

# Teaching Expectations for WILMU INSTRUCTORS

## Wilmington University believes students are:

- The **MOST important people** in our business.
- Not dependent on us...**We are dependent on them.**
- Not an interruption of our work...**Students are the purpose of our work.**
- **Doing us a favor when they call...**We are not doing them a favor by serving them.
- Our business...**They are not outsiders.**
- Not cold statistics...**Students are flesh-and-blood human beings with feelings and emotions like our own.**

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“Take good care of our students.”

—Posted originally in the Wilmington College Administration Building

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To ensure good care of our students, the following  
are expectations of all instructors at Wilmington University:

Equip our students with the tools necessary to be successful  
in the world and in their profession.

Respect diverse talents and ways of learning.

Provide meaningful and timely feedback.

Uphold high academic standards, enable student flexibility,  
and engage in real-world application.

Model professionalism, compassion, integrity  
and intellectual curiosity.

Cultivate a sense of belonging as part  
of a diverse learning community.

Encourage student-instructor contact  
through a variety of methods.

Encourage and engage in critical thinking, creativity, curiosity,  
and life-long learning practices.

Present content in ways that students can understand, answer  
questions, and have clear expectations.

Remember that what you do matters  
and that you make a difference to our students.



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## To ensure good care of our students and to model teaching expectations, all instructors should follow the predefined tasks to setup and maintain courses:



Use Canvas and Simple Syllabus for all modalities.



Personalize Simple Syllabus. Consider adding a head shot, additional contact information, instructor policies, and a teaching philosophy.



Post a welcome announcement at least one week prior to the start of class and post announcements at least one per week during the course.



Check that all links are working. If there is a broken link, please email [onlinemanager@wilmu.edu](mailto:onlinemanager@wilmu.edu) and the Program Chair with location of link, its name, and provide a replacement.



Add due dates to all assignments in Canvas. Instructions on how to upload due dates in bulk are available at: [wilmu.edu/canvas/duedates.aspx](http://wilmu.edu/canvas/duedates.aspx).



Ensure your faculty profile in Canvas is current.



Complete the outcomes document/rubric for any outcomes assessment-bearing class.



Submit attendance weekly for all classes in all modalities, including online (Hybrid, Online Live), face-to-face, directed study, independent study, and credit for prior learning (Portfolio).



Encourage student-instructor contact through a variety of methods (Canvas, Email, phone calls, Early Alerts). Although exceptions may occur, respond to student emails/Canvas messages, questions, chat room messages, or phone calls within 24-48 hours.



Provide meaningful and timely feedback, especially early in the term. Provide feedback and use provided rubrics within one week after the assignment due date (excluding in-depth projects and research papers), unless otherwise communicated in advance.



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## Adherence to Teaching Expectations

The Teaching Expectations were initially developed and approved by Program Chairs to ensure faculty engagement in online courses. Recognizing the evolving needs of instruction, the document was updated in 2022 to apply across all teaching modalities.

Since early 2024, the Educational Effectiveness Coordinators (EECs) have utilized Canvas to monitor and track faculty presence and engagement in their courses. While the monitoring process remains consistent, EECs now also verify the submission of weekly attendance and final grades, both outlined in the updated Teaching Expectations document.

### The use of Canvas provides several key benefits:

- **Real-time collaboration:** Facilitates timely communication and collaboration between EEC and faculty.
- **Standardized support and accountability:** Establishes a consistent framework for assistance, accountability, and reporting.
- **Culture of transparency and efficiency:** Promotes openness and streamlined processes.
- **Recognition and support:** Offers a clear benchmark for Academic Affairs to recognize and support faculty contributions.
- **Demonstrated oversight:** Reinforces the institution's commitment to faculty engagement, a key factor in satisfying Middle States accreditation standards.

EECs play a supportive role by reviewing each element of the Teaching Expectations and helping ensure adherence. Their goal is to help meet faculty expectations, thereby preventing any negative impact on student success. The EECs follow a structured process:

- **Early in the week:** Review courses for adherence to expectations.
- **Midweek:** Reach out to faculty members who have not met the expectations, requesting necessary adjustments.
- **Friday:** Conduct a final review to ensure compliance and update evaluations as needed.

Most faculty meet these expectations consistently, and the data collected through this process highlights both areas for support and opportunities for recognition. Faculty identified in the end-of-term report have been contacted by EECs but did not make the required adjustments.

### The Center for Teaching Excellence (CTE) provides further support for faculty compliance through a structured process:

- **Step 1:** CTE issues one (1) written notification after a faculty member earns two (2) consecutive evaluative scores below 80% based on EEC reporting.
- **Step 2:** After a faculty member earns two (2) written notifications, CTE provides individualized coaching to help the faculty member meet the required Teaching Expectations.
- **Step 3:** If a faculty earns a third written notification, the Program Chair may assign the faculty member a semester or two-block break from teaching.
- **Step 4:** In cases of repeated non-adherence, the Program Chair, in consultation with CTE and the faculty member, will determine an appropriate course of action, which may include removal from teaching duties.

This collaborative approach underscores our commitment to fostering excellence in teaching and supporting faculty success, while maintaining high standards for student learning and engagement.

