Chairs and Directors Series

Annual Review Process

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Session Objectives

• Review recent changes to faculty annual review policies and procedures.

• Discuss “best management practices” for conducting faculty annual reviews.
Importance of Annual Reviews

• Doing them well yields benefits:
  – To the faculty member (developmental, evaluative)
  – To the department
  – To the Chair and Dean
  – To the university

• Reviews should be:
  – Developmental
  – Evaluative
  – Constructive
Motivation for Revisions to the Annual Review Process

- Focus annual reviews on career advancement
- Reduce the administrative burden
- Provide more consistent input to probationary faculty
- Provide consistent annual reviews to all faculty (tenure-track, instructors, clinical, etc.)
Annual Review Changes  
*(now effective)*

- *Faculty Manual*, Section III.C.3.  
  - Pages 39-49
- Simplified process  
  - One review per year for pre-tenure faculty  
  - Shorter review every-other year for tenured faculty  
  - No reviews for less than 1-year service
- Focus on progress. Each review must contain:  
  - Assessment in the context of cumulative (not just last calendar year) performance.  
  - Progress towards the next promotion if eligible
Types of Reviews

• Abridged (new: short-form annual review)
  - Short and only 2 ratings
  - Every other year for tenured faculty making satisfactory progress

• Comprehensive (revised annual review)
  - Every year for pre-tenure faculty
  - Every other year for tenured faculty with satisfactory performance or on request

• Intensive (revised annual and third-year reviews)
  - Conducted once for pre-tenure faculty
  - Recommended every 4 to 6 years for associate professors (on request)
  - Two parts:
    ▪ Comprehensive review (annual review)
    ▪ Career progress review

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Abridged Review

• New Short-Form Annual Review
  – Every other year for tenured faculty making satisfactory progress
  – Faculty member submits
    ▪ Curriculum vitae
    ▪ Short description of accomplishments since previous review

• Results
  – Written statement (short for satisfactory performance)
  – Rating
    ▪ Satisfactory or better
    ▪ Less than satisfactory – with explanation
  – Invitation to meet and discuss
Comprehensive Review

• Timing Requirements
  – Every Year
    ▪ Pre-tenure faculty
    ▪ Tenured faculty rated less than satisfactory
    ▪ When requested by the faculty member or chair
  – Every Other Year
    ▪ Tenured faculty rated satisfactory or better

• Description
  – Faculty member provides
    ▪ Curriculum vitae
    ▪ Performance since last major review
  – Faculty member is invited to meet with Chair
Comprehensive Review (cont.)

• Contents of Chair’s Report
  – Job description
    ▪ % appointment and responsibilities
  – Time frame: annual or biennial
  – Evaluation of performance in each area since the last review
    ▪ In context of cumulative performance
  – Assessment of progress towards tenure/promotion (if applicable)
  – If performance < satisfactory
    ▪ Goals and expectations for satisfactory rating
    ▪ Specific recommendations for correction

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Comprehensive Review (cont.)

• No numerical ratings!

• Rating Categories
  – Especially meritorious performance
  – Strong performance beyond satisfactory
  – Satisfactory
  – Some improvement needed
  – Substantial improvement needed

• Contents of Report
  – Progress towards previously set goals and expectations
  – List of goals and expectations for next review
  – Additional comments from the faculty member’s immediate supervisor
Intensive Review

• Comprehensive Review plus Revised Third-Year Review
  – Usually after 3 years at WSU
  – Not done if appointment is less than 3 years
  – Information submitted by faculty member
    ▪ Comprehensive review (revised annual review)
    ▪ Career progress review (third-year review)
  – May be conducted for associate professors (on request)
    ▪ Recommended every 4 – 6 years
    ▪ Review stays in department
  – Contents of reports to faculty
  – Faculty member receives written review of career progress from Chair
Intensive Review (cont.)

• Career Progress Review
  - Purpose
    ▪ Reviews progress towards tenure and/or promotion
    ▪ Gives feedback relative to university, college and departmental expectations
    ▪ Identifies deficiencies
    ▪ Provides recommendations for improvement
  - Similar to the current third-year review
  - Conducted by the Chair and involves senior faculty
  - Entire tenure process except for external letters
    ▪ Goes to Dean and Provost only for pre-tenure faculty
  - Chair must meet with the candidate to discuss both parts of the review
Intensive Review (cont.)

• Ratings for Untenured Faculty
  - Well prepared
    ▪ “The candidate is encouraged to seek tenure and/or promotion at the next opportunity.”
  - Satisfactory
    ▪ “The candidate appears to building an appropriate profile, but has not yet achieved the standards expected for tenure and/or promotion.”
  - Improvement needed
    ▪ “The candidate should…seek advice from other faculty in the university and his or her discipline.”
  - Unsatisfactory – can lead to non-reappointment
    ▪ “The candidate is not on track for tenure and/or promotion.”
Intensive Review (cont.)

• Chair’s Report
  – A written report by the Chair, provided before the meeting
    ▪ Candidate’s strengths and weaknesses
    ▪ Recommendations for improvements
    ▪ Likelihood of tenure and/or promotion
  – A rating for untenured faculty only
Some Characteristics of a Quality Annual Review Report

• Reviews all aspects of the faculty member's position.

• Addresses the specific job responsibilities of the faculty member.

• Focuses on evaluation and assessment (not a list of accomplishments).

• Assesses quality, not just quantity.

• Provides constructive input for improvement.

• Includes feedback on service activities, collegiality, and contributions to unit.
Assessment of Teaching Performance

- Review all aspects of teaching performance
  - In-class instruction:
    - Student evaluations
    - Peer reviews
    - Teaching innovation
  - Student mentoring
  - Out of class activities
    - Participation in professional development opportunities
- Encourage teaching innovation
  - Recognize and reward risk taking
- Avoid over-reliance on teaching evaluations

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Annual Reviews of Faculty Located on Another Campus

- EP #29 provides clear direction on the review of faculty on other campuses.

- “Academic Directors will provide input on the performance of their campus faculty to Chair and the input will be acknowledged and incorporated explicitly into the annual review narrative.”
Annual Reviews of Faculty Located on Another Campus (cont.)

- Academic Directors will provide their input at least two weeks before annual reviews are to be submitted to the Dean.

- The VCAA and the Dean will review the annual review statements, provide additional joint evaluative narrative as deemed appropriate, and assign a consensus merit rating prior to submission to the Provost.

- The joint context of the narrative and consensus on the merit score will be explicitly indicated by signatures from both the Dean and the VCAA.
Reminder: Three Types of Reviews

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• Intensive (revised annual and third-year reviews)
  – Conducted once for pre-tenure faculty
  – Recommended every 4 to 6 years for associate professors (on request)
  – Two parts and two ratings
    ▪ Comprehensive review (annual review)
    ▪ Career progress review (third-year review except that stays in the department and no rating for tenured faculty)
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