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Faculty Performance Evaluation Framework

1. Background

The University of Global Health Equity (UGHE) is committed to delivering world-class health sciences education grounded in academic excellence, equity, and social accountability. Faculty members serve as central agents in fulfilling this mission through excellence in teaching, scholarly inquiry, clinical education, community services, and institutional leadership. In order to maintain the highest standards of academic integrity and institutional effectiveness, UGHE has established a comprehensive development – oriented faculty performance evaluation framework designed to ensure transparency, accountability, and alignment with the University’s strategic priorities.

In pursuit of these goals, UGHE has adopted a 360-degree performance evaluation model. This multisource framework integrates structured feedback from students, peers, supervisors, and faculty self-assessments, enabling a holistic and evidence-informed assessment of faculty contributions.

2. Purpose and Objectives

2.1 Purpose

The UGHE Faculty 360-Degree Performance Evaluation Framework is intended to establish a comprehensive process for assessing faculty performance across academic, clinical, and service domains. Rooted in a commitment to equity, excellence, and developmental accountability, the framework is designed to support institutional decision-making, promote transparency, and align faculty contributions with UGHE’s strategic and educational goals.

2.2 Objectives

This framework aims to:

1. **Evaluate faculty performance across UGHE’s core academic domains** including teaching effectiveness and learning facilitation, research and scholarship, and community and institutional service and leadership through a multisource system that reflects the complexity of faculty roles.
2. **Ensure consistency and transparency in the evaluation process** by applying standardized criteria and structured feedback mechanisms across all programs and departments.
3. **Promote a culture of accountability and continuous improvement**, rooted in collegial feedback, reflective practice, and shared responsibility for academic excellence.
4. **Inform institutional decisions regarding academic advancement**, including annual performance reviews, contract renewal, and eligibility for promotion and merit-based recognition.
5. **Establish a comprehensive evaluation process**, ensuring diverse voices, including learners and colleagues inform the assessment of faculty contributions.



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3. Core Academic Domains and Role Responsibilities

UGHE’s Faculty Performance Evaluation Framework is structured around three core academic domains: Teaching Effectiveness and Learning Facilitation, Research and Scholarship, and Community and Institutional Service and Leadership. These domains reflect the central responsibilities expected of faculty members and serve as the foundation for performance assessment across all programs and academic ranks.

In addition, the framework includes a dedicated fourth domain (Clinical Teaching) to evaluate the distinct instructional, and mentorship responsibilities performed in clinical education settings. This domain applies exclusively to faculty members with formally assigned clinical teaching roles, such as those involved in supervising students in hospitals, or clinical simulation environments. Faculty without clinical responsibilities will be evaluated only against the three core academic domains.

Core Domain	Subdomain	Description
1.1 Teaching Effectiveness and Learning Facilitation	Instructional Delivery	<ul style="list-style-type: none"> Delivers well-organized, inclusive, and engaging learning experiences aligned with curricular goals, Utilizing relevant evidence-proven pedagogical methods to maximize student engagement and learning outcomes
	Mentorship and Academic Advising	<ul style="list-style-type: none"> Provides timely, personalized academic and career support to students and junior colleagues.
	Interprofessional and Cross-Program Collaboration	<ul style="list-style-type: none"> Participates in interdisciplinary teaching across UGHE programs (e.g., MBBS, MGHD, Nursing).
	Curriculum and Assessment Development	<ul style="list-style-type: none"> Designs or revises curriculum components, assessments, and learning resources.
	Pedagogical Development	<ul style="list-style-type: none"> Engages in structured faculty development activities to enhance teaching quality.
1.2 Clinical Teaching	Bedside Teaching and Clinical Reasoning Instruction	<ul style="list-style-type: none"> Demonstrates effective, inclusive, and structured bedside teaching that fosters clinical reasoning and critical thinking among students.
	Professionalism and Modelling	<ul style="list-style-type: none"> Consistently demonstrates ethical conduct, integrity, respect, and compassion in clinical settings, in



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		alignment with UGHE’s professional standards.
	Mentorship in Clinical Contexts	<ul style="list-style-type: none"> Provides mentorship to students and junior clinicians, supporting both academic and professional development.
	Curriculum and Assessment Contributions	<ul style="list-style-type: none"> Participates in the development, or review of clinical teaching curriculum, contributes to assessment design and administration.
2. Research and Scholarship	Scholarly Output	<ul style="list-style-type: none"> Produces and disseminates peer-reviewed research in reputable, peer-reviewed journals.
	Grants and Funding	<ul style="list-style-type: none"> Submits and/or secures competitive research funding.
	Academic Presentations	<ul style="list-style-type: none"> Presents at conferences, seminars, or academic panels.
	Research Mentorship	<ul style="list-style-type: none"> Supervises and mentors’ students or junior faculty in research activities.
	Collaborative Scholarship	<ul style="list-style-type: none"> Participates in interdisciplinary or multi-institutional research initiatives.
	Editorial and Peer Review Service	<ul style="list-style-type: none"> Serves as editor or peer reviewer in reputable academic journals or funding bodies.
	Committee Participation	<ul style="list-style-type: none"> Contributes to UGHE governance through roles in committees or task forces.
3. Community and Institutional Service and Academic Leadership	Academic Leadership Roles	<ul style="list-style-type: none"> Holds and fulfills roles such as Module Leader/Director, Head of department, Program Director, Chair, or Dean.
	Professional Service and Representation	<ul style="list-style-type: none"> Participates in academic or professional societies, accreditation processes, or national boards.
	Community initiatives, outreaches and campaigns	<ul style="list-style-type: none"> Participates in or leads national or regional outreach activities (e.g., Umuganda, health screenings, awareness days) that advance



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		public health education or social accountability.
	Service on National/International Committees	<ul style="list-style-type: none"> Serves on committees, task forces, or advisory panels beyond UGHE, including those organized by ministries, professional societies, or global organizations.
	Community Partnership Development	<ul style="list-style-type: none"> Builds and sustains mutually beneficial collaborations with community organizations, health centers, or local leaders to promote shared goals in education, service, and research.
	Strategic Initiative Involvement	<ul style="list-style-type: none"> Leads or contributes significantly to projects that advance institutional goals.

3. 360-Degree Performance Evaluation Indicators

Domain 1.1: Teaching Effectiveness and Learning Facilitation

Subdomain	Performance Indicators
Instructional Delivery	<ul style="list-style-type: none"> - 100% fulfillment of assigned teaching duties. - ≥ 3 student evaluation cycles per academic year. - Average rating ≥3.5/5.0 on teaching effectiveness. - Evidence-based teaching methods documented: <ul style="list-style-type: none"> - Use of active learning strategies - Inclusive teaching practices demonstrated
Curriculum Contributions	<ul style="list-style-type: none"> - Developed or revised curriculum syllabi/modules. - Participated in curriculum mapping or review activities.
Assessment	<ul style="list-style-type: none"> - Delivered well-aligned formative and summative assessments. - Demonstrated adherence to UGHE assessment standards.
Mentorship and Academic Advising	<ul style="list-style-type: none"> - Number of students mentored. - Documented advising sessions. - Student feedback on support and accessibility.



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Materials Development	<ul style="list-style-type: none"> - Created or updated lecture slides, e-resources, or case studies - Developed digital learning tools or instructional guides.
Interprofessional Collaboration	<ul style="list-style-type: none"> - Co-taught or contributed to interdisciplinary modules (e.g., MBBS–MGHD) - Engaged in joint learning or teaching initiatives.
Pedagogical Development	<ul style="list-style-type: none"> - Participated in ≥ 1 professional trainings/workshops annually. - Demonstrated integration of newly acquired skills into instructional practice.

Domain 1.2: Clinical Teaching

Subdomain	Performance Indicators
Bedside Teaching and Clinical Reasoning	<ul style="list-style-type: none"> - Frequency and quality of bedside teaching - Student and peer ratings of clinical instruction quality
Professionalism and Role Modeling	<ul style="list-style-type: none"> - Demonstrated ethical, compassionate behavior - Modeled UGHE values in patient interactions
Mentorship in Clinical Contexts	<ul style="list-style-type: none"> - Number of students/junior clinicians mentored - Documented outcomes (e.g., improved skills, professionalism)
Curriculum and Assessment Contributions	<ul style="list-style-type: none"> - Contributed to design/review of clinical modules - Participated in assessment tools like OSCE, mini-CEX.

Domain 3: Research and Scholarship

Subdomain	Performance Indicators
Peer-Reviewed Publications	<ul style="list-style-type: none"> - Number and quality of peer-reviewed publications - Authorship role
Citation Impact	<ul style="list-style-type: none"> - Citation counts via Scopus/Google Scholar - Updated h-index or equivalent metric e.g. Google Scholar
Peer Reviewing	<ul style="list-style-type: none"> - Number of peer reviews completed - Roles in journal or grant peer-review bodies



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Grants and Funding	- Number of grant proposals submitted - Amount of funding secured
Academic Presentations	- > 2 Conference/seminar presentations as speaker/panelist
Research Collaborations	- Participation in interdisciplinary or international research teams - Co-authored work or shared projects
Research Mentorship	- Number of students/fellows mentored in research - Outputs (publications, defenses, conference submissions)
Editorial and Advisory Roles	- Roles in editorial boards, scientific panels, or technical committees

Domain 4: Community and Institutional Service & Academic Leadership

Subdomain	Performance Indicators
Committee Participation	- Active participation in UGHE committees or task forces - Attendance, inputs, and documented contributions
Academic Leadership Roles	- Fulfilled duties as Module Leader/director, Head of department, Program Director, Chair, or Dean
Community and Policy Engagement	- Represented UGHE in policy dialogues, outreach events, or public forums - Contributed to policy papers or public health campaigns
Professional Service and Representation	- Held office or active role in professional or accreditation bodies - Participated in society-led reviews or initiatives
Community Initiatives, Outreaches, Campaigns	- Led or contributed to ≥2 community events annually (e.g., Umuganda, health education, screening drives)
Service on National/International Committees	- Participated in committees related to MoH, WHO, or similar bodies - Provided expert input or chaired advisory groups
Community Partnership Development	- Developed MOUs or co-led community-based projects - Sustained partnerships with measurable benefits



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Strategic Initiative Involvement	<ul style="list-style-type: none"> - Contributed to institutional-level innovations, reforms, or accreditations - Produced reports or participated in implementation
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4. Evaluation Process and Implementation

UGHE’s 360-degree faculty performance evaluation process is designed to be transparent, inclusive, and developmentally oriented. The process integrates structured input from students, peers, supervisors, and the faculty member, ensuring that evaluations are both rigorous and contextually appropriate. This section outlines the procedures and timelines for implementing the evaluation framework.

5.1 Evaluation Cycle and Frequency

- **Annual Evaluation:** All full-time and part-time academic faculty undergo a comprehensive 360-degree evaluation annually.
- **Mid-Cycle Check-Ins:** Optional mid-year self-reflection or developmental check-ins are encouraged for early feedback or support but mandated for all faculty presenting for promotion anytime within the academic year.
- **Evaluation Period:** The evaluation year follows the academic calendar.

5.2 Evaluation Sources and Instruments

Evaluator	Tool/Instrument	Scope and Application
Students	Standardized Student Evaluation Forms	<ul style="list-style-type: none"> • Minimum of 4 evaluations per course/module annually • Evaluates clarity, engagement, responsiveness, fairness of assessments, and learning outcomes • Contributes to ratings in Instructional Delivery, Mentorship, and Clinical Teaching
Peers	Structured Peer Evaluation Form	<ul style="list-style-type: none"> • Minimum of 6 peer evaluations per year • Focuses on instructional design, classroom presence, collegiality, and interdisciplinary collaboration • Completed using standardized rubrics with open comments • Informs ratings in Teaching Effectiveness, Collaborative Teaching, and Curriculum Development • Informs rating in research conduct, securing research grants, and executing research projects through to completion



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Supervisors	Supervisor Evaluation Form	<ul style="list-style-type: none"> • Conducted annually by the Head, Director, or Dean • Assesses performance across all domains, including leadership, research output, service, and institutional alignment • Incorporates performance data, documentation, and observed contributions • Provides overall rating and guides feedback sessions
Faculty Member	Self-Assessment Form and Supporting Portfolio	<ul style="list-style-type: none"> • Submitted annually • Includes narrative reflection, teaching and research documentation, mentorship logs, service roles, and developmental goals for the next review cycle • Supports professional development planning and informs composite scoring • Required for advancement and promotion review processes

5.3 Implementation Workflow

Stage	Timeline	Responsible Party	Description
Preparation and Approval	May - June 2025	Office of the Dean for Academic and Research Affairs, EDQC, Academic Commission and Academic Leadership	<ul style="list-style-type: none"> • Finalize and approve all evaluation tools, scoring rubrics, rating forms, and orientation materials. • Prepare evaluator training materials and draft the implementation calendar.
Pilot Phase	June 2025	EDQC, Program Leaders, Selected Faculty Cohort	<ul style="list-style-type: none"> • Conduct a small-scale pilot with EDQC faculty members. Test evaluation forms, digital platforms, and feedback workflows. • Collect user feedback, refine tools, and validate feasibility.



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Full Data Collection	July 2025 – May 2026	Faculty, Students, Peers, Supervisors	<ul style="list-style-type: none"> • Launch institutional rollout across all departments. • Administer student, peer, supervisor, and self-evaluations through secure digital platforms (e.g., Elentra, Google Forms). • Monitor participation rates and flag emerging issues in real time. • Provide periodic support to evaluation coordinators.
Data Compilation and Review	March - May 2026	EDQC	<ul style="list-style-type: none"> • Aggregate and analyze multisource evaluation data. • Triangulate across sources and prepare performance summaries. • Conduct a system-level review of evaluation data, feedback quality, and tool performance.
Feedback and Review Meetings	May – June 2026	Supervisor and Faculty Member	<ul style="list-style-type: none"> • Conduct formal, structured performance review discussions. • Address feedback, identify strengths and areas for development, and co-create action plans for the next cycle.
Reporting and Archiving	June 2026	EDQC	<ul style="list-style-type: none"> • Finalize faculty evaluation reports. • Submit official summaries to academic leadership and Human resources. • Archive securely for use in promotion, contract renewal, and institutional reporting. • Document implementation lessons learned and draft recommendations for the Year 2 revision cycle (2026–2027).
Institutional Oversight and Policy Feedback	June 2026	Academic Commission	<ul style="list-style-type: none"> • Review and endorse Annual Evaluation Summary Report • Issue recommendations for improving faculty evaluation policy and practice.

6.Evaluation Considerations

UGHE recognizes the varying scopes of engagement among its faculty categories. While the 360-degree multisource evaluation model is intended to comprehensively assess the performance of full-time faculty members across all academic domains, it is understood that visiting, part-time, and adjunct faculty may have limited responsibilities mainly in instructional roles without institutional leadership, research responsibilities, or direct supervisory structures.



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Modified Evaluation Approach

- Full-time faculty will undergo a complete 360-degree performance evaluation process, covering all applicable domains: teaching, research, community service, and leadership.
- Part-time, visiting and adjunct faculty will be evaluated using role-relevant mechanisms, primarily focused on teaching, such as:
 - Student evaluations
 - Peer teaching observations
 - Module or course-level evaluations.

Differentiated Weighting by Faculty Rank

To ensure fairness and contextual relevance in performance evaluation, UGHE applies differentiated weighting across evaluation domains based on academic rank. This approach ensures that faculty are assessed in alignment with their scope of work and institutional expectations.

7.Utilization of Evaluation Results

UGHE's 360-degree faculty performance evaluation is not only a tool for accountability but a key driver of development and professional growth. Evaluation results are used in the following ways:

- Evaluation reports inform individual development plans co-created by the faculty member and their supervisor.
- Evaluation outcomes serve as essential inputs for promotion and reappointment reviews.
- Quantitative ratings and qualitative narratives from multiple sources contribute to a balanced case dossier.
- Faculty who demonstrates exceptional performance may be nominated for internal or external awards or performance incentives where applicable.
- Aggregate evaluation data supports institutional analysis of teaching quality, research productivity, and service engagement across departments and schools.
- Results guide investments in academic development, hiring needs, and curriculum design priorities.
- Evaluation data may be used to fulfill external accreditation and reporting requirements.

While positive evaluations are used to reward excellence, low or negative results are treated with equal importance as opportunities to provide support, address underlying challenges, and promote improvement. However, if concerns persist despite supportive interventions, the case is referred to the Academic Commission and HR for formal review. Outcomes may include reassignment of roles, probation, or were warranted non-renewal of appointment. Faculty are informed of their rights to respond and appeal through existing academic grievance mechanisms.

8. Ethics, Confidentiality, and Data Management



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To uphold the integrity and ethical rigor of UGHE’s 360-degree faculty evaluation process, strong safeguards are applied to ensure confidentiality, anonymity, and responsible data handling. The following standards guide all aspects of evaluation administration:

- **Non-punitive:** All feedback is used for development and growth before consequence.
- **Transparency:** Faculty have the right to clarify, contest, or explain feedback through formal channels.
- **Evidence-Informed Action:** No decision is made based solely on one stakeholder’s input; all 360-degree data are triangulated.
- **Anonymity and Confidentiality:** All evaluation responses—particularly from students and peers—are anonymized prior to review. Evaluation results are shared exclusively with the faculty member under review, their immediate supervisor, and designated academic leadership (e.g., Program Director, Dean, or Chair).
- **Secure Digital Systems:** All feedback is collected via secure digital tools (e.g., Elentra, Microsoft Forms), ensuring data protection and traceability.
- **Standardization and Oversight:** All instruments and scoring rubrics used in the evaluation process are standardized and formally approved jointly by the Office of the Dean for Academic and Research Affairs and the EDQC.

9. Continuous Improvement of the Evaluation System

- The framework is reviewed biennially by the EDQC, in consultation with faculty, students, and program leaders.
- Revisions are made based on stakeholder feedback, alignment with global best practices, and evolving institutional needs.

10. Responsibility

All members of the UGHE academic community share responsibility for upholding the principles of this framework, including:

- Faculty members, by engaging honestly in self-assessment and feedback processes.
- Supervisors and academic leaders, by conducting fair and developmentally oriented evaluations.
- EDQC and program administrators, by ensuring ethical data collection, secure records management, and quality improvement.
- The AC, by providing oversight, policy alignment, and institutional accountability.

11. Related Policies

This framework should be read in conjunction with the following UGHE policies and documents:

- Academic Promotions and Appointment Policy
- UGHE Quality Assurance Policy



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REVISION/REPLACING

This policy shall be subject to periodic review as deemed necessary by UGHE's Academic Commission.

EFFECTIVE DATE OF THE IMPLEMENTATION OF THE POLICY

This policy came into effect on the date of its approval by the Academic Commission of the University of Global Health Equity on 10 June 2025.

Approved by:



Date: 10/06/2025

Professor Abebe Bekele, MD, FCS, FACS, MAMSE
Deputy Vice Chancellor, Academic Affairs and Research