

University of Delaware
College of Agricultural and Natural Resources
Department of Food and Resource Economics

FACULTY EVALUATION AND WORKLOAD POLICY

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MISSION STATEMENT

The Department of Food and Resource Economics carries on an extensive and coordinated program of teaching, organized research, and public service in the following professional subject matter areas: agricultural finance and public policy; environmental and resource economics; food and agribusiness management; food and fiber marketing; international agricultural trade; natural resource management; operations research and decision analysis; rural and community development; and statistical analysis and research methods.

EXPECTATIONS OF ALL FACULTY

Faculty workload and annual evaluation, in addition to determining merit pay increases, shall be an assessment of a faculty member's contribution to the Department, College, Cooperative Extension and University programs and goals, contributions to the profession, and his/her professional development. As part of the workload, it is expected that all faculty members, whether tenure track or non-tenure track, should participate in and contribute to:

- Regularly scheduled undergraduate and/or graduate instruction;
- Advisement, mentoring, and academic supervision of students;
- Faculty governance and the development and effective conduct of the academic program as defined by departmental and college by-laws;
- Other responsibilities expected of all faculty on the basis of approved departmental and college by-laws or as set forth by the College or University Faculty Senate or as otherwise stipulated in University policy.

Faculty holding tenure track positions are expected to perform the activities enumerated in the Food and Resource Economics Promotion and Tenure document. Research and publication are a significant part of each faculty member's total contribution as a member of the academic community. Faculty members must be engaged in some form of creative activity in their academic fields, and it is expected that creative activity will be evidenced by publication or other forms of scholarly output, which not only signifies the completion of scholarly inquiry but makes it available to other scholars.

Furthermore, faculty are expected to be engaged throughout the year, regardless of the type of appointment. According to the Faculty Handbook (Section III.A.1.1).

"All regular members of the teaching staff of the University are fully engaged for the whole year of fifty-two weeks. While normally members of the teaching staff are required to teach for only nine months annually, responsibilities of faculty to the University do not cease

during the summer months. The summer period is provided for reading, study, research, and travel related to the professional development of the faculty member as well as for providing a reasonable period for relaxation."

I. Typical Workload for Tenure Track Faculty, Tenure Track Extension Faculty, and Non-tenure Track Service and Clinical Faculty

All full-time faculty members in the Department of Food and Resource Economics are expected to engage in the areas of teaching, scholarship, and service as defined in this document. In addition, all faculty are expected to contribute to the normal functions of a department at a university, such as attend faculty meetings and contribute to the overall mission and the day-to-day functions of the department.

The standard workload is based on a 100 percent teaching load of 12 credit contact hours per semester. This translates to a 12.5 percent allocation of time per 3-credit course for the 9 month faculty and 10.2 percent allocation for 11 month appointments or for Tenure Track faculty on 9 month appointments who elect for the summer research option as outlined in Section III-F of the Faculty Handbook. Deviations from the standard workload will reflect allocation of time to research/scholarship and service.

Tenure Track Faculty on 9 month appointments. The typical workload for a tenure track faculty member on a 9-month contract in the Food and Resource Economics Department will be 6 credit contact hours per semester which constitutes 50 percent teaching, with the balance of workload being research and service (typically 45 percent and 5 percent respectively, but this could vary among individuals).

Tenure Track Faculty on 11 month appointments, Tenure Track Faculty on 9+2 appointments, or Tenure Track Faculty on 9 month Appointments can elect for the summer research option as outlined in Section III-F of the Faculty Handbook. The typical workload for a tenure track faculty member with these contracts in the Food and Resource Economics Department will be 6 credit contact hours per semester which constitutes 41 percent teaching, with the balance of workload being research and service (typically 54 percent and 5 percent respectively, but this could vary among individuals).

Tenure track faculty on a 9-month contract can elect to be evaluated on an 11-month basis to better reflect activities during the summer months as outlined in Section III-F of the Faculty Handbook. Faculty wishing to do must follow the procedures outlined in the handbook, which includes a request in writing during the workload discussion with the department chair.

Tenure Track Extension Faculty. The typical workload for tenure track Extension faculty is 80 percent in Extension and 20 percent in Research. The Extension allocation reflects aspects in Extension teaching and Extension scholarship as identified in later sections of this document.

Non-Tenure Track Faculty. The typical workload for non-tenure track faculty as Instructional, Clinical, or Service Faculty is 25 percent workload in on-campus instruction, and the remainder of the workload in a negotiated workload in other teaching, research/scholarship and service. The

balance of workload should be consistent with Section III.A.1.2.3 of the Faculty Handbook, which describes the responsibilities of the three types of NTT faculty. The classifications of NTT faculty are found in Section III.A.1.2.3 of the Faculty Handbook and are as follows:

Instructional faculty have responsibilities for scheduled University course instruction and related student advisement as well as for instructional support activities.

Clinical faculty have major responsibilities in clinical supervision and instruction (including for example, clinical nursing supervision, student teaching, internships, field placements, and practicums) and/or professional practice supervision (including for example, HRIM and business practices) with the balance of workload involving regularly scheduled instructional and advisement responsibilities as well as related professional and scholarly contributions.

Public service faculty have major responsibilities for college (or departmental/school) based public service programs (including applied research, technical assistance, and community and professional development training and education) with on-going responsibilities for regularly scheduled undergraduate and/or graduate instruction and advisement, and with the balance of workload involving clinical and professional practice supervision, and related professional and scholarly contributions.

Non-Tenure Track Faculty on 9-month appointments. The typical workload for non-tenure track faculty on 9-month appointments is 25% teaching (3 credit contact hours per semester) with the balance of workload stipulated according to the classification in a manner that is consistent with the Faculty Handbook.

Non-Tenure Track Faculty on 9 + 2 appointment and Non-Tenure Track Faculty who elect for the summer research option as outlined in section III-F of the Faculty Handbook. The typical workload for non-tenure track faculty on 9+2 appointment and non-tenure track faculty who elect for the summer research option as outlined in section III-F of the Faculty Handbook is 21% teaching (3 credit contact hours/semester) with the balance of workload stipulated according to the classification in a manner that is consistent with the Faculty Handbook.

Variations from a Typical Workload. The chair can negotiate or approve requests for nonstandard workloads that are otherwise consistent with the Collective Bargaining Agreement and University policies and procedures. Variations from this workload are generally based on negotiations between the individual faculty and the department chair. A faculty member may negotiate additional workload in teaching by such things as adding additional courses; taking on additional workload in advising undergraduate or graduate students; offering pre-approved independent study and similar courses; and providing special services to the department programs or undergraduate courses and curriculum. A faculty member may negotiate additional workload in research through negotiation with the chair in relation to a special project or grant or other research/scholarship activities. A faculty member may negotiate additional workload in service for specific activities for the department, college, university, or a professional association, which requires significant additional time and effort.

Examples of special nonstandard workloads are summarized below.

Faculty Buy-Out from Teaching. Faculty may buy-out part of their workload responsibilities from a grant or sponsored project. Buyout will typically be taken from teaching responsibilities. Faculty wishing to buy-out workload responsibilities must have salary savings of at least the allocated amount for a course (12.5% for 9-month and 10.2% for 11-month). Faculty buy-out must be approved in a workload discussion, written in a memorandum of agreement, and signed by the faculty member, the chair, and the Dean. Faculty buy-out must be consistent with College policy.

Emphasis on Teaching. A faculty member may ask to emphasize teaching and de-emphasize research in his or her workload and thereby ask to teach one or more additional courses during the year beyond the standard assigned workload. If this proposal is agreed to by the Chair, the faculty member will be assigned additional courses and will have his or her teaching workload percentage increased accordingly.

Low Research Productivity Over Time. The Chair may negotiate one or more additional courses during the year beyond the standard assigned workload to faculty members who are not actively engaged in scholarship, publication, or securing extramural funding.

Extraordinary Service. Based on a negotiated agreement with the Chair, a faculty member who undertakes an extraordinary service role may request a teaching load or research effort reduction to reflect the additional effort in service. If granted, the faculty member's workload percentages will be adjusted accordingly.

Research /Scholarship Semester for Tenure-track Assistant Professors. To assist with their professional development and their progress towards promotion and tenure, tenure-track Assistant Professors are eligible for a semester at full pay devoted to research and scholarship during the third or fifth year of probationary period of service. This research/scholarship semester will count as part of six-year probationary period for purposes of promotion and tenure. Assistant Professors must apply to their Chairpersons for the research/scholarship semester no later than January 1st of the second full year of service for a third year research semester and the fourth full year of service for a fifth year research semester. The department chairperson will evaluate the academic merits of the proposed work in the context of the promotion and tenure criteria of the unit. Proposals may be rejected because of lack of merit. Approval of each application requires the positive recommendation of the Chair and the Dean and the approval of the Provost. Details on the application process can be found in the University of Delaware Faculty Handbook.

II. Basic Framework for Workload and Evaluation

In conducting the annual evaluation of each faculty member, the chair will abide by the following basic concepts:

1. In accordance with the current union contract the department chairperson, in consultation with each faculty member, will develop in writing, a workload plan (Faculty Workload Planning

Worksheet) for the coming year. This task will be completed by November 30 prior to the evaluation year it takes effect. (Evaluation year is from February 1 to January 31.)

2. A nine-point-scale will be used to evaluate faculty members in the areas of Teaching (Undergraduate and Graduate Teaching and Advisement and Extension Teaching), Scholarly Achievement (Research, Extension Scholarly Activities, and Professional Activities and Development), and Service. On the Faculty Appraisal Form a relevant number will be circled if the faculty member is below criteria (1-3), for a faculty member at criteria (4-6), and for a faculty member above criteria (7-9).
3. A faculty member's overall evaluation rating will be determined giving appropriate weight to the percentage of time allocated to Teaching (Undergraduate and Graduate Teaching and Advisement and Extension Teaching), Scholarly Achievement (Research, Extension Scholarly Activities, and Professional Activities and Development), and Service. Neither Teaching nor Scholarly Achievement time allocation shall exceed 90 percent.
4. The department chair will consult with the Director of Cooperative Extension in the evaluation of Cooperative Extension activities. In addition, if any faculty member has assigned activities in other units or departments, the chair will obtain appropriate evaluation materials and give them proper weight in accordance with time allocations specified in the workload plan.

III. Criteria for Evaluation

A. Teaching

As specified in the Department's Statement on Faculty Recruitment, Contract Renewal, Promotion and Tenure Policy, this area will be evaluated using the following criteria:

1. Undergraduate and Graduate Teaching and Advisement
 - Courses taught on campus and abroad.
 - Course revision with respect to organization, relevancy of material, and instructional methods.
 - Student and peer evaluation.
 - Interaction with students and availability to students for planning program of study.
 - Interaction with other faculty members regarding undergraduate and graduate teaching.
 - Student, Departmental, and University recognition and complaints.
 - Availability to and guidance of students in innovative study projects (Winter Semester, Independent Study, Internships, Integrated Learning Semester).
 - Availability to graduate students for purposes of guiding thesis research activities.
 - Quality of completed graduate student thesis research.
 - Participation and activities in interdisciplinary and international programs.
 - Use of new technology to enhance teaching such as web based resources or applications using computers.
 - Use of emerging and innovative approaches or the introduction of novel teaching techniques to enhance learning.
 - Presentations on teaching techniques at professional meetings and workshops.

- Participation in faculty development in teaching methods.
 - Grants to enhance, improve, or revise teaching.
 - Advising student organizations.
 - Letters of reference for students.
2. Extension Teaching (typical activities include but are not limited to conducting educational programs for clientele and staff; writing newsletters, news articles and columns; mass media educational efforts; facilitating educational client interactions; supervising intern/extern and field experiences for students; training volunteers; and writing program handouts.)
- Knowledge of subject, current state of thought, practices methods and alternatives.
 - Ability to organize, express and communicate ideas and concepts, subject matter and research base materials, orally and in writing.
 - Ability to formulate teaching objectives, develop creative learning experiences and determine applicability of knowledge to solve problems.
 - Ability to initiate a well thought out educational plan and to build a sequential program.
 - Ability to deal and work effectively with co-workers; people from diverse educational, social, and cultural backgrounds; and others.
 - Quality and quantity of output.

Part of the evaluation will be based on those criteria for which specific data are available, including: student evaluations and comments, number of undergraduate and graduate students advised, etc. However, the other factors listed above are to be considered as well.

For student evaluations, the ratings from 1) student evaluations; 2) the Department's Faculty Recruitment, Contract Renewal, Promotion and Tenure Policy; and 3) the Faculty Evaluation form will be related as specified in the following table.

Relationship of Teaching Ratings to Faculty Evaluations and Promotion and Tenure Policy					
Faculty Evaluation Form	1 2 3 Below Criteria	4 5 6 At Criteria		7 8 9 Above Criteria	
Promotion & Tenure Policy	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
Student Evaluations	5.0 to 3.1	3.0 to 2.6	2.5 to 2.1	2.0 to 1.6	1.5 to 1.0

Time allocation for the supervision of independent study and internship credits will be based on the number of students and the objectives of the study as specified in the agreement between the student and the faculty member which is on file in the Department office (as spelled out in the Departmental policies). The time allocated per credit hour will be that specified by University policy.

B. Scholarly Achievement

In accordance with the Department's Statement on Faculty Recruitment, Contract Renewal, Promotion and Tenure Policy, this area will be evaluated based on:

1. Research

Number, quality and significance of publications, including refereed journal articles, Agricultural Experiment Station publications, research reports, publications in monographs, and textbooks

- Amount and sources of research support and grants.
- Amount, quality, and relevancy of research activities in progress.
- Development of relevant and timely new research activities.
- Participation and activities in interdisciplinary and cooperative research activities (e.g., Agricultural Experiment Station research-related to Cooperative Extension Service activities, Agricultural Experiment Station regional research, interdepartmental research, international programs, etc.).
- Supervision of research.
- Unpublished research.
- Research and development work performed abroad.
- Dissemination of research results to non-academic audiences.

2. Extension Scholarly Activity (typical activities include but are not limited to development or adoption of educational materials; creation of Extension publications; evaluation of a program's impacts; completion of applied, demonstration, methodological, and evaluation research; publication of articles in refereed and non-refereed professional publications; scholarly and research presentations made at professional meetings and industry and business conferences; and innovative programs.)

- Quality, appropriateness, creativeness and relevance of materials and programs, either original or adapted from national Cooperative Extension Service.
- Quality and quantity of output.
- Contribution to individual, county and/or state plan of work.
- Ability to obtain contracts and grants to support scholarly activities.
- Ability to work effectively with Extension colleagues.
- Documentation of impacts as related to plan of work.

3. Professional Activities and Development

- Membership, offices held, and participation in the activities of professional organizations.
- Participation in activities that benefit the profession (e.g., editorial boards, special committees).
- Participation in and/or organization of workshops, seminars, conferences and courses aimed at improving research techniques.
- Attendance at state, regional, national and international professional meetings.
- Grant review activities.

The number, quality, and significance of publications are the most important criteria in determining research performance. Given this, there must be clear evidence of objective and critical evaluation. It is understood that publications by Department faculty will be reviewed and published in accordance with the procedures specified by the College of Agricultural Sciences. Faculty members are encouraged to publish in blind and peer refereed journals and other related publication outlets. Publications which have been externally reviewed will count as a bona fide research output in the evaluation of a faculty member's performance. In-depth treatment of a research topic may result in fewer publications, but with greater impact in the profession.

The number and magnitude of research projects (e. g., Experiment Station projects, contracts and grants, etc.) will vary with the teaching load and the academic rank (number of years in the profession) for each individual.

Additional evidence of research significance and application will include presentations of papers at professional, producer, and state agency or other appropriate meetings.

Multiple publications from a single data set or thesis, which are directed to different audiences and involve different emphases in methodology and interpretation, will be given appropriate credit in the Research area.

It is understood that the number of publications a faculty member produces will vary from year to year. Thus academic judgment will be used to evaluate progress being made on a research project in relation to the stage of the research.

C. Service

As specified in the Department's Statement on Faculty Recruitment, Contract Renewal, Promotion and Tenure Policy, the Service category will be evaluated on the basis of:

1. Membership on and effectiveness in Departmental, College, Cooperative Extension and University committees.
2. Membership on and effectiveness in community, user group or commodity organizations or governmental agencies.
3. Availability as a resource person and provision of knowledge relative to general community problem situations.
4. Participation in University activities, including those performed abroad, unrelated to Departmental instructional, research, and extension activities.
5. Effectiveness within the state county, region and national education program; furtherance of accomplishments of clients; and contribution to individual, county and state plan of work (applies to faculty with Extension appointments only).
6. Solicited evaluations and letters of reference for tenure and promotion packages for colleagues.

The minimum level of committee involvement judged to be at criteria will be participation in departmental and/or college committees. An above criteria rating requires involvement with University level committees in addition to department and/or college committees .

IV. Annual Evaluation

By the end of January, faculty shall submit to the chair a Faculty Evaluation Worksheet which summarizes their activities/output during the past 12 months. Categories include: Teaching, Scholarly Achievement and Service.

A Faculty Appraisal Form will be completed by the chair and discussed with each faculty member, concentrating on areas of strengths/weaknesses and modes of improvement and/or readjustments of the workload distribution.

Each member of the faculty will be evaluated on the nine-point-scale with the average grading for other faculty members indicated on the form, before the chair and faculty member sign the form. It is suggested that disagreements concerning the evaluation be resolved between the chair and the faculty member. A copy of the form will be given to each faculty member immediately following the evaluation.

Merit Pay Increase. The merit pay increase for each individual will be determined by weighing the rating received in each category Teaching, Scholarly Achievement and Service with the percentage of time allocated to each category. For example, a faculty member with a 40 percent teaching / 60 percent scholarly achievement time allocation and gets a rating of 7 in teaching and 6 in research will receive a weighted score of 6.4 ($.40*7 + .60*6 = 6.4$).

The merit portion of faculty salary increases will be distributed on a dollar basis. The faculty member with the highest weighted score will receive the highest dollar increase followed by the faculty member with the next highest weighted score and so on. The faculty member with the lowest weighted score will receive the lowest dollar raise. The dollar increases used for merit will be those allocated to the department from the Collective Bargaining Agreement. Information documenting this correlation between weighted scores and dollar raises will be made available to faculty upon request.