

Exemplary Teaching Statement

ACC faculty are committed to exemplary teaching that engenders student success and is guided by ACC Faculty Values. Intentionally using innovative, evidence-based teaching practices, faculty creatively foster critical thinking, student engagement, learning, persistence, achievement, and sense of purpose. While cultivating a culture of belonging and inclusiveness for all students, faculty pursue excellence and in course design, teaching strategies, assessment and feedback, and student learning.

To meet the highest level of exemplary practice, faculty seek out new strategies to intentionally nurture and respect learners' strengths, interests, needs, and cultures. Faculty commit to continuous mastery of their disciplines and teaching pedagogy as well as engagement in ongoing reflective practices in support of lifelong learning.

Teaching and Student Learning

Instructional Performance

- **ACC exemplary teaching and faculty expectations have been met:** 6 or 7 standards are met
- **Approaching ACC exemplary teaching and faculty expectations:** 4 or 5 standards are met
- **Does not meet ACC faculty expectations:** less than 4 standards are met

What Meets ACC Exemplary Teaching Expectations	Where to Find It	Comments
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Uses effective, evidence-based teaching methods to support students' engagement in learning

Possible examples could include use of:

- active and collaborative learning
- class discussions
- student reflections
- project based learning
- case studies

Fosters critical thinking by encouraging students to reflect on or challenge ideas

Possible examples include use of:

- debates
- reflective writing
- reports
- research
- problem solving

Fosters student persistence and achievement

Possible examples include:

- faculty reflection on student learning in course;
- reflection on success rates and withdrawal rates;
- efforts to support learning for all students by examining possible inequities in performance across groups and making adjustments
- OER materials developed by instructor
- Service learning offered in courses

Faculty Reflection Form (Questions 1, 2, 3); Course Materials; Student Course Evaluations and Student Feedback; Purposeful Change; Values Framework (Value Teaching)

Faculty Reflection Form (Questions 1, 2); Course Materials; Purposeful Change; Values Framework (Value Teaching)

Faculty Reflection Form (Questions 1, 2, 3); Grade Distribution; Values Framework (Value Teaching, Inclusion)

Cultivates a culture of belonging and inclusiveness for all students

Possible examples include:

- class climate is respectful, open, and inclusive
- promotes both student-student and student-teacher dialogue;
- learning atmosphere models respect, understanding, and appreciation of individual and group differences;
- instruction is designed to ensure every student can participate fully and that their presence and participation is valued
- Provide teaching and mentoring services to students in a manner in an inclusive and welcoming manner

Course design supports students learning by aligning course goals, content, and assessments

Possible examples include:

- course goals and materials are prominent, well-articulated, high quality, relevant to all students, and clearly connected to program
- content is challenging and innovative related to current issues and developments in field;
- topics are well-integrated and of appropriate range and depth
- asynchronous online course is QM certified or adheres to policies required in the Distance Learning Faculty Handbook

Assessment practices develop student learning and achievement by providing relevant and timely formative and summative measures

Possible examples include:

- evaluation standards are clear, communicated to students, and connected to program and curriculum expectations

Faculty Reflection Form (Questions 1,2,3); Course materials; Student Course Evaluations; Purposeful Change; Values Framework (Value Inclusion)

Faculty Reflection Form (Questions 1,2,3); Purposeful change; Course Materials; Student Course Evaluations and Student Feedback; Values Framework (Value Teaching, Inclusion)

Faculty Reflection Form (Questions 1 and 3) Course Materials; Student Course Evaluations and Student Feedback; Values Framework (Value Teaching) Purposeful Change

<ul style="list-style-type: none"> assessments and assignments are varied and allow students to demonstrate knowledge through multiple modalities Evaluates student progress and provides clear, timely feedback reflecting course learning outcomes and departmental expectations <p>Demonstrates ongoing reflective teaching practice through the regular revision of courses in content and teaching practices</p> <p>Possible examples include:</p> <ul style="list-style-type: none"> Regularly adjusts teaching based on reflection on student learning, within or across semesters Examines student performance following adjustments Reports improved student achievement of learning goals and/or improved equity in outcomes based on past course modifications 	<p>Faculty Reflection Form (Questions 1,2,3); Purposeful change; Course Materials; Student Course Evaluations and Student Feedback; Values Framework (Value Teaching, Inclusion, Scholarship)</p>	
<h2>Student Feedback and Faculty Reflection</h2> <ul style="list-style-type: none"> ACC exemplary teaching and faculty expectations have been met: student feedback rating of “Meets Expectations” and faculty member has respectfully and thoughtfully reflected on this student feedback Approaching ACC exemplary teaching and faculty expectations: <i>either</i> student feedback rating of “Meets Expectations” and faculty member did not respectfully and thoughtfully reflect on student feedback <i>or</i> student feedback rating of “Does Not Meet Expectations” and faculty member has respectfully and thoughtfully reflected on this student feedback Does not meet ACC faculty expectations: student feedback rating of “Does Not Meet Expectations” and faculty member has not respectfully and thoughtfully reflected on student feedback 		
<p>What Meets ACC Exemplary Teaching Expectations</p>	<p>Where to Find It</p>	<p>Comments</p>

<p>Student Feedback</p> <ul style="list-style-type: none"> overall student course evaluation rating of meets expectations (or good, very good, and excellent) <p>Faculty Reflection on Student Feedback</p> <ul style="list-style-type: none"> respects the varied viewpoints of students including any comments with which faculty disagrees addresses student comments with a spirit of inquiry and a willingness to learn addresses student comments, when warranted, by revising the course design and teaching practices 	<p>Student Course Evaluations; reported student concerns; student complaints; Purposeful Change</p> <p>Faculty Reflection Form (Questions 3); Purposeful Change; Values Framework (Values: Teaching, Inclusion, Scholarship)</p>	
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Professional Responsibilities

Administrative Performance

- ACC exemplary teaching and faculty expectations have been met:** All administrative duties listed are met
- Approaching ACC exemplary teaching and faculty expectations:** Completion of administrative duties needs to be more timely and/or consistent
- Does not meet ACC faculty expectations:** Numerous administrative duties have not been completed consistently or duties that impact students directly have been significantly late or not completed

Administrative duties in ACC faculty contract must be met in addition to the following:

What Meets ACC Exemplary Teaching Expectations	Where to Find It	Comments
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<p>Timely completion of administrative responsibilities by faculty is required:</p> <ul style="list-style-type: none"> • Maintaining regular office hours to assist students and improve student retention and success • Meeting deadlines for attendance certification and submission of final course grades. • Maintaining departmentally required information in Blackboard for each course (where applicable) • Submitting all required faculty evaluation materials (including reports on the Peer Dialog in year 1 where required) • Responding to student, departmental, and college communications in a timely manner • Maintain required information in <i>Lighthouse</i> according to the departmental/college deadlines • Submitting textbook order/information by the appropriate deadlines (where applicable) • Submit syllabi and other departmentally required documents by the required deadline 	<p>Student Feedback (course evaluations and complaints), concerns, complaints; ACC Lighthouse, WorkDay, and other college reports; course materials</p>	
<p>Professional Development and Growth</p> <ul style="list-style-type: none"> • ACC exemplary teaching and faculty expectations have been met: All required faculty development training was completed. Adjunct faculty also satisfied the required number of faculty development hours. Full-time faculty also completed the required number of faculty development hours, reflected on their professional development and growth goals, and completed professional development to both enhance their teaching skills and also to remain current in their teaching field. • Approaching ACC exemplary teaching and faculty expectations: Adjunct faculty completed all mandatory training failed to satisfy the total required number of faculty development hours. Full-time faculty completed the required number of faculty development hours but did not reflect on their professional development and growth goals. • Does not meet ACC faculty expectations: Faculty did not complete the required faculty development hours. 		
<p>What Meets ACC Exemplary Teaching Expectations</p>	<p>Where to Find It</p>	<p>Comments</p>

All faculty are required to complete ACC professional development requirements. (AR Guideline/Procedure 4.1100.01.2)

Full-time faculty should have professional development in each of the following categories

Engages in faculty development to enhance teaching pedagogy:

Possible examples include:

- completion of the Teaching and Learning Academy or Equity Certification, OER, Course Redesign (Faculty Fellowships)
- engages with peers on teaching (e.g., teaching-related presentations or workshops, peer reviews of teaching)
- contributes to the scholarship of teaching and learning culture in department or institution (e.g., curriculum committees, program assessment, co-curricular activities)
- participates in faculty development programs, resources or classes

Remains current in the field through a variety of professional development activities.

Possible examples include:

- participates in professional organizations, conferences, and learning communities
- contributes to discipline/academic field (e.g., publications, presentations at discipline-based conference, poster sessions, writing articles, editing learning material, curriculum development, field work, sharing clinical experience, contributing to textbooks, sharing research with peers)
- stays current with technological tools and/or platforms within discipline and at the college

Faculty Reflection Form (Questions 1-4); Purposeful Change; Values Framework (Values: Teaching, Inclusion, Scholarship)

Faculty Reflection Form (Question 4); Professional Development and Growth Goals, Faculty Values Framework (Values: Teaching, Inclusion, Scholarship, Collaboration); completion of Peer Dialog, Workday Learning

<ul style="list-style-type: none"> collaborates with peers both in and out of the discipline/academic field (e.g. participates in a Faculty Interest Group: develops educational materials to be shared with other colleagues; participates in peer observation of teaching, mentoring programs 		
<h3>Professional Service</h3> <ul style="list-style-type: none"> ACC exemplary teaching and faculty expectations have been met: Takes the initiative to participate in professional service that contributes to the college, the department, or the community Approaching ACC exemplary teaching and faculty expectations: Participates in departmental activities when required or requested Does not meet ACC faculty expectations: Does not participate in department, college, or professional community service 		
What Meets ACC Exemplary Teaching Expectations	Where to Find It	Comments
<p>Some examples include:</p> <ul style="list-style-type: none"> participation in departmental responsibilities and departmental governance, including curriculum review and revision, program review, assessment of student learning outcomes at the course and program level, and other departmental activities. supporting division and department goals through active and collegial engagement in decision-making and unit-level planning. serving on collegewide and departmental committees, councils, work groups, and task forces developing new programs or courses for department or college 	Faculty Reflection Form (Question 5) Values Framework (Value:Service) Other documentation of approved service activities	

<ul style="list-style-type: none">● mentoring and advising department's students● serving as an advisor to student clubs● expanding and/or building institutional, programmatic and professional connections to the wider community (e.g., community involvement, civic engagement, board membership of community organizations, partnering with K12 schools or 4 year institutions● Attends and participates in collegewide, campus, department, or other activities and meetings.		
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