

Classrooms That Inspire:

8 Conditions That Make A Difference in College Teaching

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Do Not Duplicate

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Preface

The longstanding myth that it doesn't matter if college students like their classes is just that – a myth. In the twenty-first century, students and their families see college as an investment from which they expect high returns, not only in the form of jobs upon graduation but in terms of a high quality educational experience during those years. That experience must be not just academically rewarding, but personally enriching as well. For as students progress through their college years, they expect to set and meet the goals to which they aspire, to build their confidence to take steps in new directions, and to take on increasingly responsible roles and to be accountable for their actions. They expect, in short, to have their lives changed through the process of their learning.

At the same time that students expect more from their classes, colleges expect more from them as well. Across the country, colleges and universities are intently focused on retaining more students and measuring the success of their programs and services. In addition, twenty-first century tenure systems are requiring that faculty do more than convey subject matter; more and more, professors are expected to be a meaningful presence in the classroom, one that helps students aspire to their academic and professional goals. As a result of these shifts in the world of higher education, a mechanism is needed to enhance student connection and satisfaction with the college experience so that learning improves and retention increases. Student satisfaction with their classroom experience is the key to this process, impacting student success, faculty tenure, and ultimately the college's reputation and fiscal health.

Classrooms that Inspire

As professors, we have studied years to reach our professional goal of being a college faculty member. We are experts in our distinct fields and we have purposefully chosen to share our knowledge with future generations. We all know that there are classes on our campuses that are recognized as “must take” courses. Such classes are believed to be life altering by those who take them and are both professionally and personally rewarding to the faculty member who teaches them. And while some of us may say that it matters little, if at all, that students are happy or satisfied with our courses, recent research clearly shows that the content of a college course, while important to student knowledge, has very little impact on the overall learning experience and satisfaction of today's undergraduates. Rather, it is the connections students make, the confidence they build, and the opportunities they are provided that changes who they are as individuals and as learners. These are the types of classes—in all of their unique forms—that we as professors must aspire to teach.

Yet, nationally, it is also recognized that our post-baccalaureate education and training have not consistently or thoroughly provided us with the basic strategies necessary to go beyond the required transference of information to cultivating a dynamic learning environment for our students. Many of us have learned--through trial, error and diligence-- to create classrooms that are alive with learning, classrooms in which students thrive. Unfortunately, this growth typically occurs with no roadmaps and is often a solitary journey. How then do we as educators cultivate classes that help students to

aspire to meet their goals? How do we foster the conditions that enable students to both survive and thrive in college and the world around them? How do we fulfill our highest goals of educators, to change the lives of our students through our teaching?

The 8 Conditions that Make a Difference

Research has demonstrated that changing the classroom environment to promote student aspirations increases both academic performance and student satisfaction in education. Research based on the work of Dr. Russell J. Quaglia reveals that it is important for all educators to reflect on their role in promoting and supporting student aspirations. This research indicates there are 8 Conditions that make a difference in the ways that students set and meet goals. These are:

1. Belonging
2. Heroes
3. Sense of Accomplishment
4. Fun and Excitement
5. Curiosity and Creativity
6. Spirit of Adventure
7. Leadership and Responsibility
8. Confidence to Take Action

Using Classrooms That Inspire

The 8 Conditions have been successfully used by educators to improve the teaching and learning that occurs in today's schools. For this reason, the 8 Conditions are at the heart of this guide and form the basis upon which professors can enhance the college experience where teaching and learning are central. Each section of the guide addresses a different condition and includes examples of Best Practices, a series of Reflective Questions, and specific Strategies for fostering the condition in your class. Ultimately, this guide gives you a chance to examine your role as a professor and to develop goals so that your teaching will be more fulfilling for you and your students.

Chapter 1

Belonging: Building Community in the Classroom

What do we mean by Belonging?

Belonging is being a valued member of a community, while still maintaining one's individuality. It is a relationship between two or more individuals characterized by a sense of connection and support. Belonging creates an atmosphere that welcomes and connects all students to the classroom, including their academic work and the students and professor with whom they interact. A sense of belonging is a necessary condition for a student's sense of well-being and social engagement. The experience of belonging is also essential to viewing oneself as competent and able.

The condition of belonging increases intrinsic motivation for it fosters self-confidence and investment in a community. As a professor, you have the opportunity to establish a culture of belonging in your classroom, one that promotes your students' sense of well-being, connection, and confidence.

What does it look like when students have a sense of Belonging in the classroom?

- Students talk with one another and the professor before class starts and after it is over.
- Students listen to each other.
- The professor listens to the students.
- People feel welcome in the classroom.
- Students' individual strengths and contributions are recognized.
- Students work together towards the common learning goals of the class.
- Students express their ideas frequently and openly.

Belonging: Questions for Reflection

Below are questions that ask you to think about the ways that you are currently creating a sense of belonging in your teaching.

What specific things do I currently do to show my students that I respect their opinions?

In what ways do I work with my students to ensure that they are accepting of others?

How do I make myself available to hear my students' concerns and feelings?

How do I help students develop a sense of connection to each other and to the class as a whole?

How do I help students develop a sense of connection to the College?

How do I encourage students to develop their own identity?

Strategies for Fostering the Condition of Belonging in Your Classroom

Facilitate students' ability to connect to the class as a whole

- Use each student's name daily.
- Greet your students as they enter the classroom.
- Help students learn of their peers' outside interests.
- Create opportunities in your classes for students to develop friendships.
- Share your interests and hobbies with the students.
- Let students talk with each other prior to the start of class.

Respect and value students as individuals

- Know students' individual learning and professional goals.
- Highlight exemplary work during class, on websites, and in other public ways.
- Know the hopes and dreams of your students.
- Listen to student ideas.

Create mechanisms to allow for each unique student voice

- Spend time with your students outside of class.
- Encourage students to express their thoughts and opinions regardless of their similarity to your own.
- Ask students what they think.

Create mechanisms for students to hear different voices

- Welcome and solicit divergent opinions.
- Create opportunities for collaborative work among your students.
- Have students work in small groups or pairs.

Setting a Goal To Promote Belonging

Now that you have reflected on the ways in which you already promote the condition of Belonging in your current classes, take the time to set a specific goal for enhancing the condition in your future classes.

Goal: _____

Chapter 2

Heroes: Recognizing the Importance of Mentoring

What do we mean by Heroes?

Heroes are the everyday people—colleagues, friends, family—in a person’s life who inspire them to excel and positively change attitudes and lifestyles. Heroes are individuals a person can connect with, those who have a positive influence on them, and who listen to and value their ideas. Everyone can benefit from having heroes in their lives, for having heroes builds trust in others and belief in oneself.

As a teacher you can be a hero to your students. They can look up to you as someone they can learn from and communicate with about many things. Building relationships with your students through support, guidance, and encouragement enables them to become more confident in their lives and future.

What does it look like when students have Heroes in the classroom?

- The professor is looked up to for the expertise they have in their field
- The professor is known for his or her advocacy of students
- Students admire the qualities of the professor
- The professor inspires students to work harder and to learn more
- The professor supports students as they work toward their goals
- Students seek the professor out for guidance and learning

Heroes: Questions for Reflection

Below are questions that ask you to think about the ways that you are currently creating Heroes in your teaching.

In what ways do I try to be a positive role model for my students?

How do I create opportunities for students to talk with me about the things that interest them, whether in class or outside of it?

In what ways do I show students that their ideas and input is as valuable as my own?

In what specific ways do I show my students that I truly respect their ideas and opinions?

Do I take my position as a role model/mentor to my students seriously?

In what ways do I create opportunities for students to be role models to each other?

Strategies for Fostering the Condition of Heroes in Your Classes

Take your position as a role model seriously.

- Share your knowledge and experience with your students.
- Invite students to meet with you to discuss their individual goals, both academic and professional.
- Recognize that students will look to you for guidance in their own development
- Realize that students will take your behavior, both in and out of the classroom, seriously.

Be an advocate for your students.

- Guide students towards opportunities that match their interests.
- Recommend your students for awards, campus leadership positions, and discipline specific events that you become aware of.
- Invite students to participate with you in professional presentations, research, and other activities.
- Offer to be a reference or to write recommendations to students with whom you work especially well.

Spend time with students to encourage their academic and professional growth.

- Meet with students individually.
- Join students at extra-curricular events.
- Hold a class meeting each semester over a meal.
- Talk with students informally before and after class.

Recognize and reward student role models.

- Congratulate students who have successes in other areas of their lives, including clubs, organizations, sports, jobs, and internships.
- Recognize students who do exceptional work in the class.
- Celebrate students who take intellectual risks or show growth during the class.
- Encourage all students to strive to be role models to one another.

Setting a Goal To Promote Heroes

Now that you have reflected on the ways in which you already promote the condition of Heroes in your current classes, take the time to set a specific goal for enhancing the condition in your future classes.

Goal: _____

Chapter 3

Sense of Accomplishment: Celebrating Effort, Perseverance, and Citizenship

What do we mean by Sense of Accomplishment?

A sense of accomplishment recognizes effort, perseverance, and citizenship as signs of a person's success. Educators have traditionally used a narrow view of accomplishment that refers to academic achievement, innate ability, or who is "best in the class." Sense of accomplishment, however, is viewed in terms of personal growth and effort, not just through measurable outcomes and countable successes.

As a teacher, you have the opportunity to celebrate your student's accomplishments in visible ways. Taking time to recognize and support your student's efforts will result in students who are motivated to persevere through difficult tasks.

What does it look like when students have a Sense of Accomplishment in the classroom?

- The professor praises the students when they succeed
- The professor acknowledges the effort students put in to the class
- Student grades reflect student learning in the class
- Students are proud when they do well in the class
- Students aspire to meet the challenges the class and the professor offer them
- Students share their accomplishments in the class with other people, such as professors, advisors, and parents

Sense of Accomplishment: Questions for Reflection

Below are questions that ask you to think about the ways that you are currently creating a sense of Sense of Accomplishment in your teaching.

How do I celebrate all types of my student's accomplishments?

What specific things do I do to assist my students in goal setting and attainment?

How do I spend time with my students helping them to do their best?

In what ways do I make my students aware of my goals and accomplishments.

Strategies for creating a Sense of Accomplishment in the Classroom

Recognize effort and hard work at all levels

- Tell students verbally and in writing that you appreciate the effort they have put into the class and its assignments.
- Make sure that grades reflect different levels of achievement
- Create opportunities that allow students to recognize each other's hard work.
- Consider using effort as one measure of success in your class
- Recognize student effort regardless of how well they are mastering the material

Talk with students about your own goals

- Tell students the reasons for the goals of the class.
- Describe to your students what you have done and will be doing to reach your own personal goals for the class.
- Describe to your students how you will judge whether you have accomplished these goals.

Talk with students about achieving their goals

- Use frequent feedback regarding student goal achievement.
- Provide positive feedback in class and on student work.
- Make the turn around time for returning exams, papers, and other forms of assessment as timely as possible.
- Provide detailed feedback about the strengths and weaknesses of the evaluated behavior and/or learning.

Allow time and opportunity for students to celebrate all accomplishments

- Be available to meet with students after an exam, project or presentation in order to discuss their experiences, feelings and opinions.
- Encourage students to share their accomplishments with their peers, friends, professors and family
- Highlight students' outstanding work in the class, in your office or on your webpage

Setting a Goal To Promote Sense of Accomplishment

Now that you have reflected on the ways in which you already promote the condition of Sense of Accomplishment in your current classes, take the time to set a specific goal for enhancing the condition in your future classes.

Goal: _____

Chapter 4

Fun & Excitement: Generating Inspired Learners

What do we mean by Fun and Excitement?

The condition of fun and excitement is characterized by students being inspired. They are actively engaged and emotionally involved in school. Students who exhibit fun and excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day.

Teachers who foster fun and excitement provide new opportunities, initiate challenges, and respect individual interests. After the first three conditions—Belonging, Heroes, and Sense of Accomplishment—are established, you can motivate your students through a fun and exciting school environment.

What does it look like when students have a sense of Fun and Excitement?

- There is humor, laughter and smiles in the classroom
- Students look forward to attending the class, including in-class activities, lectures, and discussions
- Each class meeting engages student interest in new and unexpected ways
- The professor looks forward to attending the class
- The professor enjoys designing the curriculum so that it captures student interest
- Students approach their work with a positive attitude

Fun and Excitement: Questions for Reflection

Below are questions that ask you to think about the ways that you are currently creating Fun and Excitement in your teaching.

In what ways do I bring humor and laughter to my class?

How do I learn what most interests my students?

How do I bring my students' interests to the classroom?

What strategies do I use to engage students in their own learning?

In what ways do I make sure that I go into each class with enthusiasm and a positive attitude?

How do I address a student or students who do not seem engaged in the class?

Strategies for Fostering the Condition of Fun and Excitement in Your Classes

Discover interests your students have and connect them to the subject

- Ask students to pay attention to those aspects of the subject that most interest them.
- Invite students to contribute their own examples to class discussions.
- Challenge students to think about ways that their outside interests are related to the subject of the class.
- Consider accepting alternative assignments when they relate the student's outside interests to the class material.
- Brainstorm with students ways that the course material could be applied to other aspects of their lives.

Challenge your students to approach their learning with active interest

- Begin class by asking students to share the ideas that most interested them in the last class.
- Pay attention to what students say to one another about the subject, readings, and assignments. Ask them to share their opinions and thoughts with the class.
- Break students into small groups to tackle a question or problem. Give them time to come up with a solution and report back to the class.
- Encourage and reward students who take their learning in your class and use it in other areas, eg other classes, work, internships etc.

Use diverse teaching and learning strategies so that the semester is multi-faceted

- Relate class content to students' out of class interests and specific interests in class material.
- Allow for both individual and group methods for learning.
- Let group discussions or individual questions direct the in-class discussions when appropriate.
- Mid-way through the semester, ask students to choose a new seat.
- Surprise the class by changing the focus or activity of the day.

Make humor an integral part of the classroom

- Don't be afraid to laugh with your students.
- Use humor to encourage and challenge students to do their best.
- Let students talk and laugh amongst themselves prior to the start of class.

Setting a Goal To Promote Fun and Excitement: Now that you have reflected on the ways in which you already promote the condition of Fun and Excitement in your current classes, take the time to set a specific goal for enhancing the condition in your future classes.

Goal: _____

Chapter 5

Curiosity & Creativity: Challenging Critical Thinking

What do we mean by Curiosity and Creativity?

The condition of curiosity and creativity is characterized by inquisitiveness, eagerness, a strong desire to learn new or interesting things, and a desire to satisfy the mind with new discoveries. Curiosity triggers students to ask why, while creativity gives them the initiative to ask why not. The experience of curiosity and creativity in the workplace allows students to become active learners who desire and seek new discoveries. Students need to be challenged to look beyond the status quo to what lies ahead.

The intensity of curiosity and creativity tends to diminish over time due to the habituating effects of school. Therefore, professors must pay careful attention to creating a school environment that promotes questioning and creative exploration to maintain student motivation.

What does it look like when students have a sense of Curiosity and Creativity?

- Students ask questions about the material
- Students want to learn more about the subject
- The professor encourages students to think in new ways
- There is opportunity to think, write, or discuss ideas in creative ways
- Students are asked to find the answers to questions through their own inquiry
- Students are challenged to solve complex problems

Curiosity and Creativity: Questions for Reflection

Below are questions that ask you to think about the ways that you are currently creating Curiosity and Creativity in your classes.

In what ways do I enhance my student's curiosity and creativity?

How do I encourage student's to look beyond the easy answer and solve complex problems?

What do I do to connect my student's work to their everyday life?

How do I structure time for individual exploration in my classes?

Strategies for Fostering a Sense of Curiosity and Creativity in Your Classroom

Know what truly interests each of your students

- Have students list and discuss their out-of-class interests and passions
- Have students list and discuss the theories and content that interest them in your class
- Have students discuss with each other and you why they are interested in the subject of the class
- Show appreciation and enthusiasm for your students' interests

Encourage student exploration of new ideas

- Encourage and reward class attendance and participation
- Encourage and reward unique and/or differences of opinion.
- Model creativity for your students. If the class is creative, they will become creative.
- Remind students that learning is a process not an end product.

Allow students the opportunity to brainstorm and problem solve

- Resist the tendency to respond to brainstorming with criticism or critique.
- Allow groups of students to create and present solutions to class problems.
- Avoid the tendency to brainstorm and problem-solve yourself when students show hesitancy or resistance.
- Allow enough time in the class for brainstorming and problem solving.
- Encourage students to use all resources available to them in brainstorming and problem solving (notes, books, web, other professors, etc)

Use a variety of teaching techniques

- Be sure to show your passion and enthusiasm for new ideas
- Describe your experiences and strategies in exploring new ideas and developing new solutions to problems
- Encourage oral and written presentation, as well as in-class and out-of-class assignments for exploring new ideas
- Invite your colleagues into class to describe their own experiences in finding the motivation and strategies for exploring new ideas.

Setting a Goal To Promote Curiosity and Creativity: Now that you have reflected on the ways in which you already promote the condition of Curiosity and Creativity in your current classes, take the time to set a specific goal for enhancing the condition in your future classes.

Goal: _____

Chapter 6

Spirit of Adventure: Negotiating Success and Failure

What do we mean by Spirit of Adventure?

Spirit of adventure is characterized by a student's ability to take on positive, healthy challenges at work, home, with family and friends. Students experience the spirit of adventure when they tackle something new without the fear of failure or success. It is important to build students' self-confidence and empower them to face the challenges they encounter every day.

Teachers who encourage and support their student's spirit of adventure challenge them to explore new things. By creating an atmosphere that allows for healthy decision-making and healthy risk-taking, students become more confident and resilient.

What does it look like when students have a Spirit of Adventure in the classroom?

- The professor is willing to try new teaching strategies
- The professor is willing to present controversial material
- The professor is willing to move beyond their own comfort zone during class discussions or in response to questions that arise from students
- Students challenge themselves to complete assignments that are new, unfamiliar, or difficult
- Students are willing to state their opinion in areas they are unsure of, not comfortable with, or that are new to them
- Students are willing to risk failure in order to achieve success

Spirit of Adventure: Questions for Reflection

Below are questions that ask you to think about the ways that you are currently creating Spirit of Adventure in your classes.

In what ways do I support my students' successes and failures?

How do I make new challenges exciting?

In what ways do I help my students develop the courage to take on new challenges?

How do I model my willingness to take on new challenges and share my efforts?

Strategies for fostering Spirit of Adventure in Your Classroom

Teach students to reflect on their steps and missteps to success

- Meet with students to discuss their goals and how they plan to meet them.
- Talk with students about returned work, such as papers and tests, to help them understand what they did well and what needs improvement.
- Provide clear information about students' areas of strength and weakness
- Ask students to write a mid-semester self-evaluation about their goals in the class and where they are in the process of meeting them.

Define healthy risk taking with your students.

- Talk with students about what it means to take intellectual risks.
- Discuss when risk-taking is appropriate in the college classroom
- Provide examples of student work, projects, or ideas that exemplify what it looks like to take healthy intellectual risks in your discipline.
- Emphasize the learning process as opposed to grades.

Take your students on adventures everyday through their learning

- Take advantage of unexpected opportunities to explore the subject of the class, even if you are not sure what students will say or how they will respond.
- Join your students in studying a new aspect of the class. Share in the process of learning about something for the first time.
- Challenge students to take the next step in their learning, regardless of whether they are immediately successful.

Model the Spirit of Adventure for your students

- Talk with students about aspects of the course or subject that are new to you.
- Describe how your interest in the subject developed, including your own successes and failures.
- Talk with students about a time when you took an intellectual risk and share with them what happened when you did so.

Setting a Goal To Promote Spirit of Adventure

Now that you have reflected on the ways in which you already promote the condition of Spirit of Adventure in your current classes, take the time to set a specific goal for enhancing the condition in your future classes.

Goal: _____

Chapter 7

Leadership & Responsibility: Making Decisions and Being Accountable

What do we mean by Leadership and Responsibility?

The condition of leadership and responsibility means students are able to express their ideas and are willing to accept consequences for their actions. It fosters accountability for their actions. When students speak their opinions, they need to accept the consequences of those decisions. Fostering leadership empowers students to make just and appropriate decisions and to take pride in their actions.

Teachers promoting this condition teach and expect their students to be good decision makers. They provide legitimate decision-making opportunities, seek student input, and expect students to be accountable for their actions and words. Students are trusted to make the right decisions.

What does it look like when students have a sense of Leadership and Responsibility?

- Students are willing to take on group leadership and project roles
- Students are willing to propose changes in the curriculum and assessment strategies of the course
- Students take responsibility for their own learning and successes and achievements
- The professor allows for student input on the course
- The professor provides opportunities for students to assume leadership roles
- The professor holds him/herself accountable for the success of his/her students

Leadership and Responsibility: Questions for Reflection

Below are questions that ask you to think about the ways that you are currently creating Leadership and Responsibility in your classes.

In what ways do I provide legitimate leadership opportunities for my students?

How do I celebrate my students taking on responsible leadership roles?

What specific opportunities do I provide for my students to make meaningful decisions?

How do I initiate conversations about my own decisions and actions with my students?

How do I teach leadership skills to my students?

Strategies for Fostering the Condition of Leadership and Responsibility in Your Classes

Allow and support student ideas

- Create opportunities for student-driven classes
- Be aware that the more you do in class, the fewer opportunities you are giving to the students
- Talk less so that students can talk more.
- Give students choices that influence the direction of the class (readings, assignments, grading).
- Recognize and reward students who take on leadership roles
- Provide opportunities for students to voice their opinions on the progress of the course and to propose changes they feel they would benefit from

Provide opportunities for student leadership

- Allow students to teach their peers the content of the course.
- Give each student specific roles during group discussions so that all are involved, responsible participants.
- Continuously reward students who demonstrate leadership
- By leading more covertly, you will be able to allow students to lead more overtly.

Guide and provide feedback on student-led projects

- Detailed guidelines regarding your expectations for student led projects help create a successful experience for the student
- Ask students to report to you frequently on their progress in developing their own projects
- Be available to students to help ease concerns, bolster confidence, and guide their progress
- Provide a detailed assessment to the student as to their success in implementing their student led projects.
- Keep consequences for class-based actions—participation, papers, exams--predictable and equitable.

Setting a Goal To Promote Leadership and Responsibility

Now that you have reflected on the ways in which you already promote the condition of Leadership and Responsibility in your current classes, take the time to set a specific goal for enhancing the condition in your future classes.

Goal: _____

Chapter 8

Confidence to Take Action: Setting Goals and Taking the Steps to Reach Them

What do we mean by Confidence to Take Action?

Confidence to take action is the extent to which students believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This condition tops the pyramid because all other conditions must be established and supported for students to attain this level of aspiration. Confidence to take action is characterized by a positive and healthy outlook on life and looking inward rather than outward for approval.

Teachers have the ability and potential to help build their student's confidence to take action by providing support, celebrating diversity, and encouraging independent thinking. By enhancing the quality of personal growth, teachers empower their students to become active and involved members of their communities.

What does it look like when students have the Confidence to Take Action?

- Students are willing to change as a result of this class
- Students try something new because of this class
- Students realize that they can make their own decisions and have their own opinions
- The professor is willing to change his/her teaching strategies as a result of the experiences in this class
- The professor is willing to change course content as a result of this class
- As a result of this class, both students and/or the professor feel that they can make a difference in their own lives and in the world around them

Confidence to Take Action: Questions for Reflection

Below are questions that ask you to think about the ways that you are currently creating Confidence to Take Action in your classes.

How do I create an environment where my students believe they can achieve?

How do I encourage my students to put forth the necessary effort to achieve their goals?

How am I a confidence-builder in my school?

In what ways do I model the confidence to take action?

Strategies for Fostering Confidence to Take Action in Your Classroom

Work with each student to set and achieve goals

- Present the goals and objectives of the course, individual class, and assignments to the students
- For each class assignment, ask each student to develop strategies to succeed in this assignment.
- Have the students review these strategies with their peers and yourself.
- Have students refine and revise strategies for achieving these goals based on comments and reflection from peers and yourself.

Allow your students to make their own decisions.

- Create a classroom culture in which students know they can propose ideas outside of the structured syllabus.
- Remind students that the learning process is in their hands. Their actions in class—participation, attendance, completion of assignments—are directly related to their understanding of the subject.
- Place the responsibility for meeting the class requirements on the student.

Support your students in their individual and unique pursuits.

- Discover your students' academic and professional goals.
- Encourage students to pursue new avenues of learning.
- Support students in their efforts to try new things.
- Make an effort to learn from your students.

Believe that each of your students can achieve their goals.

- Provide regular, positive feedback to your students on their efforts and strengths.
- Offer clear feedback on student behavior that is not conducive to student learning.
- Work with students to set specific goals.
- Check in with students as they take steps toward their goals.
- Tell students that you believe that they can achieve the goals that they set.

Setting a Goal To Promote Confidence to Take Action

Now that you have reflected on the ways in which you already promote the condition of Confidence to Take Action in your current classes, take the time to set a specific goal for enhancing the condition in your future classes.

Goal: _____

What Do I Need? Personalizing the Eight Conditions

As we work with educators around the world and share how the 8 Conditions affect the aspirations of their students, we have learned that the same conditions need to be in place for professors as well. The remaining section of this book is all about you. It is about what you need to be successful, what you are willing to do for yourself, and finally what you are willing to do for your students and your academic community.

Don't be discouraged if there are conditions you currently lack in your professional life. Instead, build on the conditions that are in place for you now and begin identifying what you can do to ensure that all 8 Conditions are being met in your role as a college professor.

Personalizing the 8 Conditions: Belonging

A word as to the education of the heart. We don't believe that this can be imparted through books; it can only be imparted through the loving touch of the teacher.-- Cesar Chavez

What I need to be successful in my role as professor:

- To be respected and valued as an individual.
- To feel connected to my department, college, and academic field.
- To have a place to express my concerns and feelings.
- To be encouraged to accept others and to be accepted for who I am.

Questions for Reflection:

What are the challenges I currently face in meeting this condition?

What do I need to have in my professional life to enhance this condition?

Who do I need to involve or talk with in order to develop this condition in my work life?

Try the following to increase the condition of Belonging for yourself:

- Take time to eat lunch with different colleagues throughout the week
- Invite members of the support staff to help with a special project
- Express your genuine feelings and thoughts at a faculty/staff meeting
- Take the time to listen to and understand a member of the school who has different views and perspectives than you
- Share your professional hopes and dreams with your colleagues

Personalizing the 8 Conditions: Heroes

“If I have seen further than others, it is by standing upon the shoulders of giants.” Sir Isaac Newton

What I need to be successful in my role as professor:

- To have a positive role model.
- To feel supported and valued.
- To have someone invested in my success.
- To be encouraged to be a role model to my students and colleagues.

Questions for Reflection:

What are the challenges I currently face in meeting this condition?

What do I need to have in my professional life to enhance this condition?

Who do I need to involve or talk with in order to develop this condition in my work life?

Try the following to increase the condition of Heroes for yourself:

- Seek out a mentor who can support your professional goals
- Provide guidance to a new staff member for the entire year
- Meet with educators outside of your school for support and give perspective
- Take the time to empathize with colleagues who are struggling
- Make an effort to listen to colleagues' ideas and suggestions

Personalizing the 8 Conditions: Sense of Accomplishment

“Effort only fully releases its rewards after a person refuses to quit.” Napoleon Hill

What do I need to be successful in my role as professor:

- To have all forms of my accomplishments celebrated.
- To have assistance in setting and attaining goals.
- To have someone who spends time helping me to do my best.
- To have other people share their goals and accomplishments with me.

Questions for Reflection:

What are the challenges I currently face in meeting this condition?

What do I need to have in my professional life to enhance this condition?

Who do I need to involve or talk with in order to develop this condition in my work life?

Try the following to increase the condition of Sense of Accomplishment for yourself:

- Keep a journal of your professional goals and what you are doing to reach those goals
- Seek support from a colleague who can help you reach your professional goals
- Persevere at an especially challenging task
- Invite a colleague to observe your work and provide helpful ideas
- Become involved in a community service project that interests you

Personalizing the 8 Conditions: Fun and Excitement

"If you never did you should. These things are fun and fun is good." Dr. Suess

What I need to be successful in my role as a professor:

- To know what I find fun and exciting in my work.
- To have the opportunity to engage in collaborative work with other educators.
- To have a variety of teaching strategies upon which I can draw.
- To feel passionate about my teaching, scholarship, and service to the community.

Questions for Reflection:

What are the challenges I currently face in meeting this condition?

What do I need to have in my professional life to enhance this condition?

Who do I need to involve or talk with in order to develop this condition in my work life?

Try the following to increase the condition of Fun & Excitement for yourself:

- Incorporate your passions and interests into your daily work
- Make sure there is laughter and collegiality during all faculty/staff meetings
- Be spontaneous
- Take the time to get to know your colleagues' interests
- Learn something new and exciting to teach or share with your staff

Personalizing the 8 Conditions: Curiosity and Creativity

“You see things, and you say ‘Why?’ But I dream things that never were; and I say, “Why not?” George Bernard Shaw

What I need to be successful in my role as a professor:

- To be encouraged to look beyond the easy answer and solve complex problems.
- To connect my work to my everyday life.
- To have time to explore my individual interests.
- To be part of a community that asks questions and explores new ideas.

Questions for Reflection:

What are the challenges I currently face in meeting this condition?

What do I need to have in my professional life to enhance this condition?

Who do I need to involve or talk with in order to develop this condition in my work life?

Try the following to increase the condition of Curiosity & Creativity for yourself:

- Think of two solutions for every school-wide problem
- Attend an art, music or physical education class with your staff to gain a new perspective
- Don't be afraid to suggest “off the wall” ideas or solutions during faculty/staff meetings
- Bring your creative self to your next brainstorming session
- Take the time to learn about something outside of your area of expertise

Personalizing the 8 Conditions: Spirit of Adventure

"You may encounter many defeats, but you must not be defeated. In fact, it may be necessary to encounter the defeats, so you can know who you are, what you can rise from, how you can still come out of it." Maya Angelou

What I need to be successful in my role as a professor:

- To be supported in my successes and failures.
- To have new challenges be exciting to pursue.
- To be encouraged to explore new opportunities.
- To be able to pursue new areas of interest and share my experiences with colleagues.

Questions for Reflection:

What are the challenges I currently face in meeting this condition?

What do I need to have in my professional life to enhance this condition?

Who do I need to involve or talk with in order to develop this condition in my work life?

Try the following to increase the condition of Spirit of Adventure for yourself:

- Explore a new way to lead meetings
- Follow through with a new idea, even if it might result in failure
- Support colleagues who take risks
- Make sure your voice and ideas are heard at staff and district meetings
- Share your goals with your staff and colleagues

Personalizing the 8 Conditions: Leadership & Responsibility

“Our lives begin to end the day we become silent about things that matter.” Martin Luther King, Jr.

What I need to be successful in my role as a professor:

- To be offered leadership opportunities in my department, college, and academic field.
- To have my leadership recognized and celebrated.
- To be given the chance to make meaningful decisions.
- To be asked about my own decisions and actions.

Questions for Reflection:

What are the challenges I currently face in meeting this condition?

What do I need to have in my professional life to enhance this condition?

Who do I need to involve or talk with in order to develop this condition in my work life?

Try the following to increase the condition of Leadership and Responsibility for yourself:

- Accept a new leadership position in your district, professional organization or other group
- Make sure your ideas and suggestions are heard
- Take the time to read professional articles and journals
- Share successful leadership experiences with colleagues
- Look for solutions rather than passing blame

Personalizing the 8 Conditions: Confidence to Take Action

“Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it’s the only thing that ever has.” Margaret Mead

What I need to be successful in my role as a professor:

- To be part of an environment where people believe they can take action.
- To be encouraged to take the steps necessary to reach my goals.
- To personalize the Eight Conditions that contribute to greater human potential.
- To have a role model who exhibits the Eight Conditions.

Questions for Reflection:

What are the challenges I currently face in meeting this condition?

What do I need to have in my professional life to enhance this condition?

Who do I need to involve or talk with in order to develop this condition in my work life?

Try the following to increase the condition of Confidence to Take Action for yourself:

- Take action on educational issues you are passionate about
- Attend school- and district-wide meetings
- Use research-based information to improve your leadership
- Think about the difference you are making in this world everyday
- Support the 8 Conditions for your staff and colleagues