



THE UNIVERSITY of TEXAS

DENTAL BRANCH AT HOUSTON

A part of The University of Texas Health Science Center at Houston

2007-2008

Faculty Development Plan

The University of Texas Dental Branch at Houston

2007-2008 Faculty Development Plan and Evaluation Process

Procedures for Implementing the Faculty Development Plan and Evaluation Process

The following procedures will be followed on an annual basis:

- The Dental Branch and departmental mission, goals and objectives will guide all faculty development plans. Your department chair will provide you with copies of the departmental goals and objectives for use in the planning and evaluation process.
- New chairs or division heads will receive necessary training sessions on providing faculty career guidance and evaluation prior to implementing the plan. This training will be provided by the Office of Educational Research and Professional Development and include the use of model career development plans of faculty on different career tracks.
- A seminar to present and discuss the Faculty Development Plan and Evaluation Process will be presented for faculty new to the Dental Branch during New Faculty Orientation by the Office of Educational Research and Professional Development. Several sessions will be held if necessary to accommodate faculty schedules.
- Model career development plans of faculty on different career tracks will be made available for faculty to review and use as guides for developing their personal Faculty Development Plan.
- After annual implementation of the Plan, the Chair will provide a mid-year evaluation, or sooner if necessary, to those faculty who may benefit from additional counseling and mentoring. The faculty may also request counseling prior to their annual review.
- During the annual evaluation process, the Chairs will meet to review, discuss, and justify their scoring of any faculty who received scores of a 5, 2 or 1. This justification should help to ensure objectivity in the review process.
- The Office of Educational Research and Professional Development is available as a resource to both department chairs and faculty to assist in the career planning and evaluation process.

Approved by the Dental Branch Faculty Senate: 12/10/97

Revised May 2002

Technical Revisions September 2004

Technical Revisions approved by the Faculty Senate March 2007

The University of Texas Dental Branch at Houston Faculty Development Plan and Evaluation Process

RATIONALE AND POLICY

It is the goal of The University of Texas Health Science Center Dental Branch at Houston to carefully develop and mentor its faculty. Faculty are, and will be, supported by their individual department chairs and their designees to enhance their faculty skills relevant for their institutional setting and faculty position, and to sustain their vitality both now and in the future. The Dental Branch recognizes that major responsibilities of any one faculty member will vary according to his/her academic appointment, personal goals, and the mission and priorities of the department and school. To ensure the continued growth and development of the faculty, the Dental Branch has adopted a Faculty Development Plan and Evaluation Process.

Evaluation of the faculty member's accomplishments towards meeting established goals and objectives is an integral part of the process of career development. Therefore, each faculty member at The University of Texas Dental Branch at Houston will receive an annual performance appraisal. This appraisal will be conducted by department chairs, or their designee, and will be based on observed job performance, accomplishment of jointly set goals and objectives, and departmental mission.

CORE VALUES

Our *professionalism* in the faculty development and evaluation process will be reflected by our adherence to the following Core Values endorsed by The University of Texas Health Science Center at Houston:

- *Integrity*—Consistency in ethics; honesty, and to the standards of one's profession, calling or position.
- *Honesty*—Refusal to accept deceit, fraud or duplicity.
- *Mutual Respect*—Valuing each individual and his/her contribution.
- *Accountability*—Responsibility for one's actions, decisions, and the consequences for those actions.
- *Fairness*—Consistency and equitability in the unbiased treatment of others.
- *Collegiality*—Sharing of power and authority vested among colleagues.

PURPOSE OF FACULTY DEVELOPMENT PLAN

1. To develop and discuss career development options for individual faculty members .5 FTE and above.
2. To provide the Chair an opportunity to discuss the department's mission, goals, and objectives, and explain how the faculty member fits into them (see attachments: HSC, DB and Departmental mission and goals).
3. To communicate the Chair's expectations of the faculty member.
4. To evaluate the faculty member's performance for the previous year.
5. To consider the faculty member's strengths and areas in need of improvement.
6. To mutually agree on future goals and objectives for the faculty member.

FACULTY DEVELOPMENT PLAN (FDP) PROCESS

1. The Chair reviews the faculty member's proposed FDP.
2. The Chair and faculty member discuss the proposed FDP, which is based on personal and departmental goals and objectives, and mutually agree on the following responsibilities*:
 - a. Teaching
 - b. Research
 - c. Service
 - d. other activities

* All discussions between the Chair and faculty must include the negotiation of resources necessary to achieve the responsibilities of teaching, research, and service including faculty time, facilities or materials needed, and financial resources.
3. After agreeing on the FDP, the faculty member and Chair each sign the FDP.

EVALUATION PROCESS: FACULTY ROLE

1. Each faculty member completes the **Year-end Activity Report** (Appendix 2), assesses his/her progress toward meeting the previously agreed upon goals and prepares a Self-Evaluation. The Self Evaluation should include:
 - a. the goals/objectives agreed on at the beginning of the year,
 - b. the results achieved for each goal/objective,
 - c. extenuating circumstances resulting in unachieved goals/objectives, and

- d. accomplishments that go beyond the previously agreed upon goals/objectives.
2. The faculty member prepares proposed Faculty Development Plan (Appendix 1) containing specific goals/objectives for the next calendar year.
3. The faculty member submits his/her Year-end Activity Report, Self-Evaluation, student and peer evaluations, and proposed Faculty Development Plan by the identified deadline for review by the Chair.

EVALUATION PROCESS: ROLE OF CHAIR

1. The Chair uses the **Evaluation Scale** (Appendix 4) to rate the faculty member, records these ratings on the **Faculty Evaluation Form** (Appendix 3).
2. The Chair discusses his/her evaluation with the faculty members. During this discussion the Chair:
 - a. helps faculty to assess progress toward individual goals and objectives,
 - b. identifies the faculty's strengths and areas needing improvement,
 - c. describes to the faculty the department's expectations for appropriate job performance,
 - d. provides positive reinforcement of the faculty member's strengths,
 - e. arrives at a final rating for the faculty member,
 - f. assigns **Core Value** score and provides explanation if **Core Value** points are deducted.
3. At the completion of this discussion, the faculty member and Chair each sign the Faculty Evaluation Form.
4. If there is disagreement, the faculty member may indicate such by signing on the line indicating that the Evaluation has been discussed, but not agreed upon. The faculty member is required to submit a letter explaining the disagreement.
5. The letter with the Evaluation including the Activity Report, updated CV, and any other documents deemed necessary is submitted to the Department Merit Raise Committee.

MERIT REVIEW PROCESS

(Adopted: March 3, 2000)

1. Each department shall annually institute a **Department Merit Review Committee** (DMRC).
2. The DMRC shall, in conjunction with the chair, prepare a set of criteria on which all faculty in the department will be evaluated **if different** from the criteria presented with the Activity Report. The departmental criteria must recognize merit.
3. The criteria shall be presented to the faculty in the department and will be adopted or modified as agreed to by the majority of the department faculty. This includes all faculty including part time faculty.
4. The DMRC shall evaluate all faculty members in their department based on documentation provided in the Activity Report and other documents submitted such as Self-Evaluations, Student and Peer Reviews.
5. The evaluation shall be presented to the chair.
6. If the chair disagrees with any evaluation, he/she shall meet with the committee to arrive at a mutually agreeable evaluation.
7. The chair shall meet with individual faculty members to discuss the evaluation.
8. If the faculty member agrees with this evaluation they will sign to that effect. ***
9. If they disagree with the evaluation they shall so indicate on the form and this evaluation will then be sent in a timely manner to the chair of the UTDB ad hoc Merit Raise Committee.
10. The Chair will submit the faculty member's Faculty Evaluation Form and Year-end Activity Report to the Dean who forwards it to the Ad Hoc Merit Review Committee.
11. The UTDB Committee will examine any documentation used in the evaluation and also be given a copy of the DMRC criteria, if different from the Activity Report Review, used in the evaluation.
12. The UTDB committee shall, if they desire, meet with the DMRC to discuss the criteria or the evaluation of the individual faculty member.
13. The UTDB Committee evaluation decision is final and is submitted to the Dean for his or her consideration. *** It is intended that evaluation and merit raises apply to all faculty in each department.

HOW TO WRITE YOUR FACULTY DEVELOPMENT PLAN

1. Review the mission, goals, and objectives of the Dental Branch and your department and base your planning process on those as well as your personal aspirations.
2. Assess your present strengths and weaknesses and your interests and dislikes.
3. Determine and describe your current responsibilities by reviewing your Activity Plan (Appendix 2, pp. 10-15):
 - a. Review your ongoing institutional responsibilities based on current year (e.g., specific teaching duties, clinical practice, mentoring duties, committee work, research, and scholarship).
 - b. Identify strengths and weaknesses at current schedules.
4. Consider your long-range aspirations for the next three to five years and write a mini proposal to attach with your FDP.
 - a. Future roles and responsibilities you would like to fill.
 - b. New directions within our current areas of responsibility.
5. Describe how you hope to develop your career during the next year. Write down specific high priority goals in priority order that you will attempt to achieve. For each individual goal:
 - a. State the steps necessary to achieve your goal when necessary.
 - b. Determine how you will assess your progress toward accomplishing it.
 - c. Consider the financial cost (a budget and funding resource).
 - d. Estimate the time commitment (% effort) necessary to complete each goal.
6. Summarize the percent effort and budget required to achieve all of the goals in your plan. Is the plan realistic? Does it under- or over-estimate the time available? Should you reconsider some of the goals or spread them out over a longer period?
7. Identify colleagues with whom you can collaborate to achieve your goals and discuss your plan with them.
8. Using information derived from the above process (1-6), complete the information required for your section of the form: FACULTY DEVELOPMENT PLAN (FDP), Part I.

Review the FDP with your departmental chair. Be sure to discuss any resources, including time commitments that you will need to implement your FDP. Note: Do not sign the line of the FDP for faculty signature until you have reviewed the written comments of the departmental chair and meet to go over the FDP.

**UTDB FACULTY DEVELOPMENT PLAN
(2007 - 2008)**

Name: _____ Department: _____ Date: _____

Assist. Prof: _____ Assoc. Prof: _____ Professor: _____ FTE: _____

Track: Clinical Education: _____ Research: _____ Tenure: _____

If Tenure Track, date started: _____ Penultimate Year: _____ Tenured: _____

PROFESSIONAL GOALS/OBJECTIVES:

(Use p. 6, items 1-7 and your 2005-2006 Activity Report and your 2006-07 Faculty Development Plan to guide your current Faculty Development planning process)

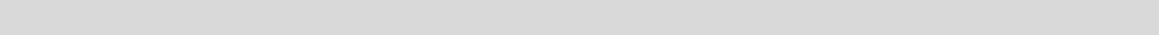
A. *Teaching/comments (Please indicate % time):

B. *Research/comments (Please indicate % time):

C. Service/comments (Please indicate your % time): Describe your role/s on committee/s on which you lead or serve and the approximate time you plan to spend on those activities per semester

D. *Other (please indicate % time) special projects, contributions:

E. Attach a mini 3-5 year Career Aspirations Plan (one page please).



Chair's response to Faculty Development Plan indicating how the department will support the faculty member's professional goals/objectives:

A. Teaching/comments (indicate % time agreed upon):

B. Research/comments (indicate % time agreed upon):

C. Service/comments (indicate % time agreed upon):

D. Other (indicate % time agreed upon):

E. Response to Mini Aspirations Plan

FACULTY SIGNATURE

DATE

DEPARTMENT CHAIR'S SIGNATURE

DATE

Appendix 2

**UT-DB YEAR-END ACTIVITY REPORT for ANNUAL EVALUATION
(July 1, 2007– June 30, 2008)**

Faculty Name: _____ **Title:** _____

Faculty Rank: _____ **Tenure Track:** _____

Clinical Educ. Track _____ **Research Track** _____

II. TEACHING ACTIVITIES

Please indicate only hours in which you actually had contact with students in lectures, labs, small groups, clinic, etc.

A. Actual Lectures Presented

Name of Course/Level	Hours/Week	Weeks/Year	Your Actual
_____	_____	_____	_____
_____	_____	_____	_____

Contact Hrs

B. Remedial Teaching

Name of Course/Level	Credit Hours	Your Actual Contact Hours
_____	_____	_____
_____	_____	_____

C. Study Sessions

Name of Course/Level	Credit Hours	Your Actual Contact Hours
_____	_____	_____
_____	_____	_____

D. Clinical Teaching

Name of Course/Level	Hours/Week	Weeks/Year	Total Contact Hours
_____	_____	_____	_____
_____	_____	_____	_____

E. Courses Directed (undergraduate or graduate)

Name of Course/Level	Credit Hours
_____	_____
_____	_____

F. Laboratory (approximate hours)

Name of Course/Level	Credit Hours	Your Actual Contact Hours
_____	_____	_____
_____	_____	_____

G. GSBS Teaching (time commitment)

Name of Course/Level	Credit Hours	Your Actual Contact Hours
_____	_____	_____
_____	_____	_____

H. Mentoring in teaching (please indicate all that apply) direct, indirect - undergraduate, graduate, residents, college, high school students, other faculty, outside teachers

		Your Actual Contact Hours
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

I. Continuing Education Courses Given

Name of Course/Level	Credit Hours	Your Actual Contact Hours
_____	_____	_____
_____	_____	_____

J. Formal Peer Review

Name of Course/Level	Hours/Week	Weeks/Year	Total Hours
_____	_____	_____	_____
_____	_____	_____	_____

K. Voluntary Observation of Course (observation of other faculty in your course)

Name of Course/Level	Hours/Week	Weeks/Year	Total Hours
_____	_____	_____	_____

L. Other (ie. revising a course)

M. % Time for Teaching Activities

III. RESEARCH/SCHOLARLY ACTIVITIES

A. Abstracts
1. Published

2. In press (accepted)

B. Publications
1. Published

2. In press (accepted)

C. Invited reports, books and chapters
1. Published

2. In press (accepted)

D. Funding

1. Grants:

a. Projects in progress (please state whether PI, CO-PI and type of grant, RO1, industry and % of time committed to grant activity)

b. Projects submitted (please state whether PI, CO-PI and type of

grant, RO1, industry and % of time committed to grant activity

2. Funding From Other Sources

a. Research related

b. Research/Thesis related Committee

c. Collaborators

E. Presentations Given (indicate whether oral, poster or table clinic)

1. Invited

2. Submitted (accepted)

F. Supervision (mentoring) of residents, graduate, undergraduate, and summer students

G. Other

H. % Time for Research/Scholarly Activity

IV. SERVICE ACTIVITIES

A. Committees/Ad Hoc (Specify membership, roles, responsibilities including elected leadership role, chair, member, etc.)

1. UTDB

2. HSC

3. Local/state
4. National/international
5. Organization of local/state/international meeting
6. Other

B. % Time for Service Commitment

V. OTHER ACTIVITIES

A. Academic Administration

B. Special Assignments

C. Consultantships

1. Study Sections

2. Private Industry

3. Hospital(s)

4. Government

5. Editorial boards

6. Journal reviewer

D. Meetings attended/shared with department

E. Professional Development courses taken

F. Courses taken

G. Progress towards Board Certification

H. Graduate courses taken

I. Honors, Awards and Recognition

J. Other

K. % Time for Other Activities

**FACULTY EVALUATION FORM
(July 1, 2007— June 30, 2008)**

NAME: _____ TITLE: _____

RANK: _____ TENURE STATUS: _____ YEAR: _____

	Exemplary Unacceptable	Above Standard	Standard	Below Standard	
	5	4	3	2	1
		Dept. Chair	Weight	Calculated Score	Merit Review
1. Teaching	_____	_____	_____	_____	_____
2. Research	_____	_____	_____	_____	_____
3. Service	_____	_____	_____	_____	_____
4. Other	_____	_____	_____	_____	_____
5. Core Values**	_____	_____	_____	_____	_____
6. Final Rating				_____	_____

Comments:

***Weight x Rating**

**** Core Values** (Professionalism) are an expectation of all faculty and will not be weighted as are the standard Teaching, Research, Service, etc. categories. Instead, the scores for the other categories will be totaled and “points” will be deducted if a faculty member is not “professional.” However, if points are subtracted for lack of professionalism, the Chair **must specifically justify, in writing, why the points are being deducted.**

FINAL OVERALL RATING .

I have read this written evaluation and rating.

Faculty Signature
Date

Date

Chair's Signature

I have read this written evaluation and rating by the chair and disagree as noted in the attached letter.

Faculty Signature

Date

Chair's Signature

Date

**Table 1
Evaluation Scale**

Numerical Score	Word Description	Representative Examples
5	Exemplary	Greatly exceed the standard performance and accomplishments expectations; worthy of high merit; plans and execute special assignments with little or no guidance; substantially accomplished the negotiated goals/objectives for the year
4	Above Standard	Performance above the standard expectation; performs special assignments with limited guidance; substantially accomplished the negotiated goals/objectives for the year.
3	Standard	Expected performance; performs all responsibilities well; performs special assignments with limited guidance; substantially accomplished the negotiated goals/objectives for the year.
2	Below Standard	Performance below expectation; performs some responsibilities well; needs guidance to perform some routine job responsibilities; does not substantially meet negotiated goals/objectives
1	Unacceptable	Performance well below expectation; perform few, if any, responsibilities adequately; requires guidance to perform job responsibilities; improvement required; not effective; does not substantially meet negotiated goals/objectives.

<p>NOTE: Written Comments, which justify or support the numerical score, should be included for each performance area.</p>
