

# Teaching Excellence at UVU

## Piloting two tools to strengthen teaching portfolios

Watch the guidance screencast created by Dr. Suzy Cox, former RTP&A Chair



### Teaching Excellence Model

At the center of UVU's culture is excellence in teaching to foster student success. The Teaching Excellence Model (TEM) establishes a university expectation around *teaching excellence* while preserving the uniqueness and academic freedom of academic units and instructors. The TEM aligns to existing policies, strategic initiatives, and UVU's action commitments of *Include, Engage, and Achieve*. It provides a framework to showcase your teaching evidence on validated measures of effective instruction (Chickering & Gamson, 1987 [\[2\]](#)).

[TEACHING EXCELLENCE MODEL](#)



### Teaching Observation Form

Instructional feedback and meta-cognitive reflection support student learning at Utah Valley University. The observation process captures formative feedback applicable to any teaching modality and specifically aligns with the pillars of UVU's Teaching Excellence Model: Include, Engage, Achieve.

The teaching observation process and form serve to provide evidence of ongoing development of teaching excellence based on validated measures of effective instruction (Chickering & Gamson, 1987 [\[2\]](#)).

Additional factors may also be considered during review based on the faculty member's goals and/or the observer's expertise.

- Step 1: Plan [\[2\]](#)
- Step 2: Observe (Link to Form) [\[2\]](#)
- Step 3: Build [\[2\]](#)
- Step 4: Share [\[2\]](#)

For further information contact Jonathan Allred, Chair, Senate Advancement of Teaching Committee, [Jonathan.Allred@uvu.edu](mailto:Jonathan.Allred@uvu.edu)

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# 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><br>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.<br>4.2.3... being available to assist students.   | Improve accessibility, flexibility, and affordability for all current and future students<br><br>Recruit and retain excellent, engaging faculty and staff<br><br>Expand flexible offerings<br><br>Strengthen outreach and support to underrepresented | Encourage learner-centered teaching practices   | Expand faculty participation in G/I workshops<br><br>Develop faculty mentoring program based on diverse student needs<br><br>Curate diverse course materials<br><br>Support infrastructure changes to expand flex offerings | A4, V1, V2                   | 1.C.6<br>2.G.1<br>5<br>6<br>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><br>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<br><br>Comprehensively designed curriculum & seamless K-16   | Increase student connection to campus resources   | Create affinity groups and supportive communities for minoritized faculty and students<br><br>Integrate gender identity and expression into curriculum  | A1, A2, A4, A5, K1-4, V1, V2 | 1.C.6<br>2.B.2<br>5<br>6<br>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><br>4.1.3 Does the criteria require sustained, expected levels of teaching effectiveness, scholarly and creative endeavors, and service to the profession?<br>4.2.1 ... consistent with UVU's teaching mission<br>4.5.1 ...ongoing contributions in teaching, scholarly and creative work, and service in support of the mission<br>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<br>5.6.4.2... include peer evaluations of teaching | Enhance student success and accelerate credentials of meaningful credentials  | Encourage high impact teaching practices<br><br>Increase data-informed reflective practices |   | A3, A5, K2, K5, K6, V3, V4   | 1.C.1<br>1.C.2<br>1.C.5<br>1.C.6<br>1.C.7<br>2.B.2<br>5<br>6<br>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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## Teaching Observation Form

### Preview of Teaching Observation Form

[Access Observation Dashboard](#)

[Teaching Excellence Website](#)

Download [Peer Observation Tool Examples](#) for each of the section questions below:

Below is a summary of your responses

[Download PDF](#)



Note specific feedback needs identified by the instructor prior to the observation (including requirements of department/school/college):

The provided slider bars and comment boxes record the observed principles of good teaching practice.

#### 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.

##### 1. Fosters an inclusive learning environment

*(Supportive classroom climate; multiple means of engagement/representation/expression; accessible materials; culturally responsive)*

[ⓘ \(hover for examples\)](#)

##### 2. Encourages faculty/student communication and evidence of strong instructor presence

*(Student rapport, dialogue; supportive language; ways to communicate)*

[ⓘ \(hover for examples\)](#)

No evidence at this time      Some evidence      Strong evidence



Comments, evidence, and considerations for growth:

#### ENGAGE

Engaged teaching provides meaningful, interactive, and experiential learning opportunities that integrate into the fabric of the community.

##### 3. Engages students in active learning

*(Periodically gauge student comprehension; two-way exchange of ideas; construction of learning and critical thinking; utilize technology for learning; meaningful ways to interact with concepts and content)*

[ⓘ \(hover for examples\)](#)

No evidence at this time      Some evidence      Strong evidence



Comments, evidence, and considerations for growth:

##### 4. Builds learning community among students

*(Engage whole class discussions; facilitate group and peer learning activities)*

[ⓘ \(hover for examples\)](#)

No evidence at this time      Some evidence      Strong evidence



Comments, evidence, and considerations for growth:

#### 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.

##### 5. Communicates expectations for the course that are reasonable and clear; communicates confidence in the student's ability to succeed

*(Articulate and align learning objectives; clear assignment descriptions; comprehensive syllabus; use of rubrics; support of growth mindset)*

[ⓘ \(hover for examples\)](#)

No evidence at this time      Some evidence      Strong evidence



Comments, evidence, and considerations for growth:

##### 6. Responsively paces content, assignments and learning activities

*(Appropriate rigor per course level; organized and clear instructional design; alignment of learning objectives/assessments/learning activities; helpful tips in time management of course work)*

[ⓘ \(hover for examples\)](#)

No evidence at this time      Some evidence      Strong evidence



Comments, evidence, and considerations for growth:

##### 7. Assessment and instructor feedback is prompt and meaningful.

*(Provides multiple low-stakes opportunities to assess learning prior to high-stakes assessments; ample individualized feedback to assess learning; reflective exercises to support metacognition; large assignments are broken into chunks for periodic feedback)*

[ⓘ \(hover for examples\)](#)

No evidence at this time      Some evidence      Strong evidence



Comments, evidence, and considerations for growth:

Any other comments (this could include department/school/college requirements):

## Teaching Excellence Program



At UUVU, teaching excellence is defined as a professional commitment to the intentional, systematic enhancement of teaching practice. "Excellent teaching is inclusive and engaging and empowers students to achieve their educational, personal, and professional goals" (UUVU Teaching Excellence Model).

OTL's Teaching Excellence Program and UUVU's Teaching Excellence Model are anchored in the seven principles for good practice in undergraduate education as developed by Chickering and Gamson, 1987. "These seven principles are not ten commandments shrunk to a 20th century attention span. They are intended as guidelines for faculty members, students, and administrators ...to improve teaching and learning. These principles seem like good common sense, and they are — because many teachers and students have experienced them and because research supports them. They rest on 50 years of research on the way teachers teach and students learn, how students work and play with one another, and how students and faculty talk to each other."

OTL's mission is to advance the scholarship and practice of effective teaching and learning. We have designed the Teaching Excellence Program and aligned it to the seven principles as a framework, called Faculty Learning Outcomes (FLOs).

SCHEDULE YOUR TEACHING & LEARNING CERTIFICATION

## Faculty Learning Outcomes (FLOs) of the Teaching Excellence Program

### 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.

- Respect every student's experience, unique perspective, and ways of learning
- Nurture collaborative learning | Foster sense of belonging

### 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.

- Maintain regular and substantive interaction
- Encourage active learning
  - Apply and test learning in new contexts
  - Structure opportunities to reflect and integrate
  - Incorporate public demonstration of confidence

### 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.

- Demand time and effort
  - Design opportunities for students to engage deeply and meaningfully with content
  - Scaffold self-regulation skills for learners
- Communicate high expectations

Through the Teaching Excellence Program (TEP), UUVU faculty can gain recognition for their commitment to continuous improvement and strengthen the teaching component of their portfolios. The TEP offers formal certifications that are visible on the Teaching Certifications dashboard and many include a stipend for completion. Six of the TEP pathways align with high impact practices (HIPs) recognized by the American Association of Colleges and Universities - writing enriched, service learning, undergraduate research, global/intercultural, first year seminar, collaborative learning, and teaching with technology (Kuh, 2001, 2003). Since 2015, UUVU has been distinguished as a Carnegie "engaged" higher education institution and the Office of Engaged Learning (OEL) partners with OTL on multiple initiatives to provide engaged learning experiences for UUVU students. This partnership includes making connections between the pedagogical skill development of instructors and improved learning outcomes for students. This is an active and rich pedagogical research area that connects UUVU faculty to national high impact communities of practice.

LEARN MORE ABOUT HIPs CERTIFICATION REQUIREMENTS



AdvanceHE is an international, non-profit organization with more than 160,000 Higher Education Academy (HEA) fellows that promotes teaching effectiveness in higher education. After completing one or more of the certification paths and applying in their classrooms, UUVU faculty are ready to apply for HEA fellowship directly through the Office of Teaching and Learning. As an Advance HE Global Partner, UUVU is accredited to award HEA fellowships at the categories of Associate Fellow, Fellow, and Senior Fellow. HEA fellowship offers UUVU faculty an internationally recognized teaching credential and access to a global network with higher education colleagues who are committed to improving teaching and learning.

LEARN MORE ABOUT HEA FELLOWSHIPS

The Teaching Excellence Program pathways are shown in the figure below. TEP Pathway leaders are typically faculty who are experts in the subject area and the workshops may be delivered in face-to-face, online, livestream, or hybrid format. HIPs certifications are often offered in a compressed fashion in May/June, and in addition the workshops are offered across the year. Online and livestream certifications are offered every semester. Certifications entail about 12.5 to 25 hours of training and require completion of key assignments. Newly certified instructors are invited to join the appropriate community of practice to continue the dialogue and support application of concepts.

CONTACT OTL TO JOIN COMMUNITIES OF PRACTICE

| HIGH IMPACT PRACTICES | Evidence-based Teaching Practices   | First Year Seminar   | Global/ Intercultural  | Livestream Teaching Academy   | Online Teaching Academy   | Service Learning   | Teaching Large Classes   | Team-based Learning   | Undergraduate Research  | Writing Enriched   |
|-----------------------|---|--|--|---|---|--|--|---|---|--|
|                       | Principles of good practice and guidelines for teaching excellence, including: active learning, student-centered learning, teaching with technology, and teaching with technology (Kuh, 2001, 2003).<br>Respect diverse beliefs and ways of learning<br>Teach students how to learn effectively<br>Communicate high expectations, encourage growth mindset, and give frequent feedback<br>Design assessments that build confidence of learning outcomes<br>Encourage connections between student and instructor<br>Use active learning techniques | Best practices for teaching first-year students<br>Developing a syllabus for teaching the first-year student<br>Teaching students how to learn effectively<br>Growth mindset<br>Writing-rich teaching strategies<br>Classroom of inclusion teaching<br>Developing your first-year seminar course | Develop and teach a 200-level course through direct instruction, experiential learning, and self-directed learning<br>Developing a syllabus for teaching the first-year student<br>Cultural identity in the classroom<br>Equity pedagogy<br>One author: Global and Intercultural Pedagogy<br>Religion and Worldview Diversity<br>Equity & Accessibility Pedagogy | Engage in hands-on teaching<br>Developing a syllabus for teaching the first-year student<br>Cultural identity in the classroom<br>Equity pedagogy<br>One author: Global and Intercultural Pedagogy<br>Religion and Worldview Diversity<br>Equity & Accessibility Pedagogy | Develop instructor-centered, student-centered, and experiential learning activities and assessment<br>This is an off-semester program for online instruction at UUVU<br>Technical Skills for Online Teaching<br>Assessment and Evaluation<br>Equity Pedagogy<br>Develop Social Presence and Collaborative in the Online Environment<br>Assessing and Assessments for Online Learning<br>Supporting Success in Online Environments | Design and teach service learning courses through the Office of Engaged Learning<br>Design and teach service learning courses through the Office of Engaged Learning<br>Design and teach service learning courses through the Office of Engaged Learning<br>Design and teach service learning courses through the Office of Engaged Learning<br>Design and teach service learning courses through the Office of Engaged Learning | Design and effectively teach large classes<br>Design and effectively teach large classes<br>Design and effectively teach large classes<br>Design and effectively teach large classes<br>Design and effectively teach large classes | Fundamental principles and practices of team-based learning<br>Design and effectively teach large classes<br>Design and effectively teach large classes<br>Design and effectively teach large classes<br>Design and effectively teach large classes | Improve teaching skills and pedagogical practices<br>This is the Writing Enriched pathway at UUVU<br>This is the Writing Enriched pathway at UUVU<br>This is the Writing Enriched pathway at UUVU<br>This is the Writing Enriched pathway at UUVU | Advance pedagogical skills through of active learning and self-directed learning<br>High and low-stakes writing assignments that provide real-time feedback to students and practice the conventions of discipline-specific genres<br>Developing Effective Writing Assignments<br>Developing in-Class Response and Strategies<br>Responding to and Guiding Student Writing |
| KEY ASSIGNMENTS       | Lesson Redesign<br>AA, AE, AI, AJ   | EQ Workshop<br>AI, AJ, AK, AL, AM  | EQ Workshop<br>AI, AJ, AK, AL, AM  | EQ Workshop<br>AI, AJ, AK, AL, AM   | EQ Workshop<br>AI, AJ, AK, AL, AM   | EQ Workshop<br>AI, AJ, AK, AL, AM  | EQ Workshop<br>AI, AJ, AK, AL, AM  | EQ Workshop<br>AI, AJ, AK, AL, AM   | EQ Workshop<br>AI, AJ, AK, AL, AM   | EQ Workshop<br>AI, AJ, AK, AL, AM  |

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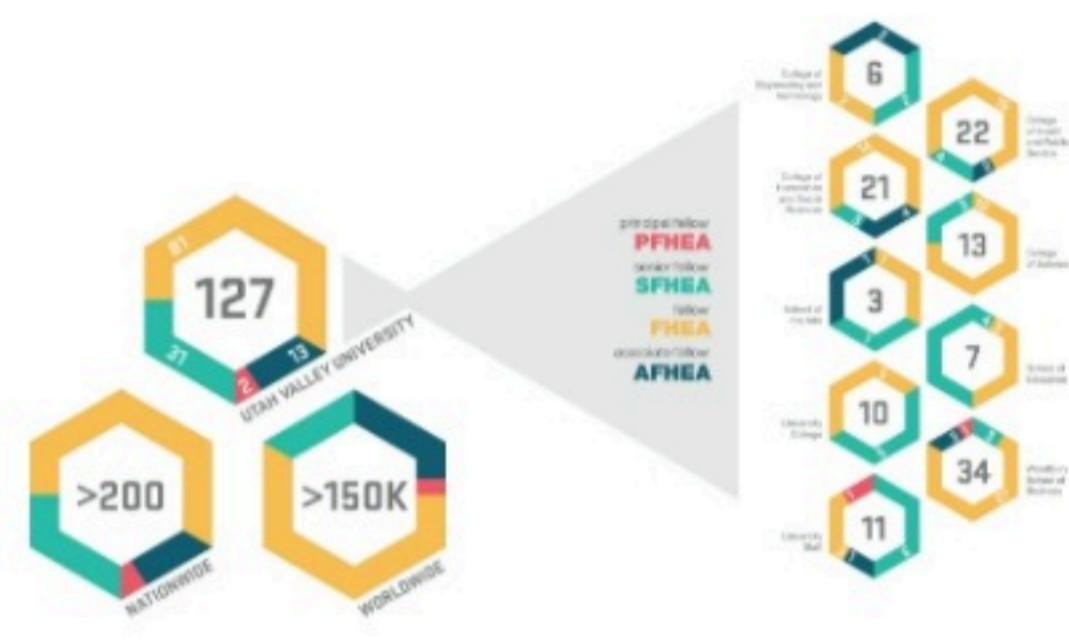
# Higher Education Academy Fellowships

ACCREDITED INTERNATIONAL RECOGNITION FOR TEACHING AND SUPPORTING LEARNING

AdvanceHE

Member 21-22

The Higher Education Academy (HEA) is an international, non-profit organization that promotes teaching excellence in higher education. HEA is a subsidiary of UK-based Advance HE. There are more than 150,000 HEA fellows in the world. UUVU is the first American institution to be accredited by the HEA to offer fellowship recognition to faculty, administrators, and staff supporting learning. Fellowships are earned through written reflection and interaction with an HEA Mentor to demonstrate how one's teaching/supporting learning practices fulfill the dimensions of the UK Professional Standards Framework (PSF). The PSF is the heart of the Higher Education Academy fellowship recognition program. This internationally recognized articulation of the necessary actions, values, and knowledge to effective teaching/supporting learning provides the framework for peer dialogue and personal reflection of practices.



### 2022-2023 HEA Application Deadlines | UUVU

| Term        | Deadline |
|-------------|----------|
| Summer 2023 | Jul 31   |
| Fall 2023   | Oct 31   |
| Spring 2024 | March 31 |

- [REQUEST A MENTOR](#)
- [REQUEST A 1:1 CONSULTATION](#)
- [VIEW THE HEA PROCESS](#)
- [SUBMIT YOUR APPLICATION](#)

## Frequently Asked Questions

### Faculty and Staff

- [What is the Higher Education Academy Fellowship?](#)
- [How do I become a Higher Education Academy Fellow?](#)
- [Which category of Fellowship is right for me?](#)
- [What are the requirements for becoming a Higher Education Academy Fellow?](#)
- [What specific documents do I need to submit for my application?](#)
- [What is the word count for my HEA Fellowship application?](#)
- [What are the first steps I can take towards HEA recognition?](#)
- [When can I submit my application?](#)
- [How will my application be assessed?](#)

### New Academic Advisors

In Development

## Resources and Forms

HEA Fellowship Website

Fellowship Category Tool

Dimensions of the PSF

Resources for Applicants

Resources for Advisors

Resources for Mentors

Resources for Assessors

Resources for Referees

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# Scholarship of Teaching and Learning

## Overview

At the center of higher education is excellence in teaching to foster student success. The Scholarship of Teaching and Learning is fundamentally about enhancing teaching practices and thus improving student outcomes. How so? To answer that let's first go through some definitions.

### What is The Scholarship of Teaching and Learning (SoTL)?

The Scholarship of Teaching and Learning (SoTL) can be defined as systematic and methodologically rigorous research of teaching and learning effectiveness. Faculty, and educators who conduct SoTL research bring their knowledge of the scientific method to the classroom with the aim to investigate their teaching practices and to explore how these practices impact student learning. Additionally, a crucial component of SoTL is the dissemination of knowledge gained in order to bridge gaps and further the extant literature.

When we talk about SoTL, the concept of scholarly teaching is almost always part of the conversation.

### What is scholarly teaching?

Scholarly Teaching can be defined as the process of grounding teaching practice in evidence and relevant literature. When faculty and educators engage in a reflective process based on evidence from the literature to inform their teaching practice, they are engaging in scholarly teaching.

There have been multiple models that conceptualized the relationship between scholarly teaching and the Scholarship of Teaching and Learning since Boyer coined the term in his seminal work *Scholarship Reconsidered: Priorities of the Professoriate*. The relationship can be described as ranging from two coexisting parallel concepts, to scholarly teaching as being a first step and SoTL as being a higher developmental stage, to the idea that scholarly teaching and SoTL provide organic, reciprocal support in the course of developing a more accurate understanding of teaching and learning.



### How to use it?

SoTL practitioner Pat Hutchings, working with the Carnegie Academy for the Scholarship of Teaching and Learning, has identified four different kinds of questions SoTL projects might ask and answer:

1. "Is it working?" – evaluating whether the learning strategies are helping the students achieve the desired learning goals
2. "What does it look like?" – developing a descriptive framework for thinking about teaching and learning
3. "What would it look like?" – envisioning approaches that are new for the field
4. "How can we conceptualize or theorize about what is happening?" – building a different way of making meaning of what teachers and students do

### References

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass

## Faculty Presentations

In addition to the library's Scholar Archives area, OTL highlights Scholarship of Teaching and Learning (SOTL) publications and presentations on its website. In AY 2019, OTL funded several faculty-led action research projects focused on effective online course design. These projects will result in further SOTL publications and presentations.

[View Past Presentations](#)

## Resources

- SoTL Research Project Planner
- Generating a SoTL Research Question
- Designing a SoTL Study

## Teaching & Learning Journals Higher Education

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