

Appendix C

Guidelines for Merit Evaluation

This document outlines guidelines for annual merit evaluations of faculty budgeted in the Center for Women's Studies and Gender Research. The Center will evaluate a faculty member's portfolio for merit in accordance with University of Florida expectations of research, teaching, and service.

An elected committee of Women's Studies faculty, hereafter referred to as the Merit Committee, will review faculty's Annual Activities Reports, which include information related to research, teaching, and service. The committee will make recommendations to the Director, who will then recommend merit awards to the Dean, taking into account faculty FTE in the Center and in accordance with relevant policies.

The Merit Committee shall evaluate each member budgeted in the Center, recognizing the different kinds of appointments in the Center and using the guidelines in this document. The members of the committee also shall evaluate the other Merit Committee member in his/her absence using the same guidelines. Evaluations shall focus on performance during the current academic year. The Merit Committee will provide the Director with recommendations regarding the relative category/grouping of merit for each faculty member (e.g., from no merit group to highest merit group); there can be up to as many categories or groupings as the number of faculty under review.

Evaluation Overview

Competent and professional performance across all assigned categories (e.g., research, teaching, service) is a baseline expectation in the Center; merit is awarded for performance surpassing this baseline. Faculty will be evaluated for merit relative to their assigned activities in terms of research, teaching, and service. For example, large service assignments carry higher expectations for service productivity whereas high research assignments carry higher expectations for research productivity.

In evaluating faculty, the Center recognizes the interdisciplinary nature of Women's Studies and Gender Research. This interdisciplinarity contributes substantially to the vitality of women's studies scholarship and teaching. A significant core of a faculty member's work is expected to be in or connected to women's and/or gender studies. It is also important to recognize work done in the faculty's area of disciplinary specialization, noting the relevance to women's studies wherever such exists. The Center for Women's Studies and Gender Research recognizes that women's studies scholarship comes in many forms and employs a variety of methods, can involve collaboration with communities that are the focus or beneficiaries of the scholarship, and/or include alternative forms of scholarly production reflective of women's studies and gender research (e.g., research report for policy organization). Each topic, method, approach, and technique should be judged only on whether it is appropriate and whether it produces a valuable scholarly outcome. Success in professional development can be achieved in many ways and scholarly contributions may have an impact on research, practice, policy; no single

approach or technique is inherently superior to another.

Guiding Principles

Across the three areas of research, teaching, and service, quantity of accomplishments is considered within the context of the quality of those accomplishments. For example, when considering whether research production should be deemed meritorious, the reputation/competitiveness of the press, journal, grant, or conference where a work appears should be considered along with the sheer number of works brought to the public. For teaching, numerical ratings found in student evaluations are balanced against the level, size, and type of class and its contribution to the teaching missions of the Center, College, and University. Similarly, the number of graduate student committees served on is considered in the context of successful progress of students and the extent of the supervision provided (e.g., Chair). For service, number of committees or roles is considered in the context of proactive leadership and demonstrated accomplishments on those committees or in those roles. Moreover, across these three areas, faculty contributions will be evaluated taking into account the variety of appointments and valuing a balance between broader professional contributions (e.g., College, University, professions) and the importance of contributions to the Center (e.g., service to the Center, mentoring MA or Certificate students in the Center).

Reflecting the Center's commitment to inter and multi-disciplinary research, in addition to balancing quantity with quality, the merit committee also balances scholarly process with publication/production. Thus, the documented achievement of significant benchmarks in research, teaching, and service are considered meritorious when appropriate. For example, in the preparation of a longer manuscript or edited collection, steps such as the circulation of completed chapters, submission of a completed manuscript for review, and submission of a manuscript with recommended revisions demonstrate research progress. Similarly, in course development, submission of UCC paperwork for a new course demonstrates progress toward launching a new class.

What follows is a recognized and representative, but not an exhaustive, list of contributions within the categories of research, teaching, and service.

Research

Examples of research contributions include:

1. Published book
2. Edited scholarly book or journal
3. Published paper in refereed journal
4. Published chapter in edited book
5. Published scholarly translation with scholarly introduction
6. Obtained or held a competitive funding (e.g., grant, contract, fellowship)
7. Applied for a competitive funding (e.g., grant, contract, fellowship)
8. Presentation at scholarly conference/meeting

9. Invited presentation at scholarly conference/meeting
10. Received an award or honor for research/scholarly excellence
11. Made major contribution to scholarly-recognized web-resources

Teaching

Examples of teaching contributions include:

1. Student evaluations, compared with Center and College means; students written comments on course evaluations
2. Contribution to the Teaching mission of the Center and College regarding General Education, Gordon Rule, large sections, UF priorities, and courses required for our undergraduate or graduate curriculum (in particular, this refers to a willingness for faculty members to be flexible on their personal teaching preferences and teach courses that the Center needs to offer)
3. Development and teaching of a new course
4. Development and implementation of innovative teaching methods
5. Published (or forthcoming) manual or handbook for teaching purposes
6. Published peer-reviewed articles related to teaching
7. Supervision of students in Internships, Independent Studies, Honors, and for supervision of students competitive in CLAS research (or similar) awards
8. Chairing of graduate students (MA or Certificate) in the Center
9. Serving as a member on Graduate committees in the Center and in other units
10. Award or honor for excellence in teaching, mentoring/advising

Service

Examples of service contributions include:

1. Served as Undergraduate Coordinator/Associate Director or Graduate Coordinator
2. Chaired or served on Center committee
3. Chaired or served on College or University Committee
4. Put on an event, lecture, or conference for the Center
5. Chaired professional symposium, session, or meeting for professional organization/conference
6. Served as Editor, Associate Editor, or on editorial board of scholarly journal or comparable online outlet
7. Held office in a professional society
8. Served as reviewer or panelist on proposals for funding agencies
9. Undertook significant and documented service to the community, state, nation, or international community, as a Center faculty member
10. Implemented initiatives that enrich the spirit and the academic community of the Center
11. Received an award or honor for service or leadership

