



UNIVERSITY OF
BALTIMORE

UNIVERSITY OF BALTIMORE TEACHING EXCELLENCE FRAMEWORK

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The University of Baltimore faculty upholds four core values that shape our approach to teaching excellence: Strategic Course Design, Adaptable Instruction, Empowering Student Learning, and Reflective Teaching. Each plays a crucial role in our commitment to delivering a rich, dynamic, and inclusive educational experience. These values integrate the fundamentals of teaching quality defined through the scholarship of teaching and learning. To ensure a holistic approach to high quality teaching, these values will be assessed through the perspectives of instructors, peers, and students, providing a comprehensive view of our educational impact across the institution.

CORE VALUE STATEMENTS

This work is grounded in 25 years of scholarship in teaching and learning, which serves as the foundation for the nationally recognized Teaching Quality Framework. Incorporating its seven core dimensions of teaching, we have integrated these elements into the four core value statements below, together forming The University of Baltimore Teaching Excellence Framework.

STRATEGIC COURSE DESIGN

We design courses that are rigorous and relevant, **aligning course objectives, content, and assessments** with broader curricular goals to promote teaching excellence. We employ high-quality, relevant materials and create assessments that connect directly with learning outcomes, offering a cohesive and effective educational experience. Furthermore, our instructors **prepare for teaching** through drawing on the latest scholarship in their fields, bringing their pedagogical skills to engage students deeply and utilizing the best resources to advance the curriculum effectively. This approach guarantees that every course element advances our students' learning and responds to the evolving demands of our disciplines.

ADAPTABLE INSTRUCTION

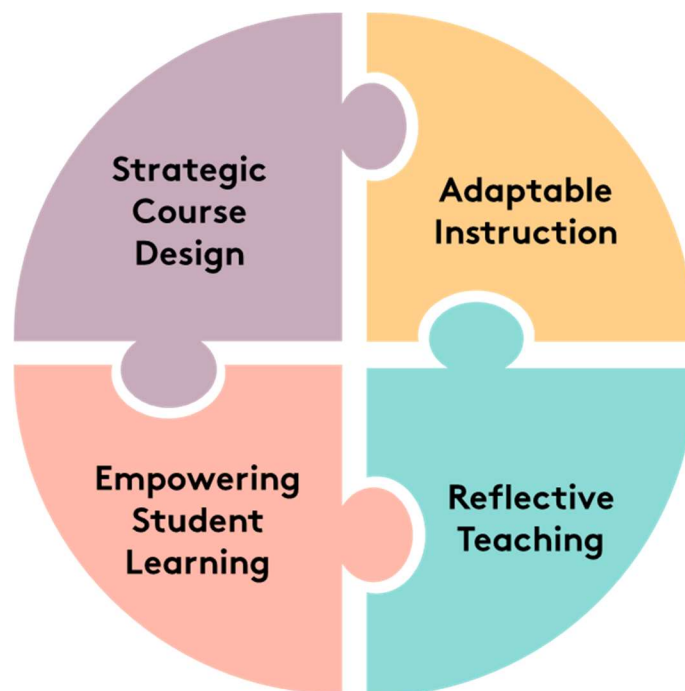
We employ **evidence-based teaching methods and adaptable practices** to create dynamic, engaging, and effective learning experiences. We **assess the achievement of learning outcomes** with a strong emphasis on Diversity, Equity, Inclusion, and Belonging (DEIB). As a result, our assessments are equitable, have well-aligned learning goals, and employ multiple forms of evidence to measure student understanding effectively. Through adaptable practices we respond proactively to the changing landscape of education, ensuring that every student's learning experience is effective and impactful.

EMPOWERING STUDENT LEARNING

We foster inclusive and supportive learning environments where every student feels empowered, valued, engaged, and motivated. Our faculty cultivates a **culture of empowerment** by engaging respectfully and cooperatively with students, incorporating their feedback to motivate and support everyone. We prioritize **mentoring**, guiding students through academic and personal challenges, and fostering their growth through tailored support and encouragement. We create effective presentations tailored to the intended audience using various styles and organization to communicate with clarity and integrity. This approach not only enhances learning but also ensures that all messaging is delivered with the utmost respect for our student body.

REFLECTIVE TEACHING

We engage in ongoing professional growth and **reflective practice**, recognizing that excellence in teaching is a continuous process. Faculty actively engage in critiquing their own work, using both formative and summative assessments to improve the quality of their instruction. Our faculty meaningfully contribute to teaching communities by engaging with peers through mentoring, **presentations, workshops, and scholarly publications**. By seeking feedback, contributing to our teaching communities, and leading by example, we strive to elevate the standards of educational excellence.



SOURCES OF EVIDENCE

To demonstrate teaching excellence, we use varied evidence that integrates multiple perspectives gathered from three key sources: instructors, peers, and students.

SELF



Instructors engage in self-reflection to share their personal progress and experiences. This provides the opportunity to create change for the faculty and student experience, while also promoting accountability.

PEERS



Peers contribute valuable observations and feedback, offering an external perspective, whether discipline or teaching specific, which can enhance the quality of the classroom experience.

STUDENTS



Students provide critical feedback on their learning experiences, highlighting both successes and areas for improvement that can enhance the learning environment. Note that there are some areas students are not qualified to evaluate.

EXAMPLES OF EVIDENCE

	Strategic Course Design	Adaptable Instruction	Empowering Student Learning	Reflective Teaching
	<ul style="list-style-type: none"> Annotated syllabi Course maps Annotated examples of course materials 	<ul style="list-style-type: none"> Teaching narrative Teaching Philosophy Examples of teaching rubrics and assessment measures Annotated syllabi 	<ul style="list-style-type: none"> Teaching narrative Materials used in mentoring Collaborations with students Dissertation or Thesis committee membership 	<ul style="list-style-type: none"> CELTT programming or other professional development activities Leadership roles in teaching Reflective narrative SoTL work
	<ul style="list-style-type: none"> Review of syllabi Peer instructional analysis of teaching materials 	<ul style="list-style-type: none"> Peer observation Review of syllabi 	<ul style="list-style-type: none"> Peer observation Small groups analysis Feedback from colleagues on Dissertation or Thesis committees 	<ul style="list-style-type: none"> Dialogue with peer following instructional and small groups analysis of teaching
	<ul style="list-style-type: none"> Student feedback form (SET) Reflection letters on activities 	<ul style="list-style-type: none"> Student feedback form Evidence of student learning Mid-semester formative assessment 	<ul style="list-style-type: none"> Student survey results (mid & end-of-semester surveys) Small groups analysis Publications with students Examples of student mentorship 	<ul style="list-style-type: none"> N/A

TEACHING EXCELLENCE FRAMEWORK MAP

The Teaching Excellence Framework Map tool will serve as a guide for each of our four schools, College of Arts & Sciences, College of Public Affairs, Merrick School of Business, and the Law School. It facilitates the customization of proficiency levels for faculty and aids in determining the appropriate sources of evidence tailored to each discipline, school, and program. The tool upholds our adherence to the Teaching Excellence Framework's core values, ensuring relevance and effectiveness across diverse educational landscapes.

Strategic Course Design		
Categories	Criteria for Proficiency	Sources of Evidence
Goals, Content and Alignment Are course goals appropriate for the course as part of the larger curriculum and for the audience it is intended? Are the materials high quality and aligned with course goals? Are learning goals clearly articulated to all students?		
Teaching Preparation Are instructors prepared with pedagogical knowledge and subject matter knowledge to adequately teach the course? Are they aware of inclusive pedagogy? Are the course activities well planned and reflect best teaching practices?		
Adaptable Instruction		
Teaching Practices What assignments, assessments, and learning activities are implemented to help all students learn? Are effective or high-impact methods being used to improve understanding and engage all students in learning?		
Achievement of Learning Outcomes Are Standards for evaluating student understanding connected to program or curriculum expectations which incorporate DEI? What evidence is used to show the level of student understanding? Are approaches to evaluating students equitable?		

Empowering Student Learning		
Class Climate and Student Interaction What are the students' views on the learning experience? Do students perceive they receive timely feedback on assignments? Is the classroom culture respectful and cooperative? Does it encourage motivation and engagement for all students?		
Mentorship and Advising How does the quality and time commitment to mentoring fit with disciplinary and departmental expectations?		
Reflective Teaching		
Reflection and Iterative Growth Does faculty regularly adjust teaching/mentoring practice based on reflections on student learning, within or across semesters? How has the faculty member's teaching changed over time? How has this been informed by evidence of student learning?		
Teaching Service/Scholarship Have they sought out professional development opportunities? Have they contributed to the broader teaching community on and off campus?		