**AUA Faculty Self-Assessment Checklist**

*This checklist is a tool that can be used to self-assess your teaching and serve as a conversation piece with your colleagues. The intent of this self-assessment is not to trap anyone in identifying their weaknesses, but rather help us highlight our strengths and exemplify what it means to be lifelong learners to our students. In this context, we should consider how we can improve our abilities to enhance student learning.*

**SCALE**

1 = always 4 = rarely

**PART ONE: HOW OFTEN DO I…?** 2 = often 5 = never

3 = sometimes

|  |  |  |  |  |  |
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|  | 🗹 the box that reflects your frequency of this activity. | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **PLANNING & PREPARATION** |  |  |  |  |  |
| 1. My syllabus is finalized before classes begin. |  |  |  |  |  |
| 1. I refer to the syllabus during the semester. |  |  |  |  |  |
| 1. Prior to every class, I consider the intended  student learning outcomes for students. |  |  |  |  |  |
| 1. I plan class time and activities to meet specific student learning outcomes. |  |  |  |  |  |
| 1. I plan a variety of activities that encourage student participation. |  |  |  |  |  |
| 1. I plan classes with diverse learning preferences/styles in mind. |  |  |  |  |  |
| 1. I am in class a few minutes ahead of the scheduled start time. |  |  |  |  |  |
|  |  |  |  |  |  |
| **CLASSROOM LEARNING & ASSESSMENT** |  |  |  |  |  |
| 1. My class starts on time and ends on time. |  |  |  |  |  |
| 1. Students walk in and out of class freely. |  |  |  |  |  |
| 1. My classes are lecture-based with some Q&A with students. |  |  |  |  |  |
| 1. I use active learning approaches (e.g., Project Based Learning, Problem Based Learning, collaborative online tools, game-based learning). |  |  |  |  |  |
| 1. Class activities and discussions are well-managed. |  |  |  |  |  |
| 1. I respond to student misbehavior appropriately,  consistently and effectively. |  |  |  |  |  |
| 1. I conduct a quick formative assessment (“check for understanding”) to verify that intended learning in a class has been achieved. |  |  |  |  |  |
| 1. I adjust instruction (e.g., teach again but with a different approach) if assessments predominantly reflect low student understanding. |  |  |  |  |  |
|  |  |  |  |  |  |
| **STUDENT COMMUNICATION** |  |  |  |  |  |
| 1. Students come to my office hours  to request additional guidance and explanations. |  |  |  |  |  |
| 1. I respond to student emails within 24 hours. |  |  |  |  |  |
| 1. Students approach me for professional advice  (e.g., career, internships, graduate school, student clubs, etc.). |  |  |  |  |  |
|  |  |  |  |  |  |
| **PROFESSIONAL DEVELOPMENT** |  |  |  |  |  |
| 1. I seek opportunities to learn from colleagues and other resources about how to improve student learning in my classes. |  |  |  |  |  |
| 1. I discuss classroom successes and failures with my colleagues. |  |  |  |  |  |

**PART TWO: Reflection Questions**

1. I am confident that students are learning in my classes because…
2. What are your strengths and weaknesses as an instructor? Be specific.

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|  | **Planning & Preparation** | **Classroom Learning** | **Student Communication** |
| **Strengths** |  |  |  |
| **Weaknesses** |  |  |  |

1. The area of my instruction that I would most like to improve is…