

## **Mission Focused Faculty Evaluation** **Descriptors**

The DFC has met to expand the definitions of the Faculty Evaluation Form. There have been repeated requests to develop an evaluation process that would have only black and white categories, to eliminate the possibility of ambiguity and inaccuracy. The DFC hopes that the following explanations will contribute to a consistent and uniform use of faculty evaluations:

### **Evaluation Criteria**

#### **Educating students to become competent dentists**

Because faculty members are involved in teaching throughout the dental curriculum, evaluation of this category is required for all faculty members. There are many measures of teaching effectiveness, including:

- Evaluations by chair, peers, students
- Course examination analysis
- Extramural examinations (such at state, regional and national boards)
- Communications skills
- Teaching innovations and publications
- Relevance of dentistry
- Energy level of teacher
- Accessibility
- On-time record
- Holding students accountable for their own learning (Added 3/6/08 by Dept Chairs)

#### **Promoting patient care**

For faculty involved in direct patient care, this category should evaluate how the faculty member works in the interest of the patient to keep the patient comfortable and informed. Other areas of involvement that support patient care include:

- Representing and upholding standards of care
- Study and improvement of care delivery
- Enhancement of UOP clinic system
- Develop new clinical technique
- Mediation of disputes and correcting treatment errors

#### **Scholarship**

Evaluation of scholarly activity is required for all faculty members. The difference in requirements for full-time vs. part-time and tenure-track vs. non-tenure track will be considered when evaluation scholarship. The gold standard in this category is an article reporting original investigations published in a peer-review journal. Other activities that carry less weight include:

- Abstract
- Table clinic
- Editorship
- Work toward advanced degrees and specialty diplomat status
- Literature review
- Book review
- Authorship of chapters and books
- Invited presentation

### **Professional development of practicing dentists**

This category evaluates any activity that enhances the knowledge and skills of practicing dentists and that does not already fall into the category of Scholarship. It includes diverse methods of presentation such as lecturing, study club sponsorship, publication in non-referred journals and texts, computerized presentations, clinical technique demonstrations, and consulting. Ratings are required for all faculty members.

### **Humanism**

This category uniquely distinguishes UOP School of Dentistry, and evaluation of humanism is required for all faculty members. Humanism is described in the UOP catalog: “Our view of humanism is based upon honest communication of clear expectations along with positive support for diligent effort. Although kindness is valued, humanism is not interpreted to mean softness, weakness, or superficial niceness. In fact, humanism places great responsibility on each member of the dental school community. In order for this approach to work, faculty members must be models of the profession’s highest standards, and they must teach in a way that encourages and energizes students...”

### **Diversity, Equity and Inclusion**

Demonstrates respect to all individuals and embraces the richness that our diversity brings to us as an educational community. Recognizes and honors differences, creativity and bridging what is distinct to create an inclusive environment.

### **Service**

Service includes committee work, and extracurricular activities that support or promote the Dental School, including community outreach programs. All faculty members are rated in this area.

### **Other, continued competence, leadership, unique contribution**

**This is an optional category. If there is nothing remarkable, the category can be left blank. Normally, there is no “very good” ratings here; the category is used to signal unusually good or unusually poor performance that does not fit easily into other categories.** Activities in organized dentistry, consultantship, media interviews, and expert testimony are examples of other ways in which faculty may impact the dental school.

### **Faculty development**

This category applies to chairs only and is required evaluation for all chairs. Chairs have the significant responsibility of helping departmental faculty advance their academic careers. Measures of performing include:

- Frequency and quality control
- Currency of faculty dossiers
- Promotion and tenure decisions
- Adequacy of staffing courses and clinic
- Handling of the MFFE feedback process
- In-Service training

## **Quality Categories**

### **Unacceptable (Counsel regarding replacement)**

This evaluation is reserved either for performance clearly and repeatedly below minimum expected levels, or for a single action that is regarded by the School community as a major offense. It is expected that this category will be used rarely and only for obviously problematic behavior.

### **Needs Improvement (Plan for change required)**

This evaluation is warranted when performance or behavior creates problems, which are identifiable and correctable. The actions the chair plans to take to improve performance must be indicated.

### **Very Good (Consistent with mission)**

It is expected that a majority of evaluations will fit into this category. Please see the attached Guidelines for a characterization of the modal faculty member. A faculty member who does a “very good” job is one who shows up on time and completes tasks, is responsible in teaching research activities, is effective in explanations and demonstrations, is a positive role model and is a contributor to the department and school. There would be general agreement that this faculty member “fits in well” with mission of the school.

### **Excellent (Well above the norm)**

This evaluation is reserved for faculty members who perform well above the norm for Pacific faculty. The “Very Good” category is considered the “norm”. Comments indicating how the chair plans to sustain this level of performance are required. Taking on an unusual assignment does not constitute an excellent or outstanding rating if that assignment is in the faculty member’s position description.

### **Outstanding (Recognized nationally)**

This evaluation is reserved for faculty members whose work has national importance. In this sense, an “Outstanding” evaluation will usually require documentation of achievement from outside UOP School of Dentistry, such as peers, national specialty organizations, etc. Comments indicating how the chair plans to sustain this level of performance are required.