Principles of Goal Setting in FES

In addition to extended contract and rank promotion goals, faculty set annual performance goals that will enable them to achieve the extended contract or rank promotion that they desire and to help communicate important elements of their faculty role. The following sections describe this process.

Definitions

Goal setting is a broad term that is being used interchangeably with “expectations” and is meant to incorporate important faculty work, important tasks to meet department needs, and University benchmarks for advancement decisions that need to be met. While faculty may have personal and professional aspirations, department chairs and deans may also have expectations for faculty and may choose to identify additional goals that need to be met in order for a faculty member to advance. University requirements for advancement (e.g., Teaching Effectiveness Score of 50) may also be stated as goals.

Principles of Goal Setting

At least one goal is required in the 3 primary roles (Educator-Mentor, Scholar-Practitioner, and Servant-Leader). Faculty may also record goals in faith integration and professional development. Goals should not be all-inclusive of faculty work; they should reflect important expectations that will be evaluated at the annual performance appraisal and will impact overall ratings of effectiveness and, ultimately, contract decisions. Some thoughts to consider:

- In all cases, goals should be SMART
  - Specific – contains clear language for what will be accomplished
  - Measureable – can attain evidence of goal completion that can be evaluated for quality
  - Achievable – can be completed by the next advancement decision
  - Realistic – tied realistically to the current job description
  - Time-delineated – has a clear ending point

- For most faculty, broad goals in the 3 roles will be sufficient (e.g., develop a new course, supervise 5 dissertations, write 3 journal articles, and serve on 2 Councils).
- When setting goals, faculty members should incorporate any benchmarks that must be met for the advancement they are seeking (e.g., average Teaching Effectiveness Score (TES) of 50 or higher). In some cases, departments will have higher goals than University minimums, but departments may not set goals below those set at the University level.
- Other goals may be set as a reflection of department expectations (e.g., contribute one chapter of program review) or personal aspirations (e.g., publish a book).
- A goal may cross multiple years, but annual conversations will occur to ensure that faculty are making appropriate progress toward goal attainment.

Process for Recording Goals/Expectations

Goals are entered in the Goals and Expectations section in Activity Insight at the link titled APU Goals and Expectations (see the Activity Insight Basic User Manual for details). Department chairs may ask faculty to record goals in Activity Insight prior to a meeting, or they may choose to set goals as part of a meeting and then have faculty enter them into Activity Insight. Regardless of process, once goals are entered into Activity Insight, faculty generate custom report FES 1: Goals and Expectations Report, save it to their computers, then upload it back to the link titled Supervisor Approval of Goals and Expectations in the Goals and Expectations section of Activity Insight. Faculty then notify their supervisor that the Goals report is ready for viewing and approval by department chair and dean (if desired). Except for a faculty member’s first year, complete Goal Setting Reports must be uploaded and approved by August 31!