ANNUAL FACULTY PERFORMANCE EVALUATION

The objectives are: (1) to assess performance; (2) to ensure that efforts support Augusta University and Health System goals of education, clinical, research and business growth, operating margin, customer satisfaction and organization-wide leadership integration; (3) to assist in identifying performance objectives for future accomplishment; (4) to promote individual development; and (5) to provide opportunity for dialogue about support needed to advance Augusta University, its Colleges and Departments, and Augusta University Health System's strategic objectives.

SECTION 1A: FACULTY MEMBER INFORMATION

Faculty Member's Name:		**Mentor's Name:** *(if applicable)*	
Academic College:		**Department Home:**	
List any Center(s), Institute(s) and/or Service Line(s) of which you are a Member:			
Academic Rank:		**Date of Rank:**	
Date of Evaluation:		**Evaluation Period (12-month period)** — **From:**	**To:**
Updated CV Submitted	**If yes, enter CV submission date (estimated okay)**	**If No, enter submission deadline**	

Faculty Effort Categories and Examples of Activities *(Link to AU Faculty Effort Definitions)*

Teaching	**Research / Scholarship**
• Teaching classes on campus, abroad, or away • Distance education (synchronous or asynchronous) • Explaining concepts and procedures and demonstrating skills • Supervising labs/problem session, field work • Directing thesis/dissertation research at the undergraduate or graduate levels, post-doctoral, independent study or directed study • Participating in activities sponsored by teaching grants • Keeping up with current information in the field • Conveying content to students • Previewing materials for possible classroom use • Developing pedagogy to bring latest developments to students • Creating or revising programs and courses • Preparing and grading exams and other course assessment tools • Evaluating class presentations, projects, and research work • Pre-registering/registering • Providing information on majors/minors/professional/graduate programs • Referring students to career services • Referring students to counseling/testing services • Performing administrative work related to course withdrawals, class attendance, etc. • Supervision of pre-service teachers in schools • Creating and/or maintenance of Libraries systems and website	• Extramural Grants from governmental agencies • Extramural Grants from Health Foundations • Extramural Research Training Grants (Individual or Institutional) • Clinical Trials • Research Fellowships • Intramural Discovery Institute Awards • Intramural Bridge Funding Awards • Intramural Projects established by the college, department, center/institute using internal funding if the account supporting the activity is budgeted and accounted for separately (e.g., Pilot Support Research Program, Scientist Training Program, Interdisciplinary Research Program, Extramural Success Award) • Publications in peer-reviewed journals • Publications in non-peer reviewed sources (other journals, newsletters, monographs, etc.) • Books and book chapters • Other creative intellectual works included but not limited to: copyrights, patents, trademarks, etc. (drugs, software, devices, methods, translational research) • Invited professional seminars and presentations • Patents, copyright, etc. • Creative works and other intellectual works including artistic, theatrical, etc.

Clinical (refers to Patient Care)	Service
• Patient care while teaching with learners present (includes patient care activities for which a practice plan bills a patient or other party and the faculty member is teaching students or residents.) • Patient care without learners present. • Administration- activities that support the clinical mission of AU. • Administrative oversight to clinical practice (e.g. Clinical Service Chief, Medical Director) • Influence clinical practice by either: development of innovative approaches to diagnosis or treatment, applications of technologies and/or models of care that influence care and/or are to previous approaches. • Developing clinical care models, treatment protocols, or practice guidelines that influence the standard of care or has a critical role in defining a new field • Visiting professorships, speaking engagements in area of clinical expertise • Leadership roles in professional organizations related to area of clinical expertise and/or leadership roles, courses, or programs • Consultant on issues related to area of clinical expertise • National or international committees developing guidelines and policies for management or evaluating programs in area of clinical expertise	• Journal editorships and editorial board service • Service (and/or leadership role) in academic/community/honors/professional organizations • NIH, American Heart Association, etc. study section membership • Speeches and presentations to community and civic organizations • Consultation or collaboration with community groups • Leadership participating in AU outreach programs like community health fairs (or similar events) • Writing for local media or guest appearance on media (TV, Radio, etc.) in area of expertise • Teaching Continuing Education (CED) courses • Lectures, speaking engagements, etc. for community and public K-12 schools • Acting as an advisor, mentor, or expert in the faculty member's area of expertise as an official representative of the University. • Externally sponsored public service (e.g. HRSA funded service activities) • Leadership role in University functions including, commencement and honors ceremonies, library programs, sporting events • Faculty presentations such as lecture series, recitals and readings, workshops or programs • Attending faculty training or professional development • Planning/conducting a statewide program • Participation in institution fundraising activities • Service on boards or committees of (non-conflict of interest) organizations and/or businesses

Administration
• Academic Support (Library) • Student Services (Student Health Services) • Auxiliary Enterprises • Institute and Program Directors • Other positions providing departmental administration

Faculty Effort Categories and Examples of Activities *(Link to AU Faculty Effort Definitions)*

FACULTY ACTIVITY / EFFORT REPORTING:		
EFFORT CATEGORIES	**CURRENT YEAR ASSIGNED**	**PROJECTED COMING YEAR ASSIGNED**
Teaching / Instruction		
Research / Scholarship		
Clinical		
Service		
Administration		
TOTAL		

Sum should total 100% for each fiscal year

Performance Evaluation Scale: Please use this scale in rating Faculty Members' Performance

Augusta University hires quality faculty and has high expectations of them. Therefore, in evaluating faculty, "Meets Expectations (ME)" does not represent mediocre achievement but a high level of performance. Faculty members who meet expectations are eligible for tenure and promotion consideration (if applicable) and merit raise consideration. A given faculty member may occasionally exceed expectations in some areas, but it is not expected that individuals exceed expectations in many areas."

Exceeds Expectations (EE)	Meets Expectations (ME)	Inconsistently Meets Expectations (IME)	Needs Immediate Improvement (NII*)
- Performance is clearly outstanding - Individual significantly and consistently exceeds expectations and role requirements - Exceeds goals and objectives set for the year - Demonstrates exceptional depth and breadth of role knowledge, highly recognized by others within the community - Demonstrates for other leaders and staff members, role model behaviors consistent with University values	- Performance is excellent - Individual regularly meet and sometimes exceeds expectations and role requirements - Meets goals and objectives set for the year - Possesses full depth and breadth of role knowledge - Perceived by peers, managers, students and others as collaborative, skilled and reliable - Behaviors are consistent with University values	- Performance has some inconsistencies, needs improvement in some areas, but is generally on track to meet expectations. May be new to the role. - Individual has not yet mastered all key job responsibilities - Inconsistently demonstrates or may be learning the required role knowledge does not yet fully perform all requirements and duties - Completed some but not all objectives - Occasionally, behaviors are inconsistent with Augusta University values and professional expectations	- Performance is not excellent - Individuals who are new in the learning curve and are still learning key job responsibilities - Inconsistently demonstrates or may be learning the required role knowledge and does not yet fully perform all requirements and duties - Did not complete important objectives - Did not achieve important goals - Behaviors are inconsistent with the Augusta University values. * Employee is either on a Faculty Improvement Plan (FIP) or should be placed on a FIP.

FINAL COMMENTS FROM FACULTY MEMBER

FINAL COMMENTS FROM CHAIR

SECTION 1C: SUMMARY OF PROPOSED GOALS FOR UPCOMING FISCAL YEAR 2019-2020

The Faculty Member should enter their proposed goals after discussion with the immediate supervisor and relevant leaders and may be edited accordingly before the evaluation is finalized with signatures. *The goals for each effort category will depend on the faculty member's percent effort for the category.*

PROPOSED GOAL: ENTER AS MANY GOALS AS ARE RELEVANT TO THIS EFFORT CATEGORY.

This section should be discussed with the immediate supervisor and may be edited accordingly before the evaluation is finalized with signatures.
MEASUREMENT: HOW WILL THE ACHIEVEMENT BE MEASURED? Explain how the goal/ achievement listed above will be measured.

TEACHING/INSTRUCTION GOALS **(PROPOSED EFFORT % FOR FY**20**: % %)**

RESEARCH / SCHOLARSHIP GOALS **(PROPOSED EFFORT % FOR FY**20**: % %)**

CLINICAL / PATIENT CARE GOALS **(PROPOSED EFFORT % FOR FY**20**: %)**

SERVICE GOALS **(PROPOSED EFFORT % FOR FY**20**: %)**

ADMINISTRATION GOALS **(PROPOSED EFFORT % FOR FY**20**: % %)**

SECTION 2A: EVALUATION SUMMARY BY OTHER DIRECT SUPERVISOR (ADD PAGES AS NEEDED)

This section should be completed by the Faculty Member's Supervisor with whom he/she as an additional direct report. This may be a Department Chair or, Center or Institute or Service Line Director. Comments should largely focus on activity related to the activity under supervision but may include other areas if relevant.

This Section should be pasted in the Area for which the faculty member is being evaluated. (e.g. for research in the Research Section, for clinical performance in the Clinical Section)

Name of Evaluating Department Chair (or Center / Institute / Service Line Director)	
Evaluation Completion Date	

EVALUATION RATING	**EE**		**ME**		**IME**		**NII**	

SECTION 2B: IMPROVEMENT PLAN for faculty who are not meeting performance expectations.
List improvement Areas and Performance Measures by Area

SECTION 3A: FACULTY MEMBER POST - EVALUATION COMMENTS

SELF-EVALUATION OF OVERALL PERFORMANCE:

EVALUATION RATING	EE		ME		IME		NII	

SELF-OVERALL PERFORMANCE EVALUATION COMMENTS

CHAIR/SECTION CHIEF OVERALL PERFORMANCE EVALUATION OF FACULTY MEMBER:

EVALUATION RATING	EE		ME		IME		NII	

CHAIR/SECTION CHIEF OVERALL PERFORMANCE EVALUATION COMMENTS

Faculty Member's Signature: _____ **Date:** _____

Department Chair Signature: _____ **Date:** _____

Primary Supervisor Signature: _____ **Date:** _____
(if not the Department Chair)

Secondary Supervisor Signature: _____ **Date:** _____
(if the evaluated Faculty Member serves in an Institute / Center / Service Line)

Dean's Signature: _____ **Date:** _____

DOCUMENTS ARE FINALIZED WITH SIGNATURES. ALL FINALIZED DOCUMENTS ARE MAINTAINED IN HUMAN RESOURCES.