

**CAROLINAS COLLEGE OF HEALTH SCIENCES  
POLICY AND PROCEDURE**

**HUMAN RESOURCES**

**SUBJECT:** TEAMMATE EVALUATION PROCESS

**REVIEWER(S):** President\*  
Provost  
Dean of Student Affairs and Enrollment Management

**POLICY**

The teammate evaluation policy ensures that teammates are evaluated on a regular basis in a method consistent with college guidelines and those of Atrium Health. Through this process, leaders assess teammate performance in alignment with requirements outlined in job summaries as well as individual contributions to the mission of the college. Evaluation of performance should occur throughout the year, in both formal and informal processes. The annual performance appraisal process is conducted once a year and is a formal assessment of the previous year's job performance.

The performance appraisal process for the college has several objectives:

1. To formally recognize positive performance and accomplishments,
2. To provide constructive feedback to aid in growth and development, and
3. To serve as the basis for merit pay and other pay increases, when eligible.

Throughout the teammate evaluation process, the college is committed to ensuring individual and collective responsibility for the success of the college mission by articulating goals, fostering open dialogue and constructive feedback, promoting quality performance, and supporting professional development.

**PROCEDURE**

- A. Managers will undergo appropriate training to ensure that performance or qualifications are assessed fairly and without bias.
- B. Evaluations should be constructive, so they help develop the teammate and encourage and assist those evaluated to provide excellent service and outcomes.
- C. Teammates are responsible for timely submission and accuracy of the information included in the annual performance appraisal.
- D. Teammates should be informed of expectations for all appraisal components. Performance appraisal crosswalks should be used to enhance communication of expectations.
- E. Teammates will receive an overall evaluation rating based upon their performance in several categories. Ratings will be determined by the teammate's accountability to his/her job responsibilities and expectations. At a minimum, each teammate must meet the basic job responsibilities and expectations. Failure to meet minimum expectations will result in unsatisfactory performance level rating. Where deficiencies in performance are identified, the teammate is responsible for remedying deficiencies and the college will assist through development opportunities.
- F. Managers will use feedback from a variety of sources when evaluating teammate performance. No one source of information, including student evaluations, may be the sole basis for a specific evaluation rating. Sources to be used when evaluating performance include, but are not limited to:
  1. Teammate self-assessment: Every year, each teammate should complete a self-assessment of his/her performance over the evaluation period. The self-assessment will include a summary of performance in the appraisal categories as well as examples of activities completed during the

evaluation period and goals or areas for improvement for the upcoming evaluation period. Documentation of activities, including professional development, must be maintained but need only be provided upon request by the manager. For leaders, the self-assessment process also includes action steps and outcomes of annual professional and departmental goals.

2. Student evaluation (FACULTY): Student evaluations will be administered in all sections every semester. The program chair will regularly review student evaluations. The evaluations will be made available to the instructor for review once grades are posted for the corresponding semester. Program chairs will provide regular feedback based on student evaluations and will incorporate an annual review of student evaluations during the appraisal process for faculty members to identify trends and areas for recognition and/improvement.
  3. Peer evaluation (FACULTY): A teaching faculty member will be evaluated using the Peer Course Review Form. Peer evaluations involve a review by a peer (from the faculty member's department or another department) and/or program chair and will include the classroom and online settings for the course. Peer evaluations will be conducted annually and will be used to identify areas for instructional improvement. All essential standards must be observed during the peer evaluation or action plans for improvement must be developed in conjunction with the program chair.
  4. Additional sources of feedback include those from other teammates or leaders that work closely with the teammate in other areas of responsibility outlined in the job summary, such as committee chairs or other peers.
- G. When appraisal results of one year are discussed, expectations for the upcoming evaluation period should be communicated. The leader and teammate will discuss what additional support and/or professional development, if any, is needed to meet the outlined expectations, goals for the upcoming performance period, as well as whether any revisions to the job summary are needed.
- H. The Teammate Evaluation Process policy will be reviewed bi-annually.

## **REFERENCES**

### **Related Policy to Consult**

**Atrium Health:** [HR 6.05 Performance Reviews](#)

### **Related Form(s)**

[Performance Appraisal Crosswalks](#)

[Peer Course Review Form](#)

### **Related 2018 SACSCOC Standard(s)**

- 4.2c CEO evaluation/selection
- 5.4 Qualified administrative/academic officers
- 5.5 Personnel appointment and evaluation
- 6.3 Faculty appointment and evaluation
- 6.5 Faculty development
- 11.2 Library and learning/information staff
- 12.2 Student support services staff
- 13.4 Control of finances