PRINCIPLES FOR GOOD PRACTICE IN UNDERGRADUATE EDUCATION
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.

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.

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### Good Practice Encourages Cooperation Among Students

1. Cultivate learning communities.
2. Empower students to lead each other.
3. Encourage students to do projects together.
4. Have students evaluate each other's work.
5. Have my students explain their own work.
6. Encourage all students to participate.
7. Ask my students to discuss key accomplishments.
8. Suggest different learning environments and techniques with other students.
9. Encourage students to join at least one campus organization.
10. Design the curricula to help students to understand their own strengths and weaknesses.

### Good Practice Encourages Faculty Contact

1. Inform instructors of other courses in my department.
2. Attend department meetings.
3. Encourage students to participate in student organizations.
4. Make special efforts to be available to students.
5. Work with student advisors and student groups.
6. Have my students write by name by the end of the first two weeks of the term.
7. Design events sponsored by my course.
8. Design events with students.

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

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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 and differences among different theorists, research findings, 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 students to challenge my ideas, the ideas of other students, or those presented in readings or other 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 course 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.

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

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4 Good Practice Gives Prompt Feedback

1. I give quizzes and homework assignments.
2. I prepare classroom exercises and 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 and 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.
Summary

1. Good Practice in Undergraduate Education

   1.1 Good Practice in Undergraduate Education as a Whole

   1.2 Improving the Support for Programmes, Policies and Teaching

   1.3 Developing Supportive and Engaging Programmes

   1.4 Enhancing the Quality of Undergraduate Education

   1.5 Supporting Professional Development of Faculty Members

   1.6 Improving the Interaction of Students and Teachers

   1.7 Enhancing the Effectiveness of Undergraduate Education

2. Good Practice in Undergraduate Education: The Case of Mathematics

   2.1 Introducing New Undergraduate Programmes

   2.2 Enhancing the Quality of Undergraduate Education

   2.3 Supporting Professional Development of Faculty Members

   2.4 Improving the Interaction of Students and Teachers

3. Good Practice in Undergraduate Education: The Case of Science

   3.1 Introducing New Undergraduate Programmes

   3.2 Enhancing the Quality of Undergraduate Education

   3.3 Supporting Professional Development of Faculty Members

   3.4 Improving the Interaction of Students and Teachers

4. Good Practice in Undergraduate Education: The Case of Business

   4.1 Introducing New Undergraduate Programmes

   4.2 Enhancing the Quality of Undergraduate Education

   4.3 Supporting Professional Development of Faculty Members

   4.4 Improving the Interaction of Students and Teachers

5. Good Practice in Undergraduate Education: The Case of Humanities

   5.1 Introducing New Undergraduate Programmes

   5.2 Enhancing the Quality of Undergraduate Education

   5.3 Supporting Professional Development of Faculty Members

   5.4 Improving the Interaction of Students and Teachers

6. Good Practice in Undergraduate Education: The Case of Social Sciences

   6.1 Introducing New Undergraduate Programmes

   6.2 Enhancing the Quality of Undergraduate Education

   6.3 Supporting Professional Development of Faculty Members

   6.4 Improving the Interaction of Students and Teachers

7. Good Practice in Undergraduate Education: The Case of Engineering

   7.1 Introducing New Undergraduate Programmes

   7.2 Enhancing the Quality of Undergraduate Education

   7.3 Supporting Professional Development of Faculty Members

   7.4 Improving the Interaction of Students and Teachers