

INITIAL SELF-ASSESSMENT, GOAL-SETTING, PLANNING FORM

Fellows are asked to engage in self-assessment and goal-setting before their initial term. The purpose of self-assessment and goal-setting is to promote a more reflective and active approach to career development. This is meant for two purposes: 1) research on the program's effects (for this purpose the specific goals and the numerical ratings are most important), 2) to help you start a meaningful conversation with your mentor.

WE WANT THIS TO BE A DOCUMENT THAT IS VALUABLE FOR YOU TO THINK ABOUT AND NOT TO MAKE THIS AN ONEROUS BURDEN (if you want, for instance, to cut and paste descriptions of your scholarship from something you already have written, please feel free to do so!).

Submit a draft copy of your completed self-assessment and goal-setting form to your faculty mentor and schedule a meeting with the mentor to discuss it. After this conversation has occurred, you may want to revise your goals or plans.

SUBMIT COMPLETED FORM to the shared space on the U:drive (when logged into the network on campus, click My Computer → campus share on curtis (U:) → Fellows Program → For Fellows → your personal folder → self-evaluation and goal-setting).

Your name:

Date completed:

Scholarship

Scholarly program: Please provide a brief narrative describing the overall questions, concerns, concepts, or problems that drive your scholarly interests.

Long-term goals: Briefly indicate the goals for your scholarly agenda over the next seven years – what (realistically) would you like to accomplish or to produce? What will be required to achieve these goals?

Short-term goals: Indicate the goals for your scholarly agenda over the next two years – what (realistically) would you like to accomplish or to produce? Articulate a specific plan for achieving your goals and indicate what resources will be required.

Liberal arts balance: Consider how you can accomplish your scholarly goals within a liberal arts college setting. What challenges or opportunities does the setting create for you? In what ways might your scholarship and teaching be structured to complement each other? How will you be able to preserve sufficient time and energy to scholarship?

Teaching

Please complete the following rating scales and add brief narratives to address each category below. For the ratings, use the following scale to rate your *confidence concerning your competence or ability* in each area.

1 2 3 4 5
poor mediocre satisfactory good excellent

Rating Topic

_____ Structure courses (construct informative syllabi, set up reading lists, pacing over term)

_____ Plan individual class sessions (right amount of coverage, ability to incorporate different activities and formats, maintain student interest over a session)

_____ Adjust to students' abilities and needs (from introductory to advanced classes, being challenging without being obscure, and ability to "read" student reactions)

_____ Extend knowledge of subject matter (breadth and depth across everything you will teach)

_____ Communicate clearly (explain complex concepts well, lecture more effectively)

_____ Lead discussions (ask questions that elicit meaningful student response, keep discussions alive but also on track, involve reticent students and prevent dominating students)

_____ Engage students intellectually (get students excited, enthused, and thinking about topic)

- _____ Communicate accessibility and helpfulness (get students to seek your help)

- _____ Encourage students to think critically (balancing sharing own expertise with the need to get students to assert their own arguments)

- _____ Inspire students' confidence in your knowledge, abilities, professionalism

- _____ Construct assignments (paper topics, activities outside class) and exams

- _____ Evaluate writing (consistently and fairly, appropriate level of rigor, provide useful comments)

- _____ Grade examinations (consistently and fairly, appropriate level of rigor, provide useful comments)

- _____ Develop teaching strategies for Laboratories, Field Work, or Studio (if applicable, please specify)

- _____ Address student needs during office hours

Most important teaching strengths and weakness: Write a short narrative assessing what you see as your most important strengths and weaknesses as a teacher.

Teaching goals: Indicate your top goals (please number each one) for improving as a teacher during this academic year and what you plan to do to reach each goal.

Help/resources: Indicate the kind of help from others (mentors, Fellows Committee, other faculty, University services or offices, etc.) or resources you may need to achieve your goals.