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Preparing for your Annual Review

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Appointments and Promotions Guidelines and Requirements (APGAR)

- Investigator Track
- Research Track
- Clinician Track

Appointments and Promotions Guidelines and Requirements (APGAR)

- Investigator Track (Tenure Track)
 - Faculty members on the Investigator Track are involved in basic biological, biomedical, clinical, and/or educational investigation, and accomplishment in this realm is the primary basis for promotion on the Investigator Track
 - Appointment and promotion are based generally upon investigation and scholarly activities, teaching, clinical excellence (where appropriate), and service. Although all of these activities are considered, excellence in scholarly investigation is the cornerstone of a candidate's record

Appointments and Promotions Guidelines and Requirements (APGAR)

- Research Track
 - Faculty on the Research Track are involved in basic biomedical investigation, clinical, and/or educational investigation and must meet a standard of excellence based upon research accomplishments.
 - The primary focus of Research Track faculty is to facilitate and support the overall research mission of Washington University, rather than to develop independent programs.
 - Excellence in research is the major criterion for appointment and promotion for faculty on the Research Track, although other activities may also be considered.

Appointments and Promotions Guidelines and Requirements (APGAR)

- Clinician Track
 - The Clinician Track provides a mechanism for recognizing and rewarding faculty at WUSM who excel in one or more of the areas of patient care, education, administrative and research functions that assure the delivery of excellent patient care through current practice and/or by training future clinicians
 - Essential criteria for promotion for faculty members on the Clinician Track are superior clinical skills and recognition, and involvement in the teaching mission of the Medical School



Which track are you on?

Clinician

Investigator

Research

I don't know

DEPARTMENT OF

Pathology & Immunology

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Appointments and Promotions

Documents

- [APGAR](#)
- [P&I Annual Review Form](#)
- [WUSM Promotion Dossier Requirements](#)

University Offices

- [Faculty Affairs](#)

WUSM CV Tools

- [CV Format](#)
- [WU Profile System](#)
- [CEP Workshop Slides](#)

Office of Faculty Development

[Annual Report](#)

[Appointments and Promotions](#)

[Career Development](#)

[Contact OFD](#)

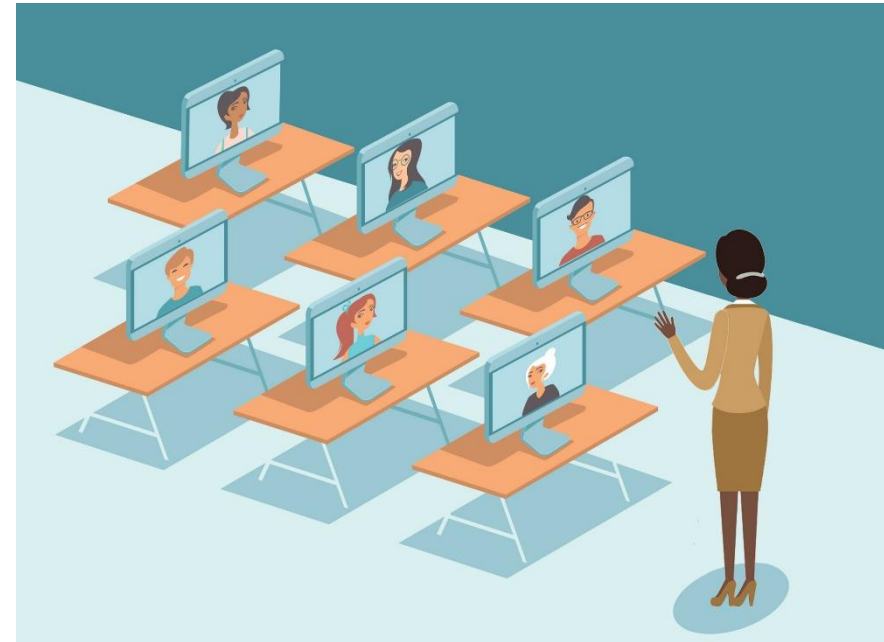
[Department Awards](#)

Curriculum Vitae

- All faculty members must have a curriculum vitae in Washington University format
 - <https://facultyaffairs.med.wustl.edu/appointments-promotions/wusm-cv-formatting/>

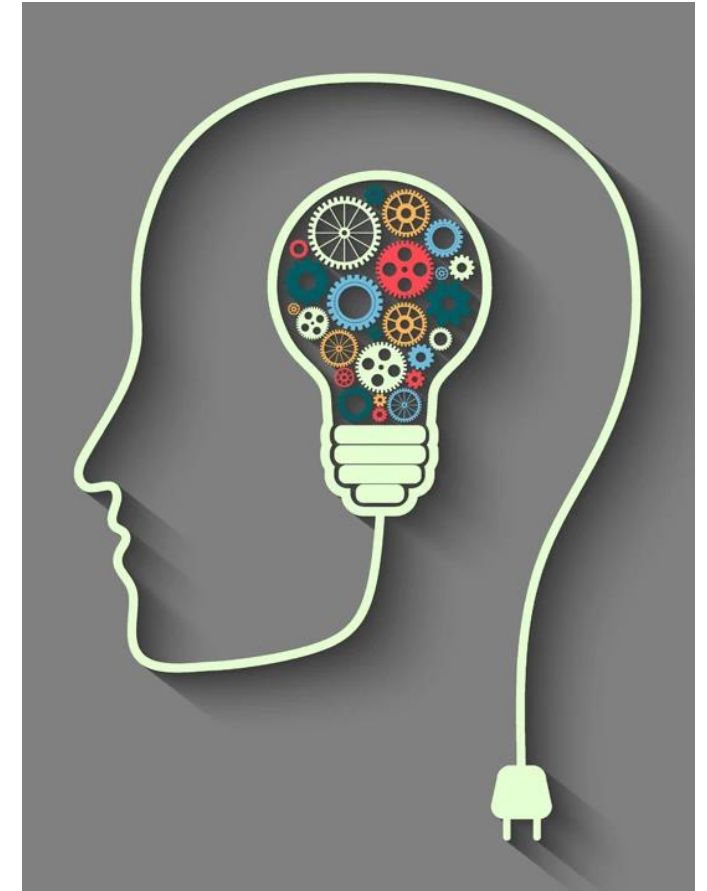
Clinician-Educator Portfolio (CEP)

- Required promotion document for all faculty members on the clinician track, and may be included when appropriate for Investigator or Research Track
- Executive summary of faculty work and contributions that are not generally included in traditional academic resumes
- Supplement to the CV that is a detailed compendium of clinical, educational, and service activities



Clinician-Educator Portfolio (CEP)

- Showcases what makes you special!
 - Quality and extent of clinical expertise, educational scholarship, innovation
- Tangible elements to document your local, regional, and national reputation
- CEP workshop later this month



Promotion Workflow

- Division Chief presentation of faculty member to internal department review committee (by Division)
 - APGAR document
 - Regional, national, international recognition
- Internal review committee makes recommendation to Department Head (non-binding)
- Department Head submits and presents dossier to **Ad Hoc Committee**

Promotion Process-Ad hoc Committee

- Faculty member in Clinical Department:
 - 3 Clinical Department Heads (excluding the Department Head of proposed candidate)
 - 2 Basic Science Department Heads
 - 2 senior faculty members
- Faculty member in Basic Science Department:
 - 2 Clinical Department Heads
 - 3 Basic Science Department Heads (excluding the Department Head of proposed candidate)
 - 2 senior faculty members

- Recommendation of the Appointments and Promotions Committee presented to Executive Faculty
- Approval of appointment or promotion by the Executive Faculty.
- No further action is required for Clinician Track faculty or for Investigator Track faculty where a tenure decision is not being considered.

Promotion Process

- Division Chief presentation to internal department review committee (by Division)
 - APGAR document
 - Regional, national, international recognition
- Department head submits and presents dossier to **Ad Hoc Committee**
 - 4-6 Department Heads, 2-3 senior faculty representatives
- Executive Faculty Approval
- If tenure decision, review and approval by Board of Trustees
- Promotion dossier: CV/CEP, **letters of recommendation**, manuscripts

Promotion Dossier

- All documents need to be in presentation ready form!
- Follow instructions
- Spelling, grammar, formatting

- Office of Faculty Development can review and provide feedback

When I think about the annual review process I feel....



Faculty Annual Review: Goal

- Discussion of **performance** and **future goals**
- Between faculty member and leadership (retrospective evaluation/agree on shared future goals)
 - Document activities and achievements
 - Provide feedback (both positive and areas for growth)
 - Define goals for upcoming year
 - Define a plan for academic and professional development
 - Inform salary recommendations



Faculty Annual Review—WUSM Policy

- “Each department in the School shall have an organized evaluation procedure whereby the department head or designee meets with each faculty member on a regular basis to discuss his/her progress”
- “All long-term faculty members employed by Washington University at the **Instructor and Assistant Professor** levels on **all tracks** have an **annual review**. This policy does not apply to fellows who are given Instructor level appointments”

Faculty Annual Review—WUSM Policy

- “Associate Professors have a review at least every two years, and Full Professors have a review at least every three years”
- A written summary of the review is required
- Faculty members will be given a copy of the signed review or summary form
- “Reviews will be performed by the Department Head or a designee, typically the Division or Section Chief” (P&I: typically Division Chief)

Faculty Annual Review—WUSM Policy

- “In addition to the periodic review, Assistant Professors on all tracks should have an interim appraisal performed 3-4 years after attaining the rank of Assistant Professor”
 - Typically more detailed than annual review, but contains many of the same elements
 - Provide specific feedback about progress toward promotion
 - Senior faculty from within and sometimes outside the Department typically participate in the appraisal

Review Elements

- Faculty member understands track, rank, and tenure status
- Faculty member and Department Head are **aligned** about allocation of the faculty member's effort
 - Investigation, clinical service, teaching, and other service
- Assessment of whether the faculty member's needs are being met with regard to mentoring and other elements required for professional productivity

Review Elements

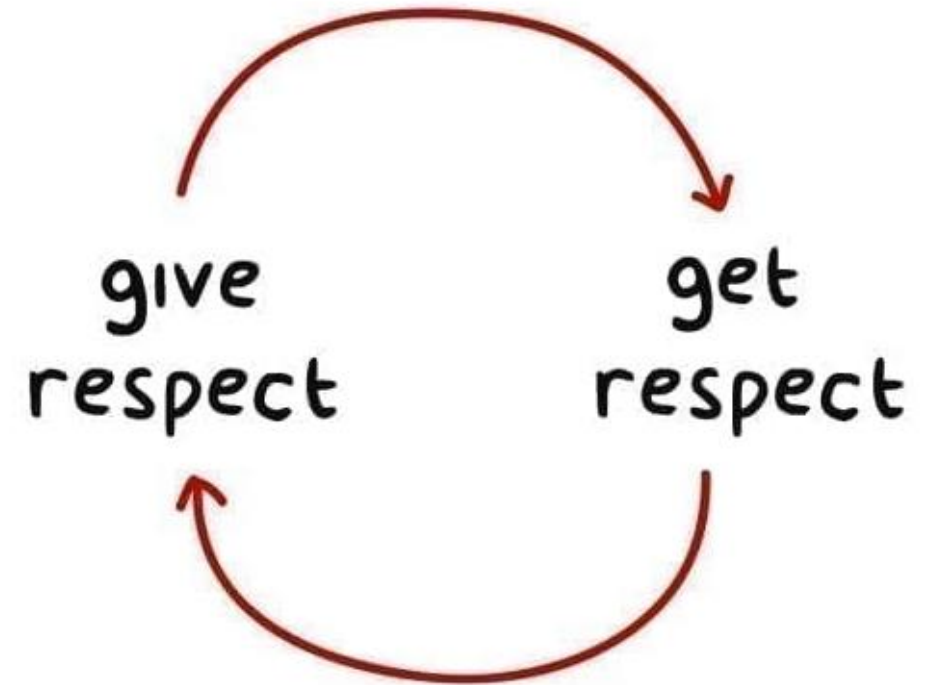
- **Advice** regarding career development, including acquisition of required skills, society memberships, making appropriate contacts
- **Assessment** of the faculty member's research program (especially for Investigator Track)
- **Assessment** of the quantity and quality of clinical activities (especially Clinician Track)
- **Assessment** of quantity and quality of teaching

Review Elements

- **Assessment** of administrative and other service contributions
- **Assessment** of the faculty member's progress towards promotion to the next academic rank
- Agreement on **goals** until the next scheduled review

What your leader will expect from you

- Activity tracking on your CV (and CEP if appropriate)
- Steady progress in area of focus
- Thoughtful academic career planning
- Professionalism
- Advancing core values of civility, respect, and excellence in your sphere of influence



What to expect during the meeting

- Support from your leader
- Assistance in prioritizing work and goals
- 30 minute meeting—it will go by quickly
- At the start of the meeting, you can note that you have XX (2-3) specific topics you hope to cover, and that XX topic is the most important to you
 - Helps make sure that there is time/space in the meeting to cover that topic



Be prepared for your meeting!!!

- Complete your annual review form, update CV and CEP
- “Elevator pitch”, concise summary
- Consider negotiation for resources
 - What do you need to achieve goals and objectives for the next year
 - Mentoring? Funding? Training?



Be prepared for your meeting!!!

- If you are asked to improve performance (scholarship, funding, education, clinical productivity)—what do you need to achieve expectations?
 - You might hear things you did not expect (or that are hard to hear)
 - Take time to reflect on the feedback-it is intended to help you grow and improve
- If you are unhappy about something
 - Okay to discuss with your leader
 - S/he does NOT want to listen to complaining—must bring solutions
 - Ideas, solutions, constructive thoughts
 - “If you oppose, you must propose”



Examples of discussion questions

- Is my dossier unbalanced in any way? Am I concentrating too much in one area?
- What advice do you have for me about prioritizing my activities?
- Are my teaching evaluations acceptable?
- Am I productive enough for grant submission?
- Is the spectrum of my research sufficiently focused?
- Is there an area where you feel I would benefit from additional training?
- How can I develop my national or international reputation? Am I making adequate progress towards developing a national reputation?

I'm a Professor, why do I need annual review?

- Get feedback--there is always room to grow and improve
- Excellence is a journey, not a destination
 - You are not finished with professional development
 - What else do you want to achieve?
 - What new skills do you want to learn or enhance?
- You have valuable skills, knowledge, and experiences
 - Volunteer to give back to your Section, Division, Department, School

P&I Annual Review Form

Department of Pathology and Immunology Annual Review Form

Name:				
Track:	Investigator	Clinician	Research	
Rank with date:	Instructor	Assistant	Associate	Professor
% Effort	Research	Teaching	Clinical	Administrative
Review of Medical School Guidelines for Promotion LINK				
<p>1. Investigation & Scholarly Accomplishments: <i>For the last year, include: Extramural support, Internal funding, industry support, peer reviewed papers, textbook chapters, books, reviews</i></p>				

Annual Review Form

1. Investigation & Scholarly Accomplishments

Extramural support, Internal funding, industry support, peer reviewed papers, textbook chapters, books, reviews


(May attach CV and highlight relevant sections)

2. Teaching

For the last year, include: courses taught, clinical teaching, CME presentations or courses, curriculum development, training program leadership

3. Evidence of Regional & National Recognition

Invited presentations at meetings, meeting organizer, election to office, editorial work for professional journals, consultative positions (e.g. for government, certifying agencies, study sections, etc.), study section appointments, organizer of regional, national, or international meetings, awards



How do you gain regional, national, or international recognition?

Building (and documenting) internal and external (regional, national) reputation

- Peers select you to share and apply your expertise
 - Speaking at national meetings
 - Invited articles
 - Visiting professor
 - Journal editorial board or editor
 - Refer cases to you for sign out
- Leadership roles in professional groups and organizations
- Awards
- Election to professional academies
- High-impact publications
- Measurable accomplishments (i.e. not simply a measure of years on faculty)



Annual Review Form

4. Assessment of Clinical Excellence (where applicable)

Board certification, case load/weeks of service, recognition of expertise by specialty services, achievements (new tests or procedures, QI projects, etc.), clinical leadership roles

5. Service to the Medical Center, University & Community

Administrative roles or service to medical school, hospital, departmental program, or division activities

Annual Review Form—Career Development

- Mentoring Committee: If you have a committee how many times have they met in the past year?
- Do you feel confident in your career development pathway? (Explain why or why not)
- What were your challenges this past year?
- What are you most proud of from this past year?

Annual Review Form—Goals

- Are there areas you would like support or guidance?
- Did you achieve your goals from last year? (List goals from last year and indicate if accomplished)
- Goals for the next year (List at least 3)

Set realistic but important goals

- Consider:
 - What skills would you like to master by next review?
 - What responsibilities do you want to take on?
 - What projects are you passionate about pursuing?
 - What weakness would you like to improve on?
 - What roles are you aiming for 5 years from now? What are your long term goals?
 - What can you do NOW to position yourself for those goals?
- Write your own “lifetime achievement award”
 - Who do you want to be? What is important to you?

Goals and Objectives

- List in priority order
 - Include an objective for each goal
- May consider a goal in each of:
 - Education, research/scholarly achievements, professional service, clinical service (if appropriate), diversity, career development

Goals

- Need to be tied to both personal targets and promotional milestones
- Broad statement of desired outcome
 - To secure external funding for a productive and sustainable research program
 - To establish myself as an educational scholar
 - To increase the efficiency of my clinical practice
- Focus on what to do (not what NOT to do)
 - E.g.: write 1 hour per day vs. stop procrastinating



Objectives

- Specific statement of a desired outcome
- SMART criteria
- Examples:
 - I will submit 3 applications for external funding (R01, R21, and CDC) by March.
 - I will enroll in LEAN training and complete 1 quality improvement project by December.
 - I will implement a new testing method for *Histoplasma* infection by November.
 - I will submit a manuscript on blue birds by January.

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime-bound

Mentoring

- Is additional mentorship needed to achieve specific goals and objectives?
- Do you need assistance in identifying mentors?
- Examples:
 - An experienced grant writer to review specific aims page
 - Advice on interpreting assessment of curriculum
 - Guidance from someone with experience in quality improvement



Annual Review: After the meeting

- Follow up letter summarizing the meeting will be sent to you to review and sign
- If you have questions about the document or would like to request revision, reach out to your leader to discuss

Prepare for your meeting

- Focused attention on your career
- Familiarize yourself with CV and accomplishments
- Elevator pitch
- Identify goals
- Make the time spent valuable



Summary—Annual review process for faculty

Preparation

- Be aware of promotion guidelines
- Complete all requested materials
- Prepare your agenda (areas of your success, goals, resources needed for growth)

Meeting

- Communicate your successes, goals, and resources needed for growth
- Suggest a timeline for action items

Follow-Up

- Acknowledge the timelines agreed on for key action items
- Complete key action items

THANK
YOU!

Questions?

