

## Make Time to Reflect

Identify your strengths and weaknesses as a teacher and a scholar. Dr. Amy Collier, Director of CETL, Texas Wesleyan University suggests the following reflection questions for each of your courses:

- “What has been your greatest success in your course this year? Have you been successful in meeting your teaching goals? What specific examples can you provide?”
- What has been the biggest challenge in your course this year? How have you adapted your teaching practice to meet and overcome the challenge(s)? Do you feel you were successful? Why?
- What has provided you with the greatest joy in your teaching this year? How have you found your teaching enjoyable?
- Where do you go from here? What teaching challenges will you tackle next year?”

Source: <http://www.txwesctl.com/2010/12/summative-self-assessment/> (accessed in 2011)

**Reflecting upon your scholarly growth:** What were your research goals? Were they reasonable given your teaching responsibilities and private life? If they were, describe in what ways you were successful in meeting your goals and in what ways you could improve. What challenges did you face? How might you handle those challenges next semester?

The goal of reflection is to applaud your successes and learn from your mistakes.

### Old Exams and Grades

- A record of all grades assigned to students must be kept for at least one full year.
- Graded final exams, if not returned to students, must be retained for “at least the next full semester following the final examination.” (Academic Examination Policy, PRP 3516)

### BOLT Users

- Export grades and content as a backup (consult IMDC staff about when they delete old courses from BOLT)
- Consider copying your course content to the next semester’s offering.
- Make your course inactive if you do not want students to have access after the semester is completed.

### Clean up your computer hard drive and P-drive

- Consolidate and delete outdated, multiples copies of documents dispersed between your devices
- Backup your work on a portable hard drive, DC or P-drive

## Review your Syllabi

It is useful to write notes on course syllabi about what did and did not work. Consider the following questions:

- Was the content and work sequenced in a logical manner?
- Do you need to revise some lectures or discussion sessions?
- Were reading assignments well-chosen, effective? Did they meet the goals for your course?
- Do any homework, writing assignments, or projects need to be revised? Did they provide meaningful learning experiences for your students?
- Did your students struggle in ways that you did not anticipate? How might you adjust your teaching strategies?
- Were the course goals or student learning objectives effectively phrased?
- Do you need to revise any policy statements?

## Update CV and Organize Supporting Documents

To save time in preparation for yearly performance evaluations as well as tenure and promotion applications, record your accomplishments under the relevant categories of teaching, continuing scholarly growth, and service. Do not just list what you have accomplished. Be sure to:

- Write qualitative descriptions of your teaching accomplishments and struggles and situational factors that you believe are important to note.
- Write a description of your scholarly growth that individuals outside your discipline can comprehend.
- Write notes of how you contributed to service, that is your workload and unique contributions to the committees.
- File supporting documents into one of three categories in chronological order. (Supporting documents include student evaluations, classroom observations, sample syllabi, sample assignment guidelines, scholarly and artistic works, letters of thanks, conference programs, etc.)

## End of Semester Evaluations

About three weeks before the end of the semester, BU’s Institutional Research distributes student evaluation forms. The results are usually available within a few weeks after the semester ends. Use the results, to reflect upon your teaching.