

THE TEACHER AND THE COURSE

This category reflects the clarity and appropriateness of course goals. In addition, it assesses the extent to which the course organization and assignments are designed to meet course goals.

Well-organized plan for learning

The instructor should:

- develop an organized plan for the course. Typically, this means a syllabus that lays out a schedule of topics and includes the dates of tests and assignments, although this may vary with the course.

Clear goals

The instructor should:

- develop and articulate a “statement of purpose.”
- list the learning objectives of the course on the syllabus. These learning objectives should include the skills and/or content to be mastered. The instructor should also place the course in curricular context, including major and/or general education courses.
- explain how the organization of the course relates to the purpose and objectives of the course.
- communicate regularly how the readings and assignments relate to the purpose and objectives of the course.
- set expectations that contribute to a campus culture of scholarship.

Appropriate goals

The instructor should:

- expect mastery of skills and content at a level appropriate to the students’ preparation. That is, the course level should be appropriate to the course’s place in the major and/or college curriculum. Evidence that goals are appropriate could come from a variety of sources, for example:
 - a. Curricular recommendations made by national organizations in the field
 - b. Demonstration that prerequisites to the course(s) in question include content and skills that prepare students to meet the goals of the course in question
 - c. Tables of contents and study questions or other relevant information from textbooks recommended for the course by peers and publishers
 - d. Syllabi and other materials used by peers at similar institutions
 - e. General guidelines for 100, 200, 300 and 400-level courses within the major and if possible within the college curriculum.

THE TEACHER AS INSTRUCTOR

This category reflects the instructor's serving as a professional representative of the discipline, a communicator of knowledge, and a resource to facilitate student learning.

“Knowledgeability”

The instructor should:

- be current in his or her discipline and its pedagogy
- make an effort to expand her or his knowledge base beyond discipline, if she or he is teaching in the General Education or Honors programs or in interdisciplinary courses.

Communication

The instructor should:

- implement faithfully the course syllabus (while remaining adaptable)
- be responsive to students' questions
- demonstrate effective oral and written communication skills. Effective communication is clear, well-organized, and intellectually engaging.

Positive Learning Environment

The instructor should:

- encourage candid expression of students' points of view
- be available to students in and out of class
- strive to develop a rapport with students
- stimulate discussion when appropriate
- challenge students to achieve
- stimulate intellectual curiosity
- recognize and take advantage of “teachable moments”
- respond flexibly to students' needs
- maintain classroom discipline
- display passion for the subject matter
- give and demand respect at all times
- be fair and consistent in dealing with students
- show the relevance of the subject matter and its impact on the larger world

THE TEACHER AS MENTOR

This category reflects the teacher as a personal representative of the discipline and the liberal arts, who models for students learning as a way of life.

Critical Thinking and Intellectual Responsibility

The instructor should:

- challenge students to think critically about assumptions, evidence, and arguments
- challenge students to think beyond the level of personal experience
- provide students with multiple methods/tools to stimulate critical thinking, including alternatives to the teacher's own preferred methodology or basic stance
- expose students to the dilemmas and outstanding problems in the discipline
- encourage students to make connections among disciplines, upholding the concept of a liberal arts education

Professionalism

The instructor should:

- demonstrate intellectual curiosity
- demonstrate currency in the discipline
- display a passion for the subject matter and a conviction about what difference it makes for the larger world
- model the methods of inquiry in the discipline
- challenge students to grow intellectually, ethically, spiritually, and personally, as appropriate
- welcome, encourage, and respect a diversity of opinions

TEACHER AS EVALUATOR

This category reflects the teacher's performance as critic and judge of student work.

Assessment

The instructor should:

- assess student work frequently (especially in lower course levels), early, fairly, and clearly. These assessments should be returned promptly over the course of the semester.
- employ a variety of effective assessment methods that measure student achievement or performance accurately.
- utilize assessment criteria that are level-appropriate, rigorous, and consistent with the goals and objectives of the course.
- provide feedback that accurately and candidly communicates both the quality of student work and, when appropriate, the specific area(s) in which improvement is needed.
- design and present assessment mechanisms in ways that encourage and reinforce academic integrity.
- use assessment to encourage learning and growth

Academic Expectations

The instructor should:

- have appropriately high expectations. These expectations should contribute to a campus culture of scholarship and learning.

THE TEACHER AS CONTRIBUTOR TO THE ACADEMIC PROGRAM

This category reflects the teacher's performance as a contributor to academic programs.

The instructor should:

- teach courses within the major in content areas and at levels needed by the major program
- teach courses outside the major, as needed by the department and college
- supervise independent study, internship, and student research projects
- be rewarded for enriching the academic program (for example, by coordinating visits by external speakers, overseeing special events, or offering other co-curricular activities) and for contributing to innovations in pedagogy