

**FACULTY****1. Overview of Position Responsibility and Function****Lecturer:**

John Cougar is a founding member of the ABC Center and serves as a facilitator for XXX affiliated with the Center. He serves as the primary instructor for XY 123 TITLE and supports the development and delivery of the XYZ Program, a xyz program for xyz learners. He also creates and delivers customized professional development workshops that are delivered face to face to internal and external participants. John co-developed a capstone course in Fall 2014, which includes an immersion-based nature experience that will be piloted in Spring 2015. He plays an instrumental role in xyz development for activities sponsored by the ABC Center.

**Research & Academic:**

Dr. Grinch's research focuses on xxx, yyy, zzz, and xxx with an emphasis on xxxx. Dr. Grinch's overall research program is expected to advance the discipline of xxx in one or more of these broad areas, as well as make contributions to other areas of xxxx as relevant and productive collaboration with other scientists develop. It is also expected a portion of her research efforts will address high priority xxxx issues and problems facing the State, Nation, and the World. Dr. Grinch's strives to address research problems that can both advance the science of xxxx and have an impact on society.

Effective teaching is expected at the undergraduate and/or graduate level in Dr. Grinch's area of expertise and abilities, and in alignment with the needs of the Department of XXXX. Advising and mentoring graduate students also is expected, as is service to the Department, as well as the College, University and/or the profession. Dr. Grinch also is expected to seek and secure extramural funding to support her research program.

Dr. Grinch's assumed the role of XXX in the Department of XXX in Month, Year. In addition, she continues to serve as XXX of the XXX Committee. She is teaching a four course load per academic year, and has an appointment split of 60% Academic and 40% Research. Dr. Grinch was given a one course class reduction due to her commitment as chair of the XXXX Committee, but she chose to continue to teach four courses. This situation results in her being evaluated equivalent to a four course teaching load in terms of research expectations and associated ratings.

**Professor:**

Dr. Joe Cougar joined the DEPT faculty on 12/1/2008 with an 85% Research/15% AP appointment as an Associate Professor of XXX breeding and genetics. Dr. Cougar is located at the XXX Research and Extension Center. His appointment was adjusted to 95% ARC/5% AP on 7/1/2014 to more accurately reflect expectations for research and teaching, respectively. His major responsibility is to lead the Department of XXXX in XXXX breeding and genetics research, with particular emphasis on application of modern genetics and XXXX research methods to assist in the creation of XXXX, specifically for XXXX in Washington State. Dr. Cougar's tenure packet was submitted in YEAR and tenure, and promotion was granted in YEAR.

**2. Evaluation by Function****a. Research/Scholarship****High Performer**

**Example 1:** In YEAR, Dr. Snow White continued to be very active in research and scholarly work, building a program with national and international influence. Her current publication record includes XX



peer-reviewed articles, with a total number of citations in XXXX, and an H-index of XX (XXXX), evidence of increasing impact on her discipline. Dr. White published XX articles in YEAR, demonstration of excellent productivity. To support her research activities, her expenditures from sponsored projects were \$XXXX, commensurate with a signification level of research outputs. She continued to actively write grant proposals (X as PI for \$XXM), receiving \$XXXX as PI and \$XXXX as Co-PI. Dr. White is certainly leading a solid research program. She continues to develop international research collaborations, augmenting access to facilities and personnel available for her research efforts. She is commended for her dedication to research and scholarly activity.

**Example 2:** Dr. Barbara Streisand has generated extensive external funding to support her research program. The Office of Research website credits her with obtaining \$XXXX of research funding during 2013. She also has a number of proposals in development for submission in 2014 as PI to XXX, XXX, XXX, XXX, XXX. Newly funded proposals in 2013 include PI on XXX proposal and three others as Co-PI (XXX, XXX, XXX). She also participates and receives funding from XXXXXX program. Her currently funded and pending grants demonstrated a broad range of collaborations and interdisciplinary activities.

### **Mixed Performer**

Dr. Clark Kent should continue to emphasize supporting his research efforts with sustained extramural funding. OGRD awards by credit to department from his efforts in YEAR report – \$XXX M with awards from XXX and XXX. Expenditures for YEAR - \$XXX K demonstrate sustained work from his portfolio of support. Dr. Kent submitted 6 major and pending proposals in YEAR that further demonstrate a committed and focused effort in a highly competitive field where he is building upon recent successes to further advance his program in stature, and national and international recognition. As suggested previously, timely publication of research results in appropriate journals should be a priority and his 4 peer reviewed journal articles indicate a sustained publication effort. His international reputation continues to grow based on the number of invited presentations he has given at international conferences, and he is encouraged to support that with establishing strategic and beneficial international collaborations. Dr. Clark is encouraged to recruit an outstanding graduate student to his program and continue working to fill his personnel needs in the laboratory to facilitate his ability to complete ongoing projects and be well positioned for initiate new research efforts.

### **Low Performer**

**Example 1:** In YEAR, OGRD recorded no grant awards or expenditures for Dr. Band Perry's program and no peer reviewed scientific journal articles were logged. She is encouraged to submit at least one proposal to an externally funded research or extension project in which she is the lead PI. It is recognized that a XXX proposal for YEAR has been funded in collaborative efforts with XXX as PI. If she remains on her current appointment, she should continue to seek extramural funding to support her research program, perhaps in collaboration with others, and attempt to secure graduate student funding with portion of those funds. In addition, Dr. Perry should consider co-authoring papers with graduate students with a focus on producing work for student-led presentations at professional meetings.

**Example 2:** Sarah Palin has not meet research expectations in her first year in the department. She has made strong effort to find collaborators, stakeholders, and gain technical expertise to study xxx. She submitted xx proposals and received minimal funding of \$xxx from xxx. She made progress putting together a team to submit an xxx grant next year. Dr. Palin submitted a xxx grant this year, which was not funded. She established valuable collaborations with xxx involved in xxx and xxxx. She published one



manuscript from earlier work. A lot of positive press has been generated from the multi-state project she joined which has high fundability potential.

### **b. Academic/Teaching**

#### **High Performer**

##### **Professor:**

Dr. Cosmic Crisp is heavily involved in the undergraduate program in XXXX and is passionate about making the program truly outstanding. She contributes in all dimensions of the program and has established a reputation as a premier instructor in XXXX. In YEAR, Dr. Crisp taught XXX 123 in the fall and spring semester; XXX 456 (teaching practicum) in the spring and fall; XXX 789 (internship) in the spring, summer, and fall; and XXX 012 (independent research) in the spring and fall. In addition, she helped deliver XXX 999 at a distance, took full responsibility for the class until the graduate TA was trained to point where she could contribute. Training the TA required multiple meetings every week for the duration of the course.

Dr. Crisp's performance in XXX 123, TITLE, a required core course in the Department's undergraduate curriculum, is outstanding as rated by the students (4.8/4/5 Spring; 4.7/4.7 Fall). Review of her class materials indicates her learning outcomes are very well developed and documented, and the class pedagogy is structured clearly to allow students to successfully achieve course goals. Dr. Crisp's students' evaluations are uniformly high across all categories of evaluation – there are effectively no areas in which Dr. Crisp does not excel. She has continued to revise and upgrade the students' lab experience and hands-on projects, and is making extensive use of an e-learning site to enhance understanding of textbook materials.

Dr. Crisp supervised two PhD students in YEAR and serves on the committees for four PhD students, as well as being a member of four Masters committees. She was a major advisor to two honor student's research, and served as an evaluator on two other honor's student theses. She also mentored several non-class research projects for undergraduates and required research project in XXX 123.

Dr. Crisp is truly the leader of the undergraduate program in XXX. She works each day to make sure students are receiving the best possible education in our Department and she shows each student that interacts with her that she personally cares about their success in life and in learning. Dr. Crisp is clearly one of the most valuable educators in the Department.

##### **Instructor/Clinical Faculty:**

**Example 1:** Joann Cougar successfully worked with her colleagues to transition **XY 123** to a flipped format, which was delivered for the first time with team teaching delivery in Spring 2014 with mixed results. The platform change, coupled with team teaching challenges did not resonate as well with students as the course usually does. Regardless a majority of the students had a positive learning experience in the course. Joann co-taught 3 sections of **XY 123** to 369 students, which created an ideal opportunity to improve the course long term. New assignments, PowerPoints, and experiential processes were as a result. This led to each instructor taking responsibility for their own section in Fall 2014. As part of the **XY 123** course delivery experience, Joann also provided mentorship to 1 graduate and 2 undergraduate teaching assistants.

Joann managed a section of 163 students as the primary instructor in Fall 2014. Partway through the semester, a new facilitator to the ABC team joined her as a co-instructor of the course. Although this disrupted the original flow and tone that Joann had established in the course, it was an outstanding training and integration opportunity for the new instructor. Joann introduced her to mechanical and contextual aspects of the course, and served as mentor and role model for effective facilitation in this



setting. Based on student feedback, instructor feedback, and the degree to which the new instructor's skill sets evolved over the course of the semester, this was a highly successful experience for everyone.

**Example 2:** Dr. Ben Jerry's teaching load exceeded expectations in 2013. He taught XXX (3cr, 23 enrolled), XXX (3cr, 39 enrolled), XXX (2 cr, 5 enrolled). I appreciate Dr. Cougar's willingness to increase his teaching efforts to meet DEPT needs. He added critical thinking assignments and participated in assessment activities. Student evaluations using an instructor designed questionnaire were very good to excellent.

**Example 3:** Teaching load expectations were met with XXX/XXX and it is also recognized Dr. Jack Frost developed an XXX study course experience. Perspectives in XXXX course received excellent course evaluations with over 80% rating the course as outstanding or above average and over 90% rated the instructor as outstanding or above average. Dr. Frost's XXX expertise and commitment to student experiences resulted in development of a valuable XXX program. Willingness to participate in department and student activities including undergraduate XXX is appreciated and valued. Leadership in seminar class is appreciated.

### **Mixed Performer**

#### **Instructor:**

In spring of 2014, Kathy Kane team taught three sections of XXX 123 with co-instructors to more than XXX students. The teaching team collaborated to shift the content to include xxx as a foundation for the course and to deliver the course in the flipped format. A majority of his course ratings for the portions of the sections she taught were in the above average to outstanding range (76%, 75%, 81% for sections 1, 2 and 3, respectively). This is a significant accomplishment in a team teaching context, especially considering that Kathy demonstrated considerable resistance to serving in a co-instructor model for the course. The intention was not to use this model on a permanent basis; however, it was an effective approach for creating a uniform foundation from which each instructor could customize the experience for their student in the future.

In fall of YEAR, Kathy had an opportunity to teach XXX 123 on her on to XXX students. Being a solo instructor was much more conducive to her preferred delivery style and her course evaluations reflected that with 94% of her students rating her in the above average to outstanding category. Kathy's ability to work independently with her students and to build relationship with them more consistently over the course of the semester served well in that the both the student experience and her experience in the classroom improved. Students appreciate her enthusiasm for the course, her ability to communicate the content to students in an understandable way, and her approachability. Pacing, facilitating timely discussion, and timeliness of grading were noted opportunities for improvement in the course evaluation comments. She has made conscious adjustments to address all of these issues so that she can continue to improve the student experience in his course.

### **Low Performer**

Crimson Gray carried out instruction for three important XXX courses in YEAR (XXX 123, 456, and 789). His student evaluations for two courses were below the unit average. Crimson is aware of this and is working to be responsive to constructive criticism of his instruction. Crimson's course evaluations suggest greater success for XXX 123; his overall rating as an instructor was in the high end of the "average" category. In this course, Crimson is planning to work on being less depended on power point slides for delivery of lectures and continuing to engage students with interactive work in class sessions. While overall rating is in the average category, students find Crimson to be warm and responsive, enthusiastic and interesting. Crimson's course evaluations for XXX 456 are lower, with the overall rating



of him as an instructor in the below average category. Again, while students rate him below average, they report that he is an enthusiastic instructor who is responsive to student's needs. In discussion with Crimson it seems that XXX 567 (content) may not be a good fit for him as an instructor; other courses such as XXX 789 allow her to utilize her expertise. Course evaluations for XXX 111 were so few (X% of the class completed them) that is likely not definitive. The mean overall rating of Crimson as an instructor in 111 was in the below average category.

### c. Extension/Outreach

#### **High Performer**

**Example 1:** Dr. Bea Yonce's program is focused in XXX and XXX section and fits within her research focus of XXX and XXX resulting in a good and logical fit for your extension focus and applied research. As a key contributor to the XXX team, Dr. Yonce is part of an extremely successful series of programming that spans species and depth of content. These programs have been and continue to be in demand by the XXX industries desiring to learn how to successfully put a safe and wholesome product in the marketplace. In YEAR, as requested the team has continued to advance and expand the offerings with development and application of new technologies (ex. Computer applications and programs, Spanish translation) and programming options and received a XXX grant for xxx development. Also, as requested, Dr. Yonce made publication of this effort a priority and a first author peer reviewed journal article accepted for publications in YEAR. Gifts to support this programming have come from a diverse group of sponsors, which further speaks to its industrial value and impact.

**Example 2:** Dr. Harvey Rabbit's extension program is effectively addressing the needs of XXX stakeholder group. He used a structured process to identify needs and then worked with a team to develop and deliver research-based information to address those needs using a variety of modern and effective modes. He made direct contact with over 250 individuals, published peer-reviewed research (X) and extension (X) publications, and developed and delivered X programs to serve these industries. He effectively documented and communicated (via WORQS report) short and intermediate-term impacts of his program using XXX evaluation tools.

#### **Mixed Performer**

As suggested last year in YEAR, Dr. Daphney Duck completed the goal of writing an extension plan logic model – identifying stakeholders/audiences, areas of engagement, and rubrics for quantification of impact and outcomes. She was also active preparing extension publications, with 3 peer-reviewed extension documents published, and another 5 already submitted or accepted and awaiting publishing. Other extension activities included organizing and leading a XXX symposia, assisting in developing two new XXX based websites, and participating in an expansion of outreach teams. Dr. Duck advanced her national reputation regarding extension/applied research in xxx and xxx management. She attended and played important roles in several invited engagements with xxx and xxx offices as well as xxx and xxx. This engagement was also strengthened through greater involvement in key industry, including xxxx and xxxx. More involvement in direct extension presentations to xx in topics within the context of her program should be considered. Overall Dr. Duck made good progress toward strengthening and targeting her extension activities in YEAR.

**Low Performer**

**Example 1:** It is important to stress that Dr. Cinder Ella is expected to maintain a strong working relationship with the XXX industry since they fund the majority of her work. At the request of the college, program advisory committees were formed for XXX programs in the Department in YEAR. This was done to provide an effective mechanism for feedback concerning the needs of industry. Unfortunately even with this oversight, in recent years the industry has shown a lack of confidence in Dr. Ella's ability to run the XXX program that could potentially threaten the funding of her research. If this were to happen, the short- and long-term consequences to WSU's reputation as the XXX program in the world. The department and the college are deeply concerned about the damage this potentially cause the university-industry partnership in running the XXX program as any disruption could threaten the future of the industry in the state. Hence, this problem requires serious attention on the part of Dr. Ella. She needs to shift her priorities, address industry concerns and develop goals for her XXX program. As an XXX Professor, Dr. Ella is expected to carry out scholarly work, which she has done reasonably well as described further in this document. However, as a XXX specialist, she is expected to manage her program with quality and integrity, sustain her funding base and maintain a good working relationship with the industry. Unfortunately, the latter part of her work is not meeting the departmental, college and university standards.

**Example 2:** Dr. Nancy Drew served as the extension statewide leader for X program and liaison between department and program unit extension faculty. She did not publish extension products or develop other scholarly outputs in 2013. While Dr. Drew worked hard to represent extension interests and build capacity, she needs to focus on developing and delivering a robust outreach program that includes scholarly outputs and documentation of program impacts.

**d. Service/Citizenship****High Performer**

**Example 1:** Dr. Wheat Fields provides extensive service to the Department, College, and the University. He is the chair of the time intensive XXXX committee, and chairs a mentor committee for one of our new faculty. He serves on a number of university committees including XXX, XXX, XXX, and is on the search committee for XXX. In provision of service for the profession, he reviewed journal articles and served as the chair of the XXX, organizing three sessions at the XXX meetings. He also engages in substantial non-extension based outreach efforts. In CAHNRS, he serves on the XXX committee, XXX team, and XXX review panel. In Department, he leads the search for a new XXXX hire and chairs the XXX committee, as well as other tasks.

**Example 2:** Dr. Goldie Hawn is active in service to her profession, research center, and university. She routinely reviews manuscripts submitted to refereed journals, served as a panel reviewer for XXX, on the XXXX graduate committee, CAHNRS scholarship review panel member, and search committee member for XXX. She provided leadership in reorganizing the space in XXX. She works closely with other faculty and the leadership to identify space a shared equipment. Dr. Cougar is an excellent citizen of the Department.

**Mixed Performer**

Dr. Jeanne Gray provided average level service in YEAR. In the department, she served on the Safety Committee and she participated in the XXXX leadership team. Nationally, she reviewed articles for journals in her area of expertise (5 total articles reviewed) and was ad-hoc reviewer for two XXX programs (XXX and XXX). She also provided technical assistance to XXX, XXX, XXX, and the XXX council. Dr. Gray should seek regular participation in professional societies relevant to her research interests as a



means of establishing national and international networking to enrich her research and scholarly activities.

### **Low Performer**

Hector Troy has had difficulty integrating into the department culture and faculty groups. He has participated in departmental activities, represented department in the Faculty Senate and was elected as Secretary of his multi-state project committee. Due to his struggles within his research program, he has done minimal reviews of manuscripts and performing other service commiserating with his position. I would recommend he focus on reaching out more to his peer groups, participating in departmental committees and groups and strive towards being an excellent citizen of the department.

## **3. Concluding Summary Evaluation**

### **a. Contribution and Impact**

#### **High Performer**

William Smith's effectiveness as a teacher is outstanding. He authentically connects with students from a place of honesty and humility. He builds trust among students and participants almost immediately by meeting people where they are and opening himself to them through raw vulnerability. Other instructors indicate that is inspiring to have an opportunity to co-teach with him. He catalyzes a sense of confidence and willingness with people he works with that inspires students/people to take risks, to lean in and to embrace possibilities.

#### **Mixed Performer**

Dr. Peter Parker's teaching efforts continue to serve our students well both in the classroom and with mentored experiential learning opportunities. Dr. Parker's research contributions are large with several large grants nearing competing in the next year or two and planning for future priority areas in progress with submission of new proposals. Dr. Parker continues to aggressively seek financial support for his research and is encouraged to keep up the efforts. Getting a reliable team in place will be essential as he moves forward and plans to hire key personnel is a good move in that direction. Publications are being submitted in a timely manner and his program continues to increase in its impact and stature nationally and internationally.

#### **Low Performer**

**Example 1:** The area of xxx, xxx, and xxx, Dr. James Bond's specialty, within the department of xxx has faced an on-going problem of low student numbers in undergraduate courses, few or no PhD students, low numbers of refereed journal publications and reduced extramural funding. Hence, the chair appointed a XX member task force in DATE, which included Dr. James Bond. The goal was to help the department by developing a strategy to reverse the downward trend in enrollment, funding, and scholarly activities. The final report submitted did not address the issues and was not well received by the department. This was an excellent opportunity for Dr. James Bond to reinvigorate and redirect his research and teaching activities, which did not occur.

While good efforts have been made to step up recruiting in the XXXX program and to provide a good environment for XXXX students, these efforts must show growth in the program. Contributions to the research mission of the department must also be improved. There was no extramural funding outside of gift grants in 2013 and no publication in peer-reviewed journals. Improvements in graduate student mentoring, competitive extramural funding, and publication in mainstream, peer-reviewed journals of XXX and XXX are necessary to meet expectations and contribute to key department benchmarks.



**Example 2:** As discussed with Dr. Bruce Wayne several times throughout the year, faculty, staff and graduate students have complained repeatedly to me about the work environment in the XXXX program supervised by Dr. Wayne. Subordinates and colleagues report Dr. Wayne has yelled, thrown documents, and engaged in aggressive finger pointing and other threatening body language toward them. Additionally, Dr. Wayne has used language perceived as threatening to individuals, such as unreasonably threatening to shut down a program member's research project. His inappropriate displays have created an unacceptable level of tension in the XXX Program that is negatively impacting Dr. Wayne's coworkers and the productivity of the unit. A Memo of Concern was provided to Dr. Wayne on DATE but I have seen little progress towards improving behavior.

#### **b. Achievements Relative to Previous Performance Goals**

##### **High Performer**

- Design and deliver (2) XXXX Symposiums, Spring and Fall YEAR. **Accomplished.** External facilitators were hired for the Fall 2014 event.
- Successfully co-teach the class XXX in the fall semester of YEAR. **Accomplished.**
- Continue to lead XXXX to excellence as measured by publications in high impact-factor journals, such as XXXX, as well as number of papers published (x to y). **Accomplished.**
- Strengthen XXX unique capability in three research areas as measured by obtaining funding: (1) XXXX; (2) XXXXX; (3) XXXXX. **Accomplished.**
- Make 1-2 scientific discoveries and develop 1-2 new XXXX processing and XXXX technologies. **Accomplished.**
- Build the research team by admitting new high quality students. **Accomplished.**

##### **Mixed Performer**

- Submit two journal articles for publications. **Partially accomplished.** Contributions to the XXX articles were complete; however, the xxx article was not completed. This remains a viable goal for career advancement, and managing competing demands of job expectations is hindering progress in this arena.
- Finalize development of a XXX course for former XXX123 students. **Not accomplished.** This was an expectation of the XXX123 commitment in her job description but higher priorities prevented this occurring when her position description changed. This is still a viable goal for consideration.

##### **Low Performer**

**Example 1:** In YEAR, Dr. Steve Austin did not make progress in two important areas. He did not publish any refereed journal articles and his extramural funding to support his scholarly work decreased. These are major ongoing weaknesses. Dr. Austin needs to prioritize and dedicate time and effort to correct the referenced deficiencies in this review document. However, his performance in the area of outreach has improved. Ideally, his applied research program should stand as a showpiece for stakeholders in the XXX and XXX trades. There is a tremendous opportunity for him to be active in the proposed XXX program. XXX is his area of expertise and he needs to participate and provide leadership in this program. The xxx report was another missed opportunity where he and the team could have proposed ideas on how he and the department could be involved in this initiative. He is publishing a large number of popular articles; it is critical he re-directs some of that time and effort toward refereed journal articles. He should take action to be more involved in the departmental graduate program at the PhD level. Through the XXX, Dr. Austin has engaged in a greater leadership role in collaborative multidisciplinary extension projects through the WSU Extension system. His efforts have contributed



substantially to revitalizing the XXX publications in XXX area and new XXX website. The department and college expect a sustained level of scholarly activities from his program.

**Example 2:** Dr. Tony Stark's overall score is being adjusted down by XXX of a point based upon his lack of collegiality within the department. During this review period, Dr. Stark showed a lack of active participation in committees, difficulty in communicating with faculty, disruptive behavior in faculty meetings, and overall negative attitude toward the department, college and university. Attempts have been made to increase Dr. Stark's awareness of this behavior in hopes of reversing the behavior.

While good efforts have been made to step up recruiting in the XXXX program and to provide a good environment for XXXX students, these efforts must show growth in the program. Contributions to the research mission of the department must also be improved. There was no extramural funding outside of gift grants in 2013 and no publication in peer-reviewed journals. Improvements in graduate student mentoring, competitive extramural funding, and publication in mainstream, peer-reviewed journals of XXX and XXX are necessary to meet expectations and contribute to key department benchmarks.

### 3. Performance Goals for 20XX

**Example 1:** Develop XXX 123 for distance delivery. At the same time, re-develop the on-campus version of the course. The goal is to add to the existing strengths of the class and to change the components of the class that aren't working well. In order to link better to XXX 345, expand the list of techniques covered. To so, please reduce the time dedicated to some current topics/treatment of topics. The general goal is to make our student more employable in the XXXX arena.

Submit at least one manuscript for publication in a peer-reviewed journal.

- Month YEAR: Complete 25% of writing of a manuscript, drawing from XXX 123 data.
- Month YEAR: Complete 50% of writing of manuscript.
- Month YEAR: Finalize manuscript and submit to journal.

**Example 2:** Dr. Tree's goals for XXXX are focused on instructional improvement for all three courses he has taught this year (or for any courses to which he is assigned). He has specific plans to increase supplemental resources (videos, use of interactive computer programs, etc.) and review text book choices, but also review course evaluations in detail to identify teaching strategies that need attention. Dr. Tree has indicated a desire to learn from other instructors and will be encouraged to observe successful teachers in XXX and other departments as well as seek feedback from peers on her course planning and implementation.

**Example 3:** Dr. COUGAR's performance and productivity in the extension dimension of her/his appointment must improve. In order to meet expectations, Dr. COUGAR must achieve or exceed the goals originally proposed. We will schedule a mid-year meeting with Dr. COUGAR to evaluate progress towards the following goals:

- Completion of # peer-reviewed extension bulletins.
- Completion of # peer-reviewed journal articles.
- A YEAR plan of work including outputs and means of documenting outcomes/impacts for Extension.
- Evidence of an effort to pursue extramural funding to support operations of program.



## ADMINISTRATIVE PROFESSIONAL

### 1. Overview of Position Responsibility and Function

**Example 1:** Ms. Trisha Yearwood is the xxx in the xxx department, which includes the xxx center. The position requires a significant level of responsibility and self-motivation, especially in handling the task load associated with a large department. Ms. Yearwood's duties included numerous tasks, such as initiating and reviewing xxx to ensure its connected to the correct funding source, reconciling the department's budgets, tracking reserves, paying expenditures, receiving gifts, monitoring space, completing surveys, and other associated tasks. More generally, Ms. Yearwood monitors all accounts and provides reports for their current status as well as projections for planning purposes, she takes corrective action where needed to keep accounts in good standing and she tracks and works with college various processing centers on campus.

**Example 2:** Marilyn Monroe is a xxx expert at the xxx department. She is also the director of xxxx, which included the xxxx regions. Marilyn is one of the highly dedicated senior staff members within our organization. I am proud to have her on my team. I rely heavily upon her to keep me apprised of the activity and issues in her area. Marilyn and I have worked together for XX years. I enjoy working with her and appreciate her efforts and her outstanding work ethics. Marilyn has continued to become more visible in her area of expertise each year. She has taken a keen ability to juggle a variety of responsibilities with several different and complex subjects at their core.

### 2. Evaluation by Function

#### a. Acknowledge/Summarize Review Material

##### High Performer

Patrick Swayze is a founding member of the xxx, and serves as a xxx and xxx for xxx and xxx affiliated with the Department. He serves as a primary xxx for xxx, xxx and xxx in the xxx venue, and supports the development and delivery of the xxxx Program, a xxx program for xxx. He also creates and delivers xxx workshops that are delivered to internal and external participants. Patrick co-developed xxx in Fall YEAR, which includes xxxx experience that will be piloted in Spring YEAR. He plays an instrumental role in xxxx material development for activities sponsored by the department.

##### Mixed Performer

Sean Cassidy's strength is in getting to know students. He is personable and approachable, and he establishes good relationships with students. He was not always easily accessible, and there was room for improvement in his record-keeping of the advice he provided to students.

Sean Cassidy took on several important and time-consuming service commitments in the department this year. He led the XXX Committee, which was charged with completely revamping the website and approach to xxx. He has successfully executed many foundational tasks, including collaborating with XXX, creating a plan for the new website, and updating xxx materials. When others were delayed in producing or when Sean was unsure about next steps, he occasionally stalled out. There is opportunity for growth in his leadership abilities on this committee, particularly in terms of persistence in moving forward and more rapid progress toward end results. He was a thoughtful member of the XXX Committee and worked well with Extension on a program evaluation project.

##### Low Performer

Several performance concerns were discovered to have occurred this year by Tom Cruise, such as a lack of follow through, missing important deadlines, inability to prioritize his workload and track his daily



work tasks to meet the critical needs of the department. As a result of this, I was required to closely monitor Tom's work tasks through multiple venues and meet with him on a weekly basis to ensure his performance was meeting expectations.

#### **b. Productivity**

##### **High Performer**

Diana Hippolyta has a high level of productivity in her current position. Diana is always the first one on site in the morning and usually the last one to leave. She puts in more time than others and works hard to ensure the program is running smoothly. Often times when I am not able to do the work because of other university requirements, she will step in and complete the job. Without her, the program would not be successful and as large as it is. She maximizes the use of our resources to ensure work gets completed. I push the limits of our program every year, and Diana finds a way to get it all done in a timely manner. Diana oversees over XXX trials at multiple locations across the state, as well as XXXXX rows used for selection. In addition to these duties, she manages to write a variety of xxx documents, helps assist student and staff, and participates on different committees.

##### **Mixed Performer**

Wilma Flintstone fulfilled the obligations of the XXX portion of her job description. Her efforts exceeded minimum expectations in any category except for xxx, and I acknowledge her efforts to deliver a high quality experience for xxx when going solo with xxx. Taking full responsibility for xxx of this size and generating impressive results is not an accomplishment to taken lightly. I appreciate Wilma's efforts in this arena. There is tremendous room for expansion potential in the contributions she could make to the XXX. Obstacles that impact her ability and/or willingness to contribute include competing commitments with duties associated with the other XX% of her appointment, personality conflicts with personnel, and lack of timely response or follow through assigned duties. I highly encourage Wilma to continue to develop action plans with timelines and milestone check-ins to assure that tasks are being accomplished in a timely manner. Bringing projects to closure in a timely manner will have a serious impact on her ability to be promoted through the promotion process.

##### **Low Performer**

Benjamin Franklin struggles with the ability to multi-task and meet critical deadlines. This issue was addressed in his YEAR review and there has been very little improvement this year. Benjamin's work tasks are not getting completed in a timely manner and I need to remind him to do tasks that she should accomplish without being told and/or reminded as an administrative professional position at WSU. Benjamin did complete an internal professional development activity. Benjamin hesitates to delegate tasks that can be given to support staff and rarely asks for help or assistance in re-prioritizing deadlines when needed.

#### **c. Quality of Work**

##### **High Performer:**

The quality of work for Keanu Reeves is without a doubt the best I have seen by program staff. The greatest care is taken to ensure plots are managed well, planted timely, cared for, harvested timely, and all data is correctly collected and analyzed. I have full trust in him when I send him out to do data collection.

**Mixed Performer:**

The quality of Betty Rubble's work is typically excellent. Her writing skills are very good, which eases the review process. Her ability to engage with students in a constructive manner also is very good. Her ability to facilitate xxx activities is improving as she gets more experience in xxx. She is highly approachable, and authentically connects with others in a meaningful way that facilitates their experience. I appreciate how she presences with xxx in and out of the office.

**Low Performer:**

When Tom Hanks is given enough time to focus on one task at a time, he does produce quality work. However, being one of few staff within the department and the busy nature of our unit, he does not always have the option of focusing on one task at a time. As a result, his work has been incomplete, inaccurate, or unorganized. In his last year's review, it was indicated that Tom needed to develop and maintain an effective xxx system. One year later, this has still not been accomplished. He has been asked to work with xxx and xxx to learn how to create xxx that are understandable and functional.

**d. Ability to work collaboratively with others****High Performer:**

**Example 1:** Adrian Pederson is one of the senior XXX technicians at XXX and as such works very well with many different groups. When problems arise, other groups often come and speak with Adrian, and he is always there to help assist when and where he can. Not only does he work well with others, but he works well with xxx staff and growers on whose fields we have trials. He manages all these relationships and we are welcome back on their farms annually.

**Example 2:** Madonna's ability to work with others exceeded expectations in XXX. She is friendly, collaborative and thoughtful, and she adds value in the day-to-day functioning of the department by showing up and contributing a positive attitude. She has a genuine desire to help make the department better. Her presence in meetings is welcome -- she brings a sense of humor and good ideas to the table. She listens carefully to others and puts forward her ideas when they are relevant but does not dominate conversations.

**Mixed Performer:**

As is true for most people, Betty Rubble's ability to work collaboratively with others is person specific. I have witness tremendous synergy between Betty and certain colleagues, whereas I have witness tremendous breakdown when Betty engages with others. A tension has existed among some personnel from the team since Betty's arrival, which has been challenging to navigate. Becoming a new member of an established team is a difficult position to be in, particularly when working in a team context is not ideal for you, which was the case for Betty. Working in a team context has been challenging for Betty, in part because of the personalities involved, and the deadline driven needs creating when working with a team. Coming to consensus with this particular group also was challenging. Betty gravitated towards one individual within the group with whom she has a highly productive, synergistic relationship. The gap between the other individuals and Betty has not widened but it is not bridged. One of these individuals has left the program. I highly encourage Betty to continue to work towards creating a positive relationship with other personnel because it influences her willingness to be in the work space. This is an extraordinarily high quality group of people who are committed to doing good things. If given time to connect and re-establish purpose, I am confident new bonds will be created, which is especially important as we bring new personnel into the group. I



appreciate Betty's willingness to consider the possibility of becoming a primary player on this team, which was always my hope.

**Low Performer:**

Miranda Lambert has worked very well with the faculty and staff. I did not receive complaints from faculty members or others within Department concerning her performance or relations with them; however, her relations with those outside Department, especially XXX, XXX, and other departments, were not always collaborative. She attended joint meetings with the XXX, where updates on XXX and suggestions for improvement were made. Miranda has not engaged sufficiently in these meetings to build the trust and integration into Department needed to make the processes work. Additionally, there were several inappropriate communications among staff outside of Department that demonstrated an unsupportive and unprofessional role of the XXX initiatives.

**3. Concluding Summary Evaluation**

**a. Contributions and Impact**

**High Performer:**

The contributions of Melissa McCarthy to the program are stellar. Without her, the xxx would not be of the highest quality that they are. Because of her efforts, we have trials in which the data can be trusted. This allows selection to occur with the least amount of error, and thus allows the program to make the most gains. This results in the release of high quality xxxx to growers of the state.

**Mixed Performer:**

Betty Sue makes significant and important contributions to the Department. She is an excellent team player and a valued colleague. She has an important role to play in the growth of the department and of the xxxx program and in their increased quality and visibility. In addition, she is learning to take a holistic and programmatic approach to his role as xxx. She understands the need to work on a coherent plan that will enable her to grow professionally and to deepen her contributions to the departmental, college and university missions. I commit working more closely with Betty to support her ability to prioritize, structure, and execute her ideas and thereby expand her professional development and her sphere of influence. I also commit to continue mentoring Betty toward her goals, including xxxx and working on a specific plan to achieve desired outcomes on the xxxx committee.

**Low Performer:**

Chris Bale is one of xxx staff within our xxx unit. With this comes the need to multi-task, stay organized, delegate efficiently and be ready for the need to re-prioritize the deadlines. Chris is not meeting expectations in this area and many tasks are not being completed in a timely manner or the resulting work is of poor quality, which creates a bad reflection upon our unit. Chris has been asked to complete WSU trainings in xxx and xxx in an effort to address these concerns. He has also been asked to reach out to various experts and mentors within the College and University to find assistance in his learning of these tasks. As of the date of this review, there is no record of completed any instructor-led or online training provided by WSU.

**b. Achievements Relative to Previous Performance Goals**

**Example 1:**

- Design and deliver various xxx for xxx as needed an in accordance with industry and internal demand as the department vision continues to unfold. **Accomplished.**
- Mentoring xxxx and xxx, Spring 2014. Mentoring at least one xxx, Fall YEAR. **Accomplished.**



Example 2: Create a revised recruitment and marketing plan for department, emphasizing xxx across the Pullman, Vancouver and Online campuses..

- MONTH YEAR: Along with the other xxxx members and support staff, finalize the development of the new departmental website.
- MONTH YEAR: Finalize recruiting plan and materials designed to recruit high-level graduate students.
- MONTH YEAR: Finalize xxx study report to be used in undergraduate recruiting and alumni relations across the Pullman, Vancouver and Online campuses.

#### **4. Performance Goals for 20XX**

- Work towards creating or co-creating a xxxx training program for the department.
- Consider stepping more assertively into a leadership role in the department.
- Continue to pursue professional development opportunities to strengthen your skill set and to introduce new concepts and material into department activities.