

4C QUALITY FACULTY MODEL

Focuses on the profession of teaching as a calling for the transformation of lives. [1] Committed to advancing the University's mission and cultivating a biblical, Christian worldview. [2] Shows initiative in pursuing creativity, professionalism, and excellence in their faculty role. [3] Upholds program policies and best practices that support student success, retention, and engagement.

Focuses on cultivating relationships with students and colleagues. [1] Communicates with students in a variety of ways that are engaging, responsive, and accessible. [2] Personalizes the learning experience in keeping with passions, interests, expertise, and teaching strengths. [3] Models scholarship, critical/reflective thinking, worldview integration, and holistic learning for students.

Focuses on cultivating passion for teaching & learning of their disciplines. [1] Demonstrates expertise and lifelong learning in their subject area. [2] Uses technology & other tools to be more effective in teaching and better engage students. [3] Understands different ways and contexts of learning, utilizing the appropriate teaching tools and instructional skills for each.

Values students as people beyond the coursework. Focuses on student's growth as a whole person. [1] Shows concern for student needs and life circumstances. [2] Equip students to reach their academic potential through achieving individual and program learning outcomes. [3] Concerned for and helps nurture student's spiritual growth in their walk with God.

COMMITMENT

Mission Priority
Institutional Processes
Creative Initiative

CONNECTION

Active Engagement
Personalized Classroom
Mentor Modeling

COMPETENCE

Methodological
Technological
Subject Expertise

CARING

Student Needs
Academic Performance
Spiritual Life

High levels of these qualities lead to maximum student success and satisfaction.

4 QUALITIES

12 CHARACTERISTICS

Qualities are delivered and assessed through these 12 core characteristics

Teaching & Learning

The 4C Quality Faculty Model attempts to describe the broader “universe” of what a faculty member does as a teacher in a classroom. Much of the literature on online and adult learning up until the last couple of years has emphasized the student side of the teaching equation. This emphasis has argued that we only have successful teaching if our students are learning. Accordingly, a good deal has been written about how students learn and what teachers do to make that learning happen. This has resulted in a shift in modern educational philosophy to talking about teaching primarily in terms of student learning outcomes. This is undoubtedly an important perspective and this emphasis in the last decade has helped educational theorists better appreciate the student side of the equation.

But it is not the whole story. In fact, the act and discipline of being a good teacher is different than the experience or activities a student engages in for learning to occur. Like any good spiral of learning, we need to circle back around the art and role of teaching as a distinct set of practices. Appropriately informed by an emphasis on student learning outcomes, to be sure, but distinct from what learners themselves do.

One significant factor to consider is the role that student initiative, commitment, and self-discipline play in learning. Learning is ultimately a decision on the part of the student. It is not something a teacher can cause or force. Because of this, a faculty member can do all the right things and a student still choose not to engage the learning environment in such a way that successful learning occurs.

Great teachers can offer motivation and encourage the desire to learn; they can provide tools or pathways for learning; and they can challenge students with reasons why learning ought to happen. These are stimuli that can *help* bring about learning. Ultimately, however, learning only occurs when the student chooses to respond to any of these stimuli. In short, learning as a change in student behavior or attitude is not something the teacher makes happen.

Thus it is misleading to talk about teaching solely in terms of student learning outcomes. Instructors cannot control in the end what an individual student decides to do with their learning. A teacher can only control their own activities, attitudes, and, to a limited degree, influence the immediate environment of the classroom.

The Model

A good model for faculty performance emphasizes those activities and attitudes that a faculty member has immediate and direct control over. In the 4CQ Model, the objective of teaching is for the instructor to create the most optimal environment possible to encourage students to engage their own learning.

The 4CQ Model describes four core qualities that contribute to a learning environment:

- CARING factors – the faculty member’s awareness of and actions related to student needs, learning goals, and outcomes.
- COMPETENCE factors – the faculty member’s knowledge/expertise in the subject matter, teaching methodology, and the learning tools and setting.
- CONNECTION factors – faculty member’s skill and activity aimed at developing and sustaining relationships with the students; being accessible, conveying information, being involved, reproducing themselves.
- COMMITMENT factors – the faculty member’s attitude toward institutional / program concerns, their role in the learning process; the degree of their willingness to engage the process and make it their own.

The Model

These four faculty qualities are related to subject matter, students, the institution, and the classroom environment itself. Each of the 4 Qualities is further described using 3 characteristics, producing a list of 12 concrete but universally applicable behaviors or attitudes. Although we developed this model primarily with adjunct faculty in mind, the general qualities and categories here can apply to traditional college faculty as well.

The concepts and visuals here represent a “mental model,” a tool described by Peter Seng as a conceptual framework of generalizations and assumptions about a big idea that allows you to both understand the whole of that big idea and how to take specific, meaningful action within it. In this case, our “big idea” for our mental model is teaching adults in a higher education setting. The 4CQ model is our framework for understanding and taking action.



Put more simply, we want to be able to get our heads around what it means to be good faculty; and, at the same time, really figure out how to sink our teeth into the nuts and bolts of doing it better. We have 4 key goals in mind as we are developing and introducing this model:

1. Provide a consistent, standard definition of the role and expectations of adjunct faculty.
2. Define those expectations in such a way that they empower individual faculty to personalize, contextualize, and teach to their strengths, and avoid a “one-size-fits-all” set of requirements.
3. Create a tool that lets faculty and the institution clarify the big picture of what faculty do and facilitate a plan of how to do it well.
4. Produce a tool that can be a thread running from the initial faculty training, through ongoing faculty development, all the way to faculty evaluation. We can then use this framework to train, to help determine professional development topics, and aid in assessing faculty performance.

Personal Teaching Profile

The Personal Teaching Profile is a tool we have created to help faculty create their own action plan out of the 4CQ Model. This allows the 4CQ Model to be tailored to the unique context, strengths, and personality of individual faculty members. The Teaching Profile is the specific instrument used in mentoring, ongoing training, and evaluation, including self-assessment.

For each of the 12 characteristics, the faculty member identifies 3-5 significant, substantial, measurable, and personal action items that they will undertake in their teaching. This should not be an exhaustive list of everything that a person might possibly do, but the goal is to push the faculty to set some meaningful and important goals for themselves as a Quality Faculty member. These goals should be things that can be measured and observed by the faculty, mentor, deans, and/or evaluators.

The PTP is also meant to be a dynamic document that gets periodically updated as a person gains experience, learns new approaches, or tries different things in different classes. The Personal Teaching Profile will serve as a roadmap and a reference point for helping faculty engage all 12 aspects of the model in some meaningful way.