

# UVU's Teaching Excellence Model

## **Purpose of Teaching Excellence Model:**

This resource articulates teaching expectations and provides examples of evidence for teaching portfolios; serves as a resource in development of teaching goals; aligns teaching expectations with policy, university strategies and plans, UK Professional Standards Framework, and NWCCU accreditation requirements.

## **Definition of Teaching Excellence:**

**Excellent teaching is inclusive and engaging and empowers students to achieve their educational, personal, and professional goals.**

### **INCLUDE**

Inclusive teaching values every student and provides accessible, equitable, and culturally diverse learning experiences and resources for students of all backgrounds. Inclusive teaching fosters an inviting and supportive environment in which students can succeed.

*For example, UVU faculty may demonstrate through...*

- Curate course materials that represent global diversity, the diversity of the field, and the contested and evolving status of knowledge. [1] [13] [22]
- Design courses and select course resources with physical and content accessibility in mind, including through the integration of Universal Design for Learning principles. [20] [18]
- Develop and demonstrate intercultural competence in instruction and communication. [10] [13]
- Maximize student motivation by leveraging students' sense of the relevance, rigor, and supportiveness of a course—and of their own self efficacy within it. [17] [25]
- Increase the expression of diverse perspectives in class and through online fora, with collegiality and mutual respect, to advance students' understanding. [6] [16] [24]

### **ENGAGE**

Engaged *teaching* provides meaningful, interactive, and experiential learning opportunities that integrate into the fabric of the community. Engaged *teachers* participate in ongoing dialogue about teaching and learning, professional development, innovation, and reflection about their work.

*For example, UVU faculty may demonstrate through...*

- Facilitate group work, collaborative learning, problem-based learning, or team-based learning. [8] [21] [26]
- Implement appropriate technologies to facilitate learner outcomes. [19]
- Communicate regularly and promptly with students to address concerns and questions. [7] [23]
- Demonstrate course content/activities that are authentic to future career opportunities. [12] [27]
- Reflect on their teaching practice and make changes over time that are informed by experimentation, professional teaching development, collegial interactions and class observations, student feedback (e.g. SRI), SCOTs observations, and the scholarship of teaching and learning. [4] [5]

### **ACHIEVE**

Achievement-focused teaching empowers students to gain essential knowledge, skills, and competencies needed to face the challenges of a dynamic and complex world. Instructors promote deep learning by integrating disciplinary currency/mastery with metacognitive pedagogy and design of instruction to guide students in realizing outcomes that include learning soft-, hard-, process-, and career-specific skills.

*For example, UVU faculty may demonstrate through...*

- Create assignments to practice application of course concepts in discipline-relevant situations. [17] [28]
- Provide low-stakes formative assessments with feedback in preparation for high-stakes summative assessments. [2] [3] [28]
- Build occasions for student reflection about their own learning processes, challenges, and growth (metacognition). [1] [11] [25]
- Lead with questions and model expert thought by “thinking aloud” when encountering problems. [14]
- Clearly communicate compelling goals for student learning and design courses tightly aligned with those goals (backward design). [28]
- Clearly convey the purpose, process for completion, and criteria for evaluation of class assignments before students begin work (transparency). [29]

# Alignment Matrix

UVU POLICIES	UVU 2030	COMPLETION PLAN 2.0	INCLUSION PLAN 2.0	HEA	NWCCU STANDARDS	EVIDENCE - STUDENT EXPERIENCE	EVIDENCE - FACULTY DEVELOPMENT
<b>INCLUDE</b>							
<b>Policy 635</b> 4.2.1 Faculty to create learning environments that allow for the free pursuit of learning in an atmosphere of civility, respect the rights of all students, exhibit and foster honest academic conduct, and evaluate students fairly. 4.2.3... being available to assist students.	Improve accessibility, flexibility, and affordability for all current and future students  Recruit and retain excellent, engaging faculty and staff  Expand flexible offerings  Strengthen outreach and support to underrepresented	Encourage learner-centered teaching practices	Expand faculty participation in G/I workshops  Develop faculty mentoring program based on diverse student needs  Curate diverse course materials  Support infrastructure changes to expand flex offerings	A4, V1, V2	1.C.6 2.G.1 5 6 12	<ul style="list-style-type: none"> <li>• Student feedback (formative and summative)</li> <li>• Communication artifacts</li> <li>• Office hours/MS Teams meetings</li> <li>• Differentiated/inclusive course materials</li> <li>• Syllabus</li> <li>• Peer observation (inclusion)</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations of Inclusion certification</li> <li>• Global/Intercultural certification</li> <li>• Other DEI workshops</li> <li>• Universal Design of Learning training</li> <li>• Online Teaching Academy certification</li> <li>• Online course design training</li> <li>• Integration of OER materials</li> </ul>
<b>ENGAGE</b>							
<b>Policy 635</b> 5.2.2.4 The criteria expect faculty to stay current on pedagogical techniques in their field(s) of expertise, and use appropriate strategies for engaging students in learning in effective ways so that students who apply themselves achieve the outcomes specified for the course.	Strengthen partnerships for community, workforce, and economic development  Comprehensively designed curriculum & seamless K-16	Increase student connection to campus resources	Create affinity groups and supportive communities for minoritized faculty and students  Integrate gender identity and expression into curriculum	A1, A2, A4, A5, K1-4, V1, V2	1.C.6 2.B.2 5 6 12	<ul style="list-style-type: none"> <li>• Student feedback (formative and summative)</li> <li>• Peer observation (engage)</li> <li>• Evidence of high impact practices</li> <li>• Course materials</li> <li>• Mentoring undergraduate research</li> </ul>	<ul style="list-style-type: none"> <li>• Service-Learning certification</li> <li>• Mentoring Academy certification</li> <li>• Team Based Learning certification</li> <li>• POGIL training</li> <li>• Community partnerships and industry alliance</li> <li>• Developing contemporary curriculum anchored in real world application</li> <li>• Reflection on SCOTs reports</li> </ul>
<b>ACHIEVE</b>							
<b>Policy 637</b> 4.1.3 Does the criteria require sustained, expected levels of teaching effectiveness, scholarly and creative endeavors, and service to the profession? 4.2.1 ... consistent with UVU's teaching mission 4.5.1 ...ongoing contributions in teaching, scholarly and creative work, and service in support of the mission 5.6.1 ... evidence of achievements in teaching, including a self-assessment of teaching performance and experiences, supervisor assessment, peer assessments, SRIs for all courses taught during the evaluation period, evidence of contributions to curriculum and course development, professional development related to teaching, and any other evidence related to teaching 5.6.4.2... include peer evaluations of teaching	Enhance student success and accelerate credentials of meaningful credentials	Encourage high impact teaching practices  Increase data-informed reflective practices		A3, A5, K2, K5, K6, V3, V4	1.C.1 1.C.2 1.C.5 1.C.6 1.C.7 2.B.2 5 6 12	<ul style="list-style-type: none"> <li>• Evidence of student learning</li> <li>• Assessments</li> <li>• Employability</li> </ul>	<ul style="list-style-type: none"> <li>• SOTL scholarship</li> <li>• HEA fellowship</li> <li>• Teaching awards</li> <li>• Other professional development evidence</li> </ul>

## Works Cited

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