

UNIVERSITY OF DELAWARE  
COLLEGE OF HEALTH SCIENCES  
SCHOOL OF NURSING

**Policy for Merit Salary Allocation**

**General Provisions:**

1. All members of the collective bargaining unit, including all full-time employees who are regular members of the voting faculty of the University of Delaware, shall be eligible for annual merit salary increases.
2. As discussed in the Collective Bargaining Agreement, Section 12.4, merit pay increases shall be awarded in a fashion that is consistent with the faculty member's performance as reflected in the annual evaluation conducted by the School of Nursing Director. The document, *Provisions for Faculty Evaluation*, contains guidelines pertinent to the determination of annual evaluation ratings.
3. The School of Nursing Director shall be responsible for assigning annual merit salary allocations in a manner that is consistent with the provisions of this document.
4. Upon request, the School of Nursing Director shall review with a faculty member, the specific information indicating the correspondence between the faculty member's merit pay and appraisal ratings.
5. Any modification to the provisions of this document must be approved by a majority vote taken by written ballot of the School of Nursing faculty who are members of the collective bargaining unit.

**Provisions Related to Distribution of Merit Pay:**

1. Merit salary increments shall be based on each tenure-track faculty member's three 9-point scale appraisal ratings determined by the School of Nursing Director as they are weighted by assigned workload percentage. In the case of non-tenure track faculty, the 9-point scale rating for teaching shall be the reference unless there are additional administrative assignments.
2. Faculty members receiving ratings averaging below the arithmetic mean of 5 shall receive no merit salary increment except in extenuating circumstances.
3. The merit salary pool for the School of Nursing shall be divided among those faculty members eligible for merit salary increments in amounts directly proportional to the sum of the 9-point ratings weighted by workload effort.

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**Provisions for Faculty Evaluation**

**Provisions Related to Teaching:**

1. Teaching includes multiple activities/components: didactic, clinical, and on-line teaching; student advisement, mentoring (research groups, serving as preceptor to graduate student, supervision of independent studies/scholarly projects); faculty practice, development of new and innovative courses, course materials, and teaching modalities; program/teaching grants; teaching awards; and consultation.

Teaching performance evaluation will be based on faculty peer evaluation, student course and faculty evaluation, and course materials. Increased depth and breadth of teaching scholarship is seen in curricular design and implementation, and influencing programs of instruction, institutions of higher education, and national education and health care policies as faculty progress through the ranks. Additional teaching activities that will impact positively on the evaluation of teaching are identified in the faculty handbook under *Elaboration of Guidelines from the P & T Document*.

2. For evaluation of teaching based on student evaluation, the characteristics of courses are taken into consideration. For example, the literature supports that students usually rate large lecture classes lower than smaller classes. In addition, past nursing experience indicates that students typically rate clinical components of courses higher than didactic components. For satisfactory performance of teaching, average student evaluations, reflective of SON faculty average ratings that year, on a 5-point scale would contribute to a rating of 4 – 6 on the Annual Faculty Appraisal Form.

**Provisions Related to Scholarship:**

1. For satisfactory performance, or a rating of 4-6 on the annual faculty appraisal form, each 20% of workload allotted to scholarship shall require one original, refereed, data-based publication in a recognized scholarly journal, or the equivalent, with equivalency regarded approximately as:
  - 2 non-data based original scholarly papers or chapters contributed to books, or
  - 4 technical reports, book reviews, or professional newsletter contributions, or
  - 1 newly written and submitted major external grant proposal that includes pilot data, or
  - 2 newly written and submitted external grant proposals, or
  - 3 prepared and delivered refereed podium or poster presentations at national or international professional meetings, or
  - 2 prepared and delivered professional workshops of 4 or more hours duration, or
  - a commensurate combination of the above examples.
  - Other scholarship activities as specified in the faculty handbook under *Elaboration of Guidelines from the P&T Document*.

2. Published books may be counted as more or less than an original, refereed, data-based publication in a recognized scholarly journal, with evaluation based on the following criteria:
  - Whether the work is individually written or an edited volume with contributions from others,
  - Length
  - Intended audience level
3. In cases of the co-authorship of a scholarly contribution, it is incumbent upon the faculty member to specify his/her individual contributions to the project, and this co-authored contribution will count less than indicated due to the assistance of others.
4. Other forms of scholarly contribution as noted in the faculty handbook under *Elaboration of Guidelines from the P & T Document* shall be counted based on close equivalency with one of the above-mentioned examples or on the approximate duration and quality of effort expended relative to the achievement of one original, refereed, data-based publication in a recognized scholarly journal.

### **Provisions Related to Service:**

1. For satisfactory performance, or a rating of 4-6 on the annual faculty appraisal form, each 5% of workload allotted to service shall require quality service on 2 professional committees or boards, including School, college, university, community, and professional organization committees, or the equivalent, with equivalency regarded approximately as:
  - Serving as the chairperson of one committee, or
  - Serving in a major elected position for a professional organization or
  - Serving as the organizer of a conference or professional event, or
  - Community service (as a healthcare professional)
  - Other service activities specified in the faculty handbook under *Elaboration of Guidelines from the P&T Document*.
2. Administrative assignments regarded as service to the School shall be evaluated as a function of the quality of service provided for the number of assigned workload credit hours. Faculty assigned such responsibilities should be in sufficiently close communication with the School Director that the quality of service is apparent.
3. Other forms of service contribution not enumerated here shall be counted based on close equivalency with one of the above-mentioned examples or on the approximate duration and quality of effort expended relative to quality service on 2 professional committees or boards, as described above.

MAM:bns  
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