

**Faculty Self-Evaluation and Goal Setting**

| **Semester and year** |
| --- |
|  |
| **Faculty Member’s name** |
|  |
| **Chair’s/Evaluator’s name** |
|  |

**Self-Evaluation and Goal Setting**

**NOTE: During every other Fall semester, the Faculty members submit a self-reflection to their Chair/Evaluator by September 1st.**

1. The self-evaluation will be no more than 2,000 words total and will consist of four sections, each specifically addressing how–in the period since the Faculty member’s previous self-evaluation–the Faculty member has continued to develop in the four main Criteria for Personnel Action set out in Faculty Manual Section 2.2.7: Teaching, Professional Development and Activity, Engagement in the Life of the University, and Professional and Ethical Relationships. Include information related to accomplishments you have achieved as appropriate in each section. The Self-Evaluation should also include two to four goals for the next two years that address Criteria for Personal Action from the Faculty Manual Section 2.2.7.
2. The Faculty member will submit the completed Self-Evaluation and Goal-Setting Form to their Chair/Evaluator by September 1st.
3. Once the Chair/Evaluator has reviewed the Self-Evaluation and Goal-Setting Form, they set up a meeting to discuss the self-evaluation and goals to address any applicable clarifications to the form. **The Chair/Evaluator then submits the signed Self-Evaluation and Goal-Setting Form to the Faculty Member, Office of the Provost, and FPC by October 1st.**
4. If the Faculty member would like to provide any clarifications or has concerns about the content or process, they can email the Office of the Provost and FPC with those concerns by November 1.

**Faculty Self-Evaluation and Goal-Setting**

*All section numbers refer to the Faculty Manual.*

***Teaching***

In this section, the Faculty member must:

1. Include a sentence that indicates they have met all of the basic responsibilities related to teaching (see 2.2.7.1.1) or provide a brief rationale for why any basic responsibilities were not met.
2. Elaborate on how their teaching meets, with examples, indicators of Excellence in Teaching, as listed in 2.2.7.1.2.

(Note that the list in 2.2.7.1.2 is illustrative, not definitive or restrictive; other indicators may be supplied, and the University makes no requirements as to which indicators should be used.)

[please enter content here]

***Professional Development and Activity***

In this section, the Faculty member must:

1. Describe their professional development related to teaching, as outlined in Section 2.2.7.2.1.
2. Describe their professional development related to professional development and/or activity related to the Faculty member’s academic field(s), as outlined in Section 2.2.7.2.

(Note that the list of indicators for each sub-criterion, 2.2.7.2.1 and 2.2.7.2.2, is illustrative and not definitive or restrictive; other indicators may be supplied. The University expects engagement in both areas of professional development and activity but makes no requirements as to amounts or types of engagement in either area.)

[please enter content here]

***Engagement in the Life of the University***

In this section, the Faculty member must:

1. Include a sentence that indicates they have met all of the basic responsibilities related to Engaging in the Life of the University (see 2.2.7.3.1) or provide a brief rationale for why any basic responsibilities were not met.
2. Elaborate on their engagement in the life of the University, as outlined in Sections 2.2.7.3.2 through 2.2.7.3.5, addressing their participation in:
   1. Shared governance and other service to the University,
   2. Attendance at campus events,
   3. Service to their academic unit,
   4. Service to the community beyond the University,

(Note that the list of indicators for each sub-criterion, 2.2.7.3.2-2.2.7.3.5, is illustrative and not definitive or restrictive; other indicators may be supplied. The University expects engagement in all five sub-criteria but makes no requirements as to amounts or types of engagement in any of them.)

[please enter content here]

***Professional and Ethical Relationships***

The faculty member should address how their work aligns with the AAUP Statement of Professional Ethics in Section 2.2.7.4. In addition, the Faculty member must address steps taken to resolve any grievances lodged against them, as covered in Section 2.15.

[please enter content here]

***Prior goals***

In this section, the Faculty Member should restate prior goals and discuss progress made for each. If this is the Faculty Member’s first Self-Evaluation, they should indicate N/A below.

[please enter content here]

***New or updated goals***

In this section, the Faculty Member should set 2-4 developmental actionable goals related to any of the Criteria for Personnel Action, as outlined in Section 2.2.7. Please remember that you will want to demonstrate progress on these goals in future reflections and/or portfolios, so make sure your goals are manageable. If there were any areas of deficiency identified in the self-evaluation, previous observation(s), reviewing the Approved Method, and/or discussion with colleagues, then the identified deficiencies must be addressed within the goals.

[please enter content here]

***Clarifications or notes upon meeting***

Chair/Evaluator may add clarifications or notes on follow-up with the Faculty member as needed by October 1st.  
[please enter content here]

**Signatures and Dates**

Signing below confirms that the faculty member and their Chair/Evaluator met and reviewed the faculty’s self-evaluation and goal-setting document.

**Faculty member’s signature/verification: Date:**

**Chair’s/Evaluator’s signature/acknowledgment of review:** **Date:**

**Faculty Member:** Please indicate the outcome of the review:

* Agree to the feedback and goals
* Disagree with the feedback and goals and the faculty member will submit a rebuttal to FPC and the Office of the Provost by November 1st.

*Form updated by FPC May 16, 2025*