



Division of Academic Affairs
2025 Guidelines for Salary Evaluation of Faculty

Please note that these guidelines are based upon the requirements of the 2023–2027 WSU/AAUP-AFT Agreement (*see* Article XII.B.4.a and 4.c and Article XXIV.I.A.3 and C.1–5).

I. Eligibility

1. Any member of the bargaining unit who is currently in service in an AAUP-AFT represented faculty classification and will be represented by the AAUP-AFT on the last day of winter term (May 14th, 2025) and the first day of the fall term (August 18th, 2025) shall be considered for a salary review and must be evaluated. The evaluation will result in a rating(s) of satisfactory or less than satisfactory for each faculty member (see more detail below).
2. Article XXIV.I.C.1 of the WSU/AAUP-AFT – Agreement requires each faculty member to submit an annual report consisting of:
 - (a) an updated and signed professional record (last 3 years);
 - (b) a summary of the teaching evaluations for the last three (3) years.
All faculty members are required to submit an annual report and to participate in this process. [emphasis added]

Under the terms of the agreement, faculty members who refuse to participate are subject to the following sanctions:

Failure to participate in the annual process shall result in no travel support, and no credit toward sabbatical leaves. Failure to participate in the annual review process two (2) times or more in any five (5)-year period shall also result in the forfeiture of any across-the-board raise.

II. Procedure

1. Committees

It is the policy of the University to obtain faculty advice before making salary review recommendations, and the 2023–2027 WSU/AAUP-AFT Agreement requires consultation with faculty salary committees prior to making recommendations.

The elected faculty salary committee of each department (if in a departmentalized School/College) will make salary review recommendations to their appropriate dean. The department chair will chair the committee with vote (see Article XII.B.4.a).

In each departmentalized School/College, there shall also be an elected committee of

bargaining-unit faculty members to advise the dean/director (see Article XII.B.4.c). In making salary review recommendations to their dean, each salary committee will follow the Standards for Evaluation in Section III of these guidelines and will base their evaluations and recommendations on the Factors for Evaluation in Section IV of these guidelines.

Each dean shall consult a salary advisory committee prior to making recommendations on salary review recommendations to the Provost. This committee shall consist of bargaining-unit faculty members elected according to Article XII.B.4.a and college/school bylaws.

2. Evaluation

In departmentalized colleges, a departmental salary committee shall make initial evaluations of faculty members pursuant to the provisions of Sections III and IV of these Guidelines. The department salary committee shall recommend a rating that each faculty member should receive and forward their recommendations on to the school/college committee.

In all schools/colleges, the dean's faculty salary advisory committee shall review the ratings of faculty members and enter ratings pursuant to Sections III and IV of these Guidelines.

Deans shall provide salary review evaluations to the Provost. The deans' reports shall include their summary evaluation of each faculty member pursuant to Sections III and IV of these Guidelines. The evaluation shall be expressed as either a rating of satisfactory or a rating of less than satisfactory in separate ratings for scholarly or creative activity, teaching, and service.

No other evaluative materials should be forwarded unless a dean believes that special justification is needed in specific cases or if the Provost so requests.

III. Standards for Evaluation

The standards for evaluation are those set forth for promotion and tenure in the WSU/AAUP-AFT Agreement (Article XXII.C, paragraph 3):

The assessments of a faculty candidate's qualifications shall be based upon excellence in teaching and in scholarly achievement or, for a faculty candidate in the creative or performing arts, in creative professional achievement. Consideration shall also be given to non-instructional service to the department, School/College, and/or University and/or public and/or professional service that benefits the University. At all levels of this procedure, assessments shall take into consideration such unit, School/College, and University factors as are in force.

Article XII.B.4.a also states that committees "shall also consider equity when appropriate." Faculty Salary Committees should make a separate report on equity issues to the appropriate Chair/Director/Dean/Vice President. Such reports will then be used in the event a general salary equity program becomes available or unit heads are able to provide equity funds from other unit resources.

IV. Factors for Evaluation of Faculty

Evaluation of faculty members shall be based on their contributions in scholarly or creative activity, teaching, and service. In reviewing the performance of faculty members, their

productivity over an extended period of time may be considered, with emphasis placed on the last three years.

The department committees, school/college committees, and deans shall consider at least the following aspects of each candidate's record in making their evaluations of faculty members. The school/college committee in each college/school shall review the evaluations to assure that these matters were considered before making their recommendations to their dean. The school/college committee may request that the dean conduct an independent review of a faculty member's performance if it is not satisfied that the evaluation made by the department committee or the initial evaluation made by the dean takes fully into consideration the aspects of the faculty member's performance listed below.

1. Scholarship

- (a) Publication is the most important means for evaluating scholarship except in the creative and performing arts. Publication of articles and essays in recognized, refereed journals of high quality is evidence of excellence in scholarship. Publication of book chapters in volumes edited by scholars of known reputation and published by respected sources are also evidence of scholarship. The publication of books and monographs from reputable houses and incorporating peer review are important evidence of scholarship. In appropriate disciplines, translation may be an accepted form of scholarship. Frequent citation of a faculty member's work, favorable reviews of the work, and similar evaluative evidence from peers outside the University should be considered. Letters of evaluation or other external peer evaluation should not be sought as part of the salary adjustment process.
- (b) For faculty members in the performing and creative arts, performances, exhibitions, recitals, and similar creative activities are evidence of appropriate scholarly activity (these may be the exclusive modes of activity or may be in conjunction with publication, depending on the standards in the discipline or sub-discipline). Film or video production, publication of poetry, short stories, books of fiction, or other similar creative endeavors constitute scholarly activity in some disciplines.

Performances, exhibitions, recitals, and other types of creative activity should be evaluated on the basis of their quality, the reputation or standing of the occasion, whether the activity was invited, whether the occasion was international, national, or regional, and through the comments of reviewers on the performance or exhibition (when such critical reviews are available). Similarly, reviews of creative writing are useful in assessing the quality of such work.

- (c) In evaluating a faculty member's scholarly or creative work, attention should be given to book reviews, papers delivered (especially those that are invited and those that are refereed as a condition of presentation), published abstracts, delivery of invited lectures at societies, academies, or other institutions or groups that are recognized as important or distinguished forums. These activities are, however, supplemental to publication or performance/exhibition/recital and do not, by themselves, constitute excellence in scholarship.
- (d) Prizes, prestigious fellowships, and special recognition for scholarly or creative work awarded by reputable organizations outside the University should carry substantial weight in evaluating scholarly and creative activity. Successful competition for external grants

and fellowships is evidence of favorable peer review in many fields and is expected in some; hence the award of grants and fellowships to support scholarly or creative activity should be regarded as evidence of a faculty member's achievements. Certain types of University recognition, specifically the Distinguished Faculty Fellowships and the Board of Governors Faculty Recognition Awards, reflect peer judgment that a faculty member's scholarly or creative activity is very high quality.

2. Teaching

- (a) *Undergraduate Teaching*: The information obtained from the unit's student evaluation reports and the individual's submitted teaching evidence shall be used as part of the assessment of teaching. Reports of classroom observations by the department chair, dean, or another formally designated representative may be used where such visits have been in place for at least a year and where a standard instrument/format is used for such evaluation. Evaluation should be judged with respect to unit norms. The quality of undergraduate research projects, artistic exhibitions, performances, and other products of courses or individual tutorials or supervised instructional activities may be considered as evidence of instructional effectiveness.
- (b) *Graduate Teaching*: The quality of graduate dissertations and theses, doctoral examination scores, and graduate research and creative projects are useful indicators of the quality of graduate teaching and can be submitted at the faculty member's discretion. Effective service on doctoral committees and master's review/thesis committees is a useful form of graduate teaching. Student evaluations of teaching should also be considered.
- (c) The President's Award for Excellence in Teaching or a college teaching award represents a careful administrator and peer judgment of teaching excellence and should be given substantial weight in evaluating a faculty member's quality of teaching.
- (d) Materials used to conduct a course, such as syllabi or examinations, may be considered.
- (e) Special instructional materials prepared by the faculty member for use in a course, such as laboratory books, collections of readings, A/V materials, computer-based instructional or testing programs, etc., may be considered.
- (f) Curricular innovation, as seen through the development of new courses or the redevelopment of existing courses, should be considered.
- (g) Formally published instructional materials, such as textbooks, instructional guides, anthologies, etc., can also serve as evidence of teaching excellence. The quality of the material and use may be considered in evaluating this material.
- (h) Advising of students beyond expected meetings with students in a faculty member's courses or with advisees assigned by the department. Specifically, a faculty member's role as a unit undergraduate advisor, graduate advisor, pre-professional advisor, or advisor to a student academic society or academic honor society may be considered in assessing his/her contributions to the instructional program.
- (i) Faculty may report other evidence of excellence in teaching. These should be specifically noted by the department chair, faculty salary committee, or dean in preparing their

evaluations.

- (j) In clinical programs, clinical teaching, demonstrations of clinical activities for students, supervision of student clinical activity, and evaluation of student clinical activity by site visits are a very important form of teaching. Both the faculty member's method of teaching (care taken with evaluations, demonstrations, advising, etc.) and the effectiveness of that teaching (as measured by student mastery of clinical skills) should be considered in evaluating a clinical faculty member's teaching.

3. Service

What constitutes service varies widely, depending on the academic field. In general, service falls into three categories. What constitutes service in each category is determined by the standards of each professional or academic field.

- (a) *Service to the Profession or Discipline.* This includes editorships of journals or books, membership on editorial boards, service as a manuscript reviewer, membership on professional review panels, service as a judge or referee for creative performances and artistic exhibitions, service on important committees or as an officer of professionally significant national, state, or regional associations, and similar activities.
- (b) *Service to the Community.* This includes membership on community boards or commissions related to a faculty member's academic discipline, consultancies that bring academic knowledge to bear on behalf of the community (and where only nominal compensation is involved), and testimony or studies to assist community organizations to obtain knowledge and information pertinent to their activities.

"Community" here encompasses groups, agencies, and institutions in both the public and private sectors and is not limited to metropolitan Detroit.

- (c) *Service to the University.* This includes service on departmental, school/college, and university committees. "Since the American Association of University Professors has historically been a professional organization, professional participation in Association activities should also be credited as University service in the same manner that other professional service is credited" (WSU/AAUP-AFT Agreement, Article XI). A substantial level of committee service is expected of all faculty members and does not, by itself, constitute meritorious service. Weight should be given to service on especially demanding committees, such as promotion and tenure committees, curriculum committees, committees that evaluate faculty for prizes, awards, grants, etc., and other service activities that require extensive commitments of time and a high level of responsibility. The effectiveness and quality of a faculty member's committee service should be carefully evaluated; joining committees or seeking election to various consultative bodies does not, by itself, constitute meritorious performance.

V. Faculty Evaluation

Based on the standards set forth previously, including other evidence of scholarly or creative activities, teaching, and service that are recognized as appropriate by various academic disciplines or professions, each faculty member should be rated as either satisfactory or less than satisfactory for the purpose of setting salary review evaluations.

1. Scholarship

A rating of less than satisfactory indicates that an individual is performing at a level substantially below the unit's factors and norms. If a faculty member does not fall into the less than satisfactory category, they should be rated as satisfactory.

Note: Faculty rated as less than satisfactory should be considered to be performing “substantially below the unit's factors and norms; the Salary Committee may recommend to the chair/director/dean that a peer mentoring committee be established to address the issues raised by the Salary Committee” (AAUP-AFT Agreement, Article XXIV.I.C.5).

Faculty (teaching) are typically not required to engage in scholarly or creative activity as part of their professional assignments, other than through their teaching. Thus, activity in this category may not be reported by these individuals and should not be evaluated as a negative factor in annual salary review evaluations. However, if faculty (teaching) chose to report scholarly or creative activity, that activity should be evaluated using the same unit factors in force for faculty in the professorial ranks.

2. Teaching

Teaching evaluations from the last 3 years must be submitted. However, additional materials can be submitted as outlined in Article 29 of the CBA. Furthermore, when SETs are considered, persons reviewing faculty accomplishments may consider the biases that can impact student evaluations (e.g., course type, instructor characteristics, expected grade, etc.)

A rating of less than satisfactory indicates that an individual is performing at a level substantially below the unit's factors and norms. If a faculty member does not fall into the less than satisfactory category, they should be rated as satisfactory.

Note: Faculty rated as less than satisfactory should be considered to be performing “substantially below the unit's factors and norms; the Salary Committee may recommend to the chair/director/dean that a peer mentoring committee be established to address the issues raised by the Salary Committee” (AAUP-AFT Agreement, Article XXIV.I.C.5).

Faculty (research) are typically not required to engage in teaching as part of their professional assignments, other than through their research. Thus, activity in this category may not be reported by these individuals and should not be evaluated as a negative factor in annual salary review evaluations. However, if faculty (research) chose to report teaching, that activity should be evaluated using the same unit factors in force for faculty in the professorial ranks.

3. Service

A rating of less than satisfactory indicates that an individual is performing at a level substantially below the unit's factors and norms. If a faculty member does not fall into the less than satisfactory category, they should be rated as satisfactory.

Note: Faculty rated as less than satisfactory should be considered to be falling “short of expectations in service,” and “Each unit salary committee will be charged with making recommendations for improvement” (WSU/AAUP-AFT Agreement, Article XXIV.I.C.4).