

Online Instructor Checklist of Teaching Expectations Winter 2018-19

Dimension	Behaviors, Tasks, Responsibilities	Benchmarks
Participation	<ul style="list-style-type: none"> Faculty activity in the course demonstrates engagement at least five (5) days per week, including at least once during the weekend Posts weekly office hour or times for direct, synchronous contact, in the news message each week Posts weekly news message Use of at-risk report by the faculty member is evident Faculty provides responses to student work, including discussion posts, multiple times throughout 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 student work in not more than 48 hours of time of receipt (not more than 5 days for multiple assignments due the same week, written papers 5 pages and longer, or one week for major research papers or capstone projects, not to exceed the final grade deadline) Responds to inquiries and emails within 24 hours Faculty member has ongoing involvement in at-risk reports until the case is resolved Student activity in labs is acknowledged, if applicable 	<ul style="list-style-type: none"> Faculty member consistently meets the expected timeline and is "ever present." Students receive performance updates that exceed or meet the expected timeline Lab grades, if applicable, are synced with the LMS more than one time each week
Personalization	<ul style="list-style-type: none"> Responses to student posts and discussion threads comment directly on what the individual student has submitted and are not generic statements. Uses the discussion board to point out multiple perspectives, ideas, and diverse points raised by students Individual student emails and other messages are initiated by the instructor and 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. Individual communications to students are generated by the instructor to proactively address academic issues and promote connection to the course
Expertise	<ul style="list-style-type: none"> Demonstrates command of the discipline and the career field(s) through comments on the discussion board and feedback provided on assignments Instructor -graded assignments show a pattern of variance appropriate to class size and evidence of different levels of student performance Faculty DFW rate falls within the accepted range (<30%) 	<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. Offers opportunities for students to discuss course assignments with the instructor and other students Actively provides information just-in-time to meet needs; i.e., clarification on assignments, encouragement prior to tests, explanations on issues across all students, and so forth 	<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 original feedback on course assignments, capstone, or field experiences 	<ul style="list-style-type: none"> Faculty member meets or exceeds the number of comments expected on discussions, assignments, projects, and capstone or field experiences, appropriate to class size. 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"> Provides quality, individualized feedback on student assignments, projects, and capstone or field experiences. Faculty member uses technology available in the LMS to provide added depth to feedback on assignments, including GradeMark or available rubrics, if applicable to the assignment 	<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 in all communications and interactions 	<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 through demonstrated ability to address questions about the materials, course content, or assignments, including lab access or issues Faculty member is organized, timely in meeting deadlines, and understands and follows university policy and processes Faculty member has command of the LMS and uses technology available to engage students and to promote persistence and academic achievement 	<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.