

Online Instructor Checklist of Teaching Expectations 2018

Dimension	Behaviors, Tasks, Responsibilities	Benchmarks
Participation	<ul style="list-style-type: none"> • Faculty activity in the course demonstrates engagement at least 5 days per week, including at least once during the weekend • Provides weekly office hour or times for direct, synchronous contact • Sends weekly e-mails or videos • Posts weekly news message • Files detailed at-risk reports weekly • Faculty provides responses to student work throughout the duration of the week 	<ul style="list-style-type: none"> • Faculty member consistently meets expected behavior throughout the course and adds detail, personalization, and expertise that demonstrate superior performance
Timeliness	<ul style="list-style-type: none"> • Grades and returns work in not more than 48 hours of time of receipt (72 hours for written papers 5 pages and longer; one week for major research papers or capstone projects, not to exceed final grade deadline) • Responds to inquiries and emails within 24 hours • Follows up on at-risk reports at least every three days until resolved, checking communication in TEAMS3 • Follows up with at-risk students individually at least 2x per week • Reviews lab work weekly or as assigned, syncing grades per policy 	<ul style="list-style-type: none"> • Faculty member consistently meets the expected timeline and is “ever present.”
Personalization	<ul style="list-style-type: none"> • Responses to students’ posts and discussion threads are personalized to the individual student • Instructions or clarifications on assignments, tests, projects, and other class activities are tailored to the group’s previous work • Recognizes and identifies multiple perspectives, ideas, and diverse points raised by students • Individual student emails and other messages are tailored to the student 	<ul style="list-style-type: none"> • Faculty member provides robust, knowledgeable responses and explanations that reinforce and expand ideas with details that are on topic and personalized to individual students or groups of students. • Faculty member recognizes and points out multiple perspectives, ideas, and diverse points raised by students.
Expertise	<ul style="list-style-type: none"> • Demonstrates command of the discipline and the career field(s) represented by the course and students in it • Scores show a pattern of variance in grading appropriate to class size and evident of different levels of performance of students • Withdrawal rate <8% 	<ul style="list-style-type: none"> • Faculty member exhibits both expertise and professional experience in the course material, linking students both to course and university resources, as well as external professional and academic information and resources. • Faculty understand that a primary role is distinguishing among different levels of performance of students, demonstrating appropriate grade variance • Faculty member is skilled in teaching, evaluating, and engaging students.

Skill in Engaging Students with the Course and with Peers	<ul style="list-style-type: none"> • Ensures discussion forums and discussion assignments are robust and create opportunities for interaction between faculty and students and students with other students • Engages students in understanding, completing, and discussing course assignments and group projects • Engages students in preparing for, completing, and reviewing results of tests, quizzes, and capstone or field experiences 	<ul style="list-style-type: none"> • Faculty member generates student responses and interaction with 100% of students in ways that demonstrate clear excitement, energy, and passion on the part of the students. • Faculty encourages diverse viewpoints and prompts students who haven't engaged with a new, personalized question.
Quantity of Feedback on Performance	<ul style="list-style-type: none"> • Provides at least 5 discussion posts per forum (must meet definition of a substantive post) • Provides feedback on course assignments, capstone, or field experiences 	<ul style="list-style-type: none"> • Faculty member exceeds the number of comments expected on discussions, assignments, projects, and capstone or field experiences. • Faculty member provides unique comments appropriate to each student. Comments are not repeated verbatim for several students. Comments meet the definition of a substantive post. • Substantive posts are relevant and personalized, and they address the evaluation criteria set out in the assignment.
Quality of Feedback on Performance	<ul style="list-style-type: none"> • Quality of feedback on student assignments, discussion posts, projects, and capstone or field experiences. 	<ul style="list-style-type: none"> • Faculty member provides feedback on all student work. • Faculty member provides unique comments appropriate to each student. Comments are not repeated verbatim for several students. Comments meet the definition of a substantive post. • Boilerplate, where appropriate, is tailored to and framed to be appropriate to the student and context. • Substantive posts are relevant and personalized and they address the evaluation criteria set out in the assignment. • The feedback is on topic and accurate; detailed and personalized to the student; and brings in new ideas, questions, links to the career field or discipline, and gives examples of what an improvement might look like or be.
Social Propriety	<ul style="list-style-type: none"> • Treats students respectfully and professionally 	<ul style="list-style-type: none"> • Faculty member is highly observant and responsive to student needs, treats students as future professionals, asks questions, is attentive to group dynamics and issues, and proactively intervenes to maintain class rapport and morale. • Student service and academic support are exemplary.
Control of Process	<ul style="list-style-type: none"> • Faculty member exhibits mastery of the course, its elements, and the LMS. 	<ul style="list-style-type: none"> • The faculty member is highly organized, keeps students and the course on track, and knows academic policies and processes and the options they provide to students. • Faculty is adept at navigating the LMS, labs, and other technology in the course.

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