In 2017 WSU switched from a quantitative to a qualitative approach to annual review
• Result of joint Faculty Senate/administration task force
• Old approach was not diagnostic, focus was more on score than content
  • Person might be meeting standard each year, but not building a strong overall record
  • Annual review was separated from T&P progress
• Recognition that not everyone needs the same kind of review
We now have three types of reviews:

- Abridged
- Comprehensive
- Intensive

Each results in a qualitative assessment of the person’s performance during the review year.

Each is cumulative and diagnostic; focus is on recent pattern of performance.

Assistant professors complete a comprehensive review each year.
- If tenure-track, intensive review is conducted in third year.

Associate/full professors who are meeting expectations alternate between abridged and comprehensive reviews.
- Associates should undergo intensive review at some point to prepare for promotion.
- If not meeting expectations, complete comprehensive review each year until performance is satisfactory.

Abridged Reviews

- Submit CV, short description of major accomplishments for the year, Activity Insight report.
- Completed by unit leader with input from relevant campus based administrators.
- Basically just checking to see if an appropriate amount of work was done during review year.
- Ratings:
  - "satisfactory or better"
  - "less than satisfactory"
### Comprehensive Reviews

- Evaluate *cumulative* faculty performance and contributions since the last comprehensive or intensive review.
- Submit CV, thorough summary of accomplishments since the previous comprehensive or intensive review, Activity Insight report.

### Comprehensive Reviews

- Performed by unit leaders with input from supervisors at relevant campus locations, senior faculty, mentoring committees.
- For assistant/associate professors, review must include discussion of progress toward tenure/promotion.
- Materials and summaries are forwarded to dean.

### Comprehensive Reviews—Ratings

- "especially meritorious performance"
- "strong performance beyond satisfactory"
- "satisfactory"
- "some improvement needed"
- "substantial improvement needed"

Report to dean includes rating and summary of cumulative accomplishments and progress toward promotion and/or tenure.
Intensive Reviews

• Two part process
  • Comprehensive review to evaluate past year
  • Career progress review to evaluate progress toward promotion and/or tenure
  • Career progress review materials:
    • Copies of research articles, teaching portfolio, service statement, research statement
    • Context statements are optional

Intensive Reviews

• Performed by unit leaders with input from supervisors at relevant campus locations, senior faculty, mentoring committees
• If assistant professor, all materials and summaries forwarded to dean
  • Comprehensive review serves as annual review
  • Career progress review serves as T&P report
• If associate professor, only comprehensive review needs to go to dean. Career progress review can stay within the unit

Intensive Reviews—Ratings

• "well prepared"
• "satisfactory"
• "improvement needed"
• "unsatisfactory"
General Guidelines

- Faculty have the right to request a comprehensive or intensive review at any time
- Unit leaders can request comprehensive or intensive reviews at any time
- Requests need to be made before the end of the fall semester of the review year
- Faculty in positions that are eligible for promotion should go through an intensive review every 4 to 6 years

General Guidelines

- The annual review process is designed to be formative and cumulative with an eye toward promotion
- Faculty should be reviewed based on contracts, role statements and job descriptions
  - Not on what they informally do—if informal has become formal, job description needs to be revised

General Guidelines

- Faculty eligible for promotion should have access to mentoring and feedback from faculty who will be part of their review process
- Regardless of review type, all faculty are required to enter their accomplishments and information into Activity Insight
- The qualitative system encourages holistic assessment of faculty
  - Unit leaders can’t default to a single score
If you attended this live training session and wish to have your attendance documented in your training history, please notify Human Resource Services within 24 hours of today’s date:
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