core service duties in an exemplary manner, she begins with a merit score of 2.0. In addition to her core duties, she coordinated the U-ADEPT Testing program (.25) and supervised 2 part-time faculty members (.25). She also developed and taught a new ESL writing course for MBA students (.50). Her total merit points for service equal 3.0. Therefore, her merit score for service will be .20 X 3 = .6.

Example 2: Because Instructor B performed her core service duties in an exemplary manner, she begins with a merit score of 2.0. In addition to her core duties, she coordinated the CCESL program (1.0), developed a new exit test for the intensive EAP program (1.0), and created an online curriculum center for all ELI teachers (.50). She supervised 2 part-time faculty members (.25) and organized a regular professional development seminar for all ELI faculty (.25). She presented a workshop for writing lab tutors in Developmental Programs on ways to help ESL writers (.25) and consulted with volunteer teachers at the International Institute (.25). Her total merit points for service equal 5.5, which converts to 5.0 for the purposes of calculating her aggregate merit score. She decides to allocate her rolling 10% weighting to service. Therefore, her merit score for service will be .30 X 5 = 1.5.

Research/Scholarship

A satisfactory rating of 2 indicates that the faculty member is participating in ELI professional development activities and actively keeping abreast of developments in the field. Merit points will be added to that rating of 2 as indicated in the chart below.

Research/Scholarship Accomplishments	Point Values
Attending 1 to 3 campus-sponsored workshops	.15
Attending 4 or more campus-sponsored workshops	.25
Attending conferences (state, regional, national)	.25
Giving a conference/workshop presentation	1.0
Publishing a book as a single author	4.0
Publishing a book as a co-author	3.0
Publishing an article in an international or national journal or edited collection (e.g., TESOL Quarterly).	2.0
Publishing an article in a state or regional publication (e.g., Ohio TESOL Newsletter).	1.0
Program-related research projects (e.g., validating assessment instruments)	1.0
Other	
Other notable research accomplishments	.25 to 1.0
Other: To be awarded by ELI Director	.25 to 1.0

Examples to Illustrate Implementation of These Guidelines

Example 1: Because Instructor A performed her core research duties in an exemplary manner, she begins with a merit score of 2.0. In addition to her core duties, she presented a paper at a state conference (1.0) and attended 3 ITL sessions (.15). Her total merit points for research equal 3.15. Her merit score for research will be .05 X 3.15 = .15, which will round up to .2.

Example 2: Because Instructor B performed her core research duties in an exemplary manner, she begins with a merit score of 2.0. In addition to her core duties, she presented a paper at a national conference (1.0) and published an article in a state publication (1.0). She co-presented an ITL session (1.0) and attended 4 ITL sessions (.25). Her total merit points for research equal 5.25, which converts to 5.0. Her merit score for research will be .05 X 5.0 = .25, which will round up to .3.

Examples to Illustrate the Calculation of Aggregate Merit Scores

Instructor A's aggregate merit score = 3.8 (teaching) + .6 (service) + .2 (research) = 4.6 points
Instructor B's aggregate merit score = 2.4 (teaching) + 1.5 (service) + .3 (research) = 4.2 points]

Professional Development Leave (PDL) and Other Leaves:

Faculty who miss extensive periods of work time due to a Professional Development Leave (PDL), a medical leave, or some other leave may choose the following options for providing merit application data. If the leave is for one semester, they may substitute half of the points accumulated in the previous year's merit application in any or all of the three evaluation categories (teaching, service, and research/scholarship) or, alternatively, their own accumulated points in any of these categories. The remainder of their merit points will be based upon their accomplishments in the remainder of the merit evaluation period, upon their return from leave.

If the leave is for a full academic year, they may substitute all of the points accumulated in the previous year's merit application in any or all of the three evaluation categories (work, scholarly activity, service) or, alternatively, their own accumulated points in any of these categories.

For example, a faculty member on a semester's leave may not perform any teaching and service activities but may engage in considerable research activity. In this example, he or she may choose to utilize half of the points in the previous year's merit application in the teaching and service categories but all of the points they generated under scholarship during the leave.