

# 21<sup>ST</sup> CENTURY PEDAGOGY INSTITUTE

*Demonstrating Teaching Effectiveness*

The 21<sup>st</sup> Century Pedagogy Institute (21CPI, <https://21CPI.uco.edu>) presents UCO's faculty with numerous opportunities, like book club discussion groups, on-demand virtual modules, and workshops, to enhance their teaching for authentic demonstration of their teaching effectiveness for tenure and promotion. The offerings align with UCO's Academic Vision of being a learning-centered organization with a focus on teaching first. The 21CPI consists of five Faculty Learning Outcomes (FLOs) developed by the cross-disciplinary 21CPI Advisory Board and informed by current research. By attending and creating learning artifacts for these events, faculty can earn recognition at one or more of the below levels.

## Teacher-Scholar Recognition Levels

### **TEACHER-SCHOLAR**

Must be achieved within a single academic year. Can be awarded multiple years.

- New faculty must attend 4 or more New Faculty Teaching & Learning Institute Modules
- Continuing faculty must attend 4 or more separate events/series and complete at least 2 artifacts

### **DISTINGUISHED TEACHER-SCHOLAR**

Must be achieved within a single academic year. Can be awarded multiple years.

- Faculty must complete 1 artifact in each FLO, **OR**
- Faculty must complete 5 artifacts in 1 FLO

### **LIFETIME TEACHER-SCHOLAR**

May be achieved over multiple academic years. Artifacts may be carried over from previous years to accomplish this level.

- Faculty must complete 5 artifacts in each FLO, meeting all FLO objectives

## General Guidelines

- Faculty can download a *21CPI Tracking Sheet* from our website to track their progress towards **TEACHER-SCHOLAR RECOGNITION LEVELS**.
- Attendance at 75% or more of the duration/session(s) of a 21CPI activity receive a Participation (P); Participation can be converted to a 21CPI Accepted Artifact (AA) through the submission of an artifact to the session facilitator within 30 days of the last session showing evidence of meeting a 21CPI **FACULTY LEARNING OUTCOME**.
  - Participants may count a UCO blog post (e.g., <https://blogs.uco.edu/tts>) or other facilitator-approved artifact, to include critical reflection, as evidence of growth
  - Attendees may count a 21CPI event/series towards two FLOs if two distinct artifacts are submitted and accepted by the session facilitator.
- Facilitators of sessions may count their facilitation as an artifact for meeting a FLO. Faculty may propose 21CPI sessions by completing the *Facilitator Form* on our website.

## Faculty Learning Outcomes (FLOs)

### **FLO #1: COURSE DESIGN**

By the end of an event/series, faculty will be able to redesign all or part of a course incorporating Transformative Learning Theory and

OBJECTIVE A. evidence-based principles of teaching and learning, **OR**

OBJECTIVE B. engaging, student-centered practices.

### **FLO #2: ACTIVE LEARNING STRATEGIES**

By the end of an event/series, faculty will be able to demonstrate the effective use of an active learning strategy by

OBJECTIVE A. employing a strategy that aligns with a student learning outcome.

### **FLO #3: LEARNING ASSESSMENT**

By the end of an event/series, faculty will be able to demonstrate the effective use of a learning assessment technique by

OBJECTIVE A. selecting an appropriate technique to measure a student learning outcome, **OR**

OBJECTIVE B. utilizing a STLR rubric to measure student transformative growth.

### **FLO #4: LEARNING ECOSYSTEM**

By the end of an event/series, faculty will be able to demonstrate their ability to optimize the environment for learning by

OBJECTIVE A. applying practices of inclusion, **OR**

OBJECTIVE B. mindfully using technology, **OR**

OBJECTIVE C. incorporating the human dimension.

### **FLO #5: ACADEMIC PROFESSIONALISM**

By the end of an event/series, faculty will be able to demonstrate their expanded perspective on academic professionalism by

OBJECTIVE A. engaging in a non-21CPI professional development event to improve pedagogy, **OR**

OBJECTIVE B. improving their work-life balance.