

PHYSICAL EDUCATION MERIT RAISE POLICY

I. Underlying Premises

- A. Career Non-Tenure Track Faculty and Adjunct instructors earn their salary and the potential for renewal of a contract by meeting the department's baseline expectations of instructors.
- B. Faculty can earn the opportunity to receive merit raises when they meet or exceed department expectations in quality of teaching performance, service (participation in the life of the department, division and/or the university), and by participating in professional development opportunities. Department expectations must be exceeded in measureable or demonstrable ways.

II. Provost and Academic Affairs Guiding Principles

- A. Merit increases for faculty will be based solely on performance as evidenced by teaching, scholarship (professional development), and service.
- B. Merit increases will be given on the basis of systematic comparative evaluation of merit, and in consideration of each individual's professional responsibilities and total contributions.
- C. Regardless of percentage of appointment, each faculty member is eligible for consideration for the highest merit rating. The salary adjustment for each is prorated based on percentage of employment.
- D. The process will include timely performance reviews and the consideration of a current CV, as well as any relevant material submitted that is not captured in the CV.
- E. Faculty will be informed of the amount of their merit increase.

III. Tracking and Measuring Merit

- A. The Associate Director for Physical Education and Area Coordinators who supervise faculty will track the items listed in section VI. These items will be documented on rubric developed for merit raise recommendations. A rubric score sheet will guide supervisors as they convert the data to 'scores' and 'total points' earned by each faculty member. The merit increase recommendation will be based on the extent to which the individual has met or exceeded performance of her/his assigned duties and responsibilities, as indicated by their total score.
- B. The actual merit amount will be figured by a ranking of faculty scores and by the percentage of the salary pool negotiated by the University and United Academics. The instructor's supervisor and the Associate Director for Physical Education will collaborate on setting the merit percentage. Raises will be either a percentage of the pool or flat dollar amounts. That decision is at the discretion of the Director in consultation with the department's Accountant.
- C. It is the instructor's responsibility to keep their supervisor informed regarding information pertinent to the merit opportunities as listed in **VI** on page 2.

IV. Documentation

- A. The department will keep the documentation of merit raise recommendations (rubric score sheets) in a locked file in the PE Human Resources office for viewing by the Provost and Academic Affairs as requested.
- B. Departmental merit raise policies approved by the VP and the Provost will be posted on the Academic Affairs website and will be available on request from the Associate Director for Physical Education.

V. Merit to be applied in contracts for FY 15

The 3.5% merit increase negotiated by United Academics and the University shall take into account all teaching, service and professional development accomplishments since January 1, 2008. Future merit raises will typically take into account a single academic year unless otherwise negotiated by United Academics and the University.

VI. Items to be tracked and measured in Merit Recommendations [required*]**

- A. Teaching performance as documented in:
 - 1. Supervisor evaluations*
 - 2. Student evaluations*
 - 3. Self-evaluation
- B. Professional responsibilities:
 - 1. Compliance with department and university policies and procedures*
 - 2. Communication with supervisors and department staff*
 - 3. Attendance at the yearly fall orientation*
 - 4. Mentoring practicum students
- C. Participation in the life of the department, division, and university– includes, but is not limited to:
 - 1. A peer review process
 - 2. Membership on the Faculty Advisory Council
 - 3. Assisting our department's involvement with IntroDUCkTion and Intermingle
 - 4. Participation in Duck N2 the Rec, University Day, and like events
 - 5. Service to the Division or University
- D. Professional development – includes but is not limited to:
 - 1. Conferences, workshops and seminars (theoretical)
 - 2. Training in your area (practical)
 - 3. Writing articles, books, etc.
 - 4. Personal practice in your activity(s)
 - 5. Webinars
 - 6. Use of professional journals and online resources

Approved by the Physical Education Leadership Team - March 2014

Approved by the Physical Education Faculty – April 2014

Approved by Vice President Robin Holmes and Vice Provost Lisa Freinkel – April 2014

Physical Education Merit Rubric

Physical Education Merit Rubric					Did not meet expectations
Indicators	4	<--- Exceeds expectations --->		Meets expectations	0
		3	2	1	
Quality of Teaching	Exhibits understanding and mastery per job responsibilities, needs minimal direction; exercises good judgment with non-routine work situations	Performance is highly competent, working towards mastery per job responsibilities; needs minimal supervision only in non-routine work situations	Performance is very competent and working towards highly competent per job responsibilities; needs minimal supervision in some routine aspects teaching	Met required work expectations per job responsibilities; needs some supervision in routine aspects of teaching	Did not meet expectations; needs mentoring and close supervision
Professional responsibilities	Exhibits understanding and mastery per job responsibilities, needs minimal direction; exercises good judgment with non-routine work situations	Performance is highly competent, working towards mastery per job responsibilities; needs minimal supervision only in non-routine work situations	Performance is very competent and working towards highly competent per job responsibilities; needs minimal supervision in some routine aspects of job	Met required work expectations per job responsibilities; needs some supervision in routine aspects of teaching	Did not meet expectations; needs mentoring and close supervision
Participation in the life of the Department	Leads initiatives and activities that grow and benefit the department (organizes or leads)	Actively participates in initiatives and activities that grow and benefit the department (presents)	Participates in a variety of activities that support the functions of the department (attends)	Participates in day to day initiatives and activities associated with job description	Did not participate in the life of the department.
Participation in the life of the Division and University	Leads initiatives and activities that grow and benefit the division or university (organizes or leads)	Actively participates in initiatives and activities that grow and benefit the division or university (presents)	Participates in a variety of activities that support the functions of the division or university (attends)	Participates in day to day initiatives and activities associated with job description	Did not participate in the life of the Division or University
Personal and Professional Development	Presented at a major conference; holds national, regional or state association office; national or regional planning/organizing; promotes development of colleagues	Presented at a local conference or workshop; participated in planning and organizing event; regular practice or personal development; attend off-campus workshop or seminar	Participated in webinars; read journal articles; attended a campus workshop or seminar; some personal practice	Does not pursue professional development outside of department	Did not pursue any professional development