

GUIDELINES FOR PERSONAL CAREER DEVELOPMENT

INTRODUCTION

Any person who accepts the challenge of teaching professional students should first make a personal commitment to academic excellence. Faculty members should be assigned duties within their capabilities, and it must be recognized that there are various levels of achievement with which those duties can be fulfilled. Each faculty member should be cognizant of the fact that these various levels of achievement lend themselves to peer and administrative assessment. Those faculty who contribute to the total educational effort of the institution by fulfilling their duties in an above average or outstanding manner, and who contribute to the positive image of the school through research and/or community and professional service, should expect and receive recognition through promotions and merit raises. Faculty members should be given the opportunity and encouragement to plan their own career goals. They should have a system available which will assist in goal planning and achievement assessment which can also be used for evaluation by his/her supervisor.

It was felt desirable to develop a system to help faculty establish their own career goals, monitor progress toward attaining these goals, and to have an instrument for faculty evaluation while eliminating subjectivity and anecdotes as much as possible.

PERSONAL CAREER GOAL GUIDELINES

Career development should be the joint responsibility of each faculty member and his/her department head. Each department head should develop minimum standards of achievement to be expected of every faculty member in the department, and should make clear delineation of responsibility within the department. These minimum standards and responsibilities should be conveyed in such a manner that there is no question of what is expected of every faculty member. Frustration is frequently the reward for not communicating exactly what is expected.

At a predetermined time each year (at the beginning of the academic, fiscal, or calendar year), the department head should request that each faculty member in the department develop personal career goals for the coming year.

Each faculty member should strive for achievement in each of the following categories:

- A. Teaching Quality
- B. Scholarly Activity
- C. Institutional Activity
- D. Professional Growth

Each faculty member should make a written statement of projects he would like to accomplish. The department head and faculty member should meet to discuss these projects. The department head should discuss these projects with the faculty member and attempt to determine whether the goals are so ambitious as to be frustrating and unattainable or not ambitious enough to ensure professional growth. In these cases, he should suggest that certain goals be deleted or modified or new projects planned. The final list of project planned should be primarily the creating of the

individual faculty member, and he/she should not be forced to plan more or less than he/she desires or feels can be accomplished. Both short-term and long-term goals may be established. After the discussion, the faculty member and department head should make a final agreeable plan and sign the statement of goals. Each should be provided with a copy of the final, agreed upon goals. A copy of this document should be kept in the department and made available on request to the Dean and Promotions, Appointments, and Tenure Committee Chair.

The department head should follow-up the original goal planning session by scheduling interviews with the faculty member to discuss progress toward attaining the goals, and, if necessary, to delete or modify certain goals as circumstances make necessary. These interviews should be scheduled on a regular, predetermined basis, normally every six to twelve months. Notes should be made of the progress on each project.

Criteria for establishing goals in each of the above categories might include:

A. Teaching Quality

1. Evidence of course development or major redevelopment
 - a. Behavioral objectives
 - b. Content outline
 - c. Lesson plans
 - d. Criterion tests, summative and formative
2. Evidence of teaching effectiveness
 - a. Results of student course evaluation
 - b. Information from colleagues
 - c. Performance of students in subsequent dental school courses for which the faculty member's course was a prerequisite
 - d. Performance by students on comprehensive intramural examinations
 - e. Performance of students on standardized extramural examinations (i.e., National Boards, State Boards, Specialty Boards)

B. Scholarly Activity

1. Publications
2. Teaching manuals
3. Audio-visual productions
4. Research activity
 - a. In progress
 - b. Research proposals submitted
 - c. Contracts and grant applications pending
 - d. Contracts and grants awarded

C. Institutional

1. Committee activities
2. Continuing education courses presented
3. Extramural programs
4. Clinical responsibilities
5. Administrative responsibilities

6. Student affairs activities

D. Professional Growth

1. Membership in professional societies
2. Offices in professional societies
3. Presentation of professional papers (IADR, AADS, etc.)
4. Invited speaker at another institution or professional society
5. Election to professional honor societies
6. Progress toward specialty boards
7. Attainment of specialty board certification
8. Recognition of advanced skills by peers
9. Participation in extramural panels
10. Advanced studies
11. Participation in community or civic affairs which reflect favorably upon LSUSD
12. Continuing education courses taken

Adopted May 12, 1992

Faculty Name _____
Department _____

Personal Career Goals

Goals: Date _____

Progress: Date _____

A. TEACHING ACTIVITY:

TEACHING ACTIVITY:

B. SCHOLARLY ACTIVITY:

SCHOLARLY ACTIVITY:

C. INSTITUTIONAL ACTIVITY:

INSTITUTIONAL ACTIVITY:

D. PROFESSIONAL GROWTH:

PROFESSIONAL GROWTH:

Faculty Signature _____

Faculty Signature _____

Dept. Head Signature _____

Dept. Head Signature _____

Guidelines for Recommending Salary Increases Based on Merit

Department heads meets with individual faculty members annually to determine career goals and to specify faculty responsibilities. When funding is available to recommend salary increases based on merit, the department head ascertains that annual career goals and academic responsibilities have been met in order for a faculty member to be considered for a merit increase.

The following guidelines are to be used to identify outstanding faculty members. Since this is a merit rating form, the "exceptional" category is most important. This rating form is applicable for evaluating full time and part time faculty, including those hired on contract, for merit increases.

The following scale can be used to complete the rating form:				
E - Exceptional A - Adequate U - Unsatisfactory N/A - Not Applicable				
E	A	U	N/A	Factor
				I. Teaching
				A. Teaching responsibility
				1. Student contact
				2. Course director
				B. Student contact outside of scheduled course time
				C. Excellence in planning, designing, and implementing academic courses
				D. Command of subject area
				E. Communication skills
				F. Ability to stimulate student interest in the current subject (take into consideration punctuality, attention to detail, genuine interest in student's learning, infectious enthusiasm, ability to evaluate fairly and without prejudice, consideration as a "team player.")
				G. Ability to mentor graduate and advanced education students
				H. Faculty development
				1. CE courses/meetings attended
				2. CE courses/meetings taught
				3. Involvement in faculty development programs at LSUSD
				I. Individual teaching recognition
				1. Honors and awards
				2. Student evaluations
				II. Research/Scholarship
				A. Publications including those accepted or in press
				1. Research publications
				2. Other academic publications
				B. Intellectual property
				C. Leadership roles at local, national and international meetings, conventions and symposia (including serving as a table clinic advisor)
				D. Presentations at local, national and international meetings, conventions, and symposia

The following scale can be used to complete the rating form:				
E - Exceptional A - Adequate U - Unsatisfactory N/A - Not Applicable				
E	A	U	N/A	Factor
				E. Grants and contracts
				1. Submission
				2. Attainment
				3. Amount of grant dollars earned
				F. Role of faculty member in research
				1. Principal investigator
				2. Coinvestigator
				3. Consultant
				4. Participation time in research
				G. Professional publications
				1. Editor
				2. Member of editorial board
				3. Consultant
				H. Extramural honors and awards
				I. Board certification
				III. Service
				A. Leadership roles in professional organizations
				B. Delivery of dental care to patient as a community service
				C. LSUMC committee responsibilities
				1. Committee chairman
				2. Committee member
				3. Attendance at university sponsored events
				D. Participation and leadership roles in community organizations that promote dentistry and LSUSD
				E. Service as a member of peer review panels
				F. Referral and consultation roles
				IV. Improvement since previous evaluations
				Additional Comments:

Annual Departmental Review and Evaluation

Department _____

Date _____

1. Review of Annual Report

Comments:

2. Course Evaluations and Senior Exit Interviews

Comments:

3. Faculty Evaluations

Comments:

4. Department Needs and Goals (Strategic Plan)

Comments:

5. Evaluation of Department and Department Head

Comments: