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|  | **Student Voice** | **Instructor Voice** | **Peer Review** |
| MOU conditions related to **Professional Teaching** | **Student Experience Survey** | **Pre-Fall 2019 Numerical course evaluations:** | **Teaching Statement or Instructor Reflection** | **Peer Review** |
| 1. “Readily available, coherently organized, and high quality course materials; syllabi that establish student workload, learning objectives, grading and class policy expectations.” | Organization of the courseQuality of the course materials | **Q3** How well organized was this course? |  |  |
| 2. “Respectful and timely communication with students. Respectful teaching does not mean that the professor cannot give appropriate critical feedback.” |  Instructor Communication | **Q5** How available was the instructor for communication outside of class? |  |  |
| 3. “Students’ activities in and out of class are designed and organized to maximize student learning |  Assignment and Projects | **Q4** How effective was the instructor’s use of class time?**Q7** The amount that I learned in this course was: |  |  |

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| MOU conditions related to **Inclusive Teaching** | **Student Experience Survey** | **Pre-Fall 2019 Numerical course evaluations:** | **Teaching Statement or Instructor Reflection** | **Peer Review** |
| 1. “Instruction designed to ensure every student can participate fully and that their presence and participation is valued.” | Inclusiveness of the course Accessibility of the courseNumber of student interactions with the instructor outside of class |  | Instructor Reflection |  |
| 2. “The content of the course reflects the diversity of the field's practitioners, the contested and evolving status of knowledge, the value of academic questions beyond the academy and of lived experience as evidence, and/or other efforts to help students see themselves in the work of the course.”N.B. If an instructor is not empowered by the department to make changes to the content of their courses, this standard may not apply.  |  Relevance of the course content |  | Instructor Reflection |  |

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|  | **Student Voice** | **Instructor Voice** | **Peer Review** |
| MOU conditions related to **Engaged Teaching** | **Student Experience Survey** | **Pre-Fall 2019 Numerical course evaluations:** | **Teaching Statement or Instructor Reflection** | **Peer Review** |
| 1. “Demonstrated reflective teaching practice, including through the regular revision of courses in content and pedagogy.” |  |  | Instructor Reflection |  |

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| MOU conditions related to **Research-informed Teaching** | **Student Experience Survey** | **Pre-Fall 2019 Numerical course evaluations:** | **Teaching Statement or Instructor Reflection** | **Peer Review** |
| 1. “Instruction models a process or culture of inquiry characteristic of disciplinary or professional expertise.” |  |  | Instructor Reflection |  |
| 2. “Evaluation of student performance linked to explicit goals for student learning established by faculty member, unit, and, for core education, university; these goals and criteria for meeting them are made clear to students**.”** | Clarity of assignment instructions and grading | **Q6** How clear were the guidelines for evaluating students' work in this course? | Instructor Reflection |  |
| 3. “Timely, useful feedback on activities and assignments, including indicating students’ progress in course.” | Feedback |  | Instructor Reflection |  |
| 4. “Instruction designed to engage, challenge and support students.” | Challenge of the course Level of support Degree of active learning |  | Instructor Reflection |  |