Question:
Re the annual review process, is it intended to assess performance to date that the annual review is dated (e.g., Feb or Mar) or the previous years up the end of the previous calendar year?

Any chance that activity insight could be populated automatically with the CV. I understand that this could require some high tech investment and to standardize the CV. As Nancy mentioned, it takes a lot of time and it seems to duplicates what we inform in our CVs.

Is there any interest in having guidelines prepared before tenure materials are due to the departments? Last year my materials were due to School of the Environment on April 1, before the college had issued guidelines. Its very odd to prepare your packet without the latest instructions.

Previous years here at WSU, my department had abridged and comprehensive reviews on alternating years depending on your last name (Ex. year 1- last names A-L abridged, M-Z comprehensive; year 2; A-L comprehensive, M-Z abridged). Is this a new change for assistant professors to always have a comprehensive review?

Are there exceptions to this?

My position does not have specific percentages assigned to Research, Teaching, and Extension appointments. How is the assessment done in this situation?

Answer:
The annual review covers the previous calendar year, January-December

We can continue to explore what's possible. Some things could be pulled in directly (some publications and possibly link to the grants system) but likely not everything.

The May guidelines are intended to be for everyone who is preparing a packet the following year, so you can use the guidelines that were sent to you last June.

The instructions are largely unchanged from year to year so I think you can assume last year's instructions are up to date
Abridged reviews are only for tenured faculty or career-track faculty. Pre-tenure faculty have always done standard annual reviews + third-year review

There can be exceptions to the promotion and tenure calendar, working through your chair to seek Provost approval.
You need to work that out with your chair. There may be expectations.
We just heard that T&P is based on the percentages of research/teaching/etc. Is this true for career track faculty, including those that are sometimes categorized as "research assistant professor" on some documents even though they have mixed research/teaching appointments?

You need to work that out with your chair. There may be expectations.

Where can we find the memos that came out May 31 and June 6th?

Lisa Johnson can send it out to this group along with other materials after the meeting. Also, your chair should have it.

Those do go out to the chairs and directors but I can send them to this group also.

The timeline for review of research manuscripts is becoming increasingly long. With that in mind, can we include submitted manuscripts (or under review) into our T&P packet due in year 5? And if so, are those manuscripts ranked equivalent to a published manuscript when reviewed?

Because of the timeline from initial submission to the final review, there is opportunity for committees and reviewers to check the progress of submitted manuscripts along the way. In some cases, 'submitted' may change to 'accepted' or 'published' as the process progresses. In general, a single submitted manuscript will not make or break a case.

When I was hired (2018) we weren't given percentages. In my case, the offer letter just says I am expected to do research, teaching, extension, and outreach. In this case, how are we evaluated?

This is something to work out with your chair to gain that clarity.

Are "external reviewers" external to one's WSU department or external to the University? Does the answer depend on career track or tenure track appointment?

Career-track faculty can have reviewers who are internal to WSU but external to department, OR external to WSU. Tenure-track faculty external review must be external to WSU.

External to the university

External reviewers, in most cases, will be external to our institution. Often, these individuals are affiliated with "peer institutions", often other Land Grant universities, who work in your discipline.

You will be asked to provide a list of suggested external reviewers, and your director or chair will also locate others who are not on that suggested list. Typically, 2 or 3 will come from your list, and another 2 or 3 will be independently located by your chair or director.
Is it ok if we do not have research collaborations during our first 4 years as Assistant Professor, but still got good amount of research money (from federal and regional grants, and contract-based funds) and conducted quality research alone (along with our grad students)?

How valuable (for T&P) is to participate in lectures if I dont have teaching appointment? And should we include these lectures as service or under teaching?

How is primary author defined, first author, corresponding author, both? Some disciplines there is no consensus, for example in econ not every sub fields does author order by contribution

I dont have teaching expectations, I am 100% extension. But I participate as invited lecturer for WSU graduate courses.

Should DEI work be included as part of our program or as service?

Because many conferences have been cancelled or online due to COVID, it has been harder for many of us to make personal connections with external reviewers. Is this accounted for in the internal review process?

Is the expectation of service at the university level as junior faculty standard? I have asked this question of my mentoring committee and chair previously and received a different answer.

That is fine, and publishing with graduate students is considered a plus. The main concern is to establish that you have a strong contribution to the field that is identifiably yours, whether that’s as a sole researcher or as part of a team.

Do you mean lectures outside of your regular teaching expectations? External talks are good as an indicator of recognition of your scholarship and/or dissemination; speaking to other classes is generally considered service.

It depends on the field. It is a good practice on your CV to document what your role was in the paper, regardless of which position you’re in.

Then yes, definitely document on your CV!

DEI should be reflected as an integral part of your program.

I would say both. Our programs need to consider DEI from the beginning with who we talk to for needs assessment and continue when we market our programs or conduct our research. I would also suggest highlighting in service to make sure that your efforts are not missed.

Could be incorporated into both of those! Have a discussion with your mentoring committee about ways you might incorporate DEI into various aspects of your role at the University.

Yes, there is strong recognition that the past 2 years have brought great challenges and meant that everyone has worked differently.

Service could be at the department, college, or university level. Our panelists would likely support the idea that you want your service to be meaningful to you. There is no fixed formula for what or how much in each bucket.
We should do what Kris just suggested in the School of the Environment. I did not get any feedback from internal department reviewers on my packet submission last year. Perhaps doing this needs to be recommended more strongly to department heads.

Can you talk a bit more about any conflict of interest rules for suggesting external reviewers?

We will include this feedback when we connect with Chairs/Directors to debrief this webinar.

It really helps us (P&T committee) if the external reviewer is someone who is familiar with your work, but not involved as a collaborator.