Faculty understands subject, students, & classroom. Adds depth & breadth to student learning beyond the course materials or prepared content. Demonstrates expertise in subject matter, lifelong learning, good teaching, & technology skills. Models passion for teaching & learning subject matter. Focus is on continually mastering their own skills and knowledge.

Faculty meaningfully engages with students, is noticeably connected to all aspects of the classroom experience. Provides useful feedback & direction, challenges & motivates students, & manages classroom issues through timely, personal communication. Faculty’s personality, passions, & unique skillset come through. Focus is on the relationships with students and colleagues.

Faculty is compassionate & concerned for life issues or circumstances, learning goals, & academic performance of students. Sensitive to needs of learners, able to be flexible in dealing with timelines, performance, & conflict. Values students as people beyond the coursework. Focus is on the end result of the student’s growth as a whole person.

Faculty demonstrates commitment to mission of the university & to helping students grow academically and spiritually within a robust biblical worldview. Upholds program policies & best practices while demonstrating initiative & creativity in the teaching vocation. Focus is on the profession of teaching as a calling for the transformation of lives.
What does this model seek to do?

The 4CQ 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 equation of teaching. 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. The fact is that 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, although appropriately informed by an emphasis on student learning outcomes.

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.

In short, learning as a change in student behavior or attitude is not something the teacher makes happen. Good teachers can motivate and instill a desire to learn, provide tools or pathways for learning, and can challenge students with reasons why learning ought to take place.

But these are stimuli that can help bring about learning. Ultimately, learning only occurs when the student chooses to respond to any of these stimuli. Thus, it is misleading to talk about teaching solely in terms of student learning outcomes. Faculty members ultimately cannot control what any 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.

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 teacher 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 creating this kind of environment:

- COMPETENCY factors – the faculty member’s knowledge/expertise in the subject matter, teaching methodology, and the learning tools and setting.
- CARING factors – the faculty member’s awareness of and actions related to student needs, learning goals, and outcomes.
- 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.
- 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

The next revision of this will provide a brief exploration of the chain between faculty satisfaction & motivation and student success, performance, and completion of programs.
12 QUALITY CHARACTERISTICS

**COMPETENCE**
Focus on Learning
- Subject Matter: Highly knowledgeable in their subject area and continually learning new ideas or skills
- Technological: Uses technology and other learning tools to be more effective in teaching and to better engage students
- Methodological: Understands different ways and contexts of learning and utilizes effective teaching tools and instructional skills appropriate to each

**CARING**
Focus on Growth
- Student Needs: Shows concern for student needs and life circumstances
- Academic Performance: Helps students accomplish individual and program learning outcomes and reach their academic potential
- Spiritual Life: Concerned for and helps nurture student's spiritual growth in their walk with God

**COMMITMENT**
Focus on the Profession
- Mission Priority: Committed to advancing the University's mission and cultivating a biblical, Christian worldview
- Creative Initiative: Takes ownership of teaching and classroom and demonstrates intrinsic motivation for professionalism, excellence, and creativity
- Institutional Processes: Appreciates and abides by institutional processes and policies that support student success, retention, and engagement

**CONNECTION**
Focus on Relationships
- Active Engagement: Engages and interacts with students in a variety of meaningful ways or times and is responsive and accessible
- Personalized Classroom: Works to go beyond the basic shell of course to make it their own, suited to their passions, interests, expertise, and teaching skills
- Mentor Modeling: Models scholarship, critical/reflective thinking, worldview integration, and holistic learning for students