Please answer the following questions as honestly as you can about your teaching style.

- If you know all of your students by name, take a step forward.
- If you always provide feedback to students on papers/quizzes/etc. in a timely fashion, take a step forward.
- If you begin the class with a syllabus that is predetermined and does not consider student input, take a step back.
- Contrarily, if your syllabus is very disorganized and hard for students to understand, take a step back.
- If you ask students what THEY want to learn on the first day of class, take a step forward.
- If you write copious comments and specific, detailed feedback that is both negative and positive on papers and quizzes, take a step forward.
- If, when a student asks a question, you are thinking of something to say instead of listening, take a step back.
- If you are genuinely pleased when a student mostly answers a question you have posed, and you communicate this pleasure to the student, by name, take a step forward.
- If you are willing to review multiple drafts of a paper, take a step forward.
- If you encourage the students to address you as “DR. So and So”, take a step back.
- If you are usually late to class, even a few minutes, take a step back.
- If, at the end of the semester, you provide students with only a final grade (as opposed to specific narrative feedback about their performance in the class), take a step back.
- If you routinely hear laughter in your classroom, take a step forward.
- If your students know something about you (you like to garden, dig the Rolling Stones, or are into scuba diving), take a step forward.
- If you allow students some flexibility in the type of assignments they choose based on their learning styles, take a step forward.
- If you know something about your students (e.g. who is planning a wedding, who has a new dog, who has a terrible landlord), take a step forward.
- If you have ever apologized to your students, take a step forward.
- If you are comfortable saying “I don’t know” in answer to a student question, take a step forward.
- If your class follows the same routine each time it meets, take a step back.
- If you engage in additional activities outside of class time (conferences, research groups), take a step forward.
- If you frequently see smiles, eye contact, and nodding from your students, take a step forward.
- If you collect evaluations of your own teaching mid semester and incorporate the changes into your class, take a step forward.
- If you provide feedback to students on an ongoing basis, take a step forward.
- If class discussions in your class are lively, take a step forward.
- If you answer your own questions that you pose in class, take a step back.
If you rely almost exclusively on Powerpoint lectures, take a step back.
If you routinely have great discussions in your class, take a step forward.
If, at the beginning of the semester, you ask students in a confidential, respectful way about any disabilities they have or accommodations they need, take a step forward.
If students frequently seek you out for mentoring or advising outside of class time, and you are happy to meet with them, take a step forward.
If there is often a line of students waiting to talk with you after class, take a step forward.
If you find it difficult to pause more than 30 seconds in a discussion, take a step backwards.
If students’ grades are determined by only papers and exams, take a step backwards.
If you test students on footnotes or other “tricky” unexpected material that encourages memorization of facts with integration, take a step backwards.
If students know your home or cell phone number, take a step forward.
If you are a fanatic about organization, take a step forward.
If there is a brief routine for turning in assignments and for “housekeeping”, take a step forward.
If you give your students sufficient time to gather materials and prepare for class (e.g. not sending articles to be printed the night before class), take a step forward.
If you students would disagree with any of your “steps forward”, take two steps backwards.