Merit Policy

Part II: Academic Unit Criteria, Standards, and Processes

Academic Unit: **School of Human Movement, Sport & Leisure Studies**

Merit Criteria, Performance Indicators and Expectations

Evaluation Rating Category	TEACHING Expected levels of accomplishment on teaching performance indicators (or their equivalent)	Merit Score for Teaching
Exceeds Expectations for Merit	Quantitative student evaluations average of **51% of courses** equal to or exceeding **(3.6)** on a 5-point scale **AND** **Four indicators** in any of the three domains of teaching effectiveness shown in "Meets Expectations for Merit"	5
Exceeds Expectations for Merit	Quantitative student evaluations average of **51% of courses** equal to or exceeding **(3.4)** on a 5-point scale **AND** **Three indicators** in any of the three domains of teaching effectiveness shown in "Meets Expectations for Merit"	4
Meets Expectations for Merit	Quantitative student evaluations average of **51% of courses** equal to or exceeding **(3.2)** on a 5-point scale **AND** **Two indicators** in the domains of teaching effectiveness: **1.Teaching Indicators (Undergraduate and Graduate Courses)**:** Performance Indicators: Student qualitative evaluations of instruction (written comments, should be deemed overall positive); Documentation of achieving student learning outcomes (provide data with narrative); Self-evaluations of courses taught; Advising/supervision of Masters students, (advisor, chair, member); Teaching awards and distinctions. **2. Instructional and Curricular Development**:** Performance Indicators: Instructional innovations; Development of new courses; Significant revision of existing courses; Revising or developing program curriculum; Participation in program evaluation and/or accreditation; Assessment plans for evaluating student learning outcomes; Professional development activities to enhance teaching skills; Supervision of 1 or more independent studies offered to students. **3. Other Contributions to Student Learning**:** Performance Indicators: Academic advising services for students (# of advisees should be listed on CV); Efforts to extend teaching beyond the classroom through	3

	pedagogies of engagement such as supervising undergraduate research and honors theses or leading study abroad groups; Other pedagogical activities that contribute to effective active, engaged learning.	
Meets Expectations for Merit	Quantitative student evaluations average of **51% of courses** equal to or exceeding **(3.0)** on a 5-point scale **AND** **One indicator** in any of the three domains of teaching effectiveness shown in "Meets Expectations for Merit" and limited engagement in professional activities related to teaching effectiveness	2
Fails to Meet Expectations for Merit	Quantitative student evaluations average of **51% of courses** are below **(3.0)** on a 5-point scale **AND** **One indicator** in any of the three domains of teaching effectiveness shown in "Meets Expectations for Merit"	1
Unacceptable	No merit materials submitted No involvement in performance indicators of teaching effectiveness or No engagement in professional activities related to teaching effectiveness.	0

*In rare cases, when a faculty member has only one item, but a very substantial one, that faculty member might qualify for a higher level.

** Refer to *Reappointment, Tenure, and Promotion (RTP) Policy, Part II*: School of Human Movement, Sport, and Leisure Studies (HMSLS) Criteria, Standards and Processes

Evaluation Rating Category	RESEARCH/CREATIVE WORK Expected levels of accomplishment on research/creative work performance indicators (or their equivalent)	Merit Score for Research
Exceeds Expectations for Merit	• **Two (2)** peer-reviewed publications **OR** • **One** peer-reviewed publication AND any combination of **two** of the items listed in "Meets Expectations for Merit" (with the exception of Internal Research Grants)	5
Exceeds Expectations for Merit	• **One (1)** peer-reviewed publication **AND** • **One** of the items listed in "Meets Expectations for Merit" (with the exception of Internal Research Grants)	4
Meets Expectations for Merit	• **One (1)** peer-reviewed publication **OR** • A combination of **three** or more of the items listed below [can be two of the same items from list above]: • Internal or External Research Grant, funded (excluding travel grants) • Internal or External Research Grant, submitted (excluding travel grants) • Published Symposia • Book or Book Chapter Author/Editor • Published Book Review in a peer-reviewed journal • Invited Presentations, International, National, Regional, or State conferences	3

	• Refereed Presentation at International, National, Regional, or State Conferences • Positions as Associate Editors or Guest Editor of a peer-reviewed journal • Other	
Meets Expectations for Merit	• A combination of **two** (2) of the items listed in "Meets Expectations for Merit" [can be two of the same items from list above]	2
Fails to Meet Expectations for Merit	• Minimal evidence of scholarship (**one (1)** item in the above list).	1
Unacceptable	• No evidence of scholarship • No materials were submitted.	0

*In rare cases, when a faculty member has only one item, but a very substantial one, that faculty member might qualify for a higher level.

Evaluation Rating Category	SERVICE **Expected levels of accomplishment on service performance indicators (or their equivalent)**	Merit Score for Service
Exceeds Expectations for Merit	The faculty member demonstrates significant involvement (denote leadership) in the following service activities: • Serving on **one (1)** committee at the Program, School, College, or University levels** • Attend 90% of School, Graduate and Program meetings* **AND** • **Four (4)** of the activities at the program, school, college, university, and/or professional levels as described in "Meets Expectations for Merit." Overall contributions should be considerably above the merit level.	5
Exceeds Expectations for Merit	The faculty member demonstrates significant involvement (denote leadership) in the following service activities: • Serving on **one (1)** committee at the Program, School, College, or University levels** • Attend 90% of School, Graduate and Program meetings* **AND** • **Three (3)** of the activities at the Program, School, College, and/or University, and/or Professional levels as described in "Meets Expectations for Merit." Overall contributions should be considerably above the merit level.	4
Meets Expectations for Merit	The faculty member demonstrates significant involvement (denote leadership) in the following service activities: • **One (1)** Program, School, College or University-level committee (standing, ad-hoc, or sub-committee)** • Attend 90% School, Graduate and Program meetings* **AND** • **Two (2)** of the following: • Program, School, College or University-level committee (standing, ad-hoc, or sub-committee)	3

	• Service to one (1) committee/board (e.g. State, Regional, National, or International Professional levels) or other activity to a Professional association • Recruitment and retention activities at the Program and/or School Level • Advisor to student organizations • Serving on editorial or review boards or as a manuscript reviewer for scholarly/academic periodicals. • Workshops or speaking engagements related to profession or university mission provided to constituents within or outside of the university (need to identify details of payment and role) • Preparation of accreditation reports (e.g. CAAHEP, CAATE, etc.) for the faculty member's program. • Service awards or citations from within the university and/or professional associations/societies outside the university • Administrative responsibilities such as program coordinator, lab directors, or clinical/field experience coordinator, as assigned. • Other evidence of service as appropriate and explained in narrative	
Meets Expectations for Merit	• The faculty member demonstrates **two (2)** meaningful service activities at the Program, School, College, University, and/or professional levels as described in "Meets Expectations for Merit." • Attend 90% School, Graduate and Program meetings*	2
Fails to Meet Expectations for Merit	• The faculty member demonstrates only **one (1)** service activity at the Program, School, College, University, and/or professional levels as described in "Meets Expectations for Merit." • Attend 90% School, Graduate and Program meetings*	1
Unacceptable	• No service at all • Less than 90% attendance at School, Graduate, or Program meetings • No materials were submitted.	0

*If a faculty member fails to attend 90% of the required meetings their service merit score will be reduced by one level. (90% for each set of meetings – 90% School, 90% Graduate, 90% Program, if applicable)
**In rare cases, when a faculty member has limited service activity but a very substantial one, that faculty member might qualify for a higher level

Merit Committee Composition and Election/Appointment Process

The School of HMSLS Merit Committee is responsible for assigning an overall merit score to every bargaining unit faculty member. The School of HMSLS Merit Committee is comprised of five full-time faculty members (i.e., tenure track and non-tenure track) elected for staggered three-year terms by all full-time TTF and NTTF faculty members in the School. Merit Committee members select one of their members as the presider/chair whose responsibility is to call meetings as well as summarize and report the results of deliberations to the School of HMSLS Director.

The merit committee is composed of one representative from each undergraduate program (Physical Education Health Education, Exercise Science, Sport Management, and Tourism, Leisure, Event Planning) plus an at-large representative from any of these programs. In the event a program is unable to provide a representative, an additional at-large position will become available for any program faculty member to be elected to serve. Members are limited to two consecutive terms.

Elements of the Merit Dossier

The submitted merit dossier must include the following elements:
- An abbreviated curriculum vitae (CV) using BGSU format and containing only activities from the year under review
- A table of student evaluations of instruction (SEIs) for all courses taught during the year under review [see Table 1]

Table 1. Quantitative Student Evaluation Scores

Semester	Course	Number of Students	Number of Respondents	Course Mean	Course SD	HMSLS Mean	HMSLS SD
Average student evaluations of all courses for reporting period"							

- A clearly delineated allocation of effort for the review period [Table 2]

Table 2. Allocation of Effort Table

Semester	Teaching	Research	Service	Comments
Fall Year	%	%	%	
Spring Year	%	%	%	

* Allocation of effort should equal 100% each semester.

- An optional 1-page narrative abstract for each area should be attached clarifying activities which may not be apparent to the merit committee (e.g., abnormally low SEIs; committees requiring extraordinary effort).
- Articles listed on CV must include month/year of acceptance and/or publication.

Calculation of Overall Merit Score

Calculating individual merit scores.
- Each merit committee member individually evaluates each merit component for each TTF/NTTF School faculty member on a rating scale from 0-5 where 0 = unacceptable; 1 = fails to meet expectations; 2-3 = meets expectations; and 4-5 = exceeds expectations. Committee members do not rate themselves or participate in the discussion of their own merit dossiers.
- When the committee convenes, the median score of the five (or four for merit committee members) scores for each component becomes the summary score for that component for that individual. [*if four scores do not yield a median for merit committee members, the higher of 2 median scores is used].
- The median scores for each of the three components represent the merit profile for each HMSLS faculty member. [see: Table 3].

Table 3. HMSLS MERIT COMMITTEE SUMMARY FORM

Merit Committee members	Member A	Member B	Member C	Member D	Member E	Median
Faculty Members						
***TTF** Faculty member 1* *Teaching Performance*	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert median score*
Faculty member 1 Research/Creative Work Productivity	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert median score*
Faculty member 1 Service Performance	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert median score*
NTTF *Faculty member 2 Teaching Performance*	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert median score*
Faculty member 2 Service Performance	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert numerical score 0-5*	*Insert median score*

- Once the merit committee has reached consensus on component merit scores in each performance area (Teaching, Research, and Service), the Overall Merit Score is computed using a simple algorithm taking into account the weighted allocation of effort for each performance area. The algorithm is as follows:

[Teaching Merit Score * Allocation of Effort] + [Research/Creative Work Merit Score * Allocation of Effort] + [Service Merit Score * Allocation of Effort] = Overall Merit Score

Example
*TTF: [4 * 50%] + [3 * 30%] + [5 *20%] = 3.9 Overall Merit Score*
*NTTF: [4 * 80%] + [4 * 20%] = 4 Overall Merit Score*

In addition to this algorithm, the final Overall Merit Score is rated according to the criteria indicated below in Table 4.

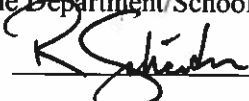**Table 4. Determination of Overall Merit Score Recommendation**

Exceeds Expectations for Merit Eligible for Merit	3.3-5.0
Meets Expectations for Merit Eligible for Merit	2.0-3.2
Fails to Meet Expectations Recommendation for No Merit	0.2-1.9
Unacceptable	< .2

- Each category (Teaching, Research/Creative Work, and Service) is calculated as the median score (0, 1, 2, 3, 4, 5). Tenure track/tenured faculty (TTF) are rated in all three areas while non-TTF are rated in teaching and service only.
- To achieve "Exceeds expectations for Merit," a faculty member needs to score meritorious level of ≥ 4 *in two or more* categories.
- To achieve "Meets Expectations for Merit," the applicant has to achieve meritorious level of ≥ 2 in each required category.
- This final Overall Merit Score should be reported to the HMSLS School Director.

Three-year Rolling Average:

- The three-year rolling average for merit will be determined by calculating the average of the Overall Merit Score for the current review period plus the two prior review period merit scores. This average will be calculated from the appropriate merit score as detailed in Table 2. Determination of Overall Merit Score Recommendation.

Approved by the Department/School of _____ at the Month, Date, Year Faculty Meeting

_____ Date __5·8·18__

Raymond Schneider, HMSLS Director

Approved: _____ Date __5/8/18__

Dawn Shinew, Dean of College Education and Human Development

Approved: _____ Date __8/10/18__

John Fischer, Interim Provost/ Senior VP

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