#### Technical Communication University of Washington

#### **Merit Reviews**

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Designing the Future of Communication

#### Overview

- Points to remember
- Faculty Code chapter 24-55 and 24-57
  - Process notes for merit review
  - Process notes for procedural safeguards
- Suggestions

#### Points to remember

- Look at the process from the faculty perspective
  - Make-work—what's 2%?
  - "About me"
- How to articulate the intrinsic worth of the process?
- How to create an understanding of the unit perspective?

#### Faculty Code chapter 24-55

- Process notes for merit review
  - Annual review, by those superior in rank, for merit and salary increase
  - For full professors, by chair with advice of full professors according to a procedure approved by voting members
  - Cumulative record, current salary, and documentation of the 24-57 conference

#### Faculty Code chapter 24-57

- Process for procedural safeguards
  - "Each faculty member must be allowed to pursue those areas of inquiry which are of personal scholarly interest"
  - "At the same time . . .each faculty member must be informed of the expectations a department holds for him or her . . ."
  - Assessment of teaching effectiveness, yearly activity report, and documentation of the regular conference

### The regular conference

- Different frequencies for different ranks
- Distinct from merit review
- Individual career goals versus "department's present needs and goals," "shared goals" and "shared strategies"
- Documentation: dueling memos (faculty member vs. chair; committee vs. both)
- Report to the file

# Suggestions

- Create a group context—the unit's goals and expectations (strategic plan, faculty workload document . . ) created by a group process
- Emphasize the intrinsic benefits of the merit review process
- Re-read chapter 24-55 and 24-57 every year and FOLLOW THE RULES

## Suggestions con't.

- Expect and plan for tension between the individual and group perspectives
- Create a strong, continuous message about group definition of department goals
- Don't expect faculty to participate willingly in strategies for *group* advancement
- Do them anyway and take the heat if you are convinced that that is the only way to advance your group