1. Teaching Effectiveness Definition - update on the responses from survey

2. Discussion about qualities or characteristics of a self-reflection process: What do we believe are the most important goals and does our definition speak to this?

3. How do we see the Self-Reflection component fitting into the overall measure of teaching effectiveness?

4. Review of examples discussed at October meeting
   a. UMSL Psychological Sciences model
   b. Colorado State University model

5. What elements do we feel are important to include? Perhaps consider (professional growth, teaching development, teaching statements/philosophy, or Teaching Goals Inventory or Teaching Practice Inventory.

6. Options for gathering the self-reflection

7. Pilot of one or more options

8. Next steps moving forward