COLUMBUS STATE COMMUNITY COLLEGE

**ANNUAL FACULTY PERFORMANCE APPRAISAL**

**FACULTY MEMBER'S NAME:** Lainey Foster, RDH, BS

**DEPARTMENT:** Dental Hygiene / Allied Health Department

**DEPARTMENT CHAIRPERSON'S NAME:** Dr. Eric Charlton

**APPRAISAL PERIOD:** SU 2023 **THROUGH:** SP 2024

*Within this performance appraisal, faculty are encouraged to detail specific responsibilities and time/frequency commitments for each activity and to provide explanations that will be clear to an audience outside of the discipline. Activities should be related to the promotion and tenure categories of teaching and learning activities, professional activities, and service activities, supporting the overall goals and initiatives of the college including diversity, equity, and inclusion. Consult the* ***Promotion and Tenure Handbook*** *for specific examples of the types of activities expected within each category.*

**TEACHING AND LEARNING ACTIVITIES –** *Describe the work you engaged in this year that directly impacted your students. This can include creating/revising course lesson plans, presentations, and assessments; mentoring and advising students; and contributing to broader curriculum, assessment, and advising projects.*

Over the following semesters **(SU 23, AU 23, SP 24)**,I taught the following clinical, laboratory, blended, and didactic courses (in-person and online).

**SU 2023**

*DHY 2862 Clinic II (Lab and Lecture- Shared)*

Lecture

* Assisted in **revising** **course syllabus** and posted to Blackboard. Additionally posted condensed schedule, clinic schedule, and updated assignment due dates.
* Throughout the semester, I spent **1-3** hours a week **updating and reviewing** the upcoming PowerPoint Presentation and lectures for class.
* Graded all assignments and quizzes in a timely manner.
* **Followed up with class,** regarding common errors/missed questions on quizzes and assignments.
* Posted **Blackboard Announcements** periodically with updates, assignment reminders, and study suggestions for upcoming quizzes.
* Assisted in scheduling **two guest speakers** to present to students on School Based Sealant Programs and Scaling and Root Planing.
* Utilized **Case Studies** in class (working in groups) to apply learned information.
* Evaluated students on various **Skill Set Exercises** through the semester.

Lab

Some duties performed during Clinic Lab (1861, 2862, 2863, and 2864) coincide with Clinical Coordinator duties. I will limit repetitiveness in this section and provide a detailed list of additional duties under Clinical Coordination.

* Assigned students to faculty, depending on nightly needs and maintaining ratio.
* Performed medical check-ins for recare patients.
* **Evaluated all assessments** completed by student including head and neck assessment, periodontal charting, dental charting, plaque index, risk assessments, dental hygiene diagnosis, and treatment planning.
* Approved treatment plan in Axium and confirm patient consent signed.
* Performed scale and polish checks.
* Demonstrated and observed advanced instrumentation techniques.
* Evaluated students during **clinical competencies,** including: Instrumentation, Calculus Detection, Intra-Oral Photographs, Nutritional Counseling, or additional program competencies.
* Monitored and evaluated students on **infection control protocol** and **safety** practices.
* Evaluated student’s **professionalism** and **patient care**.
* Evaluated student’s **time management** and set expectations for the clinic session.
* **Responded to any problems** that may arise, such as: technology difficulties, infection control breaches, issues with equipment, medical emergencies, treatment planning questions, etc.
* **Collaborated with faculty,** regarding student evaluation, treatment planning, and clinical competencies.
* Administered local anesthetic for patient pain management when necessary.
* Observed student application of Oraqix for pain management.
* Provided students **with guidance and facilitate critical thinking**.
* Provided students with grades and **feedback** following each clinic session.
* Provided students with real life scenarios and personal accounts when applicable.

*DHY 2200 Pain Management/Local Anesthesia (Lab)*

* Assisted lead instructor by **preparing lab supplies and equipment** prior to the beginning of lab.
* **Monitored laboratory safety** including infection control, use of needles/syringe and handling of sharps.
* Demonstrated proper topical anesthetic placement and use of Oraqix, providing students with helpful instructions.
* **Evaluated student performance** through observation and competencies in real time.
* Provided students with **positive feedback** and **areas for improvement** during each evaluation.

*DHY 2240 Dental Materials (Lab)*

* Assisted lead instructor by **preparing lab supplies and equipment** prior to the beginning of lab.
* Present for all lab activities. **Evaluated student’s laboratory performance** and **provided feedback.**

**AU 2023**

*DHY 1100 Introduction to Dental Hygiene (Lecture- Shared)*

* Assisted in **revising course syllabus** and **schedule**.
* Created a **Calculus Detection Lab** to better prepare students for detecting calculus on live patients and typodonts before clinic in the Spring.
* Throughout the semester, I spent **1-2** hours a week **updating and reviewing** the upcoming PowerPoint Presentations and preparing for **in-class activities**.
* **I presented the following didactic lectures** on Professionalism, Infection Control, Hard and Soft Tissue Deposits and Stain, Principles of Oral Health and Patient Motivation, Toothbrushes, Adjunctive Aids and Indices, Dentifrices and Oral Rinses, Fluoride, Ethics, and ADHA/ODHA.
* Assisted with lectures presented by other instructors.
* **Evaluated students** in real time on each **Skill Set** required in each section of the course.
* Reviewed and revised all 10 tests in the course.
* Posted **Blackboard Announcements** periodically with updates, assignment reminders, and study suggestions for upcoming quizzes.
* **Graded** Workbook Assignments, Ethical Dilemma Written Report, ADHA Discussion Board, Journal Article Oral Presentations, and tests.
* Followed up with class regarding common errors/missed questions on quizzes and assignments.
* **Created** master list of “Commonly Misspelled Dental Words” and “Common Abbreviations” to share with students. Extra credit questions were added to tests to ensure they are spelling words correctly (i.e., fluoride, prophylaxis, abscess, xerostomia). Correct spelling is essential for our documentation following patient care.
* **Brought in many** toothpaste, toothbrush, rinse, and adjunctive aid **props** for students to compare during lecture on products.
* **Created Jeopardy Review Game** which we played in class the final lecture day prior to finals week.

*DHY 1130 Dental Radiology (Online Lecture and In-Person Lab)*

Lecture

* **Over the course of two weeks** during the SU 23 semester, **I updated thirteen PowerPoints** and **recorded voice over presentations** on nine PowerPoints. This took me approximately **40-50 hours**.
* **Each PowerPoint needed updated information to coincide with our current textbook** edition. The previous images and information were outdated and sometimes disorderly. Most PowerPoints were last updated in 2017.
* I used **Canva** to create visually appealing and fun PowerPoints. I utilized the textbook and other resources to update information and images.
* I recorded a **voice over presentation** for **nine** of the thirteen new PowerPoints. Each video recording is **10-45 minutes long**. I wanted to create these since some of the material can be **very challenging** to learn online and students struggle to review PPTs, textbook and resources on their own.
* **Restructured** all Units and Quizzes, so they are in **alignment**. Previous quizzes or tests would include chapters that had not been assigned or studied yet or were covered many units prior. **Quizzes and tests now coincide with the unit/correct chapters**.
* **Introduced students to new cutting-edge technology** (cordless sensors, portable x-ray device like the MaxRay) to **prepare them for what they will encounter in the real world**. The textbook still teaches older methods and material like film radiographs, which are very uncommon in today’s practice.

Lab

* **Updated 113-page** Dental Radiology Lab Workbook **(5-6 hours)**
* **Updated Infection Control Protocol** to coincide with OSU’s new protocol.
* Organized **weekly lab activities** which had to be flexible due to all students completing tasks at various paces.
* Students practiced **intra-oral sensor placement and exposure on DXTTR manikins** (with teeth, bone, cheeks, and other landmarks to emulate the radiographic characteristics of a real patient).
* Students practiced **intra-oral and extra-oral radiographic placement** on each other to experience variation in anatomy and receive feedback on the comfortability of placement.
* **Prepared** **radiographic identification exercises** to **improve student’s ability to identify** anatomy, pathologies/anomalies, dental materials, decay, calculus, and bone loss.
* **Prepared exercises** for students to practice mounting film (organizing in correct manner) with light box (traditional radiography) and digital mounting on an iPad.
* **Evaluated students** in real time during practice and Skill Set Competencies. Provided students with feedback.
* **Tracked** student progress on Dental Radiology Lab Workbook each week, ensuring completion of written assignments between hands-on lab activities.

*DHY 1200 Dental Hygiene Pre-Clinic (Lab)*

* Assisted lead instructor by **preparing lab supplies and equipment** prior to the beginning of lab.
* Monitored **laboratory safety,** including infection control and use of sharp instruments.
* Evaluated student performance through **observation and competencies** in real time.
* Continual observation of instrumentation and providing guidance while they learn new skills.
* Provided students with positive feedback and areas for improvement during each evaluation.
* Provided students with **remediation sessions** when deemed necessary by their Plan for Success. This is a standard practice after any competency is unsuccessful by student.

*DHY 2863 Clinic III (Lab)*

* Assigned students to faculty, depending on nightly needs and maintaining ratio.
* Performed medical check-ins for recare patients.
* **Evaluated all assessments** completed by student, including head and neck assessment, periodontal charting, dental charting, plaque index, risk assessments, dental hygiene diagnosis, and treatment planning.
* Approved treatment plan in Axium and confirm patient consent signed.
* Performed scale and polish checks.
* Demonstrated and observe advanced instrumentation techniques.
* Evaluated students during **clinical competencies** including Instrumentation, Calculus Detection, Alginate Impressions, or additional program competencies.
* Monitored and evaluated students on **infection control protocol** and **safety** practices.
* Evaluated student’s **professionalism** and **patient care**.
* Evaluated student’s **time management** and set expectations for the clinic session.
* **Responded to any problems** that may arise, such as: technology difficulties, infection control breaches, issues with equipment, medical emergencies, treatment planning questions, etc.
* **Collaborated with faculty** regarding student evaluation, treatment planning, and clinical competencies.
* **Created Local Anesthesia Request Form** for students to utilize when requesting anesthetic from supervising Dentist.
* Observed student **administration of local anesthetic** for patient pain management when necessary.
* Provided students **with guidance and facilitate critical thinking**.
* Provided students with grades and **feedback** following each clinic session.
* Provided students with real life scenarios and personal accounts when applicable.

**SP 2024**

*DHY 1861 Clinic I (Lecture and Lab)*

Lecture

* **Lead instructor** for this course.
* Revised course syllabus, schedule, and updated assignment due dates.
* Throughout the semester, I spent **1-3 hours** a week updating and reviewing the upcoming PowerPoint Presentation and lectures for class.
* Graded all assignments and quizzes in a timely manner.
* Followed up with class regarding common errors/missed questions on quizzes and assignments.
* Posted Blackboard Announcements periodically with updates, assignment reminders, and study suggestions for upcoming quizzes.
* **Scheduled two guest speakers** to present to students, one representative from Haleon (Sensodyne products) and the other from EBT/GPT presenting on AirFlow polishing and ultrasonic instrumentation.
* **Scheduled** 1.5-hour webinar presented by Sonicare. **Students received free** Sonicare Electric Toothbrush, WaterFlosser, and Whitening Kit.
* Utilized **Case Studies** in class (working in groups) to apply learned information.
* Evaluated students on various **Skill Set Exercises** through the semester.
* Utilized props (denture, partials, nightguards) to aid student information retention.
* Evaluated all student’s **oral Mini Case Study Presentation** and written report.
* Students worked in small groups for Case Study Treatment Planning and roleplaying Tobacco Cessation.

Lab

* Assigned students to faculty, depending on nightly needs and maintaining ratio.
* Paired available senior student with juniors to assist them.
* **Provided considerable guidance** to students as this is their first semester in clinic.
* **Created additional competency** on Polishing which was added to the existing Patient Education competency.
* Performed medical check-ins for recare patients.
* Evaluated all assessments completed by student including head and neck assessment, periodontal charting, dental charting, plaque index, risk assessments, dental hygiene diagnosis, and treatment planning.
* Approved treatment plan in Axium and confirm patient consent signed.
* Performed scale and polish checks.
* Evaluated students during clinical competencies including Instrumentation, Calculus Detection, Perio/Dental Charting, Patient Education/Polishing, Medical Emergencies, or additional program competencies.
* Monitored and evaluated students on infection control protocol and safety practices.
* Evaluated student’s professionalism and patient care.
* Evaluated student’s time management and set expectations for the clinic session.
* **Responded to any problems** that may arise, such as: technology difficulties, infection control breaches, issues with equipment, medical emergencies, treatment planning questions, etc.
* Collaborated with faculty regarding student evaluation, treatment planning, and clinical competencies.
* Facilitated critical thinking.
* Provided students with grades and feedback following each clinic session.
* Provided students with real life scenarios and personal accounts when applicable.

*DHY 2864 Clinic IV (Lab)*

* Assigned students to faculty, depending on nightly needs and maintaining ratio.
* Assisted in **creating a new competency** on Subgingival Irrigation.
* Performed medical check-ins for recare patients.
* Evaluated all assessments completed by student including head and neck assessment, periodontal charting, dental charting, plaque index, risk assessments, dental hygiene diagnosis, and treatment planning.
* Approved treatment plan in Axium and confirm patient consent signed.
* Performed scale and polish checks.
* Evaluated students during clinical requirements including Intra-Oral Photographs, Alginate Impressions, or additional program competencies.
* Monitored and evaluate students on infection control protocol and safety practices.
* Evaluated student’s professionalism and patient care.
* Evaluated student’s time management and set expectations for the clinic session.
* Encouraged students to **“prepare for the real world”** by working quicker and more efficiently.
* **Responded to any problems** that may arise, such as: technology difficulties, infection control breaches, issues with equipment, medical emergencies, treatment planning questions, etc.
* Collaborated with faculty, regarding student evaluation, treatment planning, and clinical competencies.
* Facilitated critical thinking.
* Observed student administration of local anesthetic for patient pain management when necessary.
* Provided students with grades and feedback following each clinic session.
* Provided students with **real life scenarios and personal accounts** when applicable.
* Monitored Downtime Packet with clinical exercises and prompts.

*DHY 2275 Dental Hygiene Case & Concept Review (Lecture)*

* **Prepared and presented** didactic and hands-on lecture on **Silver Diamine Fluoride**. This will provide students with an **additional certification** to their license to apply Silver Diamine Fluoride. Acquired various real extracted teeth for realistic practice. Was able to get all supplies donated from Advantage Arrest.
* Met one on one with ADEX School Program Director, Shayna Overfelt, to discuss ADEX Dental Hygiene Exam important information for students.
* **Scheduled virtual 1-hour Webinar** on ADEX Dental Hygiene, Local Anesthesia, and Computer Simulated Clinical Examination (CSCE) Exam Review.
* Scheduled virtual 1-hour StudentRDH Webinar for students on NBDHE preparedness (National Board Exam)
* Organized a **Mock ADEX Board Exam** to **prepare students for their clinical board exam**. All students must pass the Dental Hygiene ADEX exam to be able to obtain their DHY license. This clinical exam consists of calculus detection, periodontal charting, and successful removal of calculus deposits by scaling. ModuPro Typodonts were used for students to practice clinical skills and recording answers just as they would on the exam. This helped prepare students and **built their confidence** going into their clinical board exam.
* **Presented** on additional topics: Clinical Pt. 2 Review, Radiology, and Fluoride.
* **Evaluated** all student’s oral **Case Study Presentation** and written report.

**Additional duties and activities:**

***Clinical Coordinator***

* Prior to AU 23 semester, I spent **three** **weeks** and approximately **30-45** hours updating the **Clinic Handbook**. I made notes on hard copy, met with both full-time DHY faculty to discuss changes, and then completed changes on **digital copy**. Outdated and blurry competencies were replaced, **various clinical guidelines updated**, additional competencies and guidelines were added. **Changed formatting, tables, and graphics throughout.** Sent new Class of 2025 Clinic Handbook to the Print Shop.
* Created **Faculty Calibration forms** to track calibration and training of all faculty.
* Created Arestin Log for Clinic Packet.
* Created **Daily Performance Grade** to evaluate students on: Infection Control, Time Management, Professionalism, and Client Care.
  + The goal of this was to hold students more accountable for their performance in clinic, beyond their clinical skills. **Accreditation** likes to see we are evaluating students in these areas.
* **Updated and modernized the following forms** for DHY 1861, 2862, 2863 and 2864 Clinic Packet:
  + Patient Chart/Student Record
  + Grade Sheet, PIP Grade Sheet, and Pediatric Grade Sheet
  + Radiographic technique/interpretation grade sheet
  + Patient instructions following scaling and root planing
  + Updated Patient Chart and Student Grade Sheet
  + Additional instructor notes section for Instrumentation Competency
  + Nutritional Competency patient brochure
  + Tobacco Cessation forms
  + Order of List on Student Semester Report
  + Checklist for Organizing Treatment
* **Entered and tracked student grades** in the **DHY Class Database** (3-4 hours a week).
* Providedstudents their **portfolio data** once entered into the DHY Class Database.
* Tracked incompletes for clinic and sent incomplete letters if applicable.
* Organized **end of semester paperwork** for each student in a Class Clinic Notebook.
* Assistedin preparing **instructor schedule** for each semester, collecting faculty availability on Wiki.
* Prepared **student packet** each semesterand sent to CSCC printshop.
* Assisted in preparing andpresenting **student orientation** each semester.
* Arranged huddle room at OSU each semester.
* Meet with students for **Mid-Semester Review**.
* Provided **clinical student remediation**.
* Assisted another full-time faculty to create a **digital Nightly Needs sheet** for students to use prior to clinic session.
* Trained new adjunct faculty.
* Assisted in preparing andpresenting **faculty meetings** each semester.
* Attended **Dental Hygiene Advisory Board meetings** and reported clinical information.

Duties while in clinic:

* Met with all students prior to every clinic session for **huddle**, which is led by a different team leader each night.
  + Reviewed clinic plans for all students, answered any questions they may have, review clinic expectations, provide announcements when applicable, and returned completed clinic paperwork to folders.
* Assigned students to a faculty for the night and prepared paperwork to bring to clinic floor.
* Ensured clinic cart was stocked and transport supplies to clinic floor from the office.
* **Triaged any problems** in clinical area.
* Conducted clinic faculty **calibration**.
* Completed new adjunct faculty evaluation during their first semester.

**PROFESSIONAL ACTIVITIES –** *Describe the activities you have engaged in this year that contributed to your professional development and the professional development of others. This can include attending conferences, workshops, and seminars; giving presentations, performances, or exhibitions; publishing original works; and participating in professional organizations.*

* **Masters in Higher Education**- Ohio University
  + Completed 9 credit hours towards master’s degree.
* **Dental Hygiene license** in the State of Ohio (20 hours of mandated CE/every 2 years)
* Member of The **American Dental Hygienists’ Association (ADHA)** and active in my state and local component. I serve as a liaison to numerous ODHA councils, e.g., Annual Session Council, Continuing Education Council, Members Services Council, Executive Committee, & Legislative Council, as part of my role as **Administrative Assistant** for the Ohio Dental Hygienists’ Association.
* **Columbus State Community College Trainings and Professional Activities**
  + August 23-24, 2023: New Faculty Workshop #7 - Diversity, Equity, and Inclusion
  + January 23, 2024: FPDi: Diversity, Equity, and Inclusion (Diversity, part 1)
  + January 26, 2024: OAA/CSEA Commitment to Equity, Diversity, and Inclusion: Training II: Implicit Bias and its Impact within Academic Affairs
  + February 26, 2024: U.Achieve Degree Audit
  + April 5, 2024: Department-specific OAA DEI Training III: Application and Discussion
* **Dental Hygiene Continuing Education Seminars and Workshops**
  + July 15, 2024: ODHA Leadership Retreat
    - Dr. Eric Charlton was Keynote Speaker
    - Attended with students.
  + January 19-20, 2024: Dental Hygiene Seminars
  + January 20, 2024: Faculty Calibration and Instrumentation Methodology
* **Ohio Dental Hygienists’ Association and Ohio Dental Association’s Events**
  + September 23, 2023: Ohio Dental Association’s Exhibit Hall
    - Attended with students.
  + November 2-5, 2023: ODHA Annual Session- business meetings and table clinics
    - Attended with students for Informative Poster Presentation.
  + April 13, 2024: Ohio RDH Symposium
  + April 17, 2024: ODHA Advocacy Day
    - Attended with students and met with senators and representatives to discuss SB 40 (Dentist and Dental Hygienist Compact bill).
* **Completed the required OSU trainings:**
  + September 27, 2023: Bloodborne Pathogens/Health & Safety – College of Dentistry
  + September 27, 2023: HIPAA and Institutional Data Compliance FY24

**SERVICE ACTIVITIES –** *Describe the activities you have engaged in this year that furthered the mission of the college. This can include serving on department, division, and college committees; being a lead instructor, program coordinator, or faculty fellow; mentoring faculty; and using your disciplinary expertise to benefit the community.*

* **Clinical Coordinator to the Dental Hygiene Program (see above)**
* **Faculty Calibration**
  + Mentoring adjunct faculty
* **Service to the College**
* October 3, 2023: Day of Service; LifeTown
* October 13, 2023: Career Action Planning Day
* April 18, 2024: In-Service Day
* April 19, 2024: HHS Career Fair Day
* June 11, 2024: K-12 Summer Exploration Academy
* April 17, 2024: Attended ODHA Advocacy Day to advocate for the advancement of and protection of the dental hygiene profession.

**PROFESSIONAL WORK DAYS –** *According to Section 47.01 of the faculty contract, "Ten (10) professional work days are required of all faculty. . . . The results of the professional activities performed during these 10 days will be documented through the annual faculty appraisal process." Please use the space below to identify which activities previously discussed in this appraisal were performed during the required time.*

Prior to the start of each semester, I used my Professional Workdays to:

* Revise course syllabi, course schedule, and update Blackboard.
* Prepare and conduct virtual faculty meetings with all clinical faculty prior to the start of the semester.
* Interview and hire new adjunct faculty members.
* Revise course exams, quizzes, and assignments as necessary.
* Review all course PowerPoints to ensure they are up to date and in alignment with new editions of textbooks.
* Review and revise Clinic Orientation PowerPoint before each semester.
* Prepare student Clinic Packet for each upcoming semester and send to the Print Shop.
* Communicate with faculty about the clinic schedule.
* Respond to student questions by email.
* Attend convocation, department meetings, and division meetings.

# REFLECTION AND PLANNING

*Thoughtful analysis is critical in improving professionally. The Reflection and Planning portion of this document is intended to be used by the faculty member, the peer review team, and the department chairperson, to assist the faculty member through the promotion and tenure process.*

## REFLECTION

1. Provide a statement that illustrates how your involvement in the appraisal categories has contributed to your growth as a faculty member. Highlight your specific strengths and possible areas for improvement.

*Teaching and Learning*

During this appraisal year, there were many courses that I co-taught with a lead instructor. I have been gathering as much **institutional knowledge and mentoring** as possible from seasoned faculty members. Dr. Collins, in particular, has been a vital part of my growth as a faculty member, providing a wealth of support and mentorship. I also enjoyed the responsibility of being a lead instructor on various courses. The first year of teaching a new course is an opportunity to assess course content and identify ways to improve the course the next year. I am excited to further develop my **confidence in course delivery** and being an expert on all course content.

*Professional Activities*

The most valuable professional activity that is greatly contributing to my growth are the **Master’s in Higher Education** courses I’m taking. I have studied the history, purposes, and contexts of higher education; leadership; organizational dynamics; the learning environment; and research concepts and methods. I have already begun to apply the principles and theories to my teaching.

This was my 11th year as a paid member of the **American Dental Hygienists’ Association**. My involvement with the national, state, and local dental hygienists’ associations are very valuable for myself and students. I **stay up to date** on legislation, advancements in our career, emerging technology, and have a very **deep network** to dental health professionals across the country and in various disciplines.

In addition to numerous continuing education courses to upkeep my license, I participated in a **Dental Hygiene Educator’s Workshop and Calibration**. This is an area I wish to continue improving and attending workshops/CEs specifically for educational methodology and dental hygiene faculty calibration. I also attended **Leadership Retreat**, where Dr. Eric Charlton presented as the keynote speaker on 'How Community Finds Us: Cultivating Resiliency, Compassion, and Collaboration through Our Work’.

*Service Activities*

As Clinical Coordinator, it’s my duty to input and track clinical requirements for graduation and ensure students are ready for their clinical board exam. This is a **leadership position** I greatly enjoy and strive in. Being extremely **organized** and diligent with clinical paperwork is a critical aspect of the job, along with attention to detail. While on the clinic floor, I’m able to **coordinate faculty and manage students** in a calm, confident, and efficient manner. The Clinic Coordination role allows me as faculty to implement all my hard and soft skills necessary to be a successful coordinator in the Dental Hygiene Program.

2. Identify any trends apparent in your student evaluations and discuss how you have used this feedback to develop and revise course content and/or to deliver content more effectively.

I have gathered feedback from students during one-on-one meetings, informal class discussions, and traditional classroom student evaluations. If I want input from students regarding an assignment, how to implement an idea, or how to provide better teaching/communication to students, I will have an open discussion to get the consensus. I’m flexible and willing to work with students to make things efficient for all of us. For example, the first year I taught Dental Radiology, I was an adjunct and I did not have any time to prepare the online Blackboard course prior to the course start date. I received feedback that the course wasn’t as organized as it should be, and some quiz/test questions and answers were incorrect. Students had a hard time with the asynchronous online format in addition to the outdated PowerPoints. The following year I revised the course and recorded voice-over PPT presentations for easier course delivery.

As a new full-time faculty, the students and I are learning together. Many courses have been taught by the same faculty for many years, and I have the opportunity to reimagine course content and delivery. I usually hear the most feedback during or after course completion, so I make sure to note student feedback and find ways I can make adjustments for the next year. Students love the hands-on aspect of the courses, and there is typically a hands-on activity to follow all lectures which helps reinforce the material.

## PLANNING

*The plans put forth here are a work in progress involving the faculty member, the peer review team, and the department chairperson. It is recognized that these plans will be adjusted throughout the academic year; therefore, failure to complete these goals should not necessarily reflect negatively on the faculty member.*

Current Rank: **Instructor**

Date of last promotion or tenure-track hiring: August 2023

1. When do you plan to apply for promotion?

**January 2027**

1. How do you plan to invest your time and energy within the Teaching and Learning Activities category in the coming academic year?

After completing my first year as full-time faculty, I feel ready to dive deeper into teaching and learning activities, and further develop my teaching philosophy. My goal has always been to nurture and foster students to be the exceptional in their craft (dental hygiene) and uphold the highest level of professionalism. I employ the Five Practices of Exemplary Leadership in my daily practice, striving the be an exemplary role model and inspiring a shared vision among the students and faculty.

My focus for the upcoming year is standardization among clinical faculty. We brought on many new adjuncts, and it takes time to become calibrated as a group. I will be working individually with adjuncts, as well as holding group faculty calibration meetings. I will continue adjusting course material, skills sets, PowerPoints, and implementing technology to better serve the students in their learning and ensure the dental hygiene program is adjusting to advancements in the career.

Another goal is to further understand accreditation requirements set forth by the Commission on Dental Accreditation. I would like to work with another program like Nursing, Respiratory Care, EMS, or Sterile Processing to have an inter-professional learning activity or event.

1. How do you plan to invest your time and energy within the Professional Activities category in the coming academic year?

In the coming academic year, I will be active with the Ohio Dental Hygienists’ Association and Columbus Dental Hygienists’ Association. I want to continue introducing students to their professional organization and attending events with them. I will also continue with my Continuing Education required for licensure, and I hope to attend an Educator’s Conference (preferably for Dental Hygiene specifically).

1. How do you plan to invest your time and energy within the Service Activities category in the coming academic year?

I was recently elected to and will serve on the OAA Curriculum Committee. I would love to continue being involved in any Career Fair or K-12 events that would like Dental Hygiene represented. I will also volunteer in the community for Service Days.

1. What can the college/department do to help you accomplish your own professional goals in the coming academic year?

In the next year, my plan is to complete my Master’s of Higher Education from Ohio University. I would like the college to continue supporting me while I finish my degree.

**APPRAISAL COMMENT BY PEER REVIEW TEAM –** *Reflect here on the faculty member’s performance and contributions described in the annual appraisal and on what you have observed this year. Include constructive, detailed feedback on progress toward his or her next promotion.*

**Peer Review by Kendra Barker, MSRC, RRT-NPS, RCP, Associate Professor/Clinical Coordinator Respiratory Care**

Lainey has maximized numerous growth opportunities in her first year as a faculty member in the dental hygiene program. She has actively collaborated with experienced faculty to gain institutional knowledge, assess course content, and identify areas for improvement within the dental hygiene program.

She has made significant enhancements to her courses, ensuring that the material is current with industry practices. Lainey updated quizzes and exams to better align with unit objectives and introduced students to advanced technology to better prepare them for post-graduation experiences. Additionally, she developed a method for tracking faculty calibration and training to maintain equipment functionality, and created a performance assessment to ensure students meet accreditation standards. Lainey is proactive in seeking feedback from students and colleagues to continuously enhance her courses.

Additionally, Lainey is pursuing her master’s degree, integrating new principles and theories into her teaching methods and course content. This expanded knowledge will provide significant benefits to both the dental hygiene program and its students.

Moreover, Lainey remains highly engaged in the dental profession, leveraging her network to drive advancements and uphold excellence in the field.

Working down the hall from Lainey, I have witnessed firsthand her dedication and tireless work ethic and commitment to student success.

**Peer Review by Dr. Andrea Pifher, DHSc., RRT-ACCS, RCP, Associate Professor/Program Coordinator Respiratory Care Program**

Lainey has demonstrated a strong commitment to student success, consistently fostering an environment of active and collaborative learning in both the laboratory and clinical settings. Her innovative approach to teaching is evident in her use of case studies, use of guest speakers, and student presentations, which collectively cultivate critical thinking and problem-solving skills among her students. This blend of methods not only engages students but also prepares them for the complexities of real-world scenarios they will encounter in their professional careers.

To ensure her courses remain current and impactful, Lainey has invested considerable effort in updating and refining her instructional materials, including PowerPoints, assessments, and skill sets. This commitment to continuous improvement reflects her understanding of the dynamic nature of the field and her dedication to providing students with the most relevant and up-to-date knowledge and skills.

In her role as clinical coordinator, Lainey has excelled by collaborating closely with faculty to better align clinical skills and improve the documentation processes within the clinical environment. This coordination has not only enhanced the overall educational experience but also contributed to a more seamless and cohesive learning journey for students. Her proactive approach in this area underscores her ability to work effectively within a team, as well as her commitment to the overall goals of the program.

What makes these accomplishments particularly impressive is that Lainey is still relatively new to the academic profession. Her ability to make such significant contributions in a short period is a testament to her dedication, work ethic, and passion for teaching.

Looking ahead, I am particularly excited about Lainey’s goal of incorporating Interprofessional Education (IPE) into her courses. This is a forward-thinking initiative that will provide students with valuable opportunities to learn collaboratively with peers from different disciplines, further enhancing their educational experience. I have no doubt that Lainey will approach this new goal with the same level of enthusiasm and commitment that she has shown in her current endeavors, and I look forward to seeing the positive impact it will have on her students and the program.

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Date Signed Peer Review Team Member

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Date Signed Peer Review Team Member

**APPRAISAL COMMENT BY CHAIRPERSON****–** *Reflect here on the faculty member’s performance and contributions described in the annual appraisal and on what you have observed this year. Include constructive, detailed feedback on progress toward his or her next promotion.*

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Date Signed Department Chairperson

**COMMENTS BY FACULTY MEMBER**

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Date Signed Faculty Member

*By signing this document, the faculty member is confirming that he or she has reviewed the preceding comments and has been given the opportunity to discuss the appraisal with the chairperson and Peer Review Team.*

**CONCURRENCE BY DEAN**

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Date Signed Dean