

Dyersburg State Community College

Adjunct Faculty Self-Assessment Form

Using the 7 Principles for Good Practice in Undergraduate Education*

1 Good Practice Encourages Student-Faculty Contact

1. I advise my students about career opportunities in their major field.
2. Students drop by my office just to visit.
3. I share my past experiences, attitudes, and values with students.
4. I attend events sponsored by student groups.
5. I work with student affairs staff on issues related to student extracurricular life/life outside of school.
6. I know my students by name by the end of the first two weeks of the term.
7. I make special efforts to be available to students of a culture or race different from my own.
8. I serve as a mentor or informal advisor to students.
9. I take students to professional meetings or other events in my field.
10. Whenever there is a conflict on my campus involving students, I try to help in its resolution.

<i>Very Often</i>	<i>Often</i>	<i>Occasionally</i>	<i>Rarely</i>	<i>Never</i>
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2 Good Practice Encourages Cooperation Among Students

1. I ask students to tell each other about their interests and backgrounds.
2. I encourage my students to prepare together for classes or exams.
3. I encourage students to do projects together.
4. I ask students to evaluate each other's work.
5. I ask my students to explain difficult ideas to each other.
6. I encourage my students to praise each other for their accomplishments.
7. I ask my students to discuss key concepts w/other students with different backgrounds & viewpoints.
8. I create "learning communities," study groups, or project teams within my courses.
9. I encourage students to join at least one campus organization.
10. I distribute performance criteria so each student's grade is independent of those achieved by others.

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3 Good Practice Encourages Active Learning

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

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4 Good Practice Gives Prompt Feedback

1. I give quizzes and homework assignments.
2. I prepare classroom exercises/problems which give students immediate feedback on how well they do.
3. I return examinations and papers within a week.
4. I give students detailed evaluations of their work early in the term.
5. I ask my students to schedule conferences with me to discuss their progress.
6. I give my students written comments on their strengths and weaknesses on exams & papers.
7. I give my students a pre-test at the beginning of each course.
8. I ask students to keep logs or records of their progress.
9. I discuss the results of the final examination with my students at the end of the semester.
10. I call or write a note to students who miss classes.

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5 Good Practice Emphasizes Time on Task

1. I expect my students to complete their assignments promptly.
2. I clearly communicate to my students the minimum amount of time they should spend preparing for classes.
3. I make clear to my students the amount of time that is required to understand complex material.
4. I help students set challenging goals for their own learning.
5. When oral reports or class presentations are called for I encourage students to rehearse in advance.
6. I underscore the importance of regular work, steady application, sound self-pacing, and scheduling.
7. I explain to my students the consequences of non-attendance.
8. I make it clear that full-time study is a full-time job that requires forty or more hours a week.
9. I meet with students who fall behind to discuss their study habits, schedules, & other commitments.
10. If students miss my classes, I require them to make up lost work.

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6 Good Practice Communicates High Expectations

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

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7 Good Practice Respects Diverse Talents and Ways of Learning

	<i>Very Often</i>	<i>Often</i>	<i>Occasionally</i>	<i>Rarely</i>	<i>Never</i>
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, & 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 underrepresented 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 course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have developed mastery learning, contracts, or computer assisted 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"/>

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