

Faculty Self-Evaluation and Annual Planning Guide

(Updated August 2026)



The Purpose of Your Self-Evaluation and Annual Plan

Your self-evaluation is an opportunity to reflect on your accomplishments and contributions from the past year. Your annual plan, in turn, is a forward-looking document that outlines your professional goals for the coming year. When drafted effectively, these two documents work together to create a cohesive narrative of your growth and commitment to the College's mission.

Embracing SMART Goals

To ensure objectivity and clarity, all goals in your annual plan should be based on the **SMART** framework. A SMART goal is:

- **Specific:** Clearly defines what you want to achieve.
- **Measurable:** Includes quantifiable metrics to track progress.
- **Achievable:** Is realistic given your resources and timeframe.
- **Relevant:** Directly contributes to your professional growth and the College's mission.
- **Time-bound:** Has a defined start and end date.

Reflecting on Previous Year's Goals

As part of your self-evaluation, you should review the goals from your previous annual plan. For each goal, provide a brief summary of your progress and outcome. This is where the "M" for "Measurable" from the SMART framework becomes crucial.

How to Reflect on a SMART Goal:

- **State the original goal:** Begin by restating the SMART goal you set in the previous year.
- **Report on progress:** Using the measurable criteria you established, describe the progress you made. Did you meet, exceed, or fall short of the goal?
- **Provide evidence:** Refer to specific evidence to support your report. This could include links to updated syllabi, a list of professional presentations, committee meeting minutes, or any other relevant documents.
- **Explain challenges or changes:** If you encountered challenges that prevented you from meeting a goal, briefly explain the circumstances. If the goal changed or was no longer relevant, explain why.

This reflection provides a clear, data-driven account of your accomplishments and demonstrates your commitment to continuous professional development.

Self-Scoring with the OEPR Scale

After reflecting on your performance for the year, you will use the provided rubric to assign a self-score (1-5) for each of the three key areas: Effective Teaching, Professional Engagement, and Service.

This self-score should be a reflection of your own objective assessment of your performance based on the criteria in the rubric. In your justification for each score, be sure to reference specific accomplishments and outcomes from your self-evaluation.

Your self-scores will then be used to calculate your Overall Evaluation Performance Rating (OEPR) using the following formula:

Undergraduate: Teaching (60%) + Professional Engagement (20%) + Service (20%)

ESL: Teaching (70%) + Professional Engagement (15%) + Service (15%)

Consulting with Your Department Chair

Before finalizing your goals, it is essential to consult with your department chair. This collaboration ensures that your individual goals are:

- **Aligned with departmental and institutional needs.** Your chair can provide insight into the department's strategic priorities, helping you identify areas where your contributions will have the most significant impact.
- **Feasible within the context of your workload.** Your chair can help you balance your goals across teaching, scholarship, and service, ensuring your annual plan is realistic and manageable.
- **Reflective of both your personal aspirations and professional responsibilities.** This discussion can help you find opportunities for growth that are mutually beneficial to you and the College.

Applying SMART Goals to Your Annual Plan

1. Effective Teaching

This section should focus on goals related to your classroom performance, course development, and effective achievement of learning outcomes.

Example of a SMART Goal:

By the end of the fall semester, I will revise the course syllabus and materials for HIST 101 to align with the new department-wide learning objectives. I will measure success by ensuring that the new syllabus is uploaded to the learning management system and reviewed by the department chair by December 15th.

2. Professional Engagement

Your goals here should reflect your scholarly and creative activities, including research, publications, and presentations.

Example of a SMART Goal:

By the end of the academic year, I will complete a literature review and draft the introduction for my research project on historical preservation. I will submit the completed draft to my writing group for peer feedback by April 15th.

3. Service

This section should include goals related to your contributions to the department, college, and wider community.

Example of a SMART Goal:

I will serve on the College's Curriculum Committee for the 2024-2025 academic year, with the specific goal of leading a review of the current general education requirements. My objective is to draft a summary report of our findings for presentation to the faculty senate by May 1st.

By using this SMART framework and consulting with your department chair, you can create an annual plan that is not only ambitious but also clear, actionable, and objectively measurable. This will make your self-evaluation a more powerful tool for demonstrating your professional contributions and charting your future growth.

Faculty Evaluation Rubric

This rubric is designed to assess faculty performance in three key areas: Effective Teaching, Professional Engagement, and Service. The ratings are on a five-point scale, where a 5 represents exceptional performance and a 1 indicates that minimal expectations are not being met. Keep in mind, a faculty member needs not to meet every bullet point below to be at a certain rating. The bullet points are examples of things expected of faculty that perform at those ratings; each faculty member will have a different perspective depending on their goals. Should a faculty member receive an OEPR of 2 or below for any given calendar year, the faculty member will formulate a professional development plan with their chair/director and the VPAA to improve specific areas of deficiency in the faculty member's performance (Policy Handbook 9.01.05).

5 - Exceeds Expectations

Effective Teaching:

- Consistently demonstrates exceptional teaching skills as evidenced by an average student course evaluation score of 6 or higher (on a 7-point scale) and strong classroom observation reports.
- Proactively develops and teaches courses that significantly contribute to the student learning and the College's Mission.
- Actively collaborates with colleagues to improve teaching methods and curriculum.
- Serves as a leader in the integration of technology and innovative teaching practices, sharing expertise with peers.
- Course syllabi and materials are comprehensive, well-organized, and consistently updated on the learning management system.
- Consistently available during office hours and through email to answer student questions or concerns
- Actively involved in the assessment efforts of the department, the College, and in assessment of their own course objectives.

Professional Engagement:

- Maintains a strong and systematic commitment to professional engagement, going beyond basic expectations.
- Presents at or chairs at multiple professional conferences or creative/artistic presentations.
- Has a record of peer-reviewed publications in scholarly journals or critically reviewed chapters/monographs from recognized publishers.

- Demonstrates significant creative achievements in their field.
- Writes successful grant proposal or contribute as a consultant in their field of expertise.

Service:

- Demonstrates exceptional leadership and active participation in committee service.
- Holds leadership roles on multiple high-impact department, college-wide, and community committees.
- Initiates and leads curriculum development projects and collaborative initiatives.
- Serves as a key liaison between faculty, administration, and staff, fostering a highly collegial environment.
- Participates and contributes to college functions.
- Provides significant and impactful service to the community through leadership in civic, educational, or church organizations.

4 - Sets Expectations

Effective Teaching:

- Demonstrates highly effective teaching, as shown by a mean student course evaluation score between 4.5 and 6 and positive classroom observation reports.
- Develops courses and effectively achieves course learning outcomes.
- Actively participates in professional development opportunities related to teaching excellence.
- Utilizes technology effectively in the learning environment.
- Course syllabi and materials are well-organized and updated on the learning management system.
- Consistently available during office hours and through email to answer student questions or concerns.
- Actively involved in the assessment efforts of the department and the College.

Professional Engagement:

- Consistently shows a systematic commitment to professional engagement.
- Presents at professional conferences or presents creative/artistic works beyond the DWC campus.
- Engages in collaborative work with colleagues in their field.

Service:

- Provides effective leadership on department and college-wide committees.
- Provides effective academic advisement and student mentoring.
- Participates regularly in college functions.

3 - Meets Expectations

Effective Teaching:

- Demonstrates effective teaching that meets the college's standards, with a mean student course evaluation score between 3 and 4.5.
- Student course evaluations and classroom observations indicate teaching effectiveness.
- Achieves course learning outcomes and objectives.
- Uses a learning management system to share syllabi and course materials.

Professional Engagement:

- Participates in or attends professional conferences, webinars, or workshops.
- Maintains a strong and systematic membership in professional organizations.

- Engages in some collaborative activities with colleagues.
- IELI faculty complete training courses of 10 hours or more in the field of TESOL.
- IELI faculty read current literature and share information with department colleagues.

Service:

- Participates in service activities that benefit the department, college, or community.
- Serves on at least one department or college committee.
- Provides basic academic advisement to students.

2 - Needs Improvement

Effective Teaching:

- Teaching effectiveness is inconsistent, as evidenced by a mean student course evaluation score between 2.5 and 3 or mixed classroom observation reports.
- Struggles to consistently meet course learning outcomes.
- May not fully utilize the learning management system or course materials may be incomplete.
- A Professional Development Plan is required to address specific areas of deficiency.

Professional Engagement:

- Limited or inconsistent evidence of professional engagement.
- Does not actively seek opportunities for professional growth beyond that provided by the College.

Service:

- Minimal participation in service activities.
- Does not serve on a department or college committee or participation is ineffective.
- Limited or no contribution to college or community functions.
- Academic advisement is not effectively managed.

1 - Not Meeting Minimal Expectations

Effective Teaching:

- Teaching is largely ineffective, as indicated by a mean student course evaluation score below 2.5 and/or negative classroom observation reports.
- Fails to achieve basic course learning outcomes.
- Course syllabi and materials are incomplete or absent from the learning management system.
- Shows a lack of commitment to improving teaching skills.

Professional Engagement:

- No evidence of professional engagement, scholarly work, or creative activities.
- Does not participate in conferences, workshops, or professional associations.
- Avoids collaboration with colleagues.

Service:

- Fails to participate in service activities.
- Does not serve on any committees.
- Provides no meaningful contribution to the department, college, or community.
- Fails to fulfill responsibilities related to academic advisement.

Guidance for Department Chairs on Faculty Evaluations

This guide is designed to assist you in completing the annual faculty evaluation process. Your role as a department chair is crucial for ensuring the process is fair, transparent, and supportive of faculty professional development. This evaluation will serve as a foundation for decisions regarding salary increases, contract renewals, and promotions.

1. Reviewing the Faculty Member's Self-Evaluation

Your first step is to carefully review the faculty member's completed self-evaluation. This document is designed to be the starting point for a collaborative discussion. Pay close attention to:

- **Reflections on Previous Goals:** The faculty member has used the SMART framework to reflect on their progress from the previous year. Review their accomplishments and their explanations for any challenges or changes.
- **Self-Scores and Justifications:** The faculty member has assigned a self-score (1-5) for each of the three key areas—Effective Teaching, Professional Engagement, and Service—and has provided justifications. Use their self-assessment as a guide for your own scoring.

2. Using the Evaluation Rubric

The official **Faculty Evaluation Rubric** is the core tool for this process. It provides objective criteria for assessing performance in the three main areas on a five-point scale. When assigning a score for each category, ensure your rating is directly tied to the criteria and evidence.

- **Effective Teaching:** This category is weighted most heavily. Refer to the rubric for specific guiding benchmarks, such as mean student course evaluation scores (on the 7-point scale), classroom observation reports, and evidence of course development or technological integration.
- **Professional Engagement:** Look for evidence of scholarly activity, such as conference presentations, publications, creative works, and collaborative projects, as outlined in the rubric.
- **Service:** Evaluate the faculty member's contributions to department, college-wide, and community committees. Look for evidence of leadership and impactful service.

3. Calculating the Overall Evaluation Performance Rating (OEPR)

After you have assigned a score for each category, you will calculate the overall OEPR. This is a weighted score that reflects the College's priorities.

- For Undergraduate faculty, use the formula:
$$\text{OEPR} = (\text{TeachingScore} \times 0.60) + (\text{ProfessionalEngagementScore} \times 0.20) + (\text{ServiceScore} \times 0.20)$$
- For ESL faculty, use the formula:
$$\text{OEPR} = (\text{TeachingScore} \times 0.70) + (\text{ProfessionalEngagementScore} \times 0.15) + (\text{ServiceScore} \times 0.15)$$

The OEPR provides an objective, numerical summary of the faculty member's performance for the year.

4. Writing the Narrative Summary

The narrative portion of the evaluation is essential. It provides context for the scores and allows you to offer specific, actionable feedback. Your narrative should:

- **Acknowledge Strengths:** Start by highlighting the faculty member's significant achievements and areas of excellence. Reference specific examples from their self-evaluation and your own observations.
- **Provide Constructive Feedback:** Identify areas for growth and offer clear, specific suggestions for improvement. This should not be a critique but rather a collaborative plan for future development. Link this feedback to the SMART goals the faculty member has outlined in their annual plan.
- **Justify Your Scores:** Briefly explain how the assigned scores align with the criteria in the rubric and the evidence provided. If your scores differ from the faculty member's self-scores, this is the place to explain your rationale.
- **Guide and Mentor on Goal-Setting:** As you discuss the evaluation, serve as a mentor to help the faculty member refine their professional goals for the coming year, ensuring they are both realistic and aligned with departmental priorities.

5. The Post-Evaluation Conference

The final step is to schedule and conduct a post-evaluation conference with the faculty member. This meeting is an opportunity to discuss the evaluation in a supportive environment. The conversation should be a two-way street, allowing the faculty member to ask questions and provide their own insights. This collaborative approach fosters a strong, collegial relationship and ensures the evaluation process is a tool for growth and professional success.

6. Steps and Deadlines

To ensure a smooth and timely process, please adhere to the following schedule:

- **Before December 1:** Meet with each faculty member to consult on their goals for the upcoming year. This is a crucial step to ensure their annual plans are aligned with departmental priorities before the faculty member begins drafting their self-evaluation.
- **On or before December 1:** Faculty members will submit their self-evaluation to you and finalize their annual plan.
- **By January 31:** You will complete the faculty evaluation, including the narrative and OEPR score. You will also meet with the faculty member for the post-evaluation conference. Both the completed evaluation and the signed annual plan must be forwarded to the Vice President for Academic Affairs by this date.

Appeals

Faculty members may appeal their annual faculty evaluation and OEPR score to the VPAA within two weeks of receiving a signed copy of their evaluation. Chairs/Directors may appeal directly to the College President within two weeks of receiving a signed copy of their evaluation (Policy Handbook 9.01.04).

Example Faculty Self-Evaluation and Annual Plan

- **Faculty Name:** Dr. Jane Doe
- **Department:** Theology
- **Academic Year:** 2024-2025

Part 1: Self-Evaluation and Reflection (2023-2024 Academic Year)

This section reflects on the goals set in the previous year's annual plan and provides an objective self-evaluation of accomplishments.

Effective Teaching (60% of Overall Score)

- **Original Goal 1:** By the end of the spring 2024 semester, I would revise the core curriculum for THEO 220 (Introduction to Liturgical Studies), focusing on incorporating new digital tools for student engagement. The success would be measured by a mean student course evaluation score of 6.2 or higher (on a 7-point scale) and positive feedback in my classroom observation report.
- **Reflection on Progress:** This goal was successfully met. The revised curriculum was fully implemented, including the use of an interactive online platform for analyzing historical liturgical texts. My mean student course evaluation score for THEO 220 was 6.5, exceeding the benchmark. The department chair's classroom observation report noted the successful integration of these new digital tools and the high level of student participation.
- **Original Goal 2:** I would ensure my course syllabi and materials were comprehensive, well-organized, and consistently updated on the learning management system, a key point in the rubric's criteria for a score of 5.
- **Reflection on Progress:** This goal was successfully met. For all my courses, I maintained an updated and well-organized learning management system page with clear syllabi, assignment descriptions, and up-to-date resources.
- **Self-Score: 5**
 - **Justification:** I exceeded the established benchmark for my student course evaluation score by a significant margin (6.5 vs. 6.0) and received positive feedback on my use of innovative digital tools. My actions not only met but exceeded the "Exceeds Expectations" criteria in the rubric by "proactively developing and teaching courses" that contributed to student learning and by "serving as a leader in the integration of technology." Additionally, I ensured my course materials and syllabi were "comprehensive, well-organized, and consistently updated on the learning management system" as specified in the rubric.

Professional Engagement (20% of Overall Score)

- **Original Goal 1:** To increase my scholarly presence, I would prepare and submit a paper titled "Early Christian Rituals and Their Modern Echoes" for presentation at the regional American Academy of Religion conference in October 2023. This goal addresses the rubric's criteria to "present at... professional conferences or creative/artistic presentations."
- **Reflection on Progress:** I successfully prepared and delivered the paper at the conference. The presentation was well-received, generating a lively discussion with peers. The feedback from this presentation helped me refine my research and contributed to the development of a larger journal article. I have attached the conference program as evidence of my participation.
- **Original Goal 2:** To engage in collaborative work with colleagues, I would co-author a book review with a colleague from another institution. This aligns with the rubric's criteria to "engage in collaborative work with colleagues in their field."

- **Reflection on Progress:** This goal was successfully met. My colleague and I co-authored a review of "Theology and the Modern World," which was published in a recognized theological journal.
- **Self-Score: 4**
 - **Justification:** My consistent commitment to professional engagement is demonstrated by my presentation at a professional conference and my collaborative work on a published book review, which aligns with the rubric's "Meets Expectations (High)" criteria. I have successfully met the goals I set for myself in this area.

Service (20% of Overall Score)

- **Original Goal 1:** I would serve as a member of the College's Faculty Senate for the 2023-2024 academic year. This is a core part of the rubric's "Meets Expectations (High)" criteria to "provide effective leadership on department and college-wide committees."
- **Reflection on Progress:** I actively participated in all scheduled Faculty Senate meetings and sub-committee work. My contributions were focused on the ad hoc committee reviewing the College's new sustainability initiatives. I helped draft key recommendations that were presented to the administration, demonstrating my commitment to shared governance.
- **Original Goal 2:** I would increase my community service by volunteering with the local food pantry. The rubric specifies this as a way to "provide significant and impactful service to the community."
- **Reflection on Progress:** I served as a weekly volunteer at the local food pantry for the entire academic year, contributing to a total of 100 service hours.
- **Self-Score: 4**
 - **Justification:** My active and effective participation in a high-impact college committee, including contributing to a formal recommendation, and my significant community service, aligns with the "Meets Expectations (High)" criteria in the rubric. I have met my responsibilities in this area and made a positive contribution to both the College and the community.

Overall Evaluation Performance Rating (OEPR) Calculation

- **Teaching:** $5 \times 0.60 = 3.0$
- **Professional Engagement:** $4 \times 0.20 = 0.8$
- **Service:** $4 \times 0.20 = 0.8$
- **Total OEPR:** $3.0 + 0.8 + 0.8 = 4.6$

Part 2: Annual Plan

This section outlines my professional goals for the coming academic year, all of which are based on the SMART framework. These goals have been discussed and approved in consultation with my department chair.

Effective Teaching (60% of Overall Score)

- **Goal 1:** By the end of the spring 2025 semester, I will develop and offer a new special topics course, "Theology and Film," to a minimum of 15 students. The success of the course will be measured by a mean student course evaluation score of 6.3 or higher (on a 7-point scale), the number of enrolled students, and a positive review of the course by the department chair. This goal directly addresses the rubric's criteria to "proactively develops and teaches courses."

- **Goal 2:** I will "actively collaborate with colleagues to improve teaching methods and curriculum" by presenting a workshop on using the new online platform for our department's new faculty orientation in fall 2024.
- **Goal 3:** I will ensure my courses include an assessment of student learning outcomes and will submit the results to the department by the end of the academic year, aligning with the rubric's criteria to be "actively involved in the assessment efforts of the department, the College, and in assessment of their own course objectives."

Professional Engagement (20% of Overall Score)

- **Goal 1:** By June 1, 2025, I will complete a full draft of my article, "The Eschatological Imagination in Contemporary Science Fiction," and submit it for peer-review to the *Journal of Religion and Popular Culture*. This goal addresses the rubric's criteria to "present at professional conferences or present creative/artistic works."
- **Goal 2:** I will "maintain a strong and systematic commitment to professional engagement" by attending at least three professional conferences related to my field.

Service (20% of Overall Score)

- **Goal 1:** I will serve as the chairperson of the College's new Diversity, Equity, and Inclusion (DEI) Committee for the 2024-2025 academic year. My goal is to work with the committee to develop a new faculty mentorship program aimed at supporting junior faculty from underrepresented backgrounds. A formal proposal for this program will be submitted to the Vice President for Academic Affairs by May 15, 2025. This goal directly addresses the rubric's criteria to "hold leadership roles on multiple high-impact department, college-wide, and community committees."
- **Goal 2:** I will serve as the advisor for the student Theology Club, a service that "provides significant and impactful service to the community."
- **Goal 3:** I will "participate and contribute to college functions" by attending at least 5 of the College's main community-wide events throughout the year (e.g., student convocation, alumni weekend, etc.).