



## ATLANTA UNIVERSITY OF HEALTH SCIENCES

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### ANNUAL REVIEW OF FACULTY PERFORMANCE

The following policies and procedures on the Annual Review of Faculty Performance apply to all faculty members at Atlanta University of Health Sciences.

The annual faculty evaluation process provides each faculty member with a clear understanding of what is necessary to be regarded as a productive faculty member. During the annual evaluation process, each faculty member has an opportunity to review strengths, weaknesses, and expectations based upon his/her accomplishments during the preceding year. The annual review process also allows a faculty member to work with the Dean to establish goals and evaluation standards for the next year.

Atlanta University of Health Sciences is Equal Opportunity Institution. In accordance with federal and state law and University rules, no decision in the annual evaluation of faculty performance will be influenced by bias on the basis of race, sex, color, national origin, religion, age, veteran status or disability.

#### 1. ANNUAL ACTIVITY REPORT

- 1.1 By February 1 of each year, each faculty member must provide the Dean with a complete Annual Activity Report.
- 1.2 The Annual Activity Report is a summary of all professional activities and accomplishments for the preceding calendar year (January 1 to December 31) and must be submitted in the form prescribed by the University.
- 1.3 The Annual Activity Report will be used with other evaluative sources by the Dean as a basis for the Annual Review of Faculty Performance.
- 1.4 The annual review of faculty performance will be used to determine the faculty member's performance and to establish goals and evaluation standards for the next year.
- 1.5 It is the faculty member's responsibility to provide the information required on the Annual Activity Report. The faculty member must be able to document each entry made on the Annual Activity Report.

1.6 The Annual Activity Report consists of three parts:

1.6.1 A self-assessment of individual accomplishments during the review period relative to the goals set at the beginning of the year.

1.6.2 A description of goals for the upcoming year. Both parties must agree with the goals statements for the evaluation period. These goals will be used as the basis for the next faculty performance evaluation.

1.6.3 The Annual Professional Summary document that lists individual faculty professional development activities during the review period.

## 2. ANNUAL DEADLINES FOR FACULTY EVALUATION

2.1 The typical annual deadlines for the reviews of faculty performance are listed below. When the deadlines listed below fall on weekend days rather than work days, they will be moved backward to the Friday preceding the listed deadline.

**February 1** Annual Activity Report is submitted by each faculty member to the Dean.

**March 31** The Dean completes all annual evaluation of faculty performance using the Faculty Performance Evaluation Form.

## 3. AREAS OF FACULTY RESPONSIBILITY

3.1 The major areas of faculty responsibility that will be considered in the Annual Review process are related to activities in three areas: Instructional Responsibilities; Professional Service; and Collegiality and Professionalism.

3.2 The evaluation of a faculty member's performance in each major area may consider, but is not limited to, the following factors:

### 3.2.1 **Instructional Responsibilities**

#### ***A. Evaluations of Teaching Effectiveness***

- Student evaluations of teaching effectiveness;
- Dean evaluations of teaching effectiveness;
- Quality of patient care and clinical instruction;

### ***B. Teaching Innovation and Learning Assurance***

- Use of innovative instructional materials, incorporation of technology-based teaching strategies, classroom interactions, community-based learning, participatory learning opportunities and/or other student-engaging teaching techniques;
- Active role in developing new academic programs, majors and/or minors;
- Stimulation of student discussion and critical thinking;
- Integration of theory with practice in course materials;
- Processes used for and the assessment of learning outcomes.

### ***C. Teaching Load and Instructional Contributions***

- Comparative assessment (to other departmental faculty) of course load responsibilities taught during the review period based upon the number of courses, the number of class/lab preparations, and the total classroom, lab and/or clinical contact hours per week;
- Direction of independent studies, student research, major student projects, theses, dissertations, and/or capstone courses;

### ***D. Quality of Communication with Students***

- Quality of course syllabi that communicate high academic expectations, assessment of student learning outcomes, timely return of graded materials, grading policy, and other course materials;
- Involvement with and effectiveness of student advising;
- Professional interactions with students that promote student learning and the mission of the University outside of the classroom;

### ***E. Academic Development***

- Engagement in activities that improve knowledge, ability or expertise such as participation at professional conferences or workshops that enhance teaching, advising, and/or learning outcomes assessment;
- Completion of professional certifications, licensures or other professional development experiences that enhance professional effectiveness.

### 3.2.2 Professional Service

#### ***A. Service to the University***

- Service to the University through effective participation in administrative assignments;
- Service to the University through effective participation in committees or governance processes of the department, college and/or university;
- Service to the University through assisting student organizations or activities;
- Service to the University through non-credit or uncompensated teaching;
- Service to the University through leadership in the development of academic programs, curricula, or other special projects assigned by the dean;

#### ***B. Professional Service to the Community***

- Application of professional knowledge in service to the community;
- Public service activities for governmental or non-governmental units at local, state, national, or international levels.

### 3.2.3 Collegiality and Professionalism

#### ***A. Collaboration and Communication***

- Supports collaborative decisions of the program and university;
- Serves as an active and productive participant in the development of academic programs;
- Abides by departmental, college and university policies;
- Serves as a mentor to faculty colleagues;
- Communicates in a professional manner with students, staff, faculty, administrators, and external constituents.

#### ***B. Participation and Professionalism***

- Meets deadlines and prepares all required paperwork in a timely, accurate, and professional manner;

- Attendance at graduation and other events either recognizing students for academic accomplishments or providing opportunities for student-faculty interactions.

#### 4. EVALUATION AND RATING BY THE DEAN

4.1 To determine the annual performance rating of faculty members, the dean will assess the accomplishments of each faculty member. The assessment will be based on the information contained in the Annual Activity Report and from other evaluative sources as determined by dean. After reviewing all evaluative information for each faculty member, the dean will assign a point value rating for each appropriate factor listed on the evaluation form. The point values are based on the dean's assessment of the level of a faculty member's achievement for each factor. The rating scale below is to be used in the assignment of points:

5 = Meritorious Performance. The individual's achievements are superior in a particular area or comprehensively (teaching, professional growth, service). The faculty member has demonstrated or achieved a particular distinction or accomplishment that would be viewed as outstanding.

4 = Exceeds Expected Level of Performance. Faculty member consistently does more than is required of him or her in a particular area or comprehensively. Both quality and quantity of work should be taken into account for this level of recognition.

3 = Meets the Expected Level of Performance. Excellence in teaching, responsible participation on committees and active professional growth are the norm for an AUHS faculty member. Performance is fully satisfactory in all major respects.

2 = Does Not Meet the Expected Level of Performance. Performance is inconsistent or problematic in one or more areas of evaluation. A plan for improvement should be developed by the faculty member in consultation with the Dean.

1 = Unsatisfactory Performance. Faculty member consistently fails to meet acceptable standards in one or more areas of evaluation. A plan for improvement should be developed by the faculty member in consultation with the Dean.

4.2 In determining an overall performance rating for each faculty member, the following procedure will be followed:

- 4.2.1 For each factor itemized under each of the three major areas of performance responsibility (Instructional Responsibilities, Professional Service, and Collegiality and Professionalism), the dean will provide a point value based on the qualitative rating of Meritorious Performance, Exceeds Expected Level of Performance, Meets the Expected Level of Performance Does Not Meet the Expected Level of Performance Unsatisfactory Performance.
- 4.2.2 In determining the overall evaluation of performance within each of the three major categories, an average of all performance scores for the factors within a major area of performance will be calculated.
- 4.2.3 In determining an overall performance rating for each faculty member, the weights assigned to each of the three major areas of responsibility will be used:

***Non-tenured Faculty with Teaching-only Contracts***

Instructional Responsibilities	70%
Professional Service	15%
Collegiality and Professionalism	15%

The ranges established for each faculty member must total, but not exceed, 100%.

- 4.2.4 Using the appropriate weights described above, multiply the average point value calculated for each major factor by the weight assigned for the major area to calculate the weighted average for each major performance area.
- 4.2.5 Add the weighted averages for the three major performance areas to compute the overall performance score.

**Example of Calculation: Overall Evaluation Rating**

<b>Major Area</b>	<b>Average Score</b>	<b>x Weight</b>	<b>= Weighted Score</b>
Instructional Responsibilities	4.1	0.7 (70%)	2.9
Professional Service	3.6	0.15 (15%)	0.5
Collegiality and Professionalism	4.3	0.15 (15%)	0.6
<b>Overall Evaluation Rating</b>			<b>4</b>

## FACULTY PERFORMANCE EVALUATION FORM

Name: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Program: \_\_\_\_\_ Date: \_\_\_\_\_

Using the rating scale provided above, please rate the faculty member in each of the following areas. Ratings at either extreme (1 or 5) must be supported with specific information about what led to the ratings.

<b>INSTRUCTIONAL RESPONSIBILITIES</b>					
<b>Evaluations of Teaching Effectiveness</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Student evaluations of teaching effectiveness	<input type="checkbox"/>				
Dean evaluations of teaching effectiveness	<input type="checkbox"/>				
Quality of patient care and clinical instruction	<input type="checkbox"/>				
Comments:					
<b>Teaching Innovation and Learning Assurance</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Use of innovative instructional materials	<input type="checkbox"/>				
Active role in developing new academic programs, majors and/or minors	<input type="checkbox"/>				
Stimulation of student discussion and critical thinking	<input type="checkbox"/>				
Integration of theory with practice in course materials	<input type="checkbox"/>				
Processes used for and the assessment of learning outcomes	<input type="checkbox"/>				
Comments:					
<b>Teaching Load and Instructional Contributions</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Comparative assessment of course load responsibilities	<input type="checkbox"/>				
Direction of independent studies, student research, major projects, etc.	<input type="checkbox"/>				
Comments:					

<b>Quality of Communication with Students</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Quality of course syllabi	<input type="checkbox"/>				
Involvement with and effectiveness of student advising	<input type="checkbox"/>				
Professional interactions with students	<input type="checkbox"/>				
Comments:					
<b>Academic Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Engagement in activities that improve knowledge, ability, or expertise	<input type="checkbox"/>				
Completion of professional development experiences	<input type="checkbox"/>				
Comments:					
<b>Average Score:</b>					

<b>PROFESSIONAL SERVICE</b>					
<b>Service to the University</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Participation in administrative assignments	<input type="checkbox"/>				
Participation in committees or governance processes	<input type="checkbox"/>				
Assistance to student organizations or activities	<input type="checkbox"/>				
Non-credit or uncompensated teaching	<input type="checkbox"/>				
Leadership in the development of academic programs, curricula, etc.	<input type="checkbox"/>				
Comments:					
<b>Professional Service to the Community</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Application of professional knowledge in service to the community	<input type="checkbox"/>				
Public service activities for governmental or non-governmental units	<input type="checkbox"/>				
Comments:					
<b>Average Score:</b>					

<b>COLLEGIALITY AND PROFESSIONALISM</b>					
<b>Collaboration and Communication</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Supports collaborative decisions of the program and university	<input type="checkbox"/>				
Abides by university policies	<input type="checkbox"/>				
Serves as a mentor to faculty colleagues	<input type="checkbox"/>				
Communicates in a professional manner	<input type="checkbox"/>				
Comments:					
<b>Participation and Professionalism</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Meets deadlines & required paperwork is timely, accurate, & professional	<input type="checkbox"/>				
Attendance at graduation and other events	<input type="checkbox"/>				
Comments:					
<b>Average Score:</b>					

### EVALUATION SUMMARY

<b>Major Area</b>	<b>Average Score</b>	<b>x</b>	<b>Weight</b>	<b>=</b>	<b>Weighted Score</b>
<b>Instructional Responsibilities</b>	_____	<b>x</b>	_____	<b>=</b>	_____
<b>Professional Service</b>	_____	<b>x</b>	_____	<b>=</b>	_____
<b>Collegiality and Professionalism</b>	_____	<b>x</b>	_____	<b>=</b>	_____
<b>Final Faculty Rank (total of weighted scores)</b>				<b>=</b>	_____

\_\_\_\_\_  
Dean's Signature

\_\_\_\_\_  
Date

I have read the above evaluation of my performance.

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Faculty Member's Signature

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Date