
NAME _____

FACULTY INVENTORY

7

PRINCIPLES
**FOR
GOOD
PRACTICE
IN UNDERGRADUATE
EDUCATION**

Permission to reprint was granted to Minnesota West Community and Technical College by the Johnson Foundation, Inc.

F A C U L T Y I N V E N T O R Y

Inventories of Good Practice in Undergraduate Education

These Inventories are designed to help faculty members, departments, colleges, and universities examine individual behaviors and institutional policies and practices for their consistency with Seven Principles for Good Practice in Undergraduate Education. (See Summary on page 12.)

The Inventories are in two parts which can be used jointly or separately. The Faculty Inventory has seven sections, one for each Principle: Student-Faculty Contact, Cooperation Among Students, Active Learning, Prompt Feedback, Time on Task, High Expectations, and Diverse Talents and Ways of Learning. It can be useful to faculty members, student services staff, and administrators who also teach. The questions address activities consistent with Good Practice in Undergraduate Education and help respondents identify activities they might wish to pursue.

The Institutional Inventory has six sections: Climate, Academic Practices, Curriculum, Faculty, Academic and Student Support Services, and Facilities. These questions deal with various aspects of the institution as a whole. They address policies, practices, institutional norms, and expectations that support good practice. This section can be used by persons or groups associated with the institution, whether or not they teach.

These Inventories are not neutral. They express the point of view in the Principles. These Principles are anchored in decades of research about teaching, learning, and the college experience. It is obvious which responses are “good” with respect to each Principle so it is easy to create a positive picture. The Inventories will be useful only to the extent that responses are honest reports of individual behaviors and the institutional environment.

F A C U L T Y **I N V E N T O R Y**

The “Inventories of Good Practice in Undergraduate Education” are part of a project initiated in 1986 under the auspices of the American Association for Higher Education (AAHE), the Education Commission of the States, and The Johnson Foundation, Inc. The Inventories have been developed by Arthur W. Chickering of George Mason University, Zelda F. Gamson of the University of Massachusetts at Boston, and Louis M. Barsi of the American Association of State Colleges and Universities (AASCU), with support from The Lilly State Endowment, and prepared by Susan J. Poulsen of The Johnson Foundation.

The Inventories relate to the “Seven Principles for Good Practice in Undergraduate Education” published in 1987 by AAHE and reprinted by The Johnson Foundation as a separate publication. The Johnson Foundation has filled requests for more than 100,000 copies of that publication, and has made copies available to education institutions across the U.S. and in Canada and the United

Kingdom. Copies of the “Seven Principles” are available at no cost from The Johnson Foundation, Inc., Racine, Wisconsin 53401-0547.

To order additional copies of the “Inventories of Good Practice in Undergraduate Education,” write to The Johnson Foundation, Inc., Processing Center, Post Office Box 17305, Milwaukee, Wisconsin 53217, and specify quantity requested of the Institutional Inventory and the Faculty Inventory.

(Quantities are limited to 300 of each per institution. Institutions needing more may reprint the Inventories.)

F A C U L T Y I N V E N T O R Y

The purpose of these Inventories is the improvement of undergraduate education, not the evaluation of individual units, faculty, or administrators. The Inventories will be most helpful if they are used as a basis for diagnosis, rather than as a basis for judgement about performance, summative evaluation, or self-justification. In conjunction with the Principles statement, they can be used in a variety of ways by individuals or groups.

The Faculty Inventory can be used by faculty members who are interested in improving their own teaching, or as a basis for discussion in department meetings, curriculum committee meetings, and other committees concerned with undergraduates. This inventory will be used best by faculty members as a stimulus to becoming more effective. It can also suggest professional development activities for both faculty members and administrators.

The Institutional Inventory will be used best by institutions or by sub-units to create more educationally powerful environments. Administrators may find the Institutional Inventory useful in discussions of goals and as an aid in long-range planning.

Arthur W. Chickering, George Mason University

Zelda F. Gamson, University of Massachusetts at Boston

Louis M. Barsi, American Association of State Colleges and Universities

FACULTY

1

INVENTORY

Good Practice Encourages Student-Faculty Contact

	Very Often	Often	Occasionally	Rarely	Never
1. I advise my students about career opportunities in their major field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Students drop by my office just to visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. I share my past experiences, attitudes, and values with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. I attend events sponsored by student groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. I work with student affairs staff on issues related to student extracurricular life and life outside of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. I know my students by name by the end of the first two weeks of the term.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. I make special efforts to be available to students of a culture or race different from my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. I serve as a mentor or informal advisor to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. I take students to professional meetings or other events in my field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Whenever there is a conflict on campus involving students, I try to help in its resolution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

F A C U L T Y I N V E N T O R Y

2

**Good Practice Encourages
Cooperation Among
Students**

	Very Often	Often	Occasionally	Rarely	Never
1. I ask students to tell each other about their interests and backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I encourage my students to prepare together for classes or exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I encourage students to do projects together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I ask my students to evaluate each other's work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I ask my students to explain difficult ideas to each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I encourage my students to praise each other for their accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I ask my students to discuss key concepts with other students whose backgrounds and viewpoints are different from their own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I create "learning communities," study groups, or project teams within my courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I encourage students to join at least one campus organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I distribute performance criteria to students so that each person's grade is independent of those achieved by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

F A C U L T Y

3

I N V E N T O R Y

Good Practice Encourages Active Learning

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Ask my students to present their work to the class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I ask my students to summarize similarities and differences among different theorists, research findings, or artistic works. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I ask my students to relate outside events or activities to the subjects covered in my courses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I ask my students to undertake research or independent study. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I encourage students to challenge my ideas, the ideas of other students, or those presented in readings or other course materials. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I give my students concrete, real-life situations to analyze. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I use simulations, role-playing, or labs in my classes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I encourage my students to suggest new readings, research projects, field trips, or other course activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. My students and I arrange field trips, volunteer activities, or internships related to the course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I carry out research projects with my students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

F A C U L T Y I N V E N T O R Y

4 **Good Practice Gives Prompt Feedback**

	Very Often	Often	Occasionally	Rarely	Never
1. I give quizzes and homework assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. I prepare classroom exercises and problems which give students immediate feedback on how well they do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. I return examinations and papers within a week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. I give students detailed evaluations of their work early in the term.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. I ask my students to schedule conferences with me to discuss their progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. I give my students written comments on their strengths and weaknesses on exams and papers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. I give my students a pre-test at the beginning of each course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. I ask students to keep logs or records of their progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. I discuss the results of the final examination with my students at the end of the semester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. I call or write a note to students who miss classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

F A C U L T Y I N V E N T O R Y

5 **Good Practice Emphasizes Time on Task**

	Very Often	Often	Occasionally	Rarely	Never
1. I expect my students to complete their assignments promptly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I clearly communicate to my students the minimum amount of time they should spend preparing for classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I make clear to my students the amount of time that is required to understand complex material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I help students set challenging goals for their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. When oral reports or class presentations are called for I encourage students to rehearse in advance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I underscore the importance of regular work, steady application, sound self-pacing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I explain to my students the consequences of non-attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I make it clear that full-time study is a full-time job that requires forty or more hours a week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I meet with students who fall behind to discuss their study habits, schedules, and other commitments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. If students miss my classes, I require them to make up lost work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

F A C U L T Y I N V E N T O R Y

6

**Good Practice
Communicates
High Expectations**

Very Often

Often

Occasionally

Rarely

Never

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I tell students that I expect them to work hard in my classes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I emphasize the importance of holding high standards for academic achievement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I make clear my expectations orally and in writing at the beginning of each course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I help students set challenging goals for their own learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I explain to students what will happen if they do not complete their work on time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I suggest extra reading or writing tasks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I encourage students to write a lot. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I publicly call attention to excellent performance by my students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I revise my courses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I periodically discuss how well we are doing during the course of the semester. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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	Occasiona	F Neve
1. I encourage students to speak up when they don't understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I discourage snide remarks, sarcasm, kidding, and other class behaviors that may embarrass students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I use diverse teaching activities to address a broad spectrum of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I select readings and design activities related to the background of my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I provide extra material or exercises for students who lack essential background knowledge or skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I integrate new knowledge about women and other under-represented populations into my courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I make explicit provisions for students who wish to carry out independent studies within my own course or as separate courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have developed mastery learning, learning contracts, or computer assisted learning alternatives for my courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I encourage my students to design their own majors when their interests warrant doing so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I try to find out about my students' learning styles, interests, or backgrounds at the beginning of each course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

F A C U L T Y **I N V E N T O R Y**

Summary

Following is a brief summary of the Seven principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association for Higher Education, the Education Commission of the States, and The Johnson Foundation.

1. Good Practice Encourages Student – Faculty Contact

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Good Practice Encourages Cooperation Among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

3. Good Practice Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packed assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. Good Practice Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Good Practice Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

6. Good Practice Communicates High Expectations

Expect more and you will get it. High expectations are important for everyone – for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. Good Practice Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

Published By The Johnson Foundation, Inc.
WINGSPREAD
Racine, Wisconsin 53401-0547
©The Johnson Foundation 1989

F A C U L T Y I N V E N T O R Y

Whose Responsibility is it?

Teachers and students hold the main responsibility for improving undergraduate education. But they need a lot of help. College and university leaders, state and federal officials, and accrediting associations have the power to shape an environment that is favorable to good practice in higher education.

What qualities must this environment have?

- A strong sense of shared purposes.
- Concrete support from administrators and faculty leaders for those purposes.
- Adequate funding appropriate for the purposes.
- Policies and procedures consistent with the purposes.
- Continuing examination of how well the purposes are being achieved.

There is good evidence that such an environment can be created. When this happens, faculty members and administrators think of themselves as educators. Adequate resources are put into creating opportunities for faculty members, administrators, and students to celebrate and reflect on their shared purposes. Faculty **members receive** support and release time for appropriate professional development activities. Criteria for hiring and promoting faculty members, administrators, and staff support the institution's purposes. Advising is considered important. Departments, programs, and classes are small enough to allow faculty members and students to have a sense of community, to experience the value of their contributions, and to confront the consequences of their failures.

States, the federal government, and accrediting associations affect the kind of environment that can develop on campuses in a variety of ways. The most important is through the allocation of financial support. States also influence good practice by encouraging sound planning, setting priorities, mandating standards, and reviewing and approving programs. Regional and professional accrediting associations require self-study and peer review in making their judgments about programs and institutions.

These sources of support and influence can encourage environments for good practice in undergraduate education by:

- Setting policies that are consistent with good practice in undergraduate education.
- Holding high expectations for institutional performance.
- Keeping bureaucratic regulations to a minimum that is compatible with public accountability.
- Allocating adequate funds for new undergraduate programs and the professional development of faculty members, administrators, and staff.
- Encouraging employment of under-represented groups among administrators, faculty members, and student service professionals.
- Providing the support for programs, facilities, and financial aid necessary for good practice in undergraduate education.

