

Emotional Intelligence, Belonging, and Human-Centered Teaching

Description

This badge recognizes faculty who create relationship-centered, supportive, inclusive, and sustainable learning environments that strengthen student belonging, resilience, communication, and persistence. To earn this badge, the earner must complete 3 of the 5 workshops in this pathway at the Competent or Accomplished level. The earner must also complete 2 additional CTL workshops from outside this pathway and submit a cross-connection reflection for each one. Each cross-connection reflection must explain how the outside workshop expands, strengthens, or applies the primary pathway theme of emotional intelligence, belonging, and human-centered teaching in relation to student success, inclusive and effective teaching, and interdisciplinary instructional thinking. Badge completion requires CTL review of all selected workshop evidence and both cross-connection reflections.

Rubric contents

1. Workshop 1: Trauma-Informed and Care-Centered Pedagogy
2. Workshop 2: Classroom Belonging and Inclusive Community Building
3. Workshop 3: Emotional Intelligence in Teaching and Leadership
4. Workshop 4: Student Wellness, Resilience, and Supportive Practices
5. Workshop 5: Sustainable Faculty Practice and Well-Being
6. Additional Workshop of Choice 1 Cross-Pathway Integration Requirement
7. Additional Workshop of Choice 2 Cross-Pathway Integration Requirement

Workshop 1: Trauma-Informed and Care-Centered Pedagogy

Definition

Builds supportive learning environments grounded in empathy, flexibility, transparency, and trust.

Alignment and evidence

Alignment to AMP, Strategic Plan, and NACE	Deliverable, example assessment, and activities
AMP: Goal 3, student-centered teaching and conditions that support mental health and wellness. Strategic Plan: Goal 1, awareness of mental health and basic needs supports; Goal 2, belonging. NACE: Equity + Inclusion, Communication, Professionalism, Career + Self-Development.	Deliverable: Revised classroom policy, communication practice, or assignment approach. Example assessment/activity: Revise late-work language, assignment expectations, student support message, or course communication template.

Performance levels

Developing	Competent	Accomplished
Identifies care-centered or trauma-informed principles but provides limited evidence of policy or communication revision.	Revises one policy, communication practice, or assignment approach to increase transparency, trust, flexibility, and student support.	Implements the revision, reviews student response or feedback, refines the practice, and shares it as a care-centered example.

Workshop 2: Classroom Belonging and Inclusive Community Building

Definition

Designs learning experiences that strengthen connection, participation, student voice, and inclusive community.

Alignment and evidence

Alignment to AMP, Strategic Plan, and NACE	Deliverable, example assessment, and activities
AMP: Goal 3, inclusive learning and student-centered teaching. Strategic Plan: Goal 2, sense of belonging for everyone. NACE: Equity + Inclusion, Teamwork, Communication.	Deliverable: Community-building activity or inclusive discussion structure. Example assessment/activity: Student voice protocol, peer connection activity, collaborative classroom agreement, inclusive discussion routine, or participation structure.

Performance levels

Developing	Competent	Accomplished
Describes the importance of belonging but does not yet include a structured practice that supports student connection.	Develops and implements one community-building activity or discussion structure that promotes inclusion, participation, and student voice.	Assesses student participation or belonging feedback, revises the practice, and shares the activity with CTL or department colleagues.

Workshop 3: Emotional Intelligence in Teaching and Leadership

Definition

Enhances communication, adaptability, collaboration, and relationship-centered teaching.

Alignment and evidence

Alignment to AMP, Strategic Plan, and NACE	Deliverable, example assessment, and activities
AMP: Goal 3, faculty development, student-centered teaching, effective learning environments. Strategic Plan: Goal 2, professional growth and belonging; Goal 3, organizational effectiveness. NACE: Communication, Leadership, Teamwork, Equity + Inclusion.	Deliverable: Emotionally intelligent communication or feedback strategy. Example assessment/activity: Revised feedback language, conflict-aware communication template, student response protocol, or reflective communication plan.

Performance levels

Developing	Competent	Accomplished
Identifies emotional intelligence concepts but does not apply them to a documented teaching or communication practice.	Applies one emotionally intelligent communication or feedback strategy in a teaching context and reflects on student relevance.	Uses feedback, student response, or peer input to refine the strategy and model emotionally intelligent teaching for others.

Workshop 4: Student Wellness, Resilience, and Supportive Practices

Definition

Integrates practices that help students manage stress, challenge, persistence, and academic confidence.

Alignment and evidence

Alignment to AMP, Strategic Plan, and NACE	Deliverable, example assessment, and activities
AMP: Goal 3, student success, retention, and conditions that support mental health and wellness. Strategic Plan: Goal 1, mental health and basic needs awareness; Goal 2, belonging; Goal 3, retention. NACE: Career + Self-Development, Equity + Inclusion, Professionalism.	Deliverable: Student support practice or resilience-centered instructional strategy. Example assessment/activity: Flexible checkpoints, wellness messaging, resource reminders, resilience reflection, early intervention communication, or planning tool.

Performance levels

Developing	Competent	Accomplished
Recognizes student wellness or resilience needs but has not yet integrated a specific supportive teaching practice.	Introduces one supportive practice such as flexible checkpoints, wellness messaging, resource reminders, or resilience-building reflection.	Evaluates student use or response, revises the practice, and connects it to broader academic or student support resources.

Workshop 5: Sustainable Faculty Practice and Well-Being

Definition

Develops approaches that support instructor balance, reflection, boundaries, workflow, and long-term effectiveness.

Alignment and evidence

Alignment to AMP, Strategic Plan, and NACE	Deliverable, example assessment, and activities
AMP: Goal 3, faculty development, sustainable teaching practice, continuous improvement. Strategic Plan: Goal 2, professional growth; Goal 3, work culture that meets changing needs. NACE: Career + Self-Development, Professionalism, Leadership.	Deliverable: Personal teaching sustainability plan. Example assessment/activity: Revised grading workflow, communication boundaries, feedback routine, course maintenance plan, or faculty well-being strategy.

Performance levels

Developing	Competent	Accomplished
Identifies a teaching workload or well-being challenge but does not yet define a realistic implementation strategy.	Creates and applies a personal teaching sustainability plan that identifies one boundary, workflow, or well-being strategy.	Evaluates the effect of the strategy on teaching effectiveness, revises the plan, and shares a sustainable practice with colleagues.

Additional Workshop of Choice 1 Cross-Pathway Integration Requirement

Alignment and evidence

Alignment to AMP, Strategic Plan, and NACE	Deliverable, example assessment, and activities
AMP: Aligned to human-centered teaching theme plus selected outside workshop. Strategic Plan: Goal 1, Goal 2, or Goal 3 depending on selected workshop. NACE: Selected based on outside workshop focus.	Deliverable: Cross-connection reflection. Required reflection focus: Explain how the outside workshop strengthens belonging, care-centered teaching, student wellness, inclusive practice, or relationship-centered instruction.

Performance levels

Developing	Competent	Accomplished
Summarizes the outside workshop but makes only a broad connection to human-centered teaching.	Clearly explains how the outside workshop supports belonging, emotional intelligence, student wellness, or supportive teaching practice.	Integrates the outside workshop learning into a human-centered teaching artifact or action plan and explains potential or observed impact.

Additional Workshop of Choice 2 Cross-Pathway Integration Requirement

Alignment and evidence

Alignment to AMP, Strategic Plan, and NACE	Deliverable, example assessment, and activities
AMP: Aligned to human-centered teaching theme plus selected outside workshop. Strategic Plan: Goal 1, Goal 2, or Goal 3 depending on selected workshop. NACE: Selected based on outside workshop focus.	Deliverable: Cross-connection reflection. Required reflection focus: Explain how the outside workshop contributes to student connection, persistence, inclusive learning, or sustainable faculty practice.

Performance levels

Developing	Competent	Accomplished
Reflection identifies a connection but lacks specificity, instructional relevance, or student success application.	Reflection clearly connects the outside workshop to belonging, student support, inclusive teaching, or faculty sustainability.	Reflection shows interdisciplinary integration and identifies how the outside learning will improve a human-centered teaching product or practice.