




Annual Review of Faculty

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Recording date of this workshop is
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Some of the information presented in this 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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