OKLAHOMA CITY COMMUNITY COLLEGE

PHASE 1: WRITING SMART GOALS

An Informative Guide for Faculty Members and Supervisors

The first phase of the Faculty performance appraisal process is writing SMART goals. A SMART goal is defined as being Specific, Measurable, Attainable, Relevant, and Timely. For Faculty members, the requirement is to document a minimum of two SMART goals based on established core competencies; one instruction-related goal, and one service-related goal. If the Faculty member is also a Chair, they must document at least one goal based on established core competencies for leadership. This is in addition to the goals on instruction and service. These goals must be documented and ready for discussion before September 30.

Some questions to ask yourself as you are writing your SMART goals:

Specific – What do you want to accomplish? What is the purpose?

Measurable – Can you track the progress of the goal and measure the results in some way? How will you know when the goal has been achieved? How will the success/results of the goal be measured?

Attainable – Is the goal reasonable enough to be achieved in the timeframe allowed? Do you have all the tools and resources you will need to accomplish the goal?

Relevant – Is the goal tied directly to your students, your job description, your career, your department, and/or Oklahoma City Community College?

Timely – How long will it take you to accomplish this goal? Can the results be fully realized in the course of one performance evaluation period? What time limit have you set for yourself to achieve?

Below, you will find examples of established core competencies that will be used in the evaluation process and that are related specifically to instruction, service, and leadership. These lists are not exhaustive or limited to only those mentioned. They are provided here, only as a guide to aid you as you are writing your SMART goals.

Instruction-Related Core Competencies
- Class structure and organization
- Course materials such as syllabi, outlines, and lesson plans
- Instruction, facilitation, and presentation skills
- Embraces and encourages diversity of thought, opinion, and approach
- Professional and courteous engagement, interactions, and rapport with students
- Collection of general education artifacts
- Documented curriculum and instruction improvement based on assessment results
- Incorporation of student success strategies
- Fosters a welcoming environment where everyone feels comfortable learning
- Integration of technology

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Service-Related Core Competencies
- Departmental efforts such as curriculum coordination and development
- Accreditation committee involvement
- Advocating and advancing the core values of civility, diversity, and respect
- Sponsoring a student club or participating in Student Life activities and/or presentations
- Serve as liaison to local schools or as an elected/appointed member of local boards
- Administrative and outreach assignments
- Professional and collegial interaction, active engagement, and departmental collaboration

Leadership-Related Core Competencies (Chairs only)
Leadership also encompasses the subset competencies of supervision, planning/organization, and budget.
- Provides support and timely feedback, enabling employees to consistently improve performance
- Continually encourages employees to explore training opportunities
- Works effectively with diverse faculty, staff, and students while treating every individual with respect
- Consistently and clearly articulates a vision for the team and department
- Celebrates and rewards success
- Promotes diversity, equity, and inclusion principles and activities
- Analyzes work, sets goals, and develops plans of action
- Aligns goals based on OCCC's strategic plan
- Openly communicates all plans of action with individuals and the department
- Allocates and expends budget ethically and responsibly throughout the year (if applicable)
- Maintains budgetary records that are complete and accurate at all times (if applicable)

Types of Goals

Job-Related – These are connected to your specific job description and role. An example of a SMART goal for this category would be: "I will re-design all of my course syllabi by (date)."

Project-Related – These are connected to any assigned projects for the year. An example of a SMART goal for this category would be: "I will update and reorganize my class curriculum by (date)."

Behavior-Related – These are connected to any personal behaviors such as communication, leadership, student interaction, etc. An example of a SMART goal for this category would be: "I will further develop my supervisory skills by attending every session of Resilient Leadership offered by OCCC this fiscal year."

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<u>Institution or Department-Related</u> – These are connected to any current departmental goals for the year, or the current OCCC Strategic Plan. An example of a SMART goal for this category would be: "I will contribute to the Major Initiative, "Online Learning" included in the OCCC 2019-2023 Strategic Plan, by integrating emerging technology for my online students by (date)."

<u>Stretch-Related</u> – These are connected to any challenging goals that will further develop your career and enhance your skills. An example of a SMART goal for this category would be: "I will start a monthly Poetry Night activity and volunteer to lead the marketing and any other coordinating efforts by (date)."

<u>Some final, helpful thoughts on writing your SMART goals:</u>

- Decide which type of goal you want to write *("Job-Related", etc.)*
- Determine which category of core competency on which you will focus *("Instruction-Related", etc.)*
- Begin your thought process with a very general objective
- Narrow your scope by defining the steps required to accomplish that goal, using the SMART acronym definitions
- Refine the goal until it is as specific as possible, by considering who will need to be involved, what the outcome should reveal/achieve, by what specific date will your goal be realized, and how will you know once you have accomplished the goal
- "Phase 1: Performance Planning and SMART Goal Setting" should be completed before September 30 by each Faculty member
- No system access or submission is required for this phase. The only requirement is writing your SMART goals and having them ready to present to your supervisor during Phase 2