

# PREPARING FOR ANNUAL REVIEW AND SELECTIVE SALARY REVIEW

*12/11/2014*

**Office of Faculty Affairs & Professional Development  
December 10, 2015**



School of Medicine

# KEY DIFFERENCES BETWEEN ANNUAL REVIEW AND SELECTIVE SALARY REVIEW

Annual Review	Selective Salary
See Article XX.C.1-3*	See Article XII.B.5.a-c
Reviews only 1 year	Reviews last three years
Performed by the department's elected P & T Committee (tenured faculty only) If no departmental P & T Committee (fewer, than 3 tenured faculty members in the dept.), chair substitutes.	Performed by the department's elected Salary Committee (not less than 3 tenured faculty from department's P & T Committee and other elected faculty (but predominance of tenured members)).
P&T Committee (or Chair if fewer than 3 tenured members in department) may use the CV; summary of teaching evaluations and summary of faculty member's activities as submitted for the Selective Salary Program or they may elect to solicit other information from the faculty member to complete the written review.	REQUIRED: Each faculty member's annual report should consists of (a) an updated CV; (b) a summary of the teaching evaluations for the past three (3) years; (c) a summary of the last three (3) years of the faculty member's activities.

# KEY DIFFERENCES BETWEEN ANNUAL REVIEW AND SELECTIVE SALARY REVIEW

Annual Review	Selective Salary
There is no vote taken.	Department/Unit Chair/Director chairs the committee with a vote.
Department/Unit Chair/Director may provide additional material to the review written by the department P&T Committee.	Only the Salary Committee Statement is submitted which would incorporate Chair's comment as Chair sits on Committee with vote. No additional statement is to be provided.
There is no numerical scoring.	Numerical scores of 1 (outstanding), 2 (meets expectation, 3 (below expectation), and 4 (substantially below expectation) in increments of 0.5.
Tenured Faculty and ESS Academic Staff are EXEMPT; FTA Faculty included.	All represented Faculty and Academic Staff are REQUIRED to participate.



# KEY DIFFERENCES BETWEEN ANNUAL REVIEW AND SELECTIVE SALARY REVIEW

Annual Review	Selective Salary
<p>Bargaining unit member is provided with a copy of the Annual Review at least 5 days prior to a meeting (between the bargaining unit member and the chair/unit director/division chief or other designee) to discuss the content of the Annual Review; content is intended to be constructively Critical. The bargaining unit member may add his/ her comments to the Annual Review.</p>	<p>The bargaining unit member does not add comments to Selective Salary Review. No post-Selective Salary Review meeting of faculty &amp; chair.</p>
<p>At the SOM the Annual Review documents are kept by the department/unit in the bargaining unit member's file. Annual Review documents are NOT submitted to OFA. The Unit IS <u>REQUIRED</u> to report to OFAPD that the Annual Review (including the required meeting) was performed for all FTE and *FTA faculty.</p>	<p>Selective Salary documents are submitted by the unit to OFA for review by the SOM level Salary Committee who are advisory to the Dean. The Dean makes the final decisions about Selective Salary scores.</p>

# KEY DIFFERENCES BETWEEN ANNUAL REVIEW AND SELECTIVE SALARY REVIEW

Annual Review	Selective Salary
The content of the Annual Review does not influence bargaining unit member's salary	Selective Salary scores are used by the Dean to determine merit increases applied to the bargaining member's base salary.
No information from the Annual Review is submitted to the University (except as noted above, confirmation that review took place).	Bargaining unit member non-participation is reported to the Office of the Provost.



# SELECTIVE SALARY REVIEW/MERIT REVIEW: REQUIRED

## Purposes:

- Reflect upon academic accomplishments
- Identify and reward good performance

Provides possibility for merit increases in salary for scholarship, teaching, and service in addition to the across-the board increase.

- Develop plans for the future, including decisions about promotion and tenure (Based on 3-year cycle)
- Provide support and mentoring for faculty



# SALARY DISTRIBUTION OF FACULTY MERIT REVIEW AWARDS

- In existing contract:
  - Scholarly Activity - 3/7 of merit pool
  - Teaching - 3/7 of merit pool
  - Service - 1/7 of merit pool
- Scoring system:
  - 1 - 4 in increments of 0.5, with 1 being best and 4 the worst
  - Scored at both Dept. and SOM subcommittee levels



# SELECTIVE SALARY REVIEW: ELECTED SALARY COMMITTEES (DEPARTMENT AND SOM) REVIEW THE FOLLOWING DOCUMENTS

- Annual Activity Summary: Summarizes last 3 years' activities
- SOM Teaching Grids for the past 3 years, including evaluation data





# Annual Review Process

## Purposes:

- Mentor faculty members who are on term appointments
  - 1) assess progress toward tenure for tenure-track faculty
  - 2) assess progress toward contract renewal for non-tenured track faculty.
  
- Document progress and areas of concern in teaching, scholarship, and service.

The annual review process should help faculty members prepare for their continued success.



# ANNUAL REVIEW: DEPARTMENTAL P&T COMMITTEE CONDUCTS THE REVIEW

- The committee may use the CV, Teaching Grids, and Activity Summary submitted for the Selective Salary program, and the Salary Committee's recommendations

or

- They may elect to solicit other information from the faculty member



# Annual Non-Tenure Review Form

**ANNUAL REVIEW OF NON-TENURED AAUP-AFT FACULTY**  
**January 1, 20XX – December 31, 20XX**

NAME: \_\_\_\_\_ DEPARTMENT: \_\_\_\_\_  
DATE OF WRITTEN REVIEW BY DEPARTMENT  
PROMOTION TENURE COMMITTEE: \_\_\_\_\_ DATE OF DISCUSSION WITH THE  
FACULTY: \_\_\_\_\_  
NAME OF REVIEWER: \_\_\_\_\_ DATE WRITTEN REVIEW FILED WITH  
(Chair/Director or designee's name) \_\_\_\_\_ THE DEAN'S OFFICE: \_\_\_\_\_  
ANY MATERIAL ADDED BY FACULTY MEMBER: YES NO

PROMOTION AND TENURE COMMITTEE WRITTEN REVIEW  
(Use additional sheets if necessary.)

\_\_\_\_\_  
Chair/Director or Designee's Signature Date

\_\_\_\_\_  
Faculty Member's Signature Date

**Important:**  
The Annual Review Form **CANNOT** be used as the Departmental Salary Committee's brief statement in the Selective Salary packet.



# Full-Time Affiliate Annual Review

FTA are members of WSU School of Medicine, and will be evaluated through the annual review process to support the faculty member's professional development and the university's need for regular assessments.



# How to Prepare an Effective CV

The CV is a snapshot of the individual's entire professional life, and therefore should accurately reflect all major activities relevant to the profession, throughout the individual's career.

This includes everything, from prior faculty appointments, to committees and assorted responsibilities.

**Inaccuracies jeopardize credibility!!**



# CV TIPS

- Dates in a separate column
- List items in reverse chronology within each category, number the lists
- Number and format pages
- Emphasize/format new sections consistently
- Add sections if some activities do not fall into the standard ones.
- Annotate all papers and grants as directed in CV format directions

# What to **Include** or **Not Include** on a CV

- **DO NOT highlight deficiencies** or activities you may not be expected to do by including ‘None’ categories. Delete headings where you have nothing to report; add them if they become relevant
- **Be comprehensive**
  - You know your activity best. If you do not write it down, evaluators will not know. For example, indicate if you are invited to serve on a national grant review panel but unable to serve, as this demonstrates regional or national scholarly reputation
- **Annotate items that may require further explanation**
  - unique items whose significance not generally known



# Annual Activity Summary

## WSU SOM ANNUAL ACTIVITY SUMMARY (Reporting period 1/1/XX – 12/31/XX)

Name Department

Rank Track

Year of appointment/most recent promotion

### I. SERVICE

*Indicate the activity, your role, and the total time commitment for the year.*

#### A. Wayne State University

1. Departmental/Divisional
2. School of Medicine
3. University
4. Other

#### B. UPG or other physician practice plan (Administrative, not clinical, service)

#### C. Affiliate medical organizations (e.g., DMC, Karmanos, VA, Oakwood, Crittenton)

#### D. Professional (e.g., medical or scientific organizations and societies)

#### E. Community (e.g., presentations for lay audiences, educational outreach, media presentations/interviews)

#### F. Consulting

#### G. Scholarly Service

1. Grant Review Committees

*Indicate whether full member, ad hoc, or telephone reviewer*

No description of  
TEACHING  
activities to be  
included in the  
Faculty Annual  
Activity Summary  
(use the teaching  
grid)





# Annual Activity Summary Examples

## National and international boards/committees

Welcome Trust, United Kingdom, 2013 (*ad hoc* reviewer - 3 grants)  
Humor and Humility Study Section, NIH, 2013 NIAID, Regular member

## Journal/Editorial activity

Reviewer *Journal of Biochemical Aspects of Humor*, (reviewed 8 papers)

## Educational Materials

Static EX, Gloom DM, Underdog WS and Bliss RE. Interactive computer learning modules to teach assessment of humor, wit and comic sense, <http://www.comicmedicine.org>, 2013

(WS Underdog developed the course content and was integrally involved in implementation)

## Published Abstracts

Underdog WS, Glad IM, and Honcho H. Use of PET scanning for identifying active emotions. *Soc. Emotions and Senses* 32:147A, 2013 (presented in plenary session at international meeting)

## Other

Unpublished abstracts, perhaps un-referred case reports



# SOM TEACHING GRID

## ➤ What you do

- Table (“Grid”) summarizing your teaching activities, including involvement in curricular development and administration
  - **All fields must be completed**

## ➤ How well you do it

- Summary of evaluations of your teaching, included on the “grid,” followed by representative evaluative comments
- Optional discussion of significance of evaluation data



# WSU SOM Qualitative Teaching Grid

THE GRID IS A 'QUANTITATIVE TEACHING SUMMARY FOR PAST YEAR.'  
(SUBMIT EXISTING GRIDS FOR PAST 2 YEARS AS WELL)

<b>Type of Teaching Activity and Type of Learners</b>	<b>Your Role</b>	<b>Total # of contact hours each year</b>	<b>Total # of hours in preparation each year</b>	<b>Total # of Learners</b>	<b>Evaluation: Mean, SD (if appropriate and available); scoring scale; other evaluative/outcome data</b>

**WSU SOM TEACHING GRID**  
SAMPLE ITEMS

FROM: JANUARY 1, 20XX

TO: DECEMBER 31, 20XX

# WSU SOM Quantitative Teaching Grid

Type of Teaching Activity and Type of Learner(s)	Your Role	Total # of contact hours this year	Total # of hours in preparation this year	Total # of learners	Evaluation: Mean, SD (if appropriate and available), scoring scale; other evaluative/ outcome data
<b>COURSE DIRECTION</b>					
Physical Diagnosis – Clinical Medicine 2: MS2 students	Course Director	250	15	300	Numerical scores not given. “Strongly agree” and “Agree” 70-92% in all categories.
Self-study Modules - Physical Diagnosis: MS2 students	Author of modules Monitored student performance on BlackBoard	50	20	300	All students completed the modules (not graded)
Standardized Patient Program: Standardized Patients	Design of session Demonstration, practice, and individual SP certification	80	15	18	All Standardized Patients met certification requirements
MedStart Coordinator (MedStart - WSU BS/MD program): Undergraduates	WSU-SOM Director of Program	40	10	60	4.3(0.8)/5.0
FPH7240 Epidemiology I: Graduate students	Course Director	42	15	35	4.8(0.4)/5.0
<b>LECTURES</b>					
MedStart Seminar- Talking to your patients: Undergraduates	Didactic followed by Small Group sessions	6	3	30	Student ratings: 85% “excellent” 15% “very good/good”
Introduction to Mol. Biol. Genetics, MBG 7010: M.S. students, Physiology graduate students	Lecturer	10	3	35	Scale: 0-5 (5 excellent) Rate the course: 4.66±0.29 Rate instructor teaching: 4.33±0.41

**WSU SOM TEACHING GRID  
SAMPLE ITEMS**

# WSU SOM Quantitative Teaching Grid

Type of Teaching Activity and Type of Learner(s)	Your Role	Total # of contact hours this year	Total # of hours in preparation this year	Total # of learners	Evaluation: Mean, SD (if appropriate and available), scoring scale; other evaluative/ outcome data
Neonatology Physiology Series: Residents and fellows	Lecturer/discussion leader	8	1	7	7.8/9.0
Board Review	Presenter/discussion leader	15	8	18	4.3/5.0
<b>LABORATORY PRECEPTING</b>					
Research supervision: Undergraduate students	Laboratory research supervision	200	10	6	All students completed rotation successfully
Research supervision: Ph.D. students	Laboratory research supervision	200	10	5	Students are making expected progress toward degree completion; 7 abstracts presented, 2 publications in press
Research supervision: Postdoctoral fellow	Theoretical and experimental training	220	20	1	1 manuscript in press, 1 submitted for publication
<b>CLINICAL INSTRUCTION</b>					
Internal Medicine – Ambulatory Clinic: MS4 students	Clinical Preceptor	240	5	4	“Strongly agree” and “Agree” in all categories
Dept. Teaching Rounds: Resident, interns, sub-intern, students	Bedside teaching	80	5	6	8.6(0.7)/10
Clinical Skills Center Physical Diagnosis: MS2 students	Preceptor for PD sessions	30	5	720	90% indicated that small group sessions were “very helpful/helpful”
Ambulatory Clinic: MS1 students	Individual clinical teaching	32	1	4	
Cardiology: Echocardiogram teaching for fellows	Attending physician	400 hours		5-6	1.22 (.31)/5; 1 = excellent
<b>MENTORING/ADVISING</b>					
Residency program: PGYI, II, III residents	Academic advisor	36	4	6	All are making expected progress
Resident Research Month: PGY III resident	Mentor Research Project	15	5	1	4.8(0.9) on a scale of 1-5

**WSU SOM TEACHING GRID  
SAMPLE ITEMS**

# WSU SOM Quantitative Teaching Grid

Type of Teaching Activity and Type of Learner(s)	Your Role	Total # of contact hours this year	Total # of hours in preparation this year	Total # of learners	Evaluation: Mean, SD (if appropriate and available), scoring scale; other evaluative/ outcome data
Residency Research Advising, PGY I - IV	Research Mentor	35		7	3 residents presented abstracts at national meetings; 3 published manuscripts; 1 resident is in the early stage of research project
Mentorship, advising & research supervision: Master's degree student	Thesis Committee	5	2	1	Thesis completed; will graduate June, 2013
MPH Program student advising: Graduate students	Academic advisor	30	5	2	Student has completed 2 semesters
MPH Program student advising: Graduate student	Research advisor	45	5	1	Student successfully completed the FPH8990 MPH Project; Poster proposal submitted to national meeting.
Mentorship, advising & research supervision: Graduate student	Dissertation Committee	25	4	1	Advanced to Candidacy

Selected Student Comments:

Teaching Rounds:

- "Teaching us how to organize our thoughts made learning more manageable."
- "Best attending I've had."
- "Overall excellent teacher."
- "I hope to work with Dr. A again."

Introduction to Mol. Biol. Genetics, MBG 7010:

- "Made lots of material seem more manageable."
- "Best teacher in the class. Nicely presented information, fair exams, overall excellent teacher."
- "Well organized."
- "Very thorough slide use."

# WSU SOM Quantitative Teaching Grid

## WSU SOM TEACHING GRID SAMPLE ITEMS

### Curriculum Development:

*Integrated Medicine Rotation:* Designed, directed, implemented and evaluated six curricular components within the 3-year longitudinal curriculum. This involved integration of situated learning experiences for each of the 30 residents by level of training.

*Introduction to Public Health:* In response to ongoing MPH Program planning and curriculum review, reformulated the Introduction to Public Health course into a Special Topics Seminar to continue as a core requirement for all MPH students. New course materials have been created to support this new seminar, including syllabus, learning objectives, learning activities, and evaluation.

### Educational Administration:

*Residency Program Director:* Provide oversight to the residency, responsible for: program accreditation; faculty and resident recruitment; curriculum development; residency policies and procedures development and implementation; inpatient and outpatient service schedules; competency-based evaluation system.

*Postdoctoral Fellowship Program Director:* Provide oversight to the fellowship, responsible for program accreditation; faculty and resident recruitment; curriculum development; faculty development; policies and procedures development and implementation; competency-based evaluation system.

### Educational Committees:

*SOM Curriculum Committee:* Meet monthly with committee members and provide input into SOM curriculum decisions.



# Need Assistance?

## Office of Faculty Affairs and Professional Development

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