2025-2026

FACULTY EVALUATION FORM:

Goal Setting

### **Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Division \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

### **Tenure Track \_\_\_\_\_\_ Tenured \_\_\_\_\_\_ Non-Tenure Track \_\_\_\_\_\_ Discipline \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Instructions for Faculty:*

*Use this form to identify goals at the beginning of your evaluation year and then to document and reflect on the completion of those goals at the end of the evaluation year. The Expectations for Faculty are divided into the following three evaluation categories for faculty at Great Falls College MSU. Please see attached list of expectations for more detail.*

1. *Teaching Effectiveness and Student Learning*
2. *Professional Development and Achievement*
3. *Service*

*Using the above areas as guides, select 2-3 goals for this academic year:*

|  |  |  |
| --- | --- | --- |
| *Goal* | *Measurable Outcome* | *Category from Above (1, 2 or 3)* |
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The above goals and outcomes are approved for the academic year.

Faculty Member’s Signature Date

Division Director’s Signature Date

Expectations for Faculty

For Reference

You do not need to address each of these bullets in your goal-setting.

**Teaching Effectiveness and Student Learning**

 Course Design and Knowledge

* Demonstrate knowledge of discipline and competence with course content that is relevant and thorough
* Develop clear syllabus with course outcomes identified and tied to program and college learning outcomes when applicable
* Design and update assignments and materials to enable students to master concepts and maximize learning

Course Delivery

* Establish clear expectations for the students as stated in the syllabus and in class, and communicate any changes to students in a timely manner
* Use appropriate delivery methods, materials and technology to promote mastery of course outcomes and enhance student learning (lecture, discussion, current audio/visuals, group activities, learning management system tools, etc.)
* Create an atmosphere to promote a respectful and open learning environment that stimulates learning and achievement, and motivates students to do their best work, including using universal design concepts so material is accessible to all students

Assessment & Record Management

* Align assessment with course and program outcomes and use data to improve teaching and learning
* Participate in Data Day and the college learning outcomes assessment process
* Provide relevant, timely feedback, including suggestions for improvement
* Maintain high academic expectations along with providing uniform and objective grading standards and/or rubrics that assess student work based on their performance and demonstration of knowledge and skills
* Maintain and submit appropriate student records and reports required according to posted deadlines; archive according to and procedures

Availability/Access

* Post and meet assigned teaching schedule and office hours; communicate any changes appropriately
* Respond to requests and student needs in a timely manner.

**Professional Development and Achievement**

 Current Knowledge in Discipline

* Stay current in discipline by attending professional conferences, giving presentations at professional conferences, publishing/displaying works, taking courses, earning credentials or certificates, or participating in other discipline-related activities to expand knowledge base
* Maintain membership in professional organizations or certifications, as required
* Participate in mandatory campus and division trainings, such as Canvas workshops, OPI certification, non-instructional days, etc.

Collegiality

* Relate to students, faculty, staff, and administrators in a professional manner
* Provide mentorship for new faculty
* Collaborate with others on campus as needed

**Service**

 To the Campus

* Actively serve on at least one campus committee (excused during the first year because completing the “Teaching at Great Falls College” course and conducting peer observations)
* Participate in advisory boards if applicable

To Students

* Contribute to the academic development of students outside the classroom by attending student events – including presentations, graduation, recognition ceremonies -- serving as club advisor, or by other involvement with students
* Participate in student recruitment and retention activities (e.g., Opening Day, College-in-a-Day, the Academic Success Center, campus tours and visits, extra review sessions, etc.)

To the Community

* Participate, plan, host and/or interact with the community as related to the discipline or college (e.g., judge competitions, participate in fundraisers, volunteer at community events, provide health-related services, volunteer with non-profit organizations, etc.)