

University of Florida
School of Architecture
April 4, 2005

MERIT SALARY GUIDELINES 2005

Merit—defined as the quality of deserving—is not an absolute but an “incremental” concept. In relation to pay raises, this document outlines the rules, not only for its incremental application, but also for the degree from which merit should start to be rewarded. This document establishes that “all” degrees of merit should be considered, albeit, proportionally. It is not only possible but desirable that when within a committed faculty, “most” of its members have a measure of merit, although they will have so in different degrees.

This document stipulates two basic merit degrees, “considerable” and “extraordinary,” and accepts that individual faculty may be below these. If no other yearly raise is available, those faculty with “considerable” merit must be rewarded with at least pay raises that match increases in the cost of living. “Extraordinary” merit would be rewarded incrementally above that.

The awarding of merit salary increases has traditionally been, and should continue to be, the responsibility of the School Director. The Director’s decisions should, however, be tempered by the following operating procedures and guidelines.

OPERATING PROCEDURES AND GUIDELINES

1. It is a School goal that all of its faculty members strive to perform with merit and receive merit salary increases.

Guideline

Merit salary increases should be divided among those faculty who have performed with merit in at least two of the three categories of teaching, research, and/or service during the academic year. Although all faculty members have an opportunity to receive merit increases, the awards must proactively select the group worthy of them.

2. Merit raises are independent from, and complimentary to, promotion raises.
3. Within the group which is recognized for merit increases, there will always be variations in performance that should be recognized by the size of the increase.

Guideline

Size variations should reflect the differences in performance and should be substantial.

4. The statement below provides a description of the expectations of performance for faculty members in the School and reflects that equal consideration should be given to teaching, research, and service.

The following statements and guidelines are to be used by the School Director as a basis for judging the relative merit of the performance of individual faculty. All faculty members who believe they have exceeded these norms should present their case to the Director for consideration as part of their annual evaluation.

- Statement A: Teaching

All faculty members with teaching assignments are expected to continually improve their teaching through exploring concepts and methods that deepen their understanding of architecture and architectural education including engaging and

developing curriculum and keeping current with the professions or fields which impact their courses.

Guideline

Merit in teaching may be represented by: selection as course coordinator, development of new courses, major revision of old courses, School curriculum development, chair/member of PhD/MRP committees, teaching awards, and/or exceptional student evaluations.

- Statement B: Research/Creative Work

All faculty members are expected to continue their own development through research. That development might take the form of pursuing knowledge through unfunded or funded research, conference attendance, conference presentation of papers or other works, competition entry, private practice or consulting, and/or creative work which explores ideas or issues which lead to clarification or expansion of their understanding of architecture and architectural education.

Guideline

Merit is represented by the recognition of the quality of such activities by qualified outside sources. Examples of that recognition include: publication and/or presentation of books, papers or other creative work, funded research, the recognition of architectural or other creative work by the awarding of prizes, acceptance into juried shows, invited presentations, and/or honors from academic or professional organizations.

- Statement C: Service/Outreach

All faculty members are expected to be of service to the academic community through active participation on academic and administrative committees in both the University and College, as well as in State, National, and International academic and professional environments.

All faculty members are expected to provide service beyond the academic community. That service might be represented by membership on community, state, national, international, or professional boards or organizations; lecturing and/or teaching at other academic institutions by invitation; or by participation in activities which help the public to better understand “architecture;” or by increasing awareness of architectural and urban practices in state or regional communities, towns and cities.

Guideline

Merit in academic service activities is represented by appointment or election as chair or co-chair of a committee, specific administrative assignment, undergraduate/graduate advising, active service on an above average number of committees, election to a committee by the faculty at large, and/or recognition by academic or professional organizations.

Merit in outside service activities is represented by serving in position of leadership, or through recognition of service by the board or organization involved.

MERIT SALARY CONSIDERATION PROCEDURE

The School Director has the final responsibility for selecting those faculty who will be awarded merit pay, and the size of the merit salary increases awarded. The merit salary evaluation guidelines developed by the

faculty (above) should be considered by the Director in making merit salary decisions, and, if so required by University policy, this decision should be made after consultations with a faculty merit salary advisory committee. The merit salary evaluation performance criteria employed by the Director (and faculty advisory committee) should consider the information provided by each faculty member, including the annual reports of activities and accomplishments given by each faculty member to the Director at the end of the academic year.

Merit Salary Guidelines Committee, 2004

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Associate Professor Rocke Hill

Associate Professor Alfonso Perez-Mendez

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