Heritage University Key Characteristics of Highly Effective Faculty
And Measures of Faculty Success
Core Convictions/Preamble
Changes Adopted by Faculty Senate 3/29/2005 and Academic Affairs April 2005

Highly effective educators at Heritage University are persons whose commitment and dedication embody the three "key values" underlying the Heritage University Vision Statement: "1) honoring each person's human dignity and potential; 2) seeking intellectual growth and challenges; and 3) celebrating the shared spiritual roots of all humankind." Highly effective Heritage educators value the intellectual life in all its dimensions: cognitive, affective, and cultural; listen to and incorporate student knowledge and experience by respecting their diverse cultures and learning styles; challenge students to explore and aspire to their full academic potential; and foster collaboration among students and faculty to form a community of engaged, reflective, mutually-supportive learners.

Together the faculty members of Heritage University have identified the following categories of key characteristics of faculty who are highly successful at Heritage.

1. Knowledge
   1A. Is professionally well-prepared; is well-informed on a broad range of topics
   1B. Provides strong, academic disciplinary content; continues to advance in the discipline; knows current sources and resources for the discipline
   1C. Integrates related academic disciplines
   1D. Is aware of key aspects of human, intellectual, and moral development
   1E. Understands and respects individual learners, intellectually, emotionally, and culturally

2. Learner-Centered Teaching
   2A. Uses a variety of active teaching and learning strategies to interest, engage, and motivate students
   2B. Connects discipline content to authentic, real life applications and current issues
   2C. Identifies learning outcomes and multiple means of achieving them
   2D. Uses frequent and multiple techniques of assessment
   2E. Adapts teaching strategies to diverse learning styles,
   2F. Identifies the point at which students can grow, and supports students in meeting rigorous academic challenges
   2G. Designs a hospitable classroom culture and builds a collaborative community from the diversity in the classroom
   2H. Integrates technology and multi-media into classroom learning.
   2I. Encourages hands-on learning with projects, practica, or research that is relevant to students' professional development and to the needs of the community.

3. Cultural Pluralism
   3A. Celebrates human diversity and practices inclusiveness as core institutional values
   3B. Enlarges students' world view, respecting the many traditions underlying ethical thought and conduct by bringing cross-cultural/global perspectives into the curriculum
   3C. Functions comfortably and effectively in the cultural communities served by Heritage University
   3D. Recognizes and respects each student's multiple socio-cultural identities and teaches holistically (mind, heart, spirit, and body)

4. Communication

4A. Demonstrates reading, writing, quantitative, and research skills appropriate to the discipline, and provides students with opportunities to develop and practice these skills

4B. Models active listening, effective speaking, and oral questioning skills

4C. Understands and uses cross-cultural communication skills

5. Reflective Teaching

5A. Is an analytical, life-long learner in the profession

5B. Learns from students

5C. Welcomes new ideas; seeks to learn and improve

5D. Does self-evaluation; has a professional self-improvement plan

5E. Has a humble, patient attitude with self and others

5F. Models appropriate risk taking, innovation

6. Professional Standards and Ethics

6A. Demonstrates responsibility to the learning community and profession

6B. Embraces cross-disciplinary collaboration

6C. Disseminates results of research or creative endeavors

6D. Observes the code of ethics of the profession/discipline and understands conflict of interest

6E. Embraces contractual responsibility

6F. Participates in college governance

6G. Is accessible to students

6H. Demonstrates ethically appropriate relationships inside and outside of the classroom