



MEMORANDUM

To: Chancellors, Deans, Vice Chancellors, Associate Deans, Chairs, and Directors

From: Douglas Call, Senior Vice Provost

Subject: Key Sections of Activity Insight

Date: December 9, 2025

Please note the following important information in Activity Insight, which remains relevant for accurate reporting.

A. In the “Professional Service” section

This section includes guidance that remains essential for documenting your professional service activities.

Please use this screen to record service related to your career (e.g., service to a professional organization, **any non-paid domestic or foreign affiliations**), or conducted as an agent for Washington State University (e.g., discussing your research with K12 students).

B. In the “Appointment and Administrative Information” section

The subsection on **WSU Institutional Priorities** in the Appointment and Administrative Information Section (located just below “COVID-19 Related Circumstances and Goals”) continues to provide important context and four text boxes for input, as outlined below.

Washington State University, as a land-grant university, is charged by the federal government with educating students from a broad range of backgrounds, conducting scholarly inquiry in the “practical arts,” and actively sharing their expertise and knowledge with the state’s residents. We are committed to achieving an ethically and socially just society for all (WSU Strategic Plan). Below are some specific priorities that are highly valued by the university and not easily reported in faculty performance review materials. Please describe your contributions and impact in the four areas listed below: 1) High-Impact Learning Practices, 2) Access and Opportunity, 3) Community Engagement, and 4) Internationalization.

1. High-Impact Learning Practices

High-impact practices (HIPS) are “active learning practices that promote deep learning by promoting student engagement” (Kuh & O’Donnell, 2013). Please describe any HIPS you have used or developed this year in instruction or mentoring. These may include but are not limited to: learning communities; active learning strategies in the classroom; undergraduate research; first-year seminars or other first-year activities; study abroad; service learning; internships; capstone projects.

2. Access and Opportunity

Please describe your involvement in department, school, university and systemwide activities that promote access and opportunity for faculty, staff, or students.

This could include but is not limited to activities in recruitment, mentoring, and retention; committee service focused on access and opportunity; use or development of pedagogies addressing different learning styles; selection of course content to reflect a breadth of viewpoints and scholars not traditionally included in canonical knowledge foundations; addressing barriers to access in education, health care, or economy; creating knowledge of varied cultural and historic experiences as they relate to socioculturally underserved groups; revision of course materials to increase access for different abilities.

3. Community Engagement

Community engagement is the “application of institutional resources to address and solve challenges facing communities through collaboration with these communities” (Commission on Community-Engaged Scholarship in the Health Professions, 2005). Please describe community engagement strategies you have used in teaching, scholarship, or service activities. (Extension faculty may use the reporting section specifically designed for Extension.) Examples include but are not limited to community-engaged scholarship; service learning; collaborative development of community-based healthcare programs; development of small business programs.

4. Internationalization

Internationalization is the “intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society” (De Wit et al., 2015). Representative activities include but are not limited to: collaboration with international colleagues on scholarship or internationalization of curriculum; leading a study abroad course; hosting a Fulbright scholar; integration of intercultural perspectives into a curriculum; policy development related to increasing WSU’s international education efforts.

C. In the “Teaching/Mentoring” section

Under Teaching/Mentoring in the subsection on **Scheduled Teaching**, faculty should use the text box provided to record results of peer observations of their teaching, as shown below:

Describe results from any peer observations of your teaching for this course.

It is necessary to scroll down to the bottom under each course to find the text boxes.