

Foreign and U.S Educated Faculty Members' Views on What Constitutes Excellent Teaching: Effects of Gender and Discipline

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Abstract

This study identifies views of foreign-educated faculty who teach in American universities on what constitutes excellence in teaching based on different demographics using the online version of the Teacher Behavior Checklist. Faculty from 14 institutions within the Southern Regional Educational Board (SREB) were asked to rank the top 10 of 28 teacher qualities of excellent teaching. The final faculty sample consisted of 448 participants, of which 309 were U.S.-educated, and 139 were foreign-educated. The majority of the foreign-educated faculty were from Asia and Europe. Results showed that both U.S.- and foreign-educated faculty agreed on eight qualities as the most important for excellent teaching, although in different order. “Knowledgeable” and “enthusiastic” were generally ranked the number 1 and 2 top qualities. Foreign-educated faculty tended to rank “confident,” “effective communicator,” and “encourages and cares” significantly higher than U.S.-educated faculty. There was a statistically significant difference between U.S.- and foreign-educated faculty in ranking the top qualities between and within demographic characteristics (i.e., gender and discipline). This study provides a significant contribution to the literature on perceived qualities of excellent teaching between foreign- and U.S.-educated faculty as well as important information for higher education administrators responsible for educational development.

Keywords: foreign-educated faculty, gender, discipline, teaching excellence

1. Introduction

The American professoriate has become more diverse as increasing numbers of international faculty have joined the academy. The terms “international faculty,” “foreign born faculty,” and “foreign educated faculty” refer to the same population of faculty who are not native U.S. citizens and who were born and educated during secondary and undergraduate years primarily outside the United States (Theobald, 2007). In general, foreign educated faculty in this study have received graduate education in the United States. This usually takes the form of taking courses and serving as research assistants in research intensive institutions. Although they have taken courses in these institutions and may have taught classes as teaching assistants, the focus in these institutions is usually on research, and teaching quality is often

overlooked. Looking at the tenure and promotion guidelines in some research universities, we can conclude that the main criterion is quality of research and publications (Prince, Felder, & Brent, 2007). Teaching often conflicts with scholarship.

A total of 33% of all doctoral recipients in 2006 were non U.S. citizens on temporary visas who earned doctoral degrees and then stayed in the United States (Dongbin, Wolf Wendel, & Twombly, 2011). More than 126,000 international scholars were teaching or doing research in U.S. universities according to The Institute of International Education report for the 2007–2008 academic year (Li, Wall, Loy, & Schoonaert, 2012). The steadily rising presence of non U.S. citizens on temporary visas who earn doctoral degrees and then stay in the United States suggests that the number and proportion of foreign educated faculty may continue to increase (Hoffer, Hess, Welch, & Williams, 2006; Manrique & Manrique, 1999). Little research, however, has been conducted on the experiences of foreign educated faculty. Additionally, little is known about their specific perceptions of teaching or the effect of their past cultural background on the quality of their teaching in the United States. Understanding faculty perceptions and views of teaching excellence may help facilitate and improve professional development processes for foreign educated faculty members.

2. Literature Review

2.1. Teaching Challenges for Foreign Born Faculty in the United States

Foreign born faculty contribute to the globalization of U.S. higher education (McCalman, 2007). The contributions of foreign educated scholars to campus diversity, scientific improvement, and increasing awareness of global contexts cannot be understated (Altbach, 2005, 2006; Horn, Hendel, & Fry, 2007; Mamiseishvili, 2011; Mamiseishvili & Rosser, 2010; NAFSA: The Association of International Educators, 2006; Stromquist, 2007). They enrich the cultural diversity of American campuses and increase the sense of appreciation of their own and others culture (Stohl, 2007).

Although they excel in research, foreign educated faculty often struggle with teaching obligations (Mamiseishvili, 2011). Teaching in the American classroom is one of the major challenges for all new faculty members across all demographic groups. This is especially true for foreign educated faculty, particularly for those who never previously taught a course before (Sarkisian, 2006). Acculturation for foreign born faculty to life in higher education (a process during which they maintain some of their cultural aspects while change some others) involves some form of culture shock (Berry, 1990). This may result (for most foreign born faculty) in some loss of their self confidence as they attempt to fit through professional socialization in the academy (Zhan & Gao, 2011).

This shock could be attributed to unfamiliarity with the general U.S. culture, as well as the higher education system and institutional culture (Thomas & Johnson, 2004). Effective communication and understanding cultural differences are important and can be influential in impacting the quality of teaching. Perceived language limitation and accented English may result in challenging an instructor's credibility and authority by students (Liang, 2006). Moreover, understanding the characteristics of effective teaching is important to ensure the quality of university teaching and learning (Devlin & Samarawickrema, 2010). Additionally, the biased perception of U.S. faculty, staff, and students of foreign educated faculty may also result in additional challenges. However, when foreign born faculty spend time and gain more experience in the academy, they rediscover their identity and build more confidence in their teaching abilities (Zhan & Gao, 2011). They become able to evaluate people and events from their particular cultural frame of reference and make those contextually relative. As they bring such an integration process, as well as multicultural awareness (e.g., via flexibility and adaptability) into classrooms, the teaching and learning processes become more effective (McCalman, 2007).

2.2. Qualities of Effective Teaching

Teaching is a complex process with multiple dimensions and therefore should be assessed via different sources (Braskamp & Ory, 1994). Cashin (1989) and Seldin (1999) mentioned different sources for assessing teaching effectiveness, including students as a one major source. There have been a myriad of research on the role of students in the evaluation of teaching effectiveness (e.g., Abrami, d'Apollonia, &

Rosenfield, 2007; Cashin, 1989; Feldman, 1988, 1989; Marsh, 1991; McCarthy (2012). Students may accurately be able to assess effectiveness of instructional delivery and some aspects of learning assessment (Cashin, 1989). Student ratings of instruction measure general instructional skills, which include three subskills: delivering instruction, facilitating interactions, and evaluating student learning (d'Apollonia & Abrami, 1997). Other sources included the instructor (via creating a teaching portfolio), peers (from same discipline or non discipline), and administrative superiors (e.g., department chair).

Effective teaching or excellent teaching and its components have been extensively studied (Buskist, Sikorski, Buckley, & Saville, 2002; Dunkin, 1995; Faranda & Clarke, 2004; Hativa, Barak, & Simhi, 2001; Keeley, Christopher, & Buskist, 2012; Keeley, Smith, & Buskist, 2006; Revell & Wainwright, 2009). Although researchers have suggested different factors contributing to effective teaching, common elements and qualities are shared among them. Abrami and d'Apollonia (1991) agreed that teaching has multiple dimensions, such as clarity, teachers' interactions with students, organization, and enthusiasm. Collins (1990) was able to determine five criteria for an effective teacher that included his/her commitment to students and learning, knowledge about the subject matter, management of students, reflection on practice, and participation in a learning community.

Qualities of effective teaching or teachers extracted from a review study by Wotruba and Wright (1975) highlighted (a) communication skills, (b) favorable attitudes, (c) knowledge of subject, (d) good organizational skills, (e) enthusiasm, (f) fairness, (g) flexibility, (h) encouraging to students, and (i) providing interesting lectures.

Additionally, the term "teaching excellence" has been commonly used in the literature, and many studies have attempted to identify the attributes of excellent teaching or teachers. A definition of teaching excellence involved scholarly activities that included "sound knowledge of one's discipline as well as a good understanding of how students grow within, and perhaps even beyond, the discipline" (Kreber, 2002, p. 9).

Buskist et al. (2002) reviewed a number of books on teaching to ascertain what is known about master teachers. Authors of those books agreed on three qualities of master teaching: knowledge (preparedness, organization, and critical thinking), personality (no single personality type but approachable, genuine, humorous, respectful to students, have rapport with students, have passion and enthusiasm), and classroom management skills (properly dealing with problem students, motivating, using active learning, communicating high expectations, and devoting time for students). Buskist et al. (2002) compared faculty and student ratings for qualities of a master teacher and found that students and faculty agreed on 6 of the top 10 qualities and behaviors: (a) realistic expectations/fairness, (b) knowledgeable, (c) approachable/personable, (d) respectful, (e) creative/interesting, and (f) enthusiasm. Similarly, Hativa et al. (2001) referred to enthusiasm; engaging, motivating, and stimulating students; clarity; organization; establishing rapport with students; and providing a comfortable learning atmosphere as effective practices of teaching.

2.3. Research Question

This study aimed to identify and compare key views of foreign and U.S. educated faculty who teach in American universities on what constitutes excellence in teaching. More specifically, the basic research question is: Do foreign educated and U.S. educated faculty demographic characteristics, such as gender and discipline, have an influence on perceived teaching excellence?

This study employed survey data collected from both native born American faculty (who received their undergraduate education in the United States) and foreign educated faculty from 14 Southern Regional Education Board (SREB) member universities in the United States. This study was conducted during spring 2014, and faculty were asked to complete an online survey ranking the top 10 of 28 teacher qualities for excellent teaching from their own perspectives (Buskist et al., 2002).

3. Methods

3.1. Design and Instrumentation

This study used a nonexperimental, descriptive, comparative design with no treatment, and utilized a survey instrument to collect data. The dependent variable was the 28 qualities/behaviors of teaching excellence in the Teacher Behavior Checklist (TBC) (Buskist et al., 2002). The TBC used in the present study consisted of two main sections. Section 1 included demographic information. Section 2 consisted of the 28 item inventory of qualities/behaviors and descriptions of each. The TBC was used with no modifications, and therefore, there were no concerns for validity or reliability in the present study. The TBC has been found to be a psychometrically valid instrument for assessing the qualities of excellent teachers (Keeley et al., 2006). However, it is worth mentioning that the TBC (and the behavioral anchors associated with each of its 28 qualities) was wholly based on student input and student perspectives on excellent teaching and not faculty input or their perspectives. Therefore, behaviors associated with some qualities in the TBC may not exactly match what faculty would perceive for those qualities. The independent variable was the country of college/university undergraduate education. Because the current survey software (Qualtrics) is available free of charge to Auburn University employees, distribution of the survey to participants was administered rapidly and free of charge.

3.2. Participants

The sample for this study was selected from faculty members from universities within the SREB with similar research intensity (high research or very high research according to Carnegie classification). Active faculty members (non Emeritus) were randomly selected from available email addresses in departments from the selected universities. However, attention was paid to the selection of faculty from foreign countries (based on foreign names and CVs) to insure their reasonable representation in the collected sample. Faculty from the following universities were involved in the study:

1. Auburn University
2. Clemson University
3. Florida Atlantic University
4. Florida State University
5. Louisiana State University (LSU)
6. University of South Carolina
7. University of Alabama at Birmingham
8. University of Alabama at Tuscaloosa
9. University of Kentucky
10. University of Memphis
11. University of North Carolina at Greensboro
12. University of Tennessee at Knoxville
13. University of Texas at Arlington
14. University of Texas at El Paso

3.3. Procedures and Data Collection

Administration of the survey occurred three weeks after the beginning of spring semester 2014 (first dispatch on January 27, 2014). The TBC was administered to each faculty member electronically along with the informed consent notification.

The first section of the survey had demographic information, and the next section had instructions on completing the 28 item inventory by “clicking on, holding, and dragging to the top of the list ONLY ten (10) qualities/behaviors” (see Appendix). The duration of time taken to complete the survey was recorded for each anonymous participant.

An e mail message with the survey link was sent to 5,238 faculty members. Of those sent emails, 606 responded (11.6% response rate). A total of 507 participants completed and submitted their responses. Time to complete the survey was estimated to be five to seven minutes. To insure the quality of responses, those that were completed in less than four minutes were eliminated.

The final faculty sample consisted of 448 participants, of whom 309 (69%) received their undergraduate education in the United States and 139 (31%) from foreign undergraduate institutions. Within the U.S. educated faculty, 171 (55%) (or 38.2% of total sample population) were males, and 138 (45% or 30.8% or total population) were females. Within the foreign educated faculty, 90 (65% or 20.1% of total population) were males, and 48 (35% or 10.7% of total population) were females (Table 1). The majority of foreign educated faculty was from Asia and Europe.

Table 1. Respondents' Demographic Statistics

	U.S.		Foreign	
	n	%	n	%
Country of undergraduate education	309	69	139	31
			Africa	3 2
			Asia	61 44
			Canada	9 6
			Europe	39 28
			Middle East	13 9
			South America	12 9
			Russia	2 1

Demographics	USA (N = 309)		Foreign (N = 139)		Total (n = 448)	%
	n	% Within	n	% Within		
Gender						
Male	171	55.3	90	64.7	261	58.3
Female	138	44.7	48	34.5	186	41.5
Did not ID			1	0.7		
Discipline						
STEM	146	47.2	101	72.7	247	55.1
Social/Human Sciences	162	52.4	36	25.9	198	44.2
Did not ID					3	0.7

After data collection, the colleges were collapsed into two categories to better reflect academic disciplines rather than specific colleges. Of the 448 total participants, 247 (55%) participants were from Science, Technology, Engineering and Mathematics (STEM), and 198 (44%) were from Social/Human Sciences, while 3 participants did not identify their disciplines.

3.4. Data Analysis

Because collected data are categorical, nonparametric tests were used. The statistical software SPSS version 17 for Windows was used for all analyses. Descriptive statistics were calculated to identify the frequency and percentage of responses for all 28 TBC items from each group of respondents (i.e., U.S. vs. foreign educated). The sum of frequencies of the top 10 categories (1–10) was used to compare the general rankings between the two groups. In this process, the number of times a quality/behavior was ranked number 1 was summed with the number of times it was ranked number 2 and so on to the number of times it was ranked number 10. The total was sorted from the highest to the lowest and compared between the two main groups (U.S. vs. foreign educated), which allowed the results to be compared to those of previous TBC studies.

The Kruskal Wallis (KW) test was used to compare mean ranks. Like most nonparametric tests, it is performed on ranked data, so the measurement observations are converted to their ranks in the overall data set. The KW test starts by substituting the rank in the overall data set for each measurement value. Thus, the smallest value gets a rank of 1, the next smallest gets a rank of 2, and so on. Tied observations get averaged ranks. The sum of the ranks is calculated for each group, and then, the chi square (X^2) (or H test for KW) is calculated to compare the variance of the ranks among groups, with an adjustment for the number of ties (Handbook of Biological Statistics, 2009). Because the collected data for each quality/behavior are already in the form of ranks (1–28), it would be expected that the group with more

frequent low values (e.g., 1s, 2s, and 3s) have the lower mean rank. Therefore, in this case, lower mean rank is an indicator of a higher order for a given quality.

Chi Square test or the Kruskal Wallis (KW) test was used to compare the mean ranks of each of the 28 items between and within the two main groups. A significance level of .05 was used. The KW test showed that there was no significant difference in ranking for qualities between the two major groups of foreign educated faculty (i.e., faculty from Western countries [Europe and Canada] and those from Asia) in all 28 qualities of the TBC, except for “Promotes discussion.” Faculty from Western countries rated “Promotes Discussion” significantly higher. Because of this minor difference between the two groups, all foreign educated faculty were collapsed as one group and compared to the U.S. educated faculty.

4. Results and Discussion

Table 2 shows frequencies, KW mean ranks, and Chi square values for the 28 TBC items compared between U.S. undergraduate educated versus foreign undergraduate educated faculty. However, nine qualities were selected by both U.S. and foreign educated faculty as the most important for excellent teaching in different order. Both groups agreed that (a) knowledgeable about topic and (b) enthusiastic about teaching were the top qualities for excellent teaching. They also similarly ranked another seven qualities as the next highest in order. Those included (c) creative/interesting, (d) promotes critical thinking, (e) effective communicator, (f) approachable/personable, (g) encourages/cares for students, (h) manages class time, and (i) accessible. It is worth mentioning that “Promotes discussion” was ranked as the 10th quality by U.S. educated faculty but ranked 12th by foreign educated faculty. Similarly, “confident” was ranked 8th by foreign educated, while it was ranked 11th by U.S. educated faculty.

Table 2. Comparison of Ranks (Sum of Frequencies in Top 10 Categories) and Mean Ranks of the 28 TBC Teaching Qualities between U.S. vs. Foreign Educated Faculty

Quality/Behavior	U.S. Educated (n = 309)				Foreign Educated (n = 139)				Kruskal Wallis		
	n	%	Rank	KW Mean Rank	n	%	Rank	KW Mean Rank	X ²	df	Asymp. Sig.*
Accessible	127	41.1	9	229.71	70	50.4	9	212.92	1.634	1	.201
Approachable/Personable	180	58.3	6	224.83	81	58.3	6	223.77	0.006	1	.936
Authoritative	53	17.2	20	227.24	33	23.7	16	218.4	0.452	1	.501
Confident	120	38.8	11	235.20	74	53.2	8	200.71	6.848	1	.009
Creative/Interesting	212	68.6	3	222.44	95	68.3	5	229.09	0.255	1	.614
Effective communicator	208	67.3	5	232.79	108	77.7	3	206.08	4.102	1	.043
Encourages/Cares	146	47.2	7	235.34	79	56.8	7	200.4	7.02	1	.008
Enthusiastic	257	83.2	2	213.60	110	79.1	2	248.73	7.123	1	.008
Establishes goals	104	33.7	14	221.94	33	23.7	17	230.19	0.392	1	.531
Flexible/open minded	98	31.7	18	219.41	33	23.7	18	235.82	1.55	1	.213
Good listener	55	17.8	19	223.66	21	15.1	21	226.37	0.043	1	.836
Happy/Positive/Humorous	29	9.4	24	233.65	24	17.3	20	204.17	5.023	1	.025
Humble	27	8.7	26	230.83	15	10.8	22	210.43	2.408	1	.121
Knowledgeable	276	89	1	229.63	124	89.2	1	213.1	1.676	1	.196
Manages class time	144	46.6	8	225.04	63	45.3	10	223.31	0.017	1	.896
Prepared	100	32.4	16	224.43	42	30.2	13	224.65	0	1	.986
Presents current information	21	6.8	28	228.69	12	8.6	26	215.19	1.058	1	.304
Professional	115	37.2	12	226.61	57	41	11	219.82	0.265	1	.607
Promotes critical thinking	212	68.6	4	225.4	99	71.2	4	222.5	0.048	1	.826
Promotes discussion	121	39.2	10	219.87	45	32.4	12	234.8	1.285	1	.257
Provides const. feedback	33	10.7	23	224.2	13	9.4	25	225.18	0.006	1	.94
Rapport	37	12	21	224.59	9	6.5	28	224.31	0	1	.983
Realistic expectations	101	32.7	15	221.2	41	29.5	14	231.83	0.657	1	.417
Respectful	99	32	17	215.29	31	22.3	19	244.98	5.145	1	.023
Sensitive/Persistent	27	8.7	27	227.15	14	10.1	24	218.6	0.451	1	.502
Strives to be a better teacher	107	34.6	13	223.66	39	28.1	15	226.38	0.045	1	.832
Technologically competent	36	11.7	22	227.21	15	10.8	23	218.47	0.562	1	.453
Understanding	28	9.1	25	227.71	10	7.2	27	217.36	0.939	1	.333

*Asymp. Sig., asymptotic significance, which means that the significance is close to 0 because you are WAY out in the tail of the test.

Both groups agreed that the number one quality is “knowledgeable” followed by “enthusiastic about teaching.” Many researchers have found that knowledge and enthusiasm about teaching have been associated with effective teaching (Faranda & Clarke, 2004; Minor, Onwuegbuzie, Witcher, & James, 2002; Sherman, Armistead, Fowler, Barksdale, & Reif, 1987; Vulcano, 2007; Yair, 2008). Knowledgeable and enthusiastic about teaching were selected as the most important qualities for effective teaching by faculty from a community college (Schaeffer, Epting, Zinn, & Buskist, 2003) and faculty in general baccalaureate institutions (Buskist et al., 2002; Wann, 2001).

Keeley et al. (2012) reported similar results comparing U.S. and Japanese students, where they agreed on seven top qualities, four of those were similarly agreed upon by both U.S. and foreign educated faculty in this study (knowledgeable, approachable/personable, enthusiastic, and effective communicator). Vulcano (2007), using the TBC with Canadian undergraduates, found that “knowledgeable,” “approachable,” “enthusiastic about teaching,” and “effective communicator” were among the top 10 qualities selected by students. These findings offer international support for qualities of effective teaching from perspectives of both faculty and students.

It appears that these two qualities, “knowledgeable” and “enthusiastic,” are universal for excellent teaching as suggested by Buskist et al. (2002) who indicated that (a) knowledge or technical competence and (b) enthusiasm and interpersonal competence “seem consistently to emerge regardless of educational or geographic setting,” p. 286).

The current study showed that both U.S. and foreign educated faculty agreed on seven other qualities as important among the top 10. Those included: (c) creative/interesting, (d) promotes critical thinking, (e) effective communicator, (f) approachable/personable, (g) encourages/cares for students, (h) manages class time, and (i) accessible.

In their study comparing faculty and students, Schaeffer et al. (2003) found that students and faculty agreed on 6 of the top 10 qualities and behaviors. Four of those qualities (knowledgeable, approachable/personable, creative/interesting, and enthusiasm) were similarly identified by faculty in this study as important for teaching excellence. The two other qualities, (a) teachers have realistic expectations and fair grading, and (b) they are respectful, were not among the top 10 qualities in faculty selection.

Chi square values from the KW test comparing mean rank showed a statistically significant difference in some teaching qualities between the two groups. Foreign educated faculty ranked the qualities “confident,” “effective communicator,” “encourages/cares,” and “happy/positive/humorous” significantly higher than did the U.S. educated faculty. Except for “happy/positive/humorous,” the other three qualities were ranked among the top 10 by foreign educated faculty. A description of these four qualities from the TBC stated:

- Confident (speaks clearly, makes eye contact, and answers questions correctly).
- Effective communicator (speaks clearly/loudly; uses precise English; and gives clear and compelling examples).
- Encourages and cares for students (provides praise for good student work, helps students who need it, offers bonus points and extra credit, and knows student names).
- Happy/Positive attitude/Humorous (tells jokes and funny stories and laughs with students).

Looking at the description of those four qualities, it could be concluded that effective teaching is strongly associated with establishing interpersonal relationships with students. Major challenges for foreign educated faculty in this regard may be a lack of familiarity with the U.S. higher education system and academic culture (Thomas & Johnson, 2004), lack of English proficiency, and cultural differences (National Research Council, 1988). These attributes are intertwined and require professional training to develop (e.g., for effective communication, and classroom management). New faculty, in general, may

need to receive this training if they have not had such experience in their graduate education in the United States. These attributes represent major concerns, particularly for foreign educated faculty (Park, 2001), requiring them to spend a substantial amount of time trying to overcome these problems on a daily basis (Lee, 2004). These challenges make it more difficult to relate to students in classrooms (Collins, 2008) and may help explain the higher ranking for interpersonal qualities of excellent teaching by foreign educated faculty.

“Enthusiastic” and “respectful” were ranked statistically significantly higher by U.S. faculty than foreign educated faculty. This shows more emphasis on enthusiasm in teaching among U.S. educated faculty.

4.1 Gender Effect

Results in Table 3 show that both the male and female groups agreed that (a) knowledgeable about topic and (b) enthusiastic about teaching were the top qualities for excellent teaching. They also agreed on six other qualities as the most important in teaching excellence, with a different order between the two groups. These qualities included: (c) creative/interesting, (d) promotes critical thinking, (e) effective communicator, (f) approachable/personable, (g) encourages/cares for students, and (h) manages class time. “Accessible” and “confident” came in at the 9th and 10th rank, respectively, by U.S. educated faculty and 11th and 12th, respectively, by foreign educated faculty.

Table 3. Comparison of Ranks (Sum of Frequencies in Top 10 Categories) and Mean Ranks of the 28 TBC Teaching Qualities between Male and Female Faculty

Quality/Behavior	Male (n = 261)				Female (n = 186)				Kruskal Wallis		
	n	%	Rank	KW Mean Rank	n	%	Rank	KW Mean Rank	X ²	df	Asymp. Sig.
Accessible	124	47.5	9	216.60	72	36.4	11	234.39	2.087	1	.149
Approachable/Personable	152	58.2	6	220.44	110	55.6	6	229.00	.481	1	.488
Authoritative	50	19.2	19	216.85	37	18.7	19	234.03	1.946	1	.163
Confident	122	46.7	10	211.37	70	35.4	12	241.72	6.032	1	.014
Creative/Interesting	165	63.2	5	238.85	140	70.7	3	203.16	8.336	1	.004
Effective communicator	201	77	3	204.23	115	58.1	5	251.75	14.778	1	.000
Encourages/Cares	135	51.7	7	219.24	91	46	7	230.68	.855	1	.355
Enthusiastic	213	81.6	2	230.48	153	77.3	2	214.91	1.590	1	.207
Establishes goals	73	28	17	232.29	64	32.3	16	212.37	2.596	1	.107
Flexible/open minded	65	24.9	18	234.08	65	32.8	15	209.86	3.840	1	.050
Good listener	48	18.4	20	216.38	27	13.6	20	234.69	2.204	1	.138
Happy/Positive/Humorous	38	14.6	21	214.73	15	7.6	25	237.00	3.261	1	.071
Humble	31	11.9	22	210.54	11	5.6	27	242.88	6.888	1	.009
Knowledgeable	229	87.7	1	229.12	169	85.4	1	216.82	1.055	1	.304
Manages class time	132	50.6	8	210.48	76	38.4	9	242.98	6.897	1	.009
Prepared	75	28.7	16	228.11	66	33.3	14	218.24	.637	1	.425
Presents current info	24	9.2	27	215.01	9	4.5	28	236.62	3.087	1	.079
Professional	94	36	11	226.75	76	38.4	10	220.13	.287	1	.592
Promotes critical thinking	178	68.2	4	225.54	130	65.7	4	221.83	.090	1	.764
Promotes discussion	78	29.9	15	236.54	87	43.9	8	206.40	5.957	1	.015
Provides const. feedback	30	11.5	23	226.75	16	8.1	23	220.15	.291	1	.590
Rapport	26	10	25	223.62	20	10.1	22	224.53	.006	1	.941
Realistic expectations	80	30.7	13	222.42	63	31.8	17	226.22	.096	1	.757
Respectful	81	31	12	219.00	49	24.7	18	231.02	.959	1	.327
Sensitive/Persistent	26	10	26	219.40	16	8.1	24	230.45	.857	1	.354
Strives to be a better teacher	79	30.3	14	232.79	67	33.8	13	211.67	3.067	1	.080
Technologically competent	29	11.1	24	226.90	22	11.1	21	219.94	.405	1	.525
Understanding	23	8.8	28	221.61	15	7.6	26	227.36	.330	1	.566

However, KW Chi square values comparing mean rank showed statistically significant differences between the two groups in several qualities. Male faculty significantly ranked “confident,” “effective

communicator,” “humble,” and “manages class time” higher than did female faculty. Conversely, “creative/interesting,” “flexible/open minded,” and “promotes discussion” were ranked statistically significantly higher by female faculty than by male faculty. Male faculty placed a higher degree of value on certain characteristics of the TBC, while female faculty place higher value on others. This finding is at odds with the results from Buskist et al. (2002) and Schaeffer et al. (2003) who showed that there was no appreciable difference in ranking between male and female faculty. The lack of difference in rankings between male and female faculty in those studies may be attributed to the similarity in participants’ educational background. It might also be due to the difference in academic ranks or the shift in age of respondents. One of the limitations in the current study is that it relied only on quantitative data. Adding a qualitative question to explain why top qualities were chosen by faculty may have been useful in explaining their choices.

There was no significant difference between U.S. and foreign educated male faculty in the top eight qualities within gender (Table 4). However, foreign educated male faculty ranked other qualities such as “confident” and “prepared” significantly higher than did U.S. educated male faculty. This finding might indicate that being prepared and confident are valued more by foreign educated faculty. It appears that foreign educated faculty look to increased confidence in the classroom as a means to benefit their students by providing a more conducive learning environment. Lack of confidence is one of the problems that foreign faculty face and could be attributed to many reasons, including language difficulty, lack of familiarity with U.S. culture (Collins, 2008), and racial discrimination and bias (Peterson, Friedman, Ash, Franco, & Carr, 2004). This may have a negative effect on their teaching; however, minority faculty who reported experiencing racial/ethnic discrimination achieved academic productivity similar to that of other faculty, including senior rank, salary, number of career publications, or number of grants funded (Peterson et al., 2004).

Table 4. Comparison of Mean Ranks of the 28 TBC Teaching Qualities between U.S. vs. Foreign Educated Faculty Within Gender

Gender	Male					Female				
	Mean Rank		Kruskal Wallis			Mean Rank		Kruskal Wallis		
	U.S.	Foreign	X ²	df	Asymp. Sig.	U.S.	Foreign	X ²	df	Asymp. Sig.
	n = 171	n = 90				n = 138	n = 48			
Accessible	132.48	128.18	.193	1	.660	96.28	85.51	1.449	1	.229
Approachable/Personable	134.24	124.85	.919	1	.338	90.67	101.64	1.491	1	.222
Authoritative	129.39	134.05	.227	1	.634	97.28	82.63	2.680	1	.102
Confident	139.51	114.84	6.334	1	.012	94.91	89.45	.370	1	.543
Creative/Interesting	126.31	139.91	1.922	1	.166	97.17	82.95	2.500	1	.114
Effective communicator	135.22	122.98	1.563	1	.211	96.01	86.28	1.168	1	.280
Encourages/Cares	136.82	119.95	2.960	1	.085	98.03	80.47	3.810	1	.051
Enthusiastic	127.45	137.74	1.104	1	.293	86.80	112.76	8.372	1	.004
Establishes goals	127.74	137.19	.930	1	.335	94.41	90.90	.152	1	.696
Flexible/open minded	128.38	135.98	.603	1	.437	91.60	98.96	.668	1	.414
Good listener	133.37	126.50	.493	1	.483	90.16	103.10	2.083	1	.149
Happy/Positive/Humorous	136.08	121.34	2.270	1	.132	96.50	84.86	1.686	1	.194
Humble	135.07	123.27	1.454	1	.228	95.09	88.94	.472	1	.492
Knowledgeable	134.88	123.62	1.400	1	.237	95.28	88.38	.633	1	.426
Manages class time	128.70	135.36	.460	1	.498	94.98	89.25	.405	1	.525
Prepared	138.43	116.89	4.835	1	.028	86.79	112.79	8.357	1	.004
Presents current info.	134.73	123.92	1.228	1	.268	93.54	93.39	.000	1	.986
Professional	133.95	125.39	.763	1	.383	92.80	95.51	.091	1	.763
Promotes critic. thinking	130.84	131.31	.002	1	.962	94.17	91.57	.084	1	.773
Promotes discussion	126.53	139.49	1.758	1	.185	94.67	90.14	.254	1	.614
Provides constr. feedback	134.30	124.72	.978	1	.323	90.48	102.19	1.726	1	.189
Rapport	134.31	124.72	.981	1	.322	90.64	101.73	1.559	1	.212
Realistic expectations	126.15	140.22	2.083	1	.149	94.50	90.63	.188	1	.664
Respectful	129.89	133.11	.110	1	.740	86.23	114.41	9.933	1	.002

Sensitive/Persistent	137.13	119.36	3.550	1	.060	89.96	103.69	2.478	1	.115
Strives to be a better	126.50	139.56	1.886	1	.170	97.31	82.55	2.789	1	.095
Technologically competent	132.77	127.63	.352	1	.553	94.64	90.23	.307	1	.580
Understanding	134.61	124.14	1.700	1	.192	93.23	94.28	.021	1	.883

The U.S. educated female faculty gave higher rankings for “enthusiastic,” “prepared,” and “respectful,” compared to foreign educated female faculty (Table 4). Many students, both male and female, find it difficult to accept the authority of female faculty, especially of minority groups (including foreign educated). This can be noticed in their faculty evaluation. There are some stereotypical expectations from female faculty in general compared to male faculty (e.g., being a more supportive listener, modest, forgiving (like an ideal mother), extending deadlines, (Walther, 2001), to be warm and friendly (Martin, 1984), or expected to be encouraging of questions (Feldman, 1993). However, female faculty fall in a dilemma; if they act as warm and caring, students may interpret this as “too feminine,” and if they act in a strong manner, they are seen as “too masculine” (Walther, 2001). Being “enthusiastic,” “prepared” and “respectful” are probably key qualities that U.S. educated female faculty may value more with regard to reaching a balance between becoming too feminine or too masculine.

4.2 Discipline Effect

Table 5 shows the comparison of the ranking of frequencies for the 28 TBC items between faculty from STEM and Social/Human Sciences. Both groups agreed that (a) knowledgeable about topic and (b) enthusiastic about teaching were the top qualities for excellent teaching. They also agreed on six other qualities as the most important in teaching excellence, with a different order between the two groups. Those qualities included: (c) creative/interesting, (d) promotes critical thinking, (e) effective communicator, (f) approachable/personable, (g) encourages/cares for students, and (h) manages class time/punctuality.

Table 5. Comparison of Ranks (Sum of Frequencies in Top 10 Categories) and Mean Ranks of the 28 TBC Teaching Qualities between STEM vs. Social/Human Sciences Faculty

Quality/Behavior	STEM (n = 247)				Social/Human Sciences (n = 198)				Kruskal Wallis		
	n	%	Rank	Mean Rank	n	%	Rank	Mean Rank	X ²	df	Asymp. Sig.
Accessible	128	51.8	7	208.99	69	34.8	12	240.47	6.67	1	.010
Approachable/Personable	143	57.9	6	223.19	119	60.1	5	222.76	0.00	1	.972
Authoritative	52	21.1	19	215.04	35	17.7	19	232.93	2.15	1	.142
Confident	118	47.8	9	209.36	76	38.4	11	240.02	6.29	1	.012
Creative/Interesting	171	69.2	4	224.26	137	69.2	4	221.43	0.05	1	.817
Effective communicator	199	80.6	3	198.55	117	59.1	6	253.51	20.18	1	.000
Encourages/Cares	122	49.4	8	225.81	104	52.5	7	219.49	0.27	1	.606
Enthusiastic	210	85	2	217.88	157	79.3	2	229.39	0.89	1	.346
Establishes goals	76	30.8	15	220.73	61	30.8	17	225.83	0.17	1	.677
Flexible/open minded	64	25.9	18	231.03	65	32.8	14	212.99	2.18	1	.140
Good listener	42	17	20	219.39	34	17.2	20	227.50	0.44	1	.507
Happy/Positive/Humorous	35	14.2	21	211.21	18	9.1	26	237.70	4.71	1	.030
Humble	30	12.1	22	205.72	12	6.1	28	244.55	10.14	1	.001
Knowledgeable	214	86.6	1	232.11	186	93.9	1	211.63	2.99	1	.084
Manages class time	118	47.8	10	219.84	90	45.5	9	226.94	0.34	1	.562
Prepared	77	31.2	14	219.00	63	31.8	16	227.99	0.54	1	.462
Presents current info.	20	8.1	26	212.15	13	6.6	27	236.54	4.02	1	.045
Professional	84	34	11	229.49	88	44.4	10	214.91	1.42	1	.233
Promotes critic. thinking	170	68.8	5	226.77	140	70.7	3	218.30	0.48	1	.489
Promotes discussion	72	29.1	17	245.82	95	48	8	194.53	17.62	1	.000
Provides const. feedback	25	10.1	24	222.97	21	10.6	24	223.04	0.00	1	.996
Rapport	24	9.7	25	225.76	21	10.6	23	219.56	0.26	1	.608
Realistic expectations	81	32.8	12	221.04	63	31.8	15	225.45	0.13	1	.717
Respectful	73	29.6	16	226.26	55	27.8	18	218.94	0.36	1	.547
Sensitive/Persistent	19	7.7	27	232.01	23	11.6	22	211.76	2.94	1	.086

Strives to be a better teacher	78	31.6	13	225.65	67	33.8	13	219.69	0.25	1	.617
Technologically competent	28	11.3	23	221.29	24	12.1	21	225.14	0.13	1	.721
Understanding	19	7.7	28	224.15	19	9.6	25	221.56	0.07	1	.793

Nevertheless, KW Chi square values (Table 5) showed that STEM faculty ranked “accessible,” “confident,” “effective communicator,” “happy/positive,” “humble,” and “present current information” significantly higher than did Social/Human Sciences faculty. Many professors in STEM use the transmission model of teaching (i.e., lecture), which has been categorized as believing that students’ minds are empty vessels that need to be filled with information supplied by the professor (Harkness, 2012). The common use of the transmission model may explain the greater emphasis by STEM faculty on “effective communication” and “presenting current information.” Social/Human Sciences faculty ranked “promotes discussion” statistically significantly higher, indicating more value for this quality.

Within STEM (Table 6), foreign educated faculty ranked “confident,” “encourages/cares,” and “knowledgeable” significantly higher than did U.S. educated faculty. The issue of confidence appears again as a quality that foreign educated faculty may pay more attention to. Mamiseishvili (2011) stated that international faculty often struggle with their teaching obligations. Therefore, the issue of confidence may be attributed to many of those challenges that foreign faculty have to deal with, and this may make it more of a critical issue, especially in the STEM field where research is more intensive, leaving less time for teaching (Boyer Commission on Educating Undergraduates in the Research University, 1998). U.S. educated faculty from Social/Human Sciences, however, ranked “enthusiastic” and “manages class time” significantly higher. This may indicate that U.S. educated faculty see more value in enthusiasm and management of class time than foreign educated faculty. Classroom discussion represents a major component of teaching in Social/Human Science in American classrooms. This may explain the emphasis on the value of this quality for U.S. educated faculty. Leading a discussion is not a common practice in some foreign classrooms (e.g., in Asia, Shaw, Michahelles, Chen, Minami, and Sing (1994)).

Table 6. Comparison of Mean Ranks of the 28 TBC Teaching Qualities between U.S. vs. Foreign Educated Faculty within Disciplines (STEM vs. Social/Human Sciences)

Discipline	STEM Mean Rank					Social/Human Sciences Mean Rank				
	U.S.	Foreign	Kruskal Wallis			U.S.	Foreign	Kruskal Wallis		
Quality/Behavior	n = 146	n = 101	X ²	df	Asymp. Sig.	n = 162	n = 36	X ²	df	Asymp. Sig.
Accessible	125.10	122.41	.086	1	.770	100.43	95.33	.238	1	.626
Approachable/Personable	126.14	120.91	.322	1	.571	98.16	105.53	.493	1	.483
Authoritative	125.30	122.12	.119	1	.730	99.33	100.28	.008	1	.928
Confident	132.37	111.90	4.933	1	.026	100.14	96.64	.111	1	.739
Creative/Interesting	126.68	120.12	.507	1	.477	96.58	112.63	2.321	1	.128
Effective communicator	126.22	120.79	.347	1	.556	101.20	91.83	.791	1	.374
Encourages/Cares	134.32	109.08	7.486	1	.006	101.82	89.04	1.475	1	.225
Enthusiastic	119.61	130.34	1.359	1	.244	93.55	126.26	9.693	1	.002
Establishes goals	122.04	126.83	.270	1	.603	98.67	103.25	.190	1	.663
Flexible/open minded	124.58	123.17	.023	1	.879	96.03	115.13	3.291	1	.070
Good listener	122.45	126.25	.171	1	.679	99.25	100.63	.017	1	.896
Happy/Positive/Humorous	130.59	114.47	3.069	1	.080	100.68	94.19	.382	1	.537
Humble	126.19	120.84	.339	1	.561	100.18	96.43	.128	1	.721
Knowledgeable	132.23	112.11	5.012	1	.025	99.79	98.18	.026	1	.873
Manages class time	130.18	115.06	2.682	1	.101	95.80	116.15	3.730	1	.053
Prepared	126.14	120.90	.324	1	.569	97.51	108.44	1.079	1	.299
Presents current info.	128.37	117.68	1.357	1	.244	98.23	105.22	.446	1	.504
Professional	127.47	118.99	.846	1	.358	100.48	95.08	.263	1	.608
Promotes critical thinking	124.51	123.27	.018	1	.893	100.69	94.15	.387	1	.534
Promotes discussion	123.05	125.37	.064	1	.801	100.74	93.90	.422	1	.516
Provides const. feedback	127.35	119.16	.807	1	.369	97.70	107.61	.903	1	.342
Rapport	126.57	120.28	.477	1	.490	98.71	103.04	.173	1	.677
Realistic expectations	117.45	133.48	3.055	1	.080	101.81	89.10	1.478	1	.224

Respectful	117.65	133.18	2.885	1	.089	96.02	115.17	3.348	1	.067
Sensitive/Persistent	129.07	116.67	1.961	1	.161	98.75	102.89	.164	1	.685
Strives to be a better	121.54	127.55	.449	1	.503	101.18	91.93	.809	1	.369
Technologically competent	124.52	123.24	.025	1	.875	101.83	89.01	1.903	1	.168
Understanding	128.40	117.64	2.103	1	.147	98.44	104.29	.471	1	.493

5. Conclusion

Eight qualities of excellent teaching were agreed upon by U.S. and foreign educated faculty, although in a different order. These qualities/behaviors were: (a) knowledgeable about topic, (b) enthusiastic about teaching, (c) creative/interesting, (d) promotes critical thinking, (e) effective communicator, (f) approachable/personable, (g) encourages/cares for students, and (h) manages class time/punctuality. “Knowledgeable” and “enthusiastic” were the universally ranked number 1 and 2 qualities.

Gender and discipline of faculty did not affect the selection of those qualities as the top eight qualities; however, the order of some qualities was statistically significantly different between U.S. and foreign educated faculty and within the two different demographic characteristic groups (gender and discipline). Foreign educated faculty tended to rank “confident” and interpersonal attributes, such as effective communicator, encourages and cares, significantly higher than U.S. educated faculty. U.S. educated faculty ranked “enthusiastic about teaching” significantly higher than foreign educated faculty.

In short, and in contrast to what one might expect, U.S. educated faculty and foreign educated faculty do not view qualities of excellent teaching all that differently. Foreign educated faculty probably have shared experiences similar to those of U.S. educated faculty during their doctoral programs, through socialization within classrooms or during their role as teaching assistants (if applicable). These interactions may have reshaped foreign educated faculty’s beliefs and narrowed the gap between them and their American peers. Yet the difference in the importance of those qualities reflects their unique perspectives of excellent teaching and what is the most central to their teaching process. This study provides a rare empirical understanding of institutions of higher education by illustrating the differences in perceptions of teaching excellence between foreign educated and U.S. educated faculty and by providing a theoretical explanation for these differences.

5.1 Implications for Educational Developers/Teaching and Learning Centers

New faculty in general encounter a challenge of understanding excellence in teaching and integrating that understanding, as well as practices, into early academic life. However, foreign educated faculty may particularly have additional challenges that may result in the even slower integration of excellent teaching. Although increasing exposure to the U.S. academic culture may help reduce culture challenges, it is surely not enough, and additional efforts from the administration (at the department, college, and university level) are required to minimize disparities and narrow the gaps. Therefore, early career educational development that provides personal and professional support is essential in helping foreign educated faculty adapt and fit in.

Exposure to different teaching experiences from foreign as well as American classrooms enriches the teaching repertoire of foreign educated faculty. This study reveals, to a degree, how these combined experiences may reflect on their current understanding of what they consider excellent teaching. Collecting qualitative information may have helped us better understand this context, and therefore, it is recommended, in future studies, to include qualitative questions on how the understanding of excellent teaching may have changed as a result of the current teaching context.

Foreign educated faculty tended to rank “confident” and interpersonal attributes, such as “effective communicator” and “encourages and cares,” significantly higher than U.S. educated faculty in general and within different demographic groups (gender and discipline). This focus on these qualities indicates their higher priority to foreign educated faculty. These findings yield important implications for administrators in academic institutions who are in charge of educational development or teacher education for new faculty scholars who received their undergraduate education in a foreign country.

There have been several attempts to help improve foreign educated faculty. Many teaching centers in the United States have special programs for international faculty, which focus on teaching in the American classrooms. Many others have multicultural and multidisciplinary courses for preparing graduate students for the professoriate. In such courses, groups of U.S. and foreign students interconnect and talk about teaching. They also have opportunities to perform microteaching and experience a broad range of presentation and communication skills. Although these programs are expanding, their impact is probably limited to those who attend them. Establishing more communication and interconnections between U.S. and foreign educated faculty may help reduce the academic gap. During events, such as new faculty orientation, teaching symposiums, and conferences, a recommendation would be to have such conversations about teaching among faculty.

The vast majority of newly hired faculty (whether international or domestic/native) in the United States are often not prepared by doctoral or terminal degree granting institutions for faculty roles, including teaching (Puri, Graves, Lowenstein, & Hsu, 2012). Participating in educational development programs is critical and valuable in reducing the time required for faculty to develop as fully functioning members of the academic team (Fink, 1992). In addition, educational development programs provide an opportunity to enhance faculty recruitment and retention (Boice, 1992; Fink, 1992; Lindbeck & Darnell, 2008). Therefore, the results of this research may provide valuable information concerning the importance of teaching excellence developmental programs for new faculty.

5.2 Recommendations for Future Research

This study's findings are congruent with the literature about qualities of excellent teaching in general (e.g., Buskist et al., 2002; Collins, 1990; Faranda & Clarke, 2004). However, to be able to generalize the specific findings about foreign educated faculty's valuing of certain qualities/behaviors, further examination of a larger sample in more diverse settings within the United States is needed. Follow up studies should be conducted throughout the United States and with institutions with different teaching and research foci. A longitudinal approach for data collection, rather than a single data collection point, is also recommended. Such an approach would help compare changes in faculty views from one career stage to another (i.e., from assistant through full professor) and determine if their views change over time.

Another recommended further study would be to use a mixed data collection method by including interviews with faculty who achieved excellence in teaching (as documented by receiving teaching awards) in their discipline. Because the TBC was based on student perspectives, including interviews or adding additional qualitative questions might yield data useful in comparing and understanding differences between student and faculty perspectives of excellent teaching. Additionally, further studies on the correlation between perceptions of excellent teaching and student learning between US and foreign educated faculty members are also recommended.

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[http://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Public_Policy/restoring_u.s.pdf?n=8823]

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[<http://digitalcommons.kennesaw.edu/jgi/vol6/iss1/1>]

Appendix A The Teacher Behavior Checklist (TBC) Survey

Please kindly respond to the following questions:

Gender

- [</tia/images/17063888.0036.106-00000001.jpg>].Male
- [</tia/images/17063888.0036.106-00000001.jpg>].Female

Country of birth

[</tia/images/17063888.0036.106-00000002.jpg>]

Country where you completed your undergraduate education

[</tia/images/17063888.0036.106-00000002.jpg>]

Country where you completed your first graduate degree (e.g., MSc., MA)

[</tia/images/17063888.0036.106-00000002.jpg>]

Country where you completed you highest graduate degree

[</tia/images/17063888.0036.106-00000003.jpg>]

Have you participated in any graduate student professional development programs that prepared you for college/university teaching?

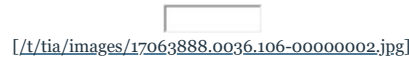
- [</tia/images/17063888.0036.106-00000001.jpg>].Yes
- [</tia/images/17063888.0036.106-00000001.jpg>].No

Rank

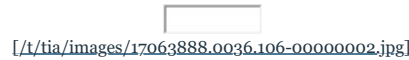
- [</tia/images/17063888.0036.106-00000001.jpg>].Full professor
- [</tia/images/17063888.0036.106-00000001.jpg>].Associate professor

-  [./t/tia/images/17063888.0036.106-00000001.jpg](#).Assistant professor
-  [./t/tia/images/17063888.0036.106-00000001.jpg](#).Other

Years of experience in teaching



Discipline



Instructions:

Below are 28 teacher’s qualities and behaviors that reflect each quality.

Please click on, hold and drag to the top of the list ONLY ten (10) qualities/behaviors that you think are most important to highly effective teaching” at the college level, where item ranked “1” will be the most important, item ranked “2” will be second most important and so on.

Please do not select fewer than 10 qualities/behaviors.

- **Accessible** (*posts office hours, gives out phone number, and e mail information*)
- **Approachable/Personable** (*smiles, greets students, initiates conversations, invites questions, responds respectfully to student comments*)
- **Authoritative** (*establishes clear course rules; maintains classroom order; speaks in a loud, strong voice*)
- **Confident** (*speaks clearly, makes eye contact, and answers questions correctly*)
- **Creative and interesting** (*experiments with teaching methods; uses technological devices to support and enhance lectures; uses interesting, relevant, and personal examples; not monotone*)
- **Effective communicator** (*speaks clearly/loudly; uses precise English; gives clear, compelling examples*)
- **Encourages and cares for students** (*provides praise for good student work, helps students who need it, offers bonus points and extra credit, and knows student names*)
- **Enthusiastic about teaching and about topic** (*smiles during class, prepares interesting class activities, uses gestures and expressions of emotion to emphasize important points, and arrives on time for class*)
- **Establishes daily and academic term goals** (*prepares/follows the syllabus and has goals for each class*)
- **Flexible/Open minded** (*changes calendar of course events when necessary, will meet at hours outside of office hours, pays attention to students when they state their opinions, accepts criticism from others, and allows students to do make up work when appropriate*)
- **Good listener** (*doesn’t interrupt students while they are talking, maintains eye contact, and asks questions about points that students are making*)
- **Happy/Positive attitude/Humorous** (*tells jokes and funny stories, laughs with students*)
- **Humble** (*admits mistakes, never brags, and doesn’t take credit for others’ successes*)
- **Knowledgeable about subject matter** (*easily answers students’ questions, does not read straight from the book or notes, and uses clear and understandable examples*)

- **Prepared** (*brings necessary materials to class, is never late for class, provides outlines of class discussion*)
- **Presents current information** (*relates topic to current, real life situations; uses recent videos, magazines, and newspapers to demonstrate points; talks about current topics; uses new or recent texts*)
- **Professional** (*dresses nicely [neat and clean shoes, slacks, blouses, dresses, shirts, ties] and no profanity*)
- **Promotes class discussion** (*asks controversial or challenging questions during class, gives points for class participation, involves students in group activities during class*)
- **Promotes critical thinking/Intellectually stimulating** (*asks thoughtful questions during class, uses essay questions on tests and quizzes, assigns homework, and holds group discussions/activities*)
- **Provides constructive feedback** (*writes comments on returned work, answers students' questions, and gives advice on test taking*)
- **Punctuality/Manages class time** (*arrives to class on time/early, dismisses class on time, presents relevant materials in class, leaves time for questions, keeps appointments, returns work in a timely way*)
- **Rapport** (*makes class laugh through jokes and funny stories, initiates and maintains class discussions, knows student names, interacts with students before and after class*)
- **Realistic expectations of students/Fair testing and grading** (*covers material to be tested during class, writes relevant test questions, does not overload students with reading, teaches at an appropriate level for the majority of students in the course, curves grades when appropriate*)
- **Respectful** (*does not humiliate or embarrass students in class, is polite to students [says thank you and please, etc.], does not interrupt students while they are talking, does not talk down to students*)
- **Sensitive and persistent** (*makes sure students understand material before moving to new material, holds extra study sessions, repeats information when necessary, asks questions to check student understanding*)
- **Strives to be a better teacher** (*requests feedback on his/her teaching ability from students, continues learning [attends workshops, etc. on teaching], and uses new teaching methods*)
- **Technologically competent** (*knows how to use a computer, knows how to use e mail with students, knows how to use overheads during class, has a Web page for classes*)
- **Understanding** (*accepts legitimate excuses for missing class or coursework, is available before/after class to answer questions, does not lose temper at students, takes extra time to discuss difficult concepts*)