

Characteristics of High-Quality Teaching in the Department of the Library

1. The faculty member uses a variety of teaching and learning strategies to effectively engage diverse learners.
2. Students are engaged in higher order thinking that is appropriate to the course level and content.
3. The faculty member creates a respectful learning environment for all students.
4. The faculty member promotes student engagement.
5. The faculty member actively seeks student questions/concerns about the course.
6. The faculty member responds to students in a professional manner.
7. The faculty member uses technologies effectively to support student learning.
8. The course is organized.
9. Learning outcomes for assignments/assessments are aligned with learning outcomes for the course.
10. Learning outcomes are clearly articulated for students for all major assignments/assessments.
11. Instructions for all assignments are usable by students (i.e., clear, comprehensive).
12. An objective rubric is used for all major assignments.