

## Faculty Merit Survey Report 2014

---

**Prepared by** Robin Evans-Agnew (Nursing), Rupinder Jindal (Milgard School of Business), Riki Thompson (Interdisciplinary Arts), Matthew Weinstein (Education), Anne Wessells (Urban Studies & Social Work), & Sam Chung (Institute of Technology, Chair)

### Executive Summary

In March 11-April 16, 2014, the Faculty Affairs Committee (FAC) conducted a survey of faculty at UWT to evaluate “*How well the process of merit raises has been working in UWT departmental units.*” Overall 79 (29%) out of 276 faculty responded to the survey. Overall, aggregate scores for faculty revealed greatest agreement with respect to whether the unit had developed policies and procedures that suited each unit’s goals and cultures and the least agreement that these policies were transparent. With respect to the development of policies procedures relating to merit, extra-merit, or raises during the most recent determination, faculty members were less in agreement in relation to procedures relating to extra-merit. Indeed, with regard to transparency, this was the only score that on aggregate showed that faculty disagreed with (Mean=2.70).

### Summary Data for All Units

(Data was analyzed by Rupinder Jindal (Milgard School of Business), the first draft was written by Robin Evans-Agnew (Nursing), and Revised by all FAC members)

### Background

During the 2012-2013 academic year, the UWT Faculty Affairs Committee provided recommendations concerning merit raises to the Executive Council of the Faculty Assembly. These recommendations, included in the Faculty Affairs Annual report (July 1, 2013), included a summary of departmental practices and a sample generic policy and practice document that would be congruent with faculty code. In March 11-April 16, 2014, the FAC conducted a survey of faculty at UWT to evaluate “How well the process of merit raises has been working in UWT departmental units.”

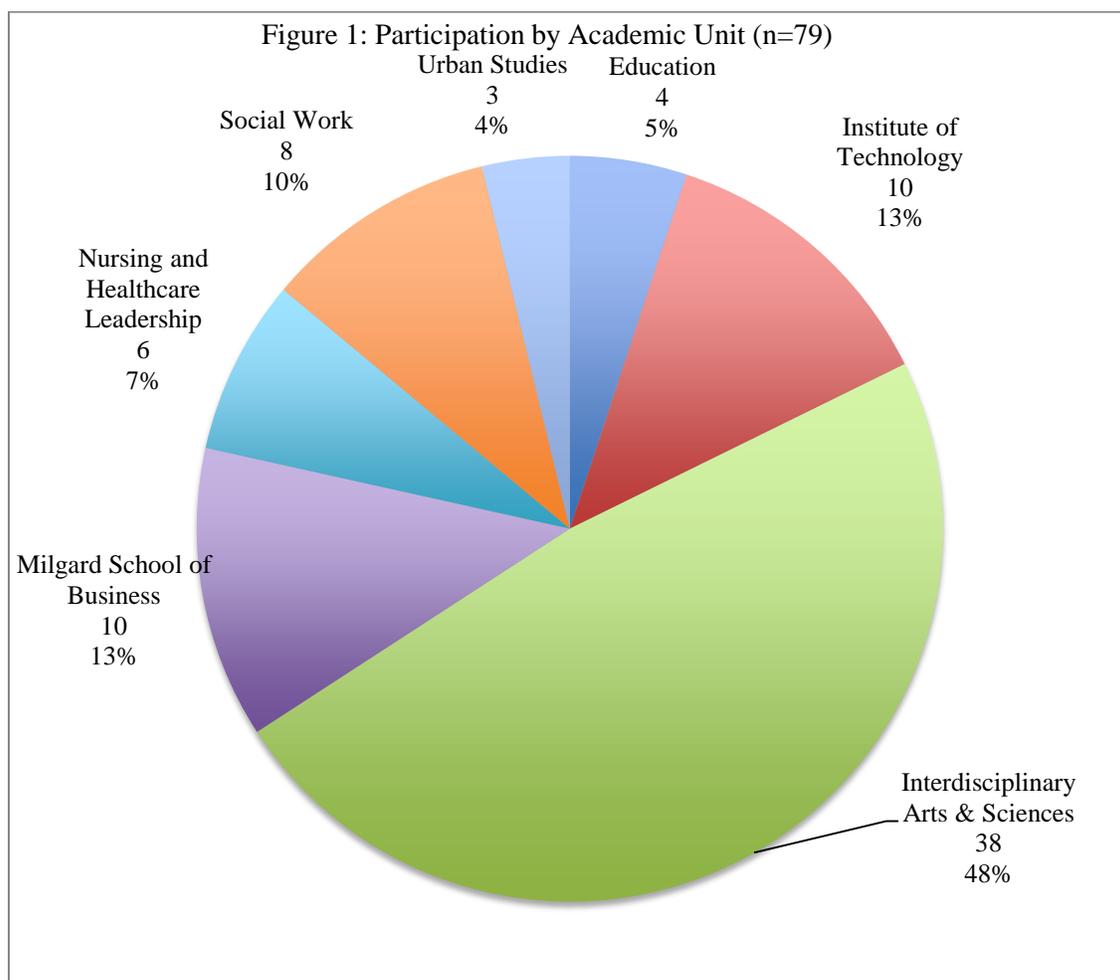
### UW Tacoma’s Aggregate Responses

Six questions were asked about recommendations of the UWT FAC Regarding merit, extra-merit, and raise determination in units:

1. My unit developed policies and practices that suit its goals and culture.
  - a. Merit- Strongly agree to disagree
  - b. Extra-Merit - Strongly agree to disagree
  - c. Raises- Strongly agree to disagree
2. My unit followed the developed policies and practices during the most recent determination.
  - a. Merit- Strongly agree to disagree
  - b. Extra-Merit - Strongly agree to disagree
  - c. Raises- Strongly agree to disagree
3. The policies and practices for merit/ raise allocation were transparent
  - a. Merit- Strongly agree to disagree
  - b. Extra-Merit - Strongly agree to disagree
  - c. Raises- Strongly agree to disagree
4. Relative to merit, what worked well (or not) for your unit? What ideas do you have for improvement? (A short response is optional.)

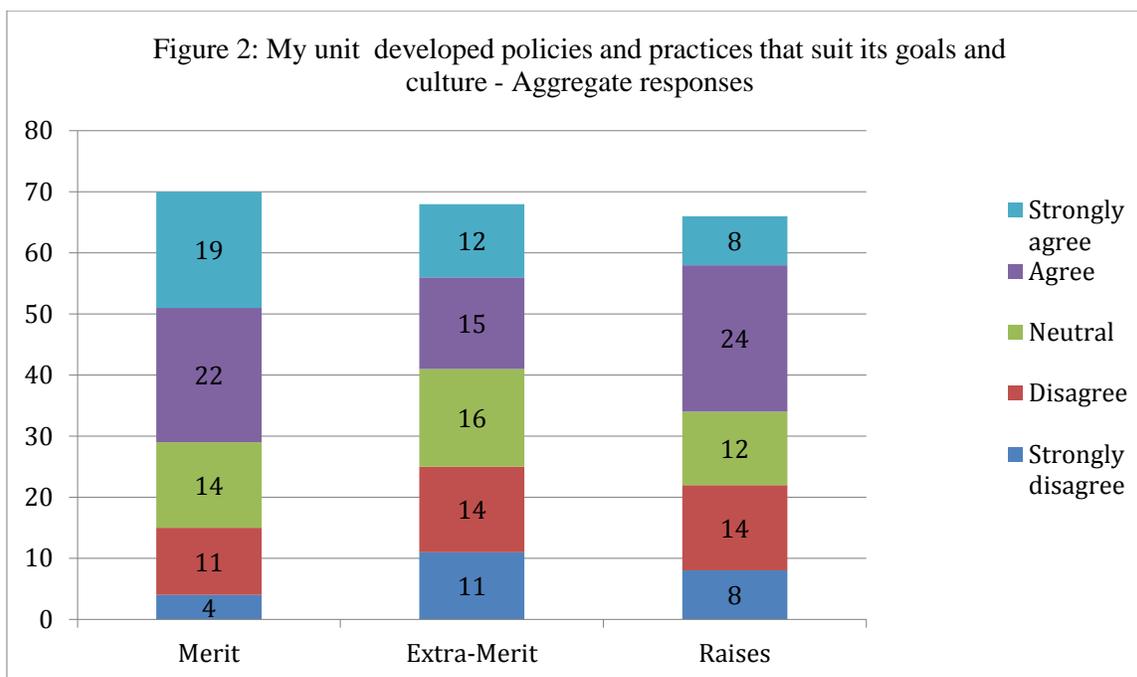
5. Relative to extra-merit, what worked well (or not) for your unit? What ideas do you have for improvement? (A short response is optional.)
6. Relative to raise allocation, what worked well (or not) for your unit? What ideas do you have for improvement? (A short response is optional.)

The summary below includes a discussion of the aggregate scores for the entire campus, which is shown in Figure 1. Overall 79 (29%) out of 276 faculty responded to the survey. Of the total respondents, 4 (5%) were from Education, 10 (13%) were from the Institute of Technology, 38 (48%) were from Interdisciplinary Arts and Sciences, 10 (13%) were from the Milgard School of Business, 6 (7%) were from Nursing and Healthcare Leadership, 8 (10%) were from the Social Work, and 3 (4%) were from Urban Studies.



### Analysis on Q1: My unit developed policies and practices that suit its goals and culture

In total, 70 respondents answered the statement that “policies and practices suited their unit’s goals and culture” with respect to **merit** (Figure 2). In general, using a scale of 1 to 5 where five is “strongly agree” and 1 is “strongly disagree,” the mean response was 3.59. In detail, faculty strongly agreed (27%,  $n=19$ ) or agreed (31%,  $n=22$ ), were neutral (20%,  $n=14$ ), or disagreed (16%,  $n=11$ ), or strongly disagreed (6%,  $n=4$ ) with this statement.



In total 68 respondents answered the statement that “policies and practices suited their unit’s goals and culture” with respect to **extra-merit**. In general, using a scale of 1 to 5 where five is “strongly agree” and 1 is “strongly disagree,” the mean response was 3.04. In detail, faculty strongly agreed (18%,  $n=12$ ) or agreed (22%,  $n=15$ ), were neutral (24%,  $n=16$ ), or disagreed (21%,  $n=14$ ), or strongly disagreed (16%,  $n=11$ ) with the statement.

In total 66 respondents answered the statement that “policies and practices suited their unit’s goals and culture” with respect to **raises**. In general, using a scale of 1 to 5 where five is “strongly agree” and 1 is “strongly disagree,” the mean response was 3.15. In detail, faculty strongly agreed (12%,  $n=8$ ) or agreed (36%,  $n=24$ ), were neutral (18%,  $n=12$ ), or disagreed (21%,  $n=14$ ), or strongly disagreed (12%,  $n=8$ ) with the statement.

Unit means were compared to the aggregate for this statement (Table 1). The mean scores for faculty agreement with policies and practices for **merit** ranged from a high of 5.00 for Nursing to a low of 3.00 for the Milgard School of Business. The mean scores for faculty agreement with policies and practices for **extra-merit** ranged from a high of 5.00 for Nursing to a low of 2.50 for the Social Work. The mean scores for faculty agreement with policies and practices for **raises** ranged from a high of 3.80 for Nursing to a low of 2.43 for the Milgard School of Business.

Table 1: My unit developed policies and practices that suit its goals and culture

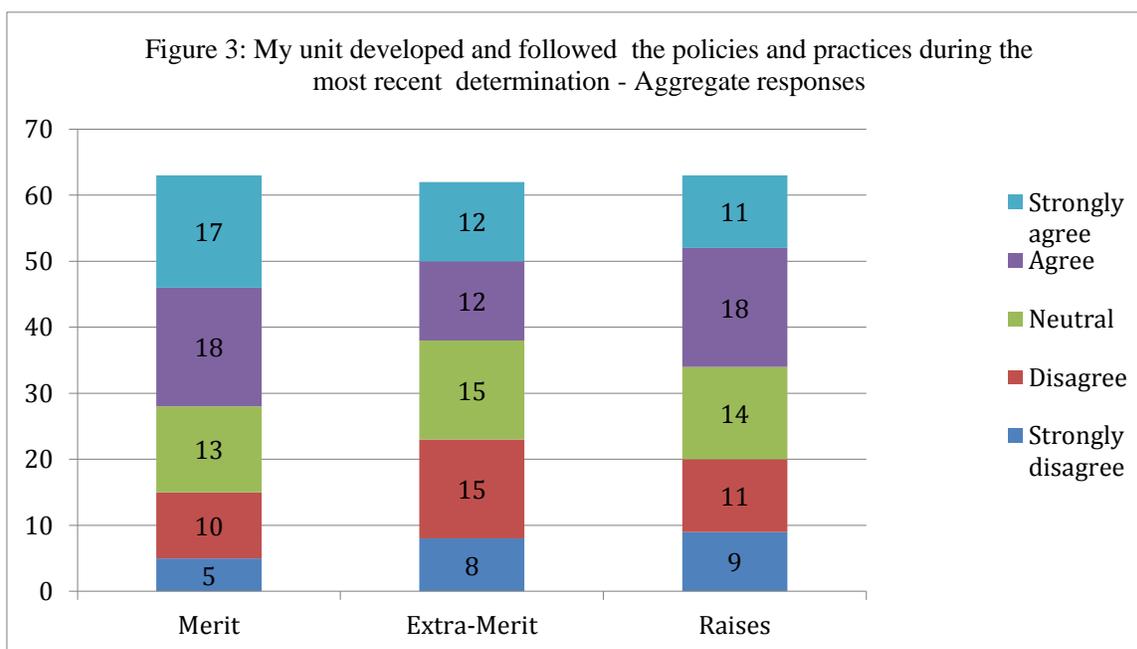
<b>Unit</b>	<b>Merit</b>	<b>Extra-merit</b>	<b>Raises</b>
<i>Aggregate</i>	3.59	3.04	3.15
Education	3.25	2.75	2.75
Institute of Technology	3.33	2.78	2.89
Interdisciplinary Arts & Sciences	3.70	3.12	3.35
Milgard School of Business	3.00	2.43	2.43
Nursing	5.00	5.00	3.80
Social Work	3.25	2.50	3.12
Urban Studies	3.00	3.00	3.00

### **Discussion on Q1 Survey Results:**

In the aggregate, there is more faculty agreement that unit policies and procedures are working for Merit (58%, mean=3.59) and Raises (48%, mean=3.15) than for Extra-Merit (40%, mean=3.04). Indeed with respect to extra-merit policies, there appears to be a balance between faculty agreement (40%) and faculty disagreement (37%). With regard to mean scores across units, Nursing ( $n=6$ ) had the highest mean scores for agreement versus the Milgard School of Business ( $n=10$ ) and Urban Studies ( $n=3$ ), which had the lowest means over the variety of measures.

### Analysis on Q2: My unit developed and followed the policies and practices during the most recent determination

In total, 63 respondents answered the statement that “My unit developed and followed the policies and practices during the most recent determination” with respect to **merit** (Figure 3). In general, using a scale of 1 to 5 where five is “strongly agree” and 1 is “strongly disagree,” the mean response was 3.51. In detail, faculty strongly agreed (27%,  $n=17$ ) or agreed (29%,  $n=18$ ), were neutral (21%,  $n=13$ ), or disagreed (16%,  $n=10$ ), or strongly disagreed (8%,  $n=5$ ) with the statement.



In total, 62 respondents answered the statement that “My unit developed and followed the policies and practices during the most recent determination” with respect to **extra-merit**. In general, using a scale of 1 to 5 where five is “strongly agree” and 1 is “strongly disagree,” the mean response was 3.08. In detail, faculty strongly agreed (19%,  $n=12$ ) or agreed (19%,  $n=12$ ), were neutral (24%,  $n=15$ ), or disagreed (24%,  $n=15$ ), or strongly disagreed (13%,  $n=8$ ) with the statement.

In total, 63 respondents answered the statement that “My unit developed and followed the policies and practices during the most recent determination” with respect to **raises**. In general, using a scale of 1 to 5 where five is “strongly agree” and 1 is “strongly disagree,” the mean response was 3.17. In detail, faculty strongly agreed (17%,  $n=11$ ) or agreed (29%,  $n=18$ ), were neutral (22%,  $n=14$ ), or disagreed (17%,  $n=11$ ), or strongly disagreed (14%,  $n=9$ ) with the statement.

Unit means were compared to the aggregate for this statement (Table 2). The mean scores for faculty agreement with policies and practices for **merit** ranged from a high of 4.60 for Nursing to a low of 2.88 for the Milgard School of Business. The mean scores for faculty agreement with policies and practices for **extra-merit** ranged from a high of 4.60 for Nursing to a low of 2.50 for the Milgard School of Business. The mean scores for faculty agreement with policies and practices for **raises** ranged from a high of 3.80 for Nursing to a low of 2.50 for the Milgard School of Business.

Table 2: My unit developed and followed the policies and practices during the most recent determination

<b>Unit</b>	<b>Merit</b>	<b>Extra-merit</b>	<b>Raises</b>
<i>Aggregate</i>	<i>3.51</i>	<i>3.08</i>	<i>3.17</i>
Education	3.67	3.00	3.00
Institute of Technology	3.11	2.78	2.89
Interdisciplinary Arts & Sciences	3.68	3.26	3.43
Milgard School of Business	2.88	2.50	2.50
Nursing	4.60	4.60	3.80
Social Work	3.25	2.38	2.88
Urban Studies	3.50	3.50	3.50

**Discussion on Q2 Survey Results:**

In the aggregate, there is more faculty agreement that units developed and followed the policies and procedures during the most recent determination for Merit (56%) and Raises (46%) than for Extra-Merit (38%). Indeed with respect to extra-merit policies, there appears to be a balance between faculty agreement (38%) and faculty disagreement (37%) with this statement. With regard to mean scores across units, Nursing ( $n=6$ ) had the highest mean scores for agreement versus Social Work ( $n=8$ ) which had the lowest means over the variety of measures.

### Analysis on Q3: The policies and practices for merit/ raise allocation were transparent

In total, 67 respondents answered the statement that “The policies and practices for merit/ raise allocation were transparent” with respect to **merit** (Figure 4). In general, using a scale of 1 to 5 where five is “strongly agree” and 1 is “strongly disagree,” the mean response was 3.28. In detail, faculty strongly agreed (22%,  $n=15$ ) or agreed (28%,  $n=19$ ), were neutral (18%,  $n=12$ ), or disagreed (18%,  $n=12$ ), or strongly disagreed (13%,  $n=9$ ) with the statement.



In total, 67 respondents answered the statement that “The policies and practices for merit/ raise allocation were transparent” with respect to **extra-merit**. In general, using a scale of 1 to 5 where five is “strongly agree” and 1 is “strongly disagree”, the mean response was 2.70. In detail, faculty strongly agreed (13%,  $n=9$ ) or agreed (12%,  $n=8$ ), were neutral (27%,  $n=18$ ), or disagreed (27%,  $n=18$ ), or strongly disagreed (21%,  $n=14$ ) with the statement.

In total, 67 respondents answered the statement that “The policies and practices for merit/ raise allocation were transparent” with respect to **raises**. In general, using a scale of 1 to 5 where five is “strongly agree” and 1 is “strongly disagree,” the mean response was 3.09. In detail, faculty strongly agreed (16%,  $n=11$ ) or agreed (27%,  $n=18$ ), were neutral (22%,  $n=15$ ), or disagreed (18%,  $n=12$ ), or strongly disagreed (16%,  $n=11$ ) with the statement.

Unit means were compared to the aggregate for this statement (Table 3). The mean scores for faculty agreement that the policies and practices were transparent for **merit** ranged from a high of 4.60 for Nursing to a low of 2.50 for the Milgard School of Business. The mean scores for faculty agreement with the transparency of policies and practices for **extra-merit** ranged from a high of 4.60 for Nursing to a low of 1.88 for the Milgard School of Business. The mean scores for faculty agreement on the transparency of policies and practices for **raises** ranged from a high of 4.40 for Nursing to a low of 2.13 for the Milgard School of Business.

Table 3: The policies and practices for merit/ raise allocation were transparent

Unit	Merit	Extra-merit	Raises
<i>Aggregate</i>	3.28	2.70	3.09
Education	3.67	3.00	2.67
Institute of Technology	3.00	2.56	2.89
Interdisciplinary Arts & Sciences	3.34	2.56	3.16
Milgard School of Business	2.50	1.88	2.13
Nursing	4.60	4.60	4.40
Social Work	3.29	2.86	3.43
Urban Studies	3.00	3.00	3.00

### Discussion on Q3 Survey Results:

In the aggregate, there was faculty agreement that units were transparent over the policies and procedures used during the most recent determination only for Merit (50%), but were less in agreement for Raises (43%) and even less for Extra-Merit (25%). Indeed with respect to transparency over extra-merit policies, almost half the faculty surveyed disagreed with the statement that there was transparency with respect to extra-merit increases (48%). With regard to mean scores across units, Nursing ( $n=6$ ) had the highest mean scores for agreement versus the Milgard School of Business ( $n=10$ ) which had the lowest means over the variety of measures.

### Summary for the aggregate survey scores Q1-Q3

Overall, aggregate scores for faculty revealed greatest agreement with respect to whether the unit had developed policies and procedures that suited each unit's goals and cultures and the least agreement that these policies were transparent. With respect to the development of policies and procedures relating to merit, extra-merit, or raises during the most recent determination; faculty members were less in agreement in relation to procedures relating to extra-merit. Indeed, with regard to extra-merit, this was the only score that on aggregate showed that faculty did not agree that policies/procedures were transparent (Mean=2.70). In relation to variation in agreement or disagreement over each of the units, Nursing always scored the highest level of agreement and the Milgard School of business most often scored the lowest level of agreement. The Institute of Technology was below average in all three criteria – merit, extra-merit, and raises.

The summary below includes a specific discussion of the scores for each unit at UWT:

- 1) Education (by Matthew Weinstein)
- 2) Institute of Technology (by Sam Chung)
- 3) Interdisciplinary Arts & Sciences (by Interdisciplinary Arts)
- 4) Milgard School of Business (by Rupinder Jindal)
- 5) Nursing (by Robin Evans-Agnew)
- 6) Social Work (by Anne Wessells)
- 7) Urban Studies (by Anne Wessells)

### 1) Education (by Matthew Weinstein)

#### Analysis on Q1: My unit developed policies and practices that suit its goals and culture

Overall 4 faculty members responded to this statement

- With respect to Merit:

Merit	Count	Percent
Strongly Agree	0	0.00%
Agree	3	75.00%
Neutral	0	0.00%
Disagree	0	0.00%
Strongly Disagree	1	25.00%
I Don't Know	0	0.00%
Mean	2.87	
Std. Dev	2.77	

- With respect to Extra-Merit:

Extra Merit	Count	Percent
Strongly Agree	1	25.00%
Agree	0	0.00%
Neutral	1	25.00%
Disagree	1	25.00%
Strongly Disagree	1	25.00%
I Don't Know	0	0.00%
Mean	3.34	
Std. Dev	2.66	

- With respect to Raises.

Raises	Count	Percent
Strongly Agree	0	0.00%
Agree	2	50.00%
Neutral	0	0.00%
Disagree	1	25.00%
Strongly Disagree	1	25.00%
I Don't Know	0	0.00%

Mean	3.41	
Std. Dev	2.75	

**Analysis on Q2: My unit developed and followed the policies and practices during the most recent determination**

Overall 4 faculty members responded to this statement

- Responses regarding Merit

Merit	N	Percent
Strongly Agree	1	25.00%
Agree	1	25.00%
Neutral	0	0.00%
Disagree	0	0.00%
Strongly Disagree	1	25.00%
I Don't Know	1	25.00%
Mean	3.31	
Std. Dev	3.60	

- Responses regarding Extra Merit

Extra Merit	N	Percent
Strongly Agree	1	25.00%
Agree	0	0.00%
Neutral	0	0.00%
Disagree	2	50.00%
Strongly Disagree	0	0.00%
I Don't Know	1	25.00%
Mean	3.67	
Std. Dev	3.17	

- With regard to raises

Raises	N	Percent
Strongly Agree	1	25.00%
Agree	0	0.00%
Neutral	0	0.00%
Disagree	2	50.00%
Strongly Disagree	0	0.00%
I Don't Know	1	25.00%
Mean	3.67	
Std. Dev	3.17	

### Analysis on Q3: The policies and practices for merit/ raise allocation were transparent

Overall 4 faculty responded to this statement

- Responses regarding Merit

Merit	Count	Percent
Strongly Agree	1	25.00%
Agree	0	0.00%
Neutral	0	0.00%
Disagree	2	50.00%
Strongly Disagree	0	0.00%
I Don't Know	1	25.00%
Mean	3.29	
Std. Dev	2.97	

- Responses regarding Extra Merit

Extra Merit	Count	Percent
Strongly Agree	1	25.00%
Agree	0	0.00%
Neutral	0	0.00%
Disagree	2	50.00%
Strongly Disagree	1	25.00%
I Don't Know	0	0.00%
Mean	3.78	
Std. Dev	2.32	

- With regard to raises

Raises	Count	Percent
Strongly Agree	1	25.00%
Agree	1	25.00%
Neutral	0	0.00%
Disagree	1	25.00%
Strongly Disagree	1	25.00%
I Don't Know	0	0.00%
Mean	3.51	
Std. Dev	2.72	

AVERAGE responses on a scale of 1 to 5 where 5 is "Strongly agree" and 1 is "Strongly disagree"				
Q1	My unit developed policies and practices that suit its goals and culture			
	Unit	Merit	Extra-merit	Raises
	Aggregate	3.59	3.04	3.15
	Education	3.25	2.75	2.75
Q2	My unit developed and followed the policies and practices during the most recent determination			

	Unit	Merit	Extra-merit	Raises
	Aggregate	3.51	3.08	3.17
	Education	3.67	3.00	3.00
<b>Q3</b>	The policies and practices for merit/ raise allocation were transparent			
	Unit	Merit	Extra-merit	Raises
	Aggregate	3.28	2.70	3.09
	Education	3.67	3.00	2.67

#### Qualitative Data:

- *Analysis on Q4: Relative to merit, what worked well (or not) for your unit? What ideas do you have for improvement?*
- *Analysis on Q5: Relative to extra-merit, what worked well (or not) for your unit? What ideas do you have for improvement?*
- *Analysis on Q6: Relative to raise allocation, what worked well (or not) for your unit? What ideas do you have for improvement?*

	4. Relative to merit, what worked well (or not) for your unit? What ideas do you have for improvement?	5. Relative to extra-merit, what worked well (or not) for your unit? What ideas do you have for improvement?	6. Relative to raise allocation, what worked well (or not) for your unit? What ideas do you have for improvement?
Education			We voted on our priorities as a faculty, but I don't know how raises were actually allocated. I assume that our vote was honored.
Education	If the department is dysfunctional determining merit is very problematic and political. There should be specific policies and practices campus wide to ensure transparency and fairness	The problem is that even with a clear threshold, department politics and voting rights can derail efforts. When senior members vote to determine extra merit than again it can be problematic if the department does not have a professional respectful culture.	Everyone got a raise, yet, we have severe compression issues on our faculty. So the wealthiest faculty (not necessarily full) continue to get the biggest raise, because the vote was to be "fair" rather than progressive.
Education	Placing limits on the number of outside offers.	Nothing really. I still don't understand what it takes to get extra merit.	A mystery to me.

#### Summary:

Finding patterns is difficult because of the small number of responses. One respondent simply selected I don't know for all answers for Q2 and Q3. Another simply picked disagree across the board. It's unclear, given the lack of variation, whether this is a general stance (i.e., a political statement) or a reasoned response on each item. What is clear from the qualitative data is that large portions of the process are not seen as transparent to the faculty. For some it seems it is not so much a question of clear rules and regulations, as much as distrust and a concern that certain portions of the process are privately. This distrust leads to concerns that decisions are made based on cronyism or other ulterior motives. One of the respondents discussed compression issues, noting that without clear sharing of salaries there is no way to rationally discuss the issue. A second respondent felt that there was a tension between fair and progressive decision making regarding compression.

## 2) Institute of Technology (by Sam Chung)

Out of 22 faculty, 10 (45%) responded to the survey. The following sections summarize the quantitative and qualitative data for the survey.

### Analysis on Q1: My unit developed policies and practices that suit its goals and culture

Overall, 10 faculty responded to this statement.

- Only one faculty strongly agreed (10%,  $n=1$ ), agreed (40%,  $n=4$ ), neutral (20%,  $n=2$ ), disagreed (10%,  $n=1$ ), strongly disagreed (10%,  $n=1$ ), and N/A (10%,  $n=1$ ) with this statement with respect to Merit;
- Out of the 10 respondents, nobody strongly agreed (0%,  $n=0$ ), agreed (30%,  $n=3$ ), neutral (20%,  $n=2$ ), disagreed (30%,  $n=3$ ), strongly disagreed (10%,  $n=1$ ), and N/A (10%,  $n=1$ ) with this statement with respect to Extra-Merit;
- Out of 10 respondents, nobody strongly agreed (0%,  $n=0$ ), agreed (40%,  $n=4$ ), neutral (10%,  $n=1$ ), disagreed (30%,  $n=3$ ), strongly disagreed (10%,  $n=1$ ), and N/A (10%,  $n=1$ ) with this statement with respect to Raises.
- Means of scores for Merit, Extra-Merit, and Raises for the Institute unit and (the all units) with respect to “My unit developed policies and practices that suit its goals and culture” were 3.33 (3.59), 2.78 (3.04), and 2.89 (3.15) respectively.

### Analysis on Q2: My unit developed and followed the policies and practices during the most recent determination

Overall, 10 faculty responded to this statement.

- No faculty strongly agreed (0%,  $n=0$ ), agreed (50%,  $n=5$ ), neutral (10%,  $n=1$ ), disagreed (20%,  $n=2$ ), strongly disagreed (10%,  $n=1$ ), and N/A (10%,  $n=1$ ) with this statement with respect to Merit;
- Out of the 10 respondents, nobody strongly agreed (0%,  $n=0$ ), agreed (30%,  $n=3$ ), neutral (20%,  $n=2$ ), disagreed (30%,  $n=3$ ), strongly disagreed (10%,  $n=1$ ), and N/A (10%,  $n=1$ ) with this statement with respect to Extra-Merit;
- Out of 10 respondents, nobody strongly agreed (0%,  $n=0$ ), agreed (40%,  $n=4$ ), neutral (10%,  $n=1$ ), disagreed (30%,  $n=3$ ), strongly disagreed (10%,  $n=1$ ), and N/A (10%,  $n=1$ ) with this statement with respect to Raises.
- Means of scores for Merit, Extra-Merit, and Raises for the Institute unit and (the all units) with respect to “My unit developed and followed the policies and practices during the most recent determination” were 3.11 (3.51), 2.78 (3.08), and 2.89 (3.17) respectively.

### Analysis on Q3: The policies and practices for merit/ raise allocation were transparent

Overall, 10 faculty responded to this statement.

- Only one faculty strongly agreed (10%,  $n=1$ ), agreed (30%,  $n=3$ ), neutral (10%,  $n=1$ ), disagreed (30%,  $n=3$ ), strongly disagreed (10%,  $n=1$ ), and N/A (10%,  $n=1$ ) with this statement with respect to Merit;
- Out of the 10 respondents, one faculty strongly agreed (10%,  $n=1$ ), agreed (0%,  $n=0$ ), neutral (30%,  $n=3$ ), disagreed (40%,  $n=4$ ), strongly disagreed (10%,  $n=1$ ), and N/A (10%,  $n=1$ ) with this statement with respect to Extra-Merit;
- Out of 10 respondents, one faculty strongly agreed (10%,  $n=1$ ), agreed (20%,  $n=2$ ), neutral (20%,  $n=2$ ), disagreed (30%,  $n=3$ ), strongly disagreed (10%,  $n=1$ ), and N/A (10%,  $n=1$ ) with this statement with respect to Raises.

- Means of scores for Merit, Extra-Merit, and Raises for the Institute unit and (the all units) with respect to “The policies and practices for merit/ raise allocation were transparent” were 3.00 (3.28), 2.56 (2.70), and 2.89 (3.09) respectively.

“AVERAGE responses on a scale of 1 to 5 where 5 is "Strongly agree" and 1 is "Strongly disagree.”				
<b>Q1. My unit developed policies and practices that suit its goals and culture</b>				
	<b>Unit</b>	<b>Merit</b>	<b>Extra-merit</b>	<b>Raises</b>
	Aggregate	3.59	3.04	3.15
	Institute of Technology	3.33	2.78	2.89
<b>Q2. My unit developed and followed the policies and practices during the most recent determination</b>				
	<b>Unit</b>	<b>Merit</b>	<b>Extra-merit</b>	<b>Raises</b>
	Aggregate	3.51	3.08	3.17
	Institute of Technology	3.11	2.78	2.89
<b>Q3. The policies and practices for merit/ raise allocation were transparent</b>				
	<b>Unit</b>	<b>Merit</b>	<b>Extra-merit</b>	<b>Raises</b>
	Aggregate	3.28	2.70	3.09
	Institute of Technology	3.00	2.56	2.89

#### **Qualitative Data:**

***Analysis on Q4: Relative to merit, what worked well (or not) for your unit? What ideas do you have for improvement?***

- Reasonable discussions regarding merit. No real policy developed, but there is a general sense of what meritorious means.
- Good standards
- I have nothing to compare this to.
- Annual review/faculty meeting worked well.

***Analysis on Q5: Relative to extra-merit, what worked well (or not) for your unit? What ideas do you have for improvement?***

- No description or standard for what it means to be extra-meritorious.
- Hard to tell who deserves extra merit.
- Nothing to compare.
- faculty meeting for extra-merit worked well.

***Analysis on Q6: Relative to raise allocation, what worked well (or not) for your unit? What ideas do you have for improvement?***

- No procedure or set of principles developed to decide raise allocation.
- Use part of the money for salary equity.
- Nothing to compare.
- Faculties didn't get salary raise during the budget frozen years should be considered for salary adjustment.
- Use part of the money for salary equity.

**Summary:**

Overall, the Institute of Technology faculty that responded to this survey showed their satisfaction was below average in all criteria. The nine averages of Merit, Extra-Merit, and Raises were less than ones of aggregates. 50% of 10 respondents were in agreement that policies and practices of Merit were suited to the goals and culture of the nursing unit and were transparent. However, 40% of faculty members were less in agreement that policies and practices of Extra-merit and Raises were in place or were transparent for the Institute of Technology unit. The qualitative data suggest concerns about overall criteria, practices, and transparency in merit, extra-merit, and raises. The Institute needs to revisit these procedures.

### 3) Interdisciplinary Arts & Sciences (by Riki Thompson)

#### **Analysis on Q1: My unit developed policies and practices that suit its goals and culture**

Faculty in IAS had the most positive response in terms of developed policies and practices that suit its goals and culture in terms of MERIT, with 40% of respondents agreeing, half of which strongly agreed. Although fewer people responded to the question about RAISES, 45% responded positively, however, only 9% of those responded as Strongly Agree. The policies and practices for EXTRA-MERIT had the largest spread, with 30% of respondents claiming NEUTRAL, 30% equally disagreeing and strongly disagreeing, and 39% split between agree and strongly agree.

#### **Analysis on Q2: My unit developed and followed the policies and practices during the most recent determination**

Overall, a little over half of the faculty responding believed that IAS followed the policies and practices during the most recent determination. Determination of MERIT policies and practices were the most favorable, with 53% agreeing & strongly agreeing. 29% percent voted neutral whereas 17% disagreed and strongly disagreed that policies and practices were followed. Determination for RAISES and EXTRA-MERIT were similar, with about a quarter of respondents disagreeing about EXTRA-MERIT and RAISES. The number of respondents agreeing was 46% agreeing for RAISES & 37% agreeing for EXTRA-MERIT, with a greater number of respondents voting neutral for EXTRA-MERIT.

#### **Analysis on Q3: The policies and practices for merit/ raise allocation were transparent**

Overall, the majority of IAS faculty believed the policies and practices for merit/ raise allocation were transparent, with 48% agreeing or strongly agreeing, 12% voting neutral and 30% disagreeing or strongly disagreeing. The process for MERIT was most positively correlated with transparency, with half the respondents agreeing and strongly agreeing. 28% disagreed, of which 9% did so strongly. RAISES were considered to be transparent by 56% whereas 30% disagreed. EXTRA-MERIT was the most contentious, with 46% disagreeing and strongly disagreeing about transparency. Only 18% agreed, of which 6% strongly agreed, that EXTRA-MERIT was transparent.

#### **Qualitative Data:**

##### *Analysis on Q4: Relative to raise allocation, what worked well (or not) for your unit?*

Rushed, not all clear what criteria were.

#### **Financial**

- We need to receive the raises, and then there would be an improvement.
- Find ways to provide annual cost of living increases so that salaries don't lose more than 25% of their original buying power.

#### **Inequalities**

- Compression for faculty who have been at UWT the longest is really a problem as is inequity re: gender and ethnicity.
- During the last round of raises there was an attempt to deal with compression issues but not all faculty affected by the serious compression issues saw much of an increase in salary
- IAS must do something to address the inequity that exists when one compares the salaries of faculty from underrepresented minority groups to the salaries of white faculty members and we must address the gender based inequity that still exists in IAS.
- It seems that there are some inequalities in salary, and thus it seems necessary to address those situ
- More regard for program development and support for students

- We should simply get a COLA of some sort. It's been "merit," which hasn't been fair. UWT needs to do better.

#### **What worked?**

- A working group made suggestions, and some of those were followed

#### **Good intentions, but problematic implementation**

- Recommended procedures were fair but I have no idea if those procedures were actually followed unless I can see who got what raise?
- I think IAS's plan was clear, but how it was ultimately implemented was not. FYI, the Faculty Code requires that current salary be taken into account when considering merit, extra-merit, and raises, so faculty do need to look at salaries!

#### **What ideas do you have for improvement?**

- Would appreciate a standardized description of the requirements
- It would be helpful to have a way to revisit the subject of salary and raise allocation in the future.
- Need to revisit for 1 year review

#### ***Analysis on Q4: Relative to merit, what worked well (or not) for your unit?***

##### **Confusing process**

- In IAS, the whole thing was curious in terms of who had the charge for doing the work. The Faculty Council was initially given some murky guidelines to address the salary question, then it seemed there was a more mandated policy brought down from above, then it seemed there was an additional ad hoc group of faculty who took the charge and developed a different proposal. In truth, I could have lived with any of the three variants that seemed to come across the wires; though the reduplication of effort seemed not only needless in terms of faculty work load, but also led to a generally confusing process about the final issue was resolved.

##### **Successes**

- More time and resources for faculty interaction
- These were transparent and functioned as we had expected
- Giving everyone merit seems appropriate, unless there's a gross misuse of power.

IAS worked very hard on a policy for how to deal with raises given the years without any increases (which I am ignoring in this survey since we can all agree that was a disaster). Once we got the word of the increases, IAS did their best to figure out how to distribute it. I liked that it was a faculty committee, the report was clear, and it was followed.

##### **Problems**

- Difficult to vote on a number of lecturers that I know nothing about
- It would be helpful to know what counts (and doesn't count) for merit.
- The review of every file in the rank below is a bit cumbersome as we're growing and I'm not convinced people do it. I do...but I may be in a minority.
- We tried to come up with as fair a process as possible for addressing merit and compression issues, but the final outcomes of implementing the policy were not transparent.

#### **What ideas do you have for improvement?**

- Would appreciate a standardized description of the requirements need to revisit for 1 year review

*Analysis on Q6: Relative to extra-merit, what worked well (or not) for your unit?*

**Criteria**

- Criteria not apparent
- Criteria are different for tenure-track and lecturers?
- Decision on how faculty compared were not apparent
- The process seemed impossible to measure
- Who was awarded extra-merit was not apparent
- I still don't understand what it takes to get extra merit.
- It's not entirely clear how the extra-merit process works, or what someone has to do to get extra-merit.

**Process of awarding Extra-Merit**

- While the criteria for extra-merit were relatively clear, the process by which this was determined did not seem to align with the criteria.
- It was unclear how individual faculty members were making decisions regarding extra-merit and if we were all using the criteria uniformly.
- The due dates for submitting extra-merit did not coordinate with the time in which faculty began to read the page on extra-merit.
- I have no idea about how votes translated into actual practices.
- It was done on catalyst, no discussion of criteria, and people self-nominate.

**Big Picture Problems of Extra-Merit**

- I have applied for Extra merit twice and got it once. In both cases, I had no idea for months what happened. I got no feedback in either case, and finally had to ask to be told a simple yes or no. When I did get it, the amount of money was laughable. So since I did a better job in the lean years (which is arguably harder than in the fat years), I got a smaller raise than if I had applied for it in another year. It seems so arbitrary, and yet those are our only opportunity to increase salary besides promotion, which happens twice in our entire careers.
- The problem is that even with a clear threshold, department politics and voting rights can derail efforts. When senior members vote to determine extra merit than again it can be problematic if the department does not have a professional respectful culture.

- **Support**

No feedback for those who don't get it means that nobody knows how to improve

**What ideas do you have for improvement?**

- Better faculty peer support
- Create a REAL opportunity for extra merit besides a competing offer from another institution
- To actually receive a salary increase when awarded this would be an improvement.
- Would appreciate a standardized description of the requirements
- Need to revisit for 1 year review

#### 4) Milgard School of Business (by Rupinder Jindal)

The survey asked three questions to all the faculty at UW Tacoma focused on the state of merit, extra-merit, and raise determination in their respective units / colleges. At Milgard Business School an elected Faculty council proposes policies regarding such determination and puts them up for voting by the entire faculty for approval. In this survey, 8 out of a total of 27 members of Milgard faculty provided valid responses – response rate of approximately 30%. All questions used a five-point scale where 1 denoted “strongly disagree” and 5 denoted “strongly agree.” In response to the first question “development of policies and practices suitable to school’s goals and culture,” on average, respondents are neutral for Merit determination (mean = 3.0) but seem to orient slightly towards disagreement for Extra-merit (mean = 2.4) and Raise determination (mean = 2.4). In response to the second question “policies and practices followed during the most recent determination,” on average, respondents are neutral for Merit determination (mean = 2.9) but seem to orient slightly towards disagreement for Extra-merit (mean = 2.5) and Raise determination (mean = 2.5). In response to the third question “transparency of policies and practices,” on average, respondents seem to orient slightly towards disagreement for Merit determination (mean = 2.5) but seem to disagree for Extra-merit (mean = 1.9) and Raise determination (mean = 2.1). The Milgard faculty council along with school administration may like to look into these results.

#### **Qualitative Data:**

*Analysis on Q4: Relative to merit, what worked well (or not) for your unit? What ideas do you have for improvement?*

- Our processes call for a meeting to determine merit, but those meetings are a joke. We spend maybe 5 minutes per candidate discussing them, and the discussion is stilted with no real attempt at providing developmental feedback to candidates. Associates in some areas follow the code and have taken the time to write up developmental letters for assistants, but to my knowledge, those were not sent to the assistants. Associates have never gotten any kind of letter or systematic feedback from fulls. All anyone gets is the letter from the Dean. Another problem which pervades both merit and extra merit is that the meetings we have are very short. There is no substantive discussion. We spend maybe 5 minutes discussing each person, if that. Our faculty lack the skills and desire to do the hard work to develop meaningful, developmental feedback.
- Not much; completely insufficient time is devoted to this process. Associates have received no summary reviews from fulls going back for years. Several of the juniors did not receive copies of letters the senior faculty drafted summarizing their feedback to juniors. The only merit info received is the annual letter from Dean which basically summarizes what is already in your activity report with some boilerplate template that remains unchanged year to year.
- UWT units need to develop a sensible workload policy before addressing merit issues. At Milgard the research expectations (top journals) are not in line with the six (6) course teaching load. If the long-term goal is to be a Carnegie Research 1 university, the six course teaching load which is a killer need be adjusted accordingly. The five (5) course teaching load at UW Bothell could be a good starting point. We are 24 years behind UW Bothell and 50-100 years behind UW Seattle.
- We have clear shared expectations for what constitutes meritorious performance.
- Placing limits on the number of outside offers.

*Analysis on Q5: Relative to extra-merit, what worked well (or not) for your unit? What ideas do you have for improvement?*

- Nothing. No idea what the process is for discussing or informing associates and fulls. In terms of

reviews of junior faculty as always completely insufficient time is allocated to the task. Nominations for extra merit were recruited by email; no clear criteria for extra merit are identified. On surface ONLY thing that matters is research productivity in this calculation. We had 6 juniors nominated and devoted a total of 55 minutes to review them. This 55 minutes was also to include a review on the merit and progress toward T&P for all other juniors. We had insufficient time to discuss the 6 nominated and NEVER discussed one word about the other junior faculty. Letters for junior faculty were drafted by disciplinary groups without input or review by full group of senior faculty (this for regular merit and progress toward T&P). Several juniors never received these faculty letters. Associates haven't received any senior faculty feedback for many years. No clear criteria are established for extra merit. Claims that journal lists used exclusively for summer support determination would have no bearing on merit discussions did not hold to be true. IN short, the process is sketchy and driven purely by expediency concerns such that thorough and broad feedback across all three areas of endeavor (research teaching and service) are not being systematically provided to faculty at any rank and this includes lecturers to fulls.

- I do not know.
- Faculty looked only at student evaluations to evaluate teaching. Good teaching is not ever considered extra-meritorious. Faculty have very different ideas of what good scholarship is. Evaluations are based on prestige rather than quality. No formal criteria exist and no effort was made to create any.
- The flaws in our process are even more evidence in the extra-merit discussions. We have not done the hard work to work through disagreements on what ought to be rewarded, with those in power basically dictating that top tier peer reviewed articles are the only thing that matter for extra-merit for tenure track faculty. Teaching, service and other publication outlets are not valued or rewarded, probably because no one wants to spend the time and energy it would take to really talk about what it means to be good in those areas. Teaching devolves into just looking at the combined course evaluation number and if that's not too bad (under 3 or something), then that's good enough. In other words, it would seem that one could get extra meritorious if their teaching was a 3 or so but they had two top tier pubs but if they, say, only had 1 top tier or several "non elite" sorts of pubs but their teaching was superb (beyond the scores, meaning that there is a track record of someone really caring and working hard to help their students develop skills, that they're not just rehashing the same exams and lectures over and over, etc., that wouldn't be enough for extra merit.

***Analysis on Q6: Relative to raise allocation, what worked well (or not) for your unit? What ideas do you have for improvement?***

- Nothing. This group likes to make allocations based on what it is easiest to count--pubs. No consideration or concern for addressing compression issues or thoughts in regards to evaluating the full portfolio of faculty responsibilities and contributions as part of this process. It's a purely transactional world and faculty in the unit are acting rationally when they choose to limit their contributions wherever possible on service and limit their investments in teaching.
- Supposedly our Faculty Council developed a policy for how to allocate raises (meaning what the criteria would be and how it would work). My guess is that the Dean was heavily involved in this and helped shape and certainly "approved" the final document. The result was something that was not at all presented as a draft that the rest of the faculty could modify or comment upon. I recall seeing the document. It's likely we had a faculty vote on it, but given our culture, no one would speak up at that meeting with a dissenting voice. Most importantly, there was no value given to compression AT ALL. It was all about performance (so if you had a record of extra

meritorious, you got more \$). In general, the actual process of deciding on raises is completely intransparent to faculty - the only part of the process faculty are involved in is the determination of merit (and that process is fundamentally flawed - see above). Associates have never been involved in any kind of decision/discussions about how to actually allocate raise \$ to individuals. That all is done in secret by the Dean, so all we ever know is what raise we got.

- Faculty had no data on existing salaries, compression or equity. I have no idea what raises were awarded. Faculty did not make specific recommendations about raises to my knowledge.
- UWT units need to develop a sensible workload policy before addressing merit issues. At Milgard the research expectations (top journals) are not in line with the six (6) course teaching load. If the long-term goal is to be a Carnegie Research 1 university, the six (6) course teaching load which is a killer need be adjusted accordingly. The five (5) course teaching load at UW Bothell could be a good starting point. We are 24 years behind UW Bothell and 50-100 years behind UW Seattle. Good luck.

### 5) Nursing and Healthcare Leadership Program (by Robin Evans-Agnew)

Out of 12 faculty, 6 (50%) responded to the survey. The following sections summarize the quantitative and qualitative data for the survey.

#### **Analysis on Q1: My unit developed policies and practices that suit its goals and culture**

Overall, 6 faculty responded to this statement. All 6 (100%) faculty strongly agreed with this statement with respect to Merit; out of the 5 responding all 5 (100%) faculty strongly agreed with this statement with respect to Extra-Merit; and out of 5 respondents, 4 (80%) faculty strongly agreed (40%,  $n=2$ ) or agreed (40%,  $n=2$ ), and 1 (20%) strongly disagreed with this statement with respect to Raises. Means of scores for Merit, Extra-Merit, and Raises for the Nursing unit with respect to the development of policies and practices that suit the goals and culture were 5.00, 5.00, and 3.80 respectively.

#### **Analysis on Q2: My unit developed and followed the policies and practices during the most recent determination**

Overall, 5 faculty responded to this statement. Faculty either strongly agreed (60%,  $n=3$ ) or agreed (40%,  $n=2$ ) with this statement with respect to Merit and to Extra-Merit; and out of 5 respondents, 4 (80%) faculty strongly agreed (40%,  $n=2$ ) or agreed (40%,  $n=2$ ), and 1 (20%) strongly disagreed with this statement with respect to Raises. Means of scores for Merit, Extra-Merit, and Raises for the Nursing unit with respect to “My unit developed and followed the policies and practices during the most recent determination” were 4.60, 4.60, and 3.80 respectively.

#### **Analysis on Q3: The policies and practices for merit/ raise allocation were transparent**

Overall, 5 faculty responded to this statement. Faculty either strongly agreed (60%,  $n=3$ ) or agreed (40%,  $n=2$ ) with this statement with respect to Merit and to Extra-Merit; and out of 5 respondents, 4(80%), faculty strongly agreed (60%,  $n=3$ ) or agreed (20%,  $n=1$ ), and 1 (20%) was neutral with this statement with respect to Raises. Means of scores for Merit, Extra-Merit, and Raises for the Nursing unit with respect to “The policies and practices for merit/ raise allocation were transparent” were 4.60, 4.60, and 4.40 respectively.

#### **Qualitative Data:**

On unit policies relating to Merit, Extra-Merit, and Raises: What worked well, what didn't, what ideas do you have for improvement?

##### ***Merit:***

- Faculty need to feel there is an investment by the school in their work and their financial support
- Being reviewed on more than student evaluations
- We have had a written merit process for many years and updated it. The merit process, as prescribed by the Faculty Code, is a time consuming process that is also a delicate one in small units. I would prefer to see regular pay increases rather than only merit-based ones, in line with some of the concepts put forward by the Faculty Senate. What can be improved? We operate with a Faculty Code that 'requires' Senior lecturers (or possibly even Principal lecturers) be evaluated by faculty on the tenure track. Having a brand new assistant professor review a Principal Lecturer for merit does not make sense. Can that be changed?
- For all areas, it'd be nice to know whether faculty recommendations were actually followed (or not)

##### ***Extra-Merit:***

- Not sure
- Having a yearly plan

- Same as above. We defined and used criteria similar to what we have done in the past.
- Also, faculty don't see each other's salary and therefore we have no part in the discussion on compression issues.

***Raises:***

- The use of so many part time faculty means we need to find ways to compensate them
- Use a broad base for evaluation criteria
- This question is not clear
- We do not have a written policy on raise allocation. Our director has consulted with 'senior' faculty about raises. The issue of raises is a particularly challenging issue due to compression of faculty salaries. Morale is harmed when new assistant (or lecturers) are hired on at salaries above, equal to, or even slightly less than faculty who have been here longer. What can be done? When new faculty are hired at market rates, current faculty **MUST** have their salaries raised proportionately (provided they are meritorious).

**Discussion:**

Overall, nursing faculty that responded to this survey (50% of total full/part time tenured faculty) were in agreement that Merit and Extra-merit procedures were in place, were suited to the goals and culture of the nursing unit and were transparent. Faculty were slightly less in agreement that policies and practices were suited to the goals and culture, were in place, or were transparent for the nursing unit. The qualitative data suggest concerns about transparency in extra-merit procedures, concerns about overall merit criteria, and compression issues were important to certain respondents.

**Summary:**

Although low in number, Nursing faculty appear to be in agreement with the fit, development, and transparency of merit policy and procedures. Some concerns do exist relating to fairness with extra-merit and raises in general. Significant suggestions relate to compression, and the ability of small units to navigate the policies and procedures.

## 6) Social Work (by Anne Wessells)

8 out of 14 (57%) faculty members responded to the survey. The following sections summarize quantitative and qualitative data for the unit.

### Analysis on Q1: My unit developed policies and practices that suit its goals and culture

- Strongest agreement with respect to determination of Merit (3 agreed; 1 strongly agreed; 1 neutral; 3 disagreed) average response 3.25
- Slightly less strong agreement with respect to Raises (3 agreed; 3 neutral; 2 disagreed) average response 3.12
- Markedly less strong agreement with respect to Extra-merit (3 agreed; 3 disagreed; 2 strongly disagreed) average response 2.5

### Analysis on Q2: My unit developed and followed the policies and practices during the most recent determination

- Strongest agreement with respect to determination of Merit (1 agreed; 2 strongly agreed; 2 neutral; 3 disagreed) average response 3.25
- Less strong agreement with respect to Extra-merit (2 agreed; 5 disagreed; 1 strongly disagreed) average response 2.88
- Markedly less strong agreement with respect to Raises (3 agreed; 2 neutral; 2 disagreed; 1 strongly disagreed) average response 2.38
- While the average response on Merit was the same as for the first question (3.25), there was a sharper and deeper drop off with respect to actual behavior for Raises and for Extra Merit during the most recent determination

### Analysis on Q3: The policies and practices for merit/ raise allocation were transparent

- Strongest agreement with respect to transparency of Raises (3 agreed; 1 strongly agreed; 2 neutral; 1 strongly disagreed; 1 not sure/no response) average response 3.43
- Slightly less strong agreement with respect to Merit (1 agreed; 2 strongly agreed; 2 neutral; 1 disagreed; 1 strongly disagreed; 1 not sure/no response) average response 3.29
- Markedly less strong agreement with respect to Extra-merit (1 agreed; 1 strongly agreed; 2 neutral; 2 disagreed; 1 strongly disagreed; 1 not sure/no response) average response 2.86
- Average agreement on unit transparency better than the campus average, on all categories
- However, wide disparity of responses over a small sample makes this comparison suspect/inconclusive

### Qualitative Data:

#### *Analysis on Q4: Relative to merit, what worked well (or not) for your unit? What ideas do you have for improvement?*

- 3 out of 8 replied to this prompt: haven't completed the process yet; basic assumption of merit was appropriate and worked well; no agreement on what constitutes merit and not sure how to address this given wide diversity in the unit.

#### *Analysis on Q5: Relative to extra-merit, what worked well (or not) for your unit? What ideas do you have for improvement?*

- 7 out of 8 replied to this prompt: haven't completed process yet; this year faculty will apply for extra-meritorious, self-justify, and be voted on; last year consensus-based criteria were

determined, for which 2 faculty noted support, however 4 respondents noted that the director made alternative decisions and that criteria were not necessarily followed. 2 note that a written policy is needed/in the works. One asks that VCAA monitor the process more closely in 2014.

***Analysis on Q6: Relative to raise allocation, what worked well (or not) for your unit? What ideas do you have for improvement?***

- 3 out of 8 responded to this prompt. 2 noted the significance of salary compression and the need to better address it. 1 noted a lack of transparency around the director's decisions on raises.

**Summary:**

It is difficult to interpret such a small sample, with a wide disparity between reported responses. The average values are of somewhat limited value. Faculty seemed more inclined to agree with the statement that the policy and practices were consistent with the unit's goals and culture, than with the statement that they were followed in the most recent determination. Determination of Extra-merit and allocation of raises were seen as more problematic than Merit, which was assumed to be the baseline across the unit. Transparency averages appear to be strong, however on examination this seems to be the result of a thin spread across divergent responses, and abstentions. Qualitative survey results indicate the perception of inconsistency between the stated criteria for extra-merit, and the determinations that were made; and (perhaps the same thing stated differently) between recommendations made by faculty to the director, and decisions on raises.

## 7) Urban Studies (by Anne Wessells)

3 out of 10 (30%) eligible faculty members responded to the survey. The following sections summarize quantitative and qualitative data for the unit.

### **Analysis on Q1: My unit developed policies and practices that suit its goals and culture**

- Agreement was the same, and strongly neutral with respect to determination of Merit, Extra-merit, and Raises (2 neutral; 1 not sure/no response) average response on each 3.0

### **Analysis on Q2: My unit developed and followed the policies and practices during the most recent determination**

- Inclination towards agreement with respect to determination of Merit (1 agreed; 1 neutral; 1 not sure/no response) average response 3.5
- Same with Extra-merit (1 agreed; 1 neutral; 1 not sure/no response) average response 3.5
- Same with respect to Raises (1 agreed; 1 neutral; 1 not sure/no response) average response 3.5
- As with Q1, no disparity in responses between Merit, Extra-merit, and Raises – no one area of determination seemed more or less problematic for all 3 respondents

### **Analysis on Q3: The policies and practices for merit/ raise allocation were transparent**

- General neutral agreement/disagreement on transparency for Merit (1 agreed; 1 neutral; 1 disagreed) average response 3.0
- Same with respect to Extra-merit (1 agreed; 1 neutral; 1 disagreed) average response 3.0
- Same with respect to Raises (1 agreed; 1 neutral; 1 disagreed) average response 3.0
- As with Q1 and Q2, no disparity in responses between Merit, Extra-merit, and Raises – no one area of determination seemed more or less problematic for all 3 respondents

### **Qualitative Data:**

***Analysis on Q4: Relative to merit, what worked well (or not) for your unit? What ideas do you have for improvement?***

- 1 out of 3 responded to this prompt: “I recall several discussions to identify broad values related to merit, extra-merit and raises but nothing specific and nothing that rises to the level of policies for our unit. The entire practice is mysterious.”

***Analysis on Q5: Relative to extra-merit, what worked well (or not) for your unit? What ideas do you have for improvement?***

- No responses.

***Analysis on Q6: Relative to raise allocation, what worked well (or not) for your unit? What ideas do you have for improvement?***

- No responses.

### **Summary:**

This is a small sample with limited data for analysis (mid range, consistent responses and only one qualitative comment). It seems that merit and faculty raise determinations were made without strong pro/con policy and process sentiment on the part of these 3 respondents.