



Goldman School of Dental Medicine

Annual Faculty Self-Evaluation and Development Review

2007-2008 Academic Year

_____	_____
<i>Faculty Name and Title (Reviewee)</i>	<i>Department Name</i>
_____	From: _____ To: _____
<i>Chairperson or Director Name and Title (Reviewer)</i>	<i>Review Timeframe (month-year)</i>
_____	_____
<i>Date Self-Review Completed by Faculty Member</i>	<i>Date Review Discussed with Faculty Member</i>

Dear Faculty Member,

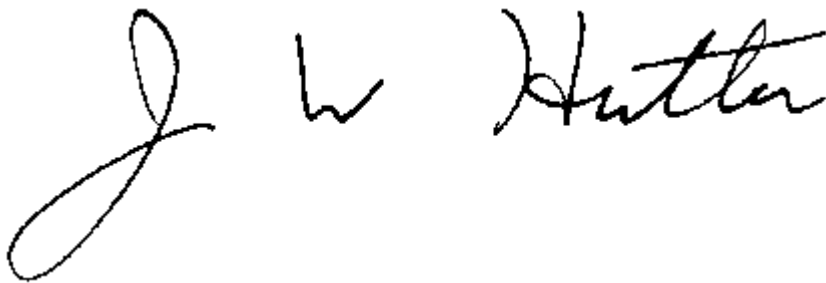
The *Faculty Self Evaluation and Development Review* was designed to provide an opportunity for collegial dialogue between faculty members and Chairpersons and Directors. Expanding on this theme, we have modified the process based on feedback gathered from you over the past three years. Our hope is to provide an overall process that allows faculty members and Chairpersons and Directors to understand the needs and goals of one another, and provides individuals the mechanism by which they may monitor and plan professional growth.

To begin the process, please take time to reflect upon what you have done over the past academic year. Think about your interactions with others, accomplishments, contributions, and areas where you want to spend more time and energy. You may find it beneficial to reexamine your last two annual review reports. To help guide your self-review, you will find that the form is divided into six sections: I) Teaching, II) Research, III) Service, IV) Administration, V) Faculty Development, and VI) Discussion Summary. Each of the first four sections begins with a listing of the types of activities typically encountered in this area, as well as and the kinds of evidence used to draw judgments about one's contribution. The listing is an aid to help you recall your activities so that you can write about them. It is not meant to be an exhaustive list. It is understood that not all areas will apply to all individuals. Alternately, it may be that there are other areas you feel you may have contributed in which may not be listed. I encourage you to include everything that you think is important. You may wish to attach a copy of your CV to this review.

When you have completed the self-review form, submit it to your Chairperson or Director who will review the document and complete his or her portion. A meeting of approximately 30-45 minutes will then be set-up to discuss your self-review. New to this year's process, Chairpersons and Directors will write a summary of what was actually discussed with you during the review session. At the end of the review session, the Chairperson or Director will give you the completed form, ask you to add your comments about the review and depart the room so as to give you a few minutes to do so. Please sign the form and leave it with the Chairperson or Director who will provide you with a copy for your records within a week. When all reviews have been performed, Chairpersons will submit recommendations for faculty development to the *Task Force on Faculty and Staff Development* based on the requests made during the review sessions with faculty.

The importance of an ongoing dialogue in a School without Walls is that it allows individuals to communicate with increased awareness, efficiency, and understanding. The Mission of the Goldman School of Dental Medicine is to provide the highest level of education, research, patient care, and community service. We cannot achieve this goal without the invaluable contributions of all the members of our community. I greatly appreciate your efforts on our collective behalf.

Sincerely,

A handwritten signature in black ink that reads "J W Hutter". The signature is written in a cursive style with a large, looped initial "J".

Jeffrey W. Hutter, DMD, MEd

Dean *ad interim*

Professor and The Herbert Schilder Chair in Endodontics

Director, Postdoctoral Program in Endodontics

I. Teaching

Types of Teaching Activities

- ◆ **Instructing students in courses, clinics, laboratories, rotations, projects, thesis development**
- ◆ **Testing, evaluation of students**
- ◆ **Instructing colleagues in workshops, seminars, retreats**
- ◆ **Developing new instructional techniques, materials, manuals, computer exercises, testing formats**
- ◆ **Managing a course**
- ◆ **Mentoring junior faculty**
- ◆ **Advising students (academic, career, personal counsel)**
- ◆ **Supervising fieldwork, independent study**
- ◆ **Writing, managing educational training grants**

Evidence of Teaching Activities

- ◆ **Student assessments on course and clinical instruction**
- ◆ **Peer evaluation of teaching approach**
- ◆ **Peer evaluation of teaching effectiveness**
- ◆ **Samples of instructional materials used in classroom, clinic, laboratory**
- ◆ **Honors, awards from school, professional associations**
- ◆ **Analysis of student performance**
- ◆ **Invited lectures, presentation**
- ◆ **Journal, logs, summary statements**
- ◆ **Unsolicited letters of appreciation from students, peers**
- ◆ **Participation in improvement activities (individual, intra-departmental, formal committees, ad hoc work groups)**

Teaching

Responsibilities and Activities:

Percentage of time spent on teaching _____

Planned and Desired Changes:

Rationale for Faculty Proposed/Desired Changes:

Chairperson's or Director's Rationale for Response to Faculty:

Assessment of Activities

<i>Check (✓) one.</i>	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Not Expected
Faculty Self-Assessment				
Chair or Director Assessment				

II. Research

Types of Research Activities

- ◆ **Writing articles in refereed journals, conference proceedings**
- ◆ **Writing books, monographs, reviews, translations**
- ◆ **Editing journals, book chapters**
- ◆ **Presenting papers at professional meetings**
- ◆ **Writing grant proposals**
- ◆ **Managing grants, contracts**
- ◆ **Writing required reports**
- ◆ **Managing student work on research projects**
- ◆ **Serving as consultant**

Evidence of Research Activities

- ◆ **Grants and external funding**
- ◆ **Publications in refereed journals**
- ◆ **Citation rate of published work, status of publications**
- ◆ **Papers presented at professional meetings**
- ◆ **Editor or editorial board of journal**
- ◆ **Analysis of student performance and impact**
- ◆ **Honors, awards from profession**
- ◆ **Officer of national professional association**
- ◆ **Participation in study sections**
- ◆ **Invited papers and guest lectures**
- ◆ **Evaluation from colleagues (internal, external to school)**

Research

<p>Responsibilities and Activities:</p> <p>Percentage of time spent on research _____</p>
<p>Planned and Desired Changes:</p>
<p>Rationale for Faculty Proposed/Desired Changes:</p>
<p>Chairperson's or Director's Rationale for Response to Faculty:</p>

Assessment of Activities

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Not Expected
<i>Check (✓) one.</i>				
Faculty Self-Assessment				
Chair or Director Assessment				

III. Service

Types of Service Activities

- ◆ **Serving on school, university, professional association committees**
- ◆ **Collaboration with school, industry, civic institutions to develop partnerships, practices, guidelines, procedures**
- ◆ **Participating in community-based activities**
- ◆ **Organizing meetings, conferences, workshops**
- ◆ **Designing and implementing CE courses**
- ◆ **Providing free healthcare services to patients**
- ◆ **Mentoring, career counseling to faculty, staff**
- ◆ **Participating in Learning Organization activities**

Evidence of Service Activities

- ◆ **Minutes, reports, attendance records of committee work performed**
- ◆ **Amount of participation in committees, study sections, professional organizations, community-based groups**
- ◆ **Attendance rate at school activities**
- ◆ **Honors, awards from school, professional associations**
- ◆ **Reappointment or reelection to positions**
- ◆ **Quantity, quality of patient care services**
- ◆ **Unsolicited letters of appreciation**
- ◆ **Colleague review of contribution**
- ◆ **Contributions to School Without Walls vision**

Service

Responsibilities and Activities:

Percentage of time spent on service _____

Planned and Desired Changes:

Rationale for Faculty Proposed/Desired Changes:

Chairperson's or Director's Rationale for Response to Faculty:

Assessment of Activities

<i>Check (✓) one.</i>	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Not Expected
Faculty Self-Assessment				
Chair or Director Assessment				

IV. Administration

Types of Administrative Activities

- ◆ **Director, Chair, Dean role**
- ◆ **Supervising people, projects, committees, grants**
- ◆ **Fiscal accountability, cost-containment**
- ◆ **Strategic planning**
- ◆ **Organizational change**
- ◆ **Leadership**
- ◆ **Faculty, staff enrichment and renewal**
- ◆ **Organizing, conducting meetings**
- ◆ **Preparing required reports, budgets, and other record keeping**
- ◆ **Coordinating, collaborating efforts with other departments, schools, institutions**

Evidence of Administrative Activities

- ◆ **Authored, co-authored documents like summary reports, action plans, strategic plans, agendas, decision-making efforts in memos and minutes, outlines, budgets, productivity reports, progress reports**
- ◆ **Materials that describe nature, scope, outcomes of supervising and mentoring of faculty, staff**
- ◆ **Materials that describe the nature, scope, outcomes of projects, committee work, initiatives, partnerships**
- ◆ **Meeting, appointment schedules**
- ◆ **Introduction, implementation of cost-saving activities**
- ◆ **Introduction, implementation of information technology to facilitate administrative activities**

Administration

Responsibilities and Activities:

Percentage of time spent on administration _____

Planned and Desired Changes:

Rationale for Faculty Proposed/Desired Changes:

Chairperson's or Director's Rationale for Response to Faculty:

Assessment of Activities

<i>Check (✓) one.</i>	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Not Expected
Faculty Self-Assessment				
Chair or Director Assessment				

V. Faculty Development Plan

Development Activities for 2006-2007

Describe the development activities in which you have participated during the 2006-2007 academic year. Include dates and sources of support.

Development Activities for 2007-2008

In what major activities do you wish to invest your time and energy in the areas of teaching, research, professional service, and/or administration during this 2007-2008 academic year? Complete those areas that apply.

Required Resources

What can the department do to enable your participation in these professional activities?

FOR CHAIRPERSON'S OR DIRECTOR'S USE ONLY

VI. Discussion Summary

Chairperson or Director

Summarize what was discussed during the review sessions. Include what was discussed about faculty members' performance and contributions over the past academic year, what was agreed upon in the faculty development plan, and any recommendations or guidance given during the review. Provide departmental overview as well as individual faculty comments, as appropriate.

Overall Assessment of Activities

<i>Check (✓) one.</i>	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Faculty Self-Assessment			
Chair or Director Assessment			

Faculty

Summarize your overall reaction to the review, including agreement/disagreement with what was discussed and what is documented in this form:

(Check ✓ all that apply and sign. One copy of this completed form will be filed with the Office of the Dean as part of the permanent record. A second copy will be given to the faculty member as part of his/her personal records.)

- I agree with this review of my performance and its documentation in this form.
- I disagree with this review of my performance and its documentation in this form.
- I wish to discuss my review further with the
 - Director
 - Chairperson
 - Dean

Faculty Signature

Date

Chairperson or Director Signature

Date