Annual Review of Faculty
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Recording date of this workshop is
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workshop is subject to change.
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• 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
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