

## From GSI to Professor: Identify Needed Instructional Competencies

1. Where would you ideally like to be employed as a future faculty member? \_\_\_\_\_
2. Which of the competencies listed below will you need in the position? (Put a check next to the competencies needed for that position.)
3. Rate your current skill level in that area.
  - 1 = **extremely limited** knowledge and experience
  - 2 = know something about this, but have **limited experience**
  - 3 = **pretty well developed**, but would like to improve
  - 4 = **well developed**, better to spend my energy improving other areas

COMPETENCY/SKILL	Need this skill for position? (✓ if needed)	Current State of Skill (1, 2, 3, or 4)
<b>Skillfully fosters a community of learners</b>		
Fosters inclusion in the classroom		
Teaches to different learning styles		
Promotes collaborative learning		
Understands the dynamics of student motivation		
Understands and practices ethical conduct in teaching		
Has a basic understanding of how students learn		
Other?		
<b>Designs effective courses</b>		
Drafts motivating course descriptions		
Articulates learning objectives		
Designs effective assignments and projects		
Selects appropriate and dynamic teaching methods		
Selects useful and effective readings		
Determines and communicates course policies		
Other?		
<b>Uses a variety of teaching methods and strategies</b>		
Prepares and gives effective lectures		
Handles student questions to promote learning		
Asks effective questions to promote learning		
Ably facilitates discussions		
Designs and guides effective group learning activities		
Models effective problem solving		
Knows and uses instructional technology selectively		
Guides student writing activities to promote learning		
Organizes effective case studies for student learning		
Guides student debates effectively		
Teaches students to do research as a learning activity		
Incorporates service learning in the classroom community		
Fosters improvement of student writing skills		
Other??		
<b>Makes effective oral presentations</b>		
Prepares and gives effective lectures		
Explains concepts clearly		

Asks good questions		
Responds to student questions effectively		
Uses visuals to support oral presentations		
Other?		
<b>Assesses student learning fairly</b>		
Designs and uses grading rubrics		
Gives students oral feedback		
Gives students station-to-station feedback in labs, studios, or group work		
Creates effective assignments		
Designs clear and meaningful examinations		
Designs interesting and realistic student research projects		
Other?		
<b>Assesses her or his own teaching on an ongoing basis</b>		
Keeps a teaching log		
Uses Classroom Assessment Techniques (CATs)		
Elicits and makes use of midterm evaluations of teaching		
Administers end-of-semester teaching evaluations		
Works profitably with teaching evaluations		
Assembles and updates a teaching portfolio as part of effective teaching development		
Other?		
<b>Advises and mentors students</b>		
Knows what constitutes effective mentoring		
Knows how to resolve conflicts that may occur in mentoring		
Other?		
<b>Knows the field of higher education</b>		
Is familiar with the Carnegie classification of institutions of higher education		
Knows the responsibilities of faculty at different types of institution		
Is aware of and participates in professional associations		
Knows and consults the teaching publications in his or her field		
Other?		
<b>Understands the role of teaching in the job search process</b>		
Knows how to respond to requests for teaching materials in job announcements		
Understands how to present teaching to different types of institutions		
Is familiar with campus resources to help present teaching in the academic job search		
Other?		
<b>Competent in Subject Matter</b>		
Knows and continues to learn the discipline		
Other?		

Among those areas with the lowest numbers, which ones stand out as particularly important to work on?