

Self Evaluation Inventory

1. Good Practice Encourages Student-Faculty Contact	Very Often	Often	Occasionally	Rarely	Never
<i>I advise my students about career opportunities in their major field</i>					
<i>I share my attitudes, and values with students</i>					
<i>I know my students by name by the end of the first two weeks of the term</i>					
<i>I make special efforts to be available to students of a culture or race different from my own</i>					
<i>I serve as a mentor or informal advisor to students</i>					

As I look at my responses to this section, I would like to work on:

2. Good Practice Encourages Cooperation Among Students	Very Often	Often	Occasionally	Rarely	Never
<i>I ask students to tell each other about their interests and backgrounds</i>					
<i>I encourage my students to prepare together for classes or exams</i>					
<i>I encourage students to do projects together</i>					
<i>I ask my students to evaluate each other's work</i>					
<i>I ask my students to explain difficult ideas to each other</i>					
<i>I ask my students to discuss key concepts with other students whose backgrounds and viewpoints are different from their own</i>					
<i>I create "learning communities", study groups, or project teams within my courses</i>					

As I look at my responses to this section, I would like to work on:

3. Good Practice Encourages Active Learning	Very Often	Often	Occasionally	Rarely	Never
<i>I ask my students to present their work to the class</i>					
<i>I ask my students to summarize similarities and differences among different theorists, research findings, or artistic works</i>					
<i>I ask my students to relate outside events or activities to the subjects covered in my courses</i>					
<i>I ask my students to undertake research or independent study</i>					
<i>I encourage students to challenge my ideas, the ideas of other students, or those presented in readings or other course materials</i>					
<i>I give my students concrete, real-life situations to analyze</i>					
<i>I use simulations, role-playing or labs in my classes</i>					
<i>I encourage my students to suggest new readings, research projects, field trips, or other course activities</i>					
<i>I carry out research projects with my students</i>					

As I look at my responses to this section, I would like to work on:

4. Good Practice Gives Prompt Feedback	Very Often	Often	Occasionally	Rarely	Never
<i>I prepare classroom exercises and problems which give students immediate feedback on how well they do</i>					
<i>I return examinations and papers within a reasonable time</i>					
<i>I give students detailed evaluations of their work early in the term</i>					
<i>I give my students written comments on their strengths and weaknesses on exams and papers</i>					
<i>I give my students a pre-test at the beginning of each course</i>					
<i>I ask students to keep logs or records of their progress</i>					
<i>I discuss the results of the final examination with my students at the end of the semester</i>					
<i>I follow up on students who miss class</i>					

As I look at my responses to this section, I would like to work on:

5. Good Practice Emphasizes Time on Task	Very Often	Often	Occasionally	Rarely	Never
<i>I expect my students to complete their assignments promptly</i>					
<i>I make clear to my students the amount of time that is required to understand complex material</i>					
<i>I help students set challenging goals for their own learning</i>					
<i>When oral reports or class presentations are called for I encourage students to rehearse in advance</i>					
<i>I underscore the importance of regular work, steady application, sound self-pacing, and scheduling</i>					
<i>I explain to my students the consequences of non-attendance</i>					
<i>I make it clear that full-time study is a full-time job that requires forty or more hours a week</i>					
<i>I meet with students who fall behind to discuss their study habits, schedules, and other commitments</i>					
<i>If students miss my classes, I require them to make up lost work</i>					

As I look at my responses to this section, I would like to work on:

6. Good Practice Communicates High Expectations	Very Often	Often	Occasionally	Rarely	Never
<i>I emphasize the importance of holding high standards for academic achievement</i>					
<i>I make clear my expectations orally and in writing at the beginning of each course</i>					
<i>I help students set challenging goals for their own learning</i>					
<i>I explain to students what will happen in they do not complete their work on time</i>					

<i>I revise my courses</i>					
<i>I periodically discuss how well we are doing during the course of the semester</i>					

As I look at my responses to this section, I would like to work on:

7. Good Practice Respects Diverse Talents and Ways of Learning	Very Often	Often	Occasionally	Rarely	Never
<i>I encourage students to speak up when they don't understand</i>					
<i>I discourage snide remarks, sarcasm, kidding, and other class behaviours that may embarrass students</i>					
<i>I select readings and design activities related to the background of my students</i>					
<i>I provide extra material or exercises for students who lack essential background knowledge or skills</i>					
<i>I integrate new knowledge about women and other underrepresented populations into my courses</i>					
<i>I make explicit provisions for students who wish to carry out independent studies within my own course or as separate courses</i>					
<i>I have developed mastery learning, learning contracts, or computer assisted learning alternatives for my courses</i>					
<i>I try to find out about my students' learning styles, interests, or backgrounds at the beginning of each course</i>					

As I look at my responses to this section, I would like to work on:

Summary responses

After reviewing my responses to these seven areas and the items within them, the key area(s) I would like to work on is/are:

The people or groups in the best position to act on these items are:
