• I give students evaluations of their work throughout the semester.
• I give my students written comments on their strengths and weaknesses on class assignments
• I discuss the results of class assignments and exams with students and the class.

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 professional 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 and administrators, and other professional staff can establish the basis for high performance for all.
• I expect my students to complete their assignments promptly.
• I clearly communicate to my students the minimum amount of time they should spend preparing for class and working on assignments.
• I help students set challenging goals for their own learning.
• I encourage students to prepare in advance for oral presentations.
• I explain to my students the consequences of non-attendance.
• I meet with students who fall behind to discuss their study habits, schedules, and other commitments.
• If students miss my class, I require them to make up lost work.

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 of themselves and make extra efforts.
• I encourage students to excel at the work they do.
• I give students positive reinforcement for doing exemplary work.
• I encourage students to work hard in class.
• I tell students that everyone works at different levels and they should strive to put forth their best effort, regardless of what level that is.
• I help students set challenging goals for their own learning.
• I publicly call attention to excellent performance by students.
• I revise my courses to challenge students and encourage high performance.
• I work individually with students who are poor performers to encourage higher levels of performance.
• I encourage students not to focus on grades, but rather on putting forth their best effort.

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 in theory. Students need to 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.
• I encourage students to speak up when they do not understand.
• I use diverse teaching activities and techniques to address a broad range of students.
• I select readings and design activities related to the background of my students.
• I provide extra material or activities for students who lack essential background knowledge or skills.
• I integrate new knowledge about women, minorities, and other under-represented populations into my courses.
• I have developed and use learning contracts and other activities to provide students with learning alternatives for my courses.
• I encourage students from different races and cultures to share their viewpoints on topics discussed in class.
• I use collaborative teaching and learning techniques and pair students with lesser abilities with students with greater abilities.