Perceptions of Teaching Excellence:
An Examination of Foreign and U.S.-Educated Faculty at Historically Black Colleges and Universities

by

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Abstract

This study examined the teaching qualities and behaviors that U.S.-educated and foreign-educated faculty who teach at Historically Black Colleges and Universities (HBCUs) deem necessary for teaching excellence. The Teacher Behavior Checklist (Buskist, Sikorski, Buckley, & Saville, 2002) was administered to faculty participants who were asked to rank the top 10 of 28 qualities/behaviors that they perceived as essential for effective teaching. The online survey was sent by email to 3,769 faculty members from 10 Historically Black Colleges and Universities. Of those contacted, 543 completed the survey leading to an overall response percentage of 14.4%. There were 470 (86.6%) faculty members who identified as U.S.-educated and 73 (13.4%) who identified as foreign-educated.

Results showed that U.S.- and foreign-educated faculty agreed on the top 10 qualities and behaviors, with difference in the order in which the items were ranked. Both groups selected (a) knowledgeable, (b) enthusiastic, (c) approachable/personable, (d) creative/interesting, (e) effective communicator, (f) encourages/cares for students, (g) promotes critical thinking, (h) accessible, (i) confident, and (j) prepared.

Participant demographics (gender, academic discipline, participation in a graduate developmental program prior to faculty appointment, academic rank, and years of teaching experience) were evaluated to determine if these characteristics would affect survey item selections. Overall, the survey item selections were consistent among the different demographic groups that were assessed. However, there was statistically significant difference for the order in which some of the items were ranked within demographics.

When comparing the findings of this study to the results of other studies that used the Teacher Behavior Checklist to assess U.S.- and foreign-educated faculty populations, faculty members agreed on eight of the 10 top qualities. The agreed upon qualities and behaviors were (a) knowledgeable, (b) enthusiastic, (c) creative/interesting, (d) promotes critical thinking, (e) effective communicator, (f) approachable/personable, (g) encourages/cares, and (h) accessible. HBCU faculty members assessed in this study ranked accessible, approachable/personable, and encourages/cares statistically higher than faculty members from Predominately White Institutions. The findings of this study provide evidence that HBCU faculty value establishing supportive relationships and environments for their students.

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HBCU	Historically Black College and University
MSI	Minority-Serving Institution
PWI	Predominately White Institution
SREB	Southern Regional Education Board
TBC	Teacher Behavior Checklist

CHAPTER 1: INTRODUCTION

Historically Black Colleges and Universities (HBCUs) are institutions unique to the American postsecondary education system that have contributed to the success of Black students since the mid-nineteenth century. Today there are approximately 105 HBCUs, which represent about 3% of American postsecondary schools. HBCUs represent a relatively small number of institutions of higher education in the U.S., yet they have produced a disproportionately high percentage of the Black workforce (Arroyo & Gasman, 2014; John & Stage, 2014). According to Gasman, Lundy-Wagner, Ransom, and Bowman III (2010), there is significant research indicating HBCUs contribute to the success of Black students in such distinct ways that many scholars advocate following these institutions as exemplars for educating minority populations. As the modern workforce becomes increasingly competitive and globalized, HBCUs must continue adequately preparing their students by using effective teaching practices.

Many colleges and universities in the United States value diversity among its students, staff, faculty, and administration. Diversity and inclusion initiatives often include recruiting and hiring foreign faculty members. Mamiseshvilli (2013) stated the following:

> Globalization has pushed many U.S. higher education institutions to embrace internationalization as a central part of their mission, invest in resources and infrastructure to promote international education, and support exchanges of students and scholars across the world. The rise in the number of international faculty is one of the manifestations of these growing efforts of U.S. universities to compete for global talent and remain competitive in a globalized academic system. (p. 89)

Foreign-educated faculty are able to bring an array of teaching practices and expertise to the classroom that add to students' knowledge as they prepare for a globalized workforce upon degree completion. Groccia (2010) proposed that today's students are being called on to respond to a rapidly changing world in which educators must combine liberal-education and professional-education as a method to assist our students in becoming well-rounded learners.

Both foreign-educated and U.S.-educated faculty members are highly influential in equipping students with the knowledge necessary for academic success. McConner (2014) stated that faculty members have the most important roles in higher education due to their responsibility to facilitate learning among students. Not only should faculty implement and practice effective teaching strategies, they should also ensure that students feel welcomed and respected, as these characteristics have been linked to positive student performance (Otieno, Ngwudike, Vanerson, & Ngwudike, 2013). Therefore, it is essential that we understand HBCU faculty members' experiences and perspectives on the necessary components of teaching excellence.

Statement of the Problem

There is a significant amount of literature that indicates that there is a correlation between Black student success and HBCU attendance. Previous studies explained that HBCU students experience positive relationships with faculty, better academic performance, supportive atmospheres, and an overall sense of empowerment (Allen, 1992; Griffin & Hurtado, 2011; Karkouti, 2016). However, there is limited research that details HBCU faculty members' perceptions of teaching excellence. According to Gasman et al. (2010), "the achievements of HBCUs in terms of African American student success throughout history make the lack of information on their faculty peculiar" (p. 47). It is important to have a better understanding of

HBCU faculty and their perceptions of what constitutes teaching excellence in order to fill this particular gap in the educational research.

Purpose of Study

The purpose of this study was to identify perceptions of teaching excellence among faculty who teach at Historically Black Colleges and Universities. This study was designed to identify and compare U.S.-educated and foreign-educated faculty members' views of teaching behaviors and qualities necessary for effective teaching. Furthermore, this research aimed to identify and compare perceptions of teaching excellence among HBCU faculty and faculty who teach at universities within the Southern Regional Education Board (population assessed by Dr. Ismail in his doctoral dissertation published in 2014: *Foreign and US-Educated Faculty Members' Views on What Constitutes Excellent Teaching*). Demographic information was collected from participants in order to compare survey data across multiple demographics. The demographic data collected from faculty included country of undergraduate and graduate degree attainment; gender; academic discipline; participation in a graduate developmental program prior to faculty appointment; academic rank; and years of teaching experience.

Research Questions

1. What are perceptions of teaching excellence among foreign-educated faculty who teach at Historically Black Colleges and Universities and how do these perceptions differ from those held by U.S.-educated faculty who teach at Historically Black Colleges and Universities?
2. Do demographic characteristics of foreign-educated and U.S.-educated faculty influence their perceptions of teaching excellence?

3. Is there difference in perceptions of teaching excellence among faculty at Historically Black Colleges and Universities and faculty at universities within the Southern Regional Education Board?

Significance of the Study

Many research institutions of higher education in the United States have international faculty members who make great contributions to their academic fields and universities where they work. Webber (2012) stated that as higher education continues to diversify, institutions are taking interest in faculty members who desire work outside their native lands. Colleges and universities are investing more resources in employing and retaining foreign-born faculty members, which is why it is important for faculty and administrators to understand the contributions international faculty make to the institutions, the adjustment challenges that they may face, and where they may need institutional support. It is vital for institutions to take initiative in understanding foreign-educated faculty and how they compare to U.S.-educated faculty members (Webber, 2012).

According to Ngwainmbi (2006), approximately one-third of the faculty at Historically Black Colleges and Universities (HBCUs) come from developing areas (primarily Africa and India), which indicates that there is a significant number of foreign-educated faculty teaching within HBCUs. While there is a lack of literature on the correlation between teaching excellence among foreign-educated faculty and minority student success, gaining insight on the qualities/behaviors that these faculty members view as essential can contribute to the field of education and faculty development. Komarraju (2013) emphasized the importance of educators being knowledgeable about traits associated with quality instruction as good teaching has been linked to student learning, performance, and success.

Definition of Terms

This study used terms that may have varying definitions in existing literature. The following terms were defined specifically for this study and are elaborated to provide contextual clarity.

1. Foreign-educated Faculty: The terms foreign-born and international faculty are often used interchangeably in the literature (Akulli, 2015). This study specifically used the term "foreign-educated" as the demographic category for faculty who completed their undergraduate degrees in countries other than the United States. The foreign-educated demographic classification for this study modeled the foreign-educated classification used by Kim, Wolf-Wendel, and Twombly in their 2011 study: *International Faculty: Experiences of Academic Life and Productivity in US Universities.* It was proposed that foreign-educated faculty who earned undergraduate degrees in their country of birth have different cultural, social, and educational experiences than their foreign-born counterparts who received their undergraduate education in the U.S. (Kim et al., 2011).
2. Historically Black College and University (HBCU): The Higher Education Act of 1965, as amended, defines an HBCU as any historically black college or university that was established and accredited prior to 1964, and whose principal mission is the education of Black Americans. These colleges and universities must be accredited by a nationally recognized accrediting agency or association determined by the Secretary of Education to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation.
3. Minority-Serving Institution (MSI): A Minority-Serving Institution is an institution created to enroll students from underrepresented populations. These populations include African Americans, Latinos and Native Americans (Gasman, Baez, & Turner, 2008).

Historically Black Colleges and Universities (HBCU), Hispanic-Serving Institutions (HSIs) and Tribal Colleges and Universities (TCUs) represent the different types of MSIs in the American higher education system.

4. Predominately White Institution (PWI): Predominantly White Institution is the name used to describe institutions of higher learning in which Whites account for 50% or greater of the student enrollment. Brown II and Dancy II (2010) emphasized that the majority of these institutions may also be understood as historically White institutions in recognition of the exclusion supported by the United States prior to 1964.
5. Teacher Behavior Checklist (TBC): The Teacher Behavior Checklist (TBC) is a 28-item survey checklist created by Buskist, Sikorski, Buckley, and Saville (2002) that is used to evaluate the essential qualities and behaviors necessary for teaching excellence.

CHAPTER 2: LITERATURE REVIEW

Introduction

Historically Black Colleges and Universities (HBCUs) are institutions unique to the American postsecondary education system that have contributed to the success of Black students since the mid-nineteenth century. Today there are approximately 105 HBCUs, which represent about 3% of American postsecondary schools. HBCUs represent a relatively small number of institutions of higher education in the U.S., yet they have produced a disproportionately high percentage of the Black workforce (Arroyo & Gasman, 2014; John & Stage, 2014). According to Gasman, Lundy-Wagner, Ransom, and Bowman III (2010), there is significant research indicating HBCUs contribute to the success of Black students in such distinct ways that many scholars advocate following these institutions as exemplars for educating minority populations. As the modern workforce becomes increasingly competitive and globalized, HBCUs must continue adequately preparing their students by using effective teaching practices.

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Members' Views on What Constitutes Excellent Teaching). Demographic information was collected from participants in order to compare survey data across multiple demographics. The demographic data collected from faculty included country of undergraduate and graduate degree attainment; gender; academic discipline; participation in a graduate developmental program prior to faculty appointment; academic rank; and years of teaching experience.

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Historically Black Colleges and Universities (HBCUs)

Historically Black Colleges and Universities have remarkable histories and were not originally intended to succeed. On the contrary, they were established during the 19th century to appease Black people or to serve as "holding institutions" so that Black students would not be able to matriculate into traditionally White colleges and universities (Abelman & Dalessandro, 2009; Evans, Evans, & Evans, 2002). In its conception, the American Higher Education system was originally designed to serve the White majority, particularly White men (Thelin, 2011; "Systemic Racism in Higher Education", 2015). The establishment of HBCUs reflected the

'separate but equal' mentality that existed among several federal, state, and institution policy makers.

Even though these institutions were not originally established to succeed, HBCUs have been successfully educating students for more than 175 years. These institutions are diverse in type (public, private, two-year, four-year, urban, rural, etc.), which is part of the reason for HBCUs achievements and contributions to higher education (Gasman, 2013; John & Stage, 2014). Until the 1970s, HBCUs were often the only colleges and universities in the United States that admitted Black students (Anderson, 2002). According to Duster (2009), there was a shift in U.S. higher education between 1967 to 1975 where we witnessed a surge in the number of Black college students enrolling in Predominately White Institutions (PWIs), which has led some to question whether HBCUs are still necessary in higher education since many postsecondary institutions are now integrated and advocates of racial diversity. Nonetheless, HBCUs are known for providing nurturing and supportive environments where students are able to thrive (Gasman, Baez, & Turner, 2008). These institutions are often free of racial discrimination experienced by many underrepresented students who attend PWIs (John & Stage, 2014). While both institutions types (PWIs and HBCUs) have been associated with providing quality education to all students, HBCUs play a critical role in the personal and cultural identity development of Black students.

The History of HBCUs

Cheyney University, established in 1837, was the first historically Black institution that provided education for freed American slaves. Ashmun Institute (now Lincoln university) was established in 1854 and founded with the mission of being the first all-African American education organization to award baccalaureate degrees (Karkouti, 2016). Several HBCUs were founded during the 19th century including Wilberforce University (ca. 1856), "and some 200

more by 1890" (Arroyo & Gasman, 2014, p. 57; Brown and Davis 2001; Gasman 2007). The majority of historically Black postsecondary institutions were founded after the Civil War to provide college education to Black people who were not granted admission to most predominantly White colleges and universities (Sibulkin & Butler, 2011). Evans et al. (2002) stated that HBCUs were established wherever large black populations resided (primarily in the Southeast, Southwest, and Northeast regions of the U.S). "At first, private HBCUs were established and later, in most cases, state/public schools were established to provide postsecondary education for black students, hence, the name Historically Black Colleges and Universities " (Evans et al., 2002, p. 3).

The first Morrill Land Grand Act of 1862 was federal legislation that improved public higher education for both predominately White and Minority-Serving Institutions (Thelin, 2004). Karkouti's (2016) research elaborated the importance of the Morrill Act as it pertains to African Americans being granted access to a college education. According to Karkouti (2016):

> Although the direct benefits of the first Morrill Act came in the form of funds requiring states to build land-grant colleges, 14 Southern states rejected the provision and chose to build institutions for White students only (Anderson, 2002; Griffin & Hurtado, 2011). Eventually, all Southern states agreed to establish land-grant colleges for African-American students after the passage of the second Morrill Act of 1890 (Anderson, 2002) (p. 64).

The Morrill Act of 1890 was particularly important as it was a mandate implemented by Congress that required states to support all land grant institutions, including HBCUs (Griffin & Hurtado, 2011).

Historically Black Colleges and Universities were established for the academic advancement of the Black community, yet throughout history and even more so today, HBCUs have and continue to serve students from various ethnic groups. Gasman & Nguyen (2015) explained that several of these institutions had White founders who "often served in the Northern army and worked with the federal government's Freedmen's Bureau, or who were missionaries who went south after the Civil War to educate the formerly enslaved Black population" (p. 5). Founders' children often attended the schools that founders were serving as leaders (Gasman & Nguyen, 2015). Since their inception, there have been HBCUs that have educated students from both marginalized and non-marginalized groups.

Black Student Success

HBCUs constitute approximately 3% of higher education institutions in the United States. According Gasman et al. (2007), they graduate 28% of all African Americans who earn degrees. Although HBCUs are underfunded relative to their PWI counterparts, African American students have been successful at obtaining baccalaureate degrees from HBCUs and PWIs, and HBCU students are more likely than their counterparts at PWIs to pursue postgraduate schooling (Abelman, & Dalessandro, 2009; Kim & Conrad, 2006). According to Henderson (2001) and Bailey (2003), statistical data examined from the beginning of the 21st century showed that 80% of Black federal judges, 80% of Black officers in the United States military, 65% of Black physicians, 60% of Black attorneys, and 50% of Black teachers and engineers graduated from HBCUs.

Research studies indicate that HBCU attendance is positively related to college students' cognitive improvement and degree attainment (Griffin & Hurtado, 2011). Allen (1992) conducted a study to better understand the experiences of Black students who attended PWIs and

HBCUs. Black students who attended PWIs reported negative perceptions regarding the racial climate. HBCU students reported experiencing more support, better academic performance, and better student-instructor relationships than their PWI counterparts (Allen, 1992; Karkouti, 2016).

Historically Black Colleges and Universities Today: Current Trends

Historically Black Colleges and Universities have evolved immensely over the years. We have seen various changes ranging from these institutions striving to become more competitive within the globalized economy to a surge in the number of non-Black students enrolling in academic programs. Evans et al. (2002) proposed that in order for HBCUs to thrive throughout the twenty-first century that they

> must continue to maintain their enrollment and to graduate competent, ethical alumni; recruit more competent, dedicated, politically astute administrators and faculty, to develop and/or to acquire accredited programs/curricula; encourage political, business community alliances/partnerships; maintain or exceed present institutional funding; and, create a more friendly workplace for employees and administrators, all of which are apparent for good institutions of higher learning (p. 15).

Successes. HBCUs continue to enroll a relatively high percentage of minority students. While HBCUs receive less financial funding at the federal and state levels than PWIs, institutions designated as Minority-Serving Institutions by the U.S. Department of Education have access to federal funds and other resources to support their students and communities (John & Stage, 2014). Historically Black institutions have continuously demonstrated the ability to graduate underrepresented minority college students at rates that exceed those of PWIs (John & Stage, 2014).

Students choose to attend historically Black postsecondary institutions for various reasons. The reputation of a particular college/university is often the determining factor for why students choose to attend certain institutions. According to Bergerson (2009), students from underrepresented populations often seek information from peers, high school counselors, and mentors. Since many adolescents from underrepresented groups are first-generation college attendees, they rely heavily on the advice they receive from those who are knowledgeable about higher education (Bergerson, 2009).

John and Stage (2014) explained that HBCUs are known for being supportive and having environments "rich in role models among faculty and staff, as well as upper class students" (p. 68), which leads to these institutions' appeal. Dr. Walter Massey, former president of Morehouse College, explained that HBCUs stand out because they create environments where students feel they can be themselves and because HBCU graduates are known to have professional success (Evans et al., 2002). HBCUs today offer an array of academic programs, including international programs, which are in high demand on several campuses (Evan et al., 2002).

The recent change in the demographic make up of the student body has been met with apprehension and criticism by some. However, HBCUs are becoming increasingly more diverse. Gasman (2013) found that 24% of students at HBCUs identify as non-Black, a striking difference from 1950 when the institutions were nearly 100% Black. There has been an increase in number of non-Black domestic students as well international students. Gasman and Nguyen (2015) found that HBCU presidents advocate hosting international exchange students as a way to expose their students to new ideas and people from different cultures.

Challenges. The majority of HBCUs were founded during times when students of color were not admitted into historically White postsecondary schools. Yet today, not only are

minority students admitted into Predominately White Institutions, these students are often intentionally recruited in order to increase diversity and representation on PWI campuses. Andrews, No, Powell, Rey, and Yigletu (2016) proposed that factors such as "increased accountability and assessment measures, competition, state mandates, declines in state and federal funding, changes in the classroom and pedagogical landscape, and diminutive endowments" (p. 151) threaten the survival and sustainability of HBCUs.

Factors such as globalization of higher education have also contributed to the challenges faced by several traditional Historically Black Colleges and Universities. Ngwainmbi (2006) argued that globalization is spreading quickly in both developed and developing nations, which could result in a decline in foreign talent coming to the U.S. If foreign nationals choose to remain in their native lands or migrate elsewhere, HBCUs could be affected as a result because there will be a decline in the number of qualified foreign faculty members teaching at these schools (Ngwainmbi, 2006).

Historically Black Colleges and Universities often pride themselves on tradition leading some administrators to oppose rebranding and/or the idea of becoming market driven. According to Kelderman (2010) as cited in Andrews et al. (2016), "HBCU stakeholders who oppose these changes question the effects of a new mission and image on the longstanding mission, culture, and history that has historically branded these institutions" (p. 151). This can be particularly challenging because higher education has and will continue to evolve meaning that institutions of higher education must be mission driven as well as market driven (Andrews et al., 2016).

HBCUs and Their Continued Relevance

The argument regarding whether Historically Black Colleges and Universities are still necessary within the 21st century has been an ongoing debate. However, research and statistical

data on degree attainment among HBCU attendees supports the fact that HBCUs continue to make great contributions to our nation. With more than 20% of all African American college graduates earning degrees from HBCUs, these institutions have and will continue to be relevant (Gasman, Baez, Drezner, Sedgwick, & Tudico, 2007). HBCUs serve more disadvantaged students than any other postsecondary institutions in the nation (Abelman, & Dalessandro, 2009). These colleges and universities have a higher proportion of academically underprepared and financially disadvantaged students because their missions focus on providing postsecondary educational opportunities for these specific student groups (Karkouti, 2016). According to Allen (1988) as cited by Karkouti (2016), HBCUs seek to correct underprepared students' academic deficiencies and "graduate them equipped to compete successfully for jobs or graduate/professional school placements in the wider society" (p. 405).

Arroyo and Gasman (2014) emphasized that many critics are debating HBCUs' future as remaining historically Black due to the enrollment increase in the number of non-Black students. According to Arroyo and Gasman (2014):

> Currently 13% of HBCU students are white, 3% are Latino, and 1% are Asian American (Gasman 2013). Given the changing demographic of the nation—with large growth among Latinos and Asian Americans—it is more than likely that HBCUs, like other colleges and universities, will change over the coming decades (p. 63).

Continuing open access policies and maintaining diversity initiatives is advantageous because it will ensure continued HBCU success as the nation continues to evolve into an increasingly diverse country (Griffin & Hurtado, 2011).

John and Stage (2014) proposed that if the U.S. desires to meet its goal of having the highest college degree attainment rates internationally by 2020 (The White House, 2013),

Minority-Serving Institutions must receive attention and support. The U.S. Department of Education (2013) predicts that the rate of White students enrolling in college will increase by 4% between 2010 and 2021, while the enrollment for Black and Asian students is expected to increase by 20%; the highest increase is predicted to be 42% among Hispanic students. Minor (2005) suggested that the very survival of HBCUs is heavily dependent on "rejuvenated institutional commitment and new-found vision" (p. 3). In an interview conducted with retiring HBCU presidents and chancellors, the general consensus was that future HBCU leaders must articulate consistent and relevant visions for the institutions even with changing social and political climates (Fields, 2001).

U.S.-Educated and Foreign-Educated Faculty

The faculty role is pivotal in the academy. Arroyo and Gasman (2014) discussed how faculty are central in creating holistic institution conditions and fostering environments for student success. Students generally do not attribute their academic success to a particular academic program, but to a certain instructor whose teaching had an impact on their learning and personal growth (Arroyo & Gasman, 2014).

Recruiting, Hiring, and Retaining Diverse Faculty

Predominately White Institutions and Minority-Serving Institutions both aim to recruit and employ diverse faculty. Collins (2008) mentioned that institutions want increase diversity among faculty especially in terms of gender, race, ethnicity, and national origin. Despite various diversity initiatives, faculty of color are still underrepresented at many colleges and universities, particularly PWIs. According to the article "Systematic Racism in Higher Education" (2015), statistics from 2011 show that only 19% of all full-time faculty members across the U.S. were Asian American, Black, Latino, or Pacific Islander.

Perna, Gerald, Baum, and Milem (2007) found that postsecondary institutions are making some progress in increasing the representation of Black students, yet these institutions have not made meaningful progress in increasing the representation of Blacks among their faculty. African American students often become frustrated by the lack of African American role models in visible faculty and leadership positions at their institutions. (Hughes & Howard-Hamilton, 2003). According to Hughes and Howard-Hamilton (2003):

> The number of African American faculty members has an impact on whether students are attracted and retained in institutions of higher education (Howard-Hamilton, Phelps, and Torres, 1998; Freeman, 1997; Hughes, 2001). In fact, the success of black students who attend predominantly White institutions is greatly influenced by relationships with faculty, administrators, and students (Howard-Hamilton, Phelps, and Torres, 1998; Freeman, 1997; Hughes, 2001). For example, according to Defour and Hirsch (1990), the sheer presence of African American faculty at institutions of higher education may encourage African American students to persist (p. 97).

McConner (2014) stated the underrepresentation of culturally diverse faculty at Predominantly White Institutions often make junior minority faculty more vulnerable to isolation, which often threatens their personal and collective identities. Not only can this lead to issues of retention, this can also discourage qualified African American academics from considering employment at PWIs.

In terms of gender representation, women faculty members often deal with struggles that their male counterparts do not, which can lead to retention issues. According to Davis, Reynolds, and Jones (2011), “women sometimes occupy a tenuous position within the academy due to pervasive male privilege and the marginalizing dynamics of hegemonic patriarchy” (p. 32). If

institutions are seriously committed to hiring and retaining qualified women, they must understand women's struggles with being viewed as serious scholars who make important contributions to the field (Davis, Reynolds, & Jones, 2011).

Foreign-educated faculty members are often heavily recruited for their knowledge and expertise. Dedoussis (2007) suggested that attracting and retaining qualified international faculty is necessary. Postsecondary institutions in the U.S. actively recruit international students, faculty, and scholars to diversify their campuses (Mamiseishvili, 2010). Akulli (2015) discussed how a high number of faculty members in STEM disciplines at universities across the United States are foreign-born scholars who make great contributions as it pertains to teaching, research, and service.

The Faculty of Historically Black Colleges and Universities

Faculty members at HBCUs have always represented a various range of ethnicities, genders, and nationalities. Since their founding, White faculty members have had noticeable presences on HBCU campuses (Gasman et al., 2010). The majority of HBCUs did not have Black presidents until the mid-1930s or 1940s (Gasman & Nguyen, 2015). Anderson (1997) noted that faculty members at traditionally Black postsecondary institutions became predominantly Black over time, particularly due to limited teaching and research opportunities at PWIs. Although there was a noticeable increase in the number of Black faculty teaching at HBCUs during the mid-20th century, these institutions have always accepted and employed White faculty members (Gasman & Nguyen, 2015).

There are several reasons why faculty choose to teach at Historically Black Colleges and Universities. Many Black faculty prefer to teach at HBCUs because they want to give back to their communities by preparing the next generation of Black students (Gasman & Nguyen,

2015). More faculty opportunities are available today at historically Black institutions as a result of PWIs' minority faculty recruitment efforts, which has created competition in hiring and retaining Black faculty. With diversity and inclusion initiatives being a primary focus at many of today's universities, Predominately White Institutions try to recruit and hire qualified Black graduates for faculty positions which means that there are greater chances of finding faculty positions at an HBCU (Conrad & Gasman, 2015). It is also noted that HBCU graduates tend to teach at HBCUs. Perna (2001) mentioned that more than half of the African American faculty who earned their undergraduate degrees from HBCUs are employed at HBCUs, while 70% of African Americans who earned their doctoral degrees at HBCUs are employed at HBCUs.

There is a considerable body of literature on faculty diversity, but it often excludes HBCU faculty (Gasman et al., 2010). Despite this dilemma, there is some research that examines faculty diversity at HBCUs. Gasman and Nguyen (2015) explained that there were some Asian and White faculty members who taught at HBCUs during the 1970s and 1980s, primarily in the sciences. As these faculty members began to inform faculty colleagues outside of HBCUs that teaching at HBCUs was acceptable, more Asian and White faculty members pursued such opportunities (Gasman & Nguyen, 2015). When it comes to faculty diversity, approximately 72% of full-time HBCU faculty were African American, Latino, Native American, or Asian/Pacific Islander, and 27% of HBCU full-time faculty were White between the 2000-2010 (Gasman et al., 2010). Provasnik, Shafer, and Snyder (2004) noted that women represented almost half of the faculty population; approximately 42% of HBCU full-time faculty members in 2001 were women.

Foreign-Educated Faculty

American higher education has become immersed in the international economy making it necessary for colleges and universities to understand and address important global issues (McRobbie, 2008). Intercultural competence is an important component of globalization initiatives. Being competent from an intercultural context means having the ability to appreciate different cultures, interact effectively in cross-cultural situations, and having the skills necessary to adapt to different cultures (Gopal, 2011). With many young Americans being disconnected from the rest world in terms of understanding global economics, politics, and world issues, Rios, Montecinos, and van Olphen (2007) highlighted the importance of incorporating international education into various levels of education. McRobbie (2008) explained that in order for the U.S. to conduct itself effectively in a competitive international environment, citizens must become educated and gain exposure to the world beyond U.S. borders. America is viewed as one of the world's most diverse melting pots, which in turn has made international migration a prominent feature (Lin, Pearce, & Wang, 2009). Among the population of foreign-born nationals who migrate to the U.S. are highly qualified scholars, researchers, and educators.

North (1995) emphasized that international students who earn their doctoral degree in the United States are more likely to pursue academic related career opportunities in the U.S. According the National Science Foundation (2015), there were 54,070 research doctorate degrees awarded by U.S. postsecondary institutions in 2014 representing "the highest number ever reported by the Survey of Earned Doctorates (SED)" (p. 2). Corley and Sabharawal (2007) believed that this trend will result in institutions continuing to have a relatively high number of foreign-born faculty members, ultimately making it the responsibility of universities to invest more resources in recruitment and retention efforts.

Many research universities in the United States have foreign-born faculty members who make great contributions to their academic fields and the universities where they work. As higher education continues to diversify, institutions are taking interest in faculty members who desire to work outside of their native lands (Webber, 2012). Kim, Twombly, and Wolf-Wendel (2012) found that growth among new foreign-born faculty hires exceeded the representation of domestic racial/ethnic minority groups. This increase is primarily due to changes in U.S. immigration laws during the 1990s that allowed highly skilled workers, especially those with doctorates and terminal degrees, to immigrate to the United States. The Immigration Act of 1990 enables U.S. colleges and universities to invite and employ foreign-born and foreign-educated professionals as immigrants on temporary exchange and work visas (Gahungu, 2011). Colleges and universities are investing more resources in employing and retaining foreign-educated faculty. Therefore, it is important for academic departments and administration to understand the contributions foreign-born faculty make to their institutions, the cultural and adjustment challenges that they face, and where these faculty members may need institutional support.

Statistics. There were approximately 38.5 million foreign-born people in the U.S. in 2009 (Gahungu, 2011). Lin et al. (2009) found that the percentage of foreign-born faculty (22.1%) was almost double the overall foreign-born population (11.7%). These faculty members are represented at all institution types, but have the highest concentration at research universities (Corley & Sabharwal, 2007; Mamiseishvili, 2013; Mamiseishvili & Rosser, 2010). Mamiseishvili & Rosser's (2010) research findings from data retrieved from the 2004 National Study of Postsecondary Faculty (NSOPF) showed that 58.8% of foreign-born faculty members were employed at research universities. The highest numbers of foreign-born faculty and

scholars came from China (22%), India (9.4%), South Korea (9.3%), Japan (5.4%), Germany (5%), and Canada (4.5%) (Kim et al., 2011).

Precise numbers of international employees working in U.S. institutions of higher education are difficult to find. Gahungu (2011) proposed that outside of the science, technology, engineering, and mathematics (STEM) fields, researchers could only rely on broad estimates of overall labor statistics such as the ones collected by the Bureau of Labor Statistics. According to Gahungu (2011), in 2001, 38% of engineering faculty members in American colleges and universities were foreign-born, 35% medical scientists were foreign-born, as were 29.2% of mathematical science faculty. In 2003, 51% of the individuals who earned doctoral degrees in the United States in engineering and science fields were foreign-born (Bound, Turner, and Walsh, 2009; Kim et al., 2012). Statistics from the National Science Foundation indicated that almost 20% of the scientific workforce in the U.S. consisted of foreign-born employees, with foreign-born scientists accounting for 20.9% of all science and engineering faculty positions at U.S. universities (Corley & Sabharwal, 2007).

Findings from the study conducted by Lin et al. (2009) indicated that foreign-born faculty members were more likely to specialize in teaching in the sciences (43.5%) when compared to native-born faculty (31.4%). Results also indicated that native-born faculty were more likely to specialize in teaching education (10.3%) and liberal arts/social science (20.1%) when compared to foreign-born faculty (3.9% education and 13.5% liberal arts/social science). A similar pattern could be found for faculty members conducting research in the same areas. More foreign-born faculty conduct research in the sciences when compared to native-born, while more native-born faculty conduct research in education and liberal arts/social science (Lin et al., 2009). The Institute of International Education (2011) estimated that of the 115,313 international scholars

teaching or conducting research in the U.S. during the 2010–2011 academic year, the majority of these individuals were primarily concentrated in science and engineering disciplines.

Contributions. Webber (2012) indicated that it is critical for institutions to take initiative in understanding foreign-born faculty and how they compare to U.S.-born faculty. According to Mamiseishvili and Rosser (2010), the comparison of international and domestic faculty members' productivity highlights the significant role foreign-educated faculty members have in U.S. higher education, particularly in the area of research. The notion that foreign talents contribute to the strength of American higher education is supported through research that consistently indicates that foreign-born faculty outperform their native-born counterparts (Lin & Gao, 2010).

Collins (2008) conducted a series of studies to examine the experiences of faculty from abroad. In one study, there were surveys completed by 334 students who had previously enrolled in courses with foreign-born teachers. The findings showed that over 95% of respondents viewed being taught by a foreign-born faculty member as a positive experience, even if English was not the faculty members' first language (Collins, 2008). Skachkova (2007) specified that foreign-born faculty often bring advantages to the teaching and learning process despite teaching in a different culture as they are able to bring diverse perspectives to the classroom.

Mamiseishvili's 2010 study, *Foreign-Born Women Faculty Work Roles and Productivity at Research Universities in the United States*, found a statistically significant difference in research and teaching at the undergraduate-level between foreign-born and American-born women faculty. Foreign-born women faculty produced more research as evidenced by the higher output of scholarly works. When it came to teaching, research indicated that foreign-born women taught less numbers of students than U.S.-born women faculty even though assigned teaching

responsibilities were similar. Despite lower numbers of students being enrolled in classes taught by foreign-born women scholars, this study indicates that they are highly productive when it comes to research.

Another Mamiseishvili study conducted in 2013 detailed the contributions foreign-born faculty can make to doctoral education and research. They can make beneficial contributions by serving as mentors for students, especially international students and ethnic minorities. Research suggests that foreign-born faculty members are often able to display empathy and identify with their international and minority students because they can relate to their personal struggles (i.e. cultural adjustment, overcoming linguistic barriers) (Mamiseishvili, 2013; Skachkova, 2007). Teaching and mentoring students from underrepresented and international groups will not only benefit students, but can also give foreign-born faculty personal satisfaction in knowing they are contributing to their students' success.

Challenges. Foreign-born faculty have become a vulnerable group because they are faced with problems that on-campus support often do not address. According to Collins (2008), foreign-educated faculty face difficulties on U.S. campuses that include complicated relations with students; feelings of isolation and; for those seeking permanent residency into the U.S., legal and cultural difficulties associated with the process of obtaining this permanent immigration status. According to Gahungu (2011):

> Being a faculty member at the college level, particularly in a U.S. college or university, is a journey full of challenges and opportunities. From a programmatic perspective, foreign-born and foreign-educated academics bring with them a heavy baggage of not only being born and raised in another culture, but also of limited familiarity with the U.S. higher education system (p. 7).

These problems could be a result of college/university administration not knowing these issues exist or because administration does not have a clear understanding of appropriate resources and support to provide to foreign-born faculty facing these particular problems (Gahungu, 2011).

There are multiple research studies that detail the experiences of foreign-born faculty including studies that indicate that pre-tenure international faculty feel the same kinds of stress as U.S.-born faculty. In addition to the stress of obtaining tenure, foreign-born academics often experience concerns and problems dealing with immigration rules and regulations; discrimination; varying cultural values; difficultly socializing with colleagues, administrators, and students; and difficulty with academic expectations (Kim et al., 2012; Skachkova, 2007; Theobald, 2007; Thomas & Johnson, 2004). Manrique and Manrique (1999) found that international faculty often experience being a "minority" for the first time when they are in the United States. Although foreign-born scholars produce higher levels of research, they often experience lower levels of work satisfaction and lower salaries than their American-born peers (Corley & Sabharwal, 2007).

Teaching from an international perspective can create uncertainty and frustration for those unfamiliar with expectations. The demands are often greater for foreign-born faculty because the U.S. educational system often differs from the educational system in faculties' home countries (Collins, 2008; Rios et al., 2007). Cultural differences in educational practices often lead to misunderstandings between faculty and students. Sisco and Reinhard (2007) suggested that American students are more demanding than students in other countries. Due to the high cost of education, students in the U.S. expect faculty members to perform well. Foreign-educated academics often come to the U.S. uniformed about the U.S. educational system, particularly the grading system (Gahungu, 2011). American students are not afraid to ask their instructors

questions and they are willing to "fight" for their grades, whereas this is not a common occurrence in most cultures (Sisco & Reinhard, 2007).

Ngwainmbi (2006) discussed unique challenges experienced by foreign-born faculty at HBCUs. He explained that highly qualified foreign-born faculty at HBCUS are often overworked, underpaid, and underappreciated. Ngwainmbi detailed the conflicts that frequently occur between African American and African-born professors. While some African American professors feel threatened that foreign faculty are taking their positions, some African-born professors believe that African American professors are not qualified to work at PWIs, so they work at HBCUs "because they have nowhere else to go" (Ngwainmbi, 2006, p. 28).

There are also cultural biases that exist among students in the classroom. Both White and African American students usually accept the authority and expertise of White faculty, while questioning the expertise of Black professors (Ngwainmbi, 2006). Both student groups minimize the knowledge of foreign-born faculty members. As globalization continues to spread around the world and developing nations implement free-market policies, HBCUs could be effected as foreign scholars choose to remain in their native lands or work somewhere other than the U.S. (Ngwainmbi, 2006).

Teaching Excellence

Excellence in college teaching is multifaceted. McKeachie (1997) stated, "good teaching involves building bridges between what is in your head and what is in the students' heads" (p. 1224). Faculty members have an important role in the lives of their students. Otieno et al. (2013) explained that students admire instructors for their knowledge and accomplishments. Since faculty are the primary figures in facilitating learning and growth on American college

campuses, faculty must understand and utilize various components of teaching excellence in order to help students reach their full potential.

Chickering and Gamson's Seven Principles

Chickering and Gamson's *Seven Principles For Good Practice in Undergraduate Education* is one of the most acknowledged publications on teaching effectiveness. Published in 1987, the seven principles were based on research on quality teaching and learning in higher education. The seven principles are as followed: (1) encourages contact between students and faculty; (2) develops reciprocity and cooperation among students; (3) encourages active learning; (4) gives prompt feedback; (5) emphasizes time on task; (6) communicates high expectations; and (7) respects diverse talents and ways of learning (Chickering & Gamson, 1987).

The seven principles influenced multiple studies and the development of several instruments related to assessing teaching effectiveness. The College Student Experiences Questionnaire, developed by C. Robert Pace in 1979, is a research tool containing indicators that can be adapted to measure several of the seven principles. (Chickering & Gamson, 1999). According to Chickering and Gamson (1999), there is a now a newer edition of the College Student Experiences Questionnaire that was inspired by their "Seven Principles" research that contains items that address more of the principles.

The Learning Process Inventory and Assessment (LPIA) was created by Richard Webster at Ohio State University. The LPIA is an inventory designed for assisting faculty members in communicating their subject matter effectively, as well as assisting students in managing their own learning process. Ewell and Jones (1996) discussed how they were able use the seven principles to create a larger list of good teaching practices. Ewell went on to lead the creation of the National Survey of Student Engagement (NSSE). The purpose of the NSSE instrument is to

assess the extent to which postsecondary institutions display characteristics and commitments to high-quality student outcomes (Chickering & Gamson, 1999).

Teaching Effectiveness & Student Performance

One of the most important characteristics of excellent teaching is teachers showing students that they value student success. McKeachie and Svinicki (2013) stated that demonstrated interest in students' success helps alleviate student anxieties and creates self confidence in students' learning abilities. Excellent teachers are known for being experts in their field of instruction (Buskist et al., 2002; Richmond, Boysen, Gurung, Tazeau, Meyers, & Sciutto, 2014). Characteristics and behaviors of teachers who use effective teaching practices include making students feel welcomed; providing prompt feedback; recognizing differences in abilities and learning styles; using technology; establishing rapport; approachability; creating an instructional environment; accessibility; facilitating active learning; and showing respect for students (Ilie, 2014; Micari & Pazos, 2012; Otieno et al., 2013; Ritter & Lemke, 2000; Ryan & Wilson, 2014; Simsek, 2013).

Positive Student-Faculty Interactions. There is an abundance of literature that details the importance of positive student-faculty relationships. Benson, Cohen, and Buskist (2005) found that students are more likely to attend class, experience enjoyment, and communicate with instructors who establish rapport with their students. Multiple studies have found that students perform better when they feel they have positive relationships/interactions with professors, while students who feel alienated by their instructors are more likely to perform poorly (Otieno et al., 2013; Micari & Pazos, 2012). Student confidence and personal academic self-concept are strongly related to their relationships with their instructors (Micari & Pazos, 2012). Positive student-faculty interactions not only effect students' academic aspirations, but their intellectual

and personal development, also (Simsek, 2013). Webb and Barrett (2014) found that several researchers consider interpersonal relationship building necessary for "effective transmission of ideas between instructors and students to occur" (p. 15).

Understanding Students' Needs through Assessment. Quality teaching and encouraging active learning among students are dependent on understanding students' needs. Groccia (1997) explained that learning takes place when students are challenged to understand and interpret different viewpoints and acquire new information. Therefore, educators are responsible for understanding how to best facilitate an authentic learning process. Balam and Shannon (2010) proposed that student evaluations are still the most dominant form of assessing effective teaching in higher education. One particular issue with student evaluations of faculty performance is that instructors often dismiss the ratings as an unreliable source to measure teaching effectiveness (Balam & Shannon, 2010). Although student feedback is often dismissed, Chism (1999) suggested that students provide the most useful feedback regarding instructors' teaching strategies and whether the teaching strategies implemented by the teacher had an effect on student learning overall. Faculty benefit from gaining feedback from student assessments because it can equip faculty with the tools necessary to enhance and improve their teaching.

Many colleges and universities value student feedback and have adjusted teaching practices based on student recommendations. North Carolina A&T State University, a historically Black institution established in 1891, is part of the Wabash National Study of Liberal Arts Education (Wilson, 2010). North Carolina A&T State University chose to be a part of the Wabash National Study in order to enrich their academic programs. Through this study, the university actively sought student feedback to better understand which teaching practices were most effective in facilitating student learning. As a result, the university initiated more tutoring

programs for students based on the feedback that was received (Wilson, 2010).

Traits and Behaviors of the Ideal Professor

Humans tend to be subjective which implies that preferential teaching and learning methods can vary from person to person. Otieno et al. (2013) found that objectivity is a quality that has to be learned over time. Even though individuals are typically subjective when it comes to personality trait preferences, literature shows that most learners agree on the qualities and behaviors that an ideal faculty member should exhibit.

There is consensus that traits and qualities of the ideal professor include accessibility, establishing comfortable learning environments, providing a variety of course content, being knowledgeable, establishing rapport, and having realistic expectations (Epting, Zinn, Buskist, & Buskist, 2004; Komarraju, 2013; Otieno et al., 2013; Schaeffer, Epting, Zinn, & Buskist, 2003). Students are particularly concerned with learning from faculty who value student success. Komarraju (2013) stated that when students are supported it has a direct impact on their learning outcomes.

Epting et al. (2004) used a 40-item survey to evaluate students' perceptions of the characteristics of Ideal teachers versus Typical teachers. The survey contained items related to classroom behavior, course design, and personality traits (Epting et al., 2004). Overall, Typical professors showed many of the same characteristics as Ideal professors, however, at lower desired percentages (e.g., Typical professors made themselves available but not as often as an Ideal Professor would). The research showed that students preferred their Ideal professor to be more accessible, as well as a professor who provides variety in course delivery and content. Students also agreed that their Ideal professor would provide more opportunities for student feedback.

Webb and Barrett (2014) conducted a study that assessed student views of instructor-student rapport in the college classroom. The researchers categorized different behaviors associated with rapport into the following classifications: (a) uncommonly attentive instructor behaviors (referring to students by name, demonstrating enthusiasm, prompt email responses), (b) connecting behaviors (funny, easy going, approachable, informal), (c) information sharing behaviors (gives advice, imparts knowledge, communicates clear expectations), (d) courteous behaviors (open to questions, understanding, creating an learning environment where students are permitted to speak openly), and (e) common grounding behaviors (personable, relatable, down to earth) (Webb & Barrett, 2014). The implications from these research findings indicated that teachers should make an effort to understand students' desires and expectations. Teachers should also try to make an effort to exhibit these "ideal" behaviors in order to create learning environments conducive to learning (Webb & Barrett, 2014).

Teaching-Focused vs. Research-Focused

The professoriate as an occupation encompasses many responsibilities that typically include teaching, research, scholarship, and service. Zimmerman (2015) argued that there is substantial evidence that some faculty do not value teaching as much as research. However, studies indicate that university culture, expectations, and rewards are key reasons why teaching typically does not get the same level of attention from professors (Zimmerman, 2015). On average, faculty who devote more time to teaching earn less than faculty who devote more time to publishing and conducting research (Zimmerman, 2015). Research is the primary focus for faculty, particularly those in tenure-track positions, as research is most valued by academic colleagues and is most important for successful promotion and tenure at the majority of doctoral-granting institutions with high to moderate research at activity (Mamiseishvili & Rosser, 2010).

Foreign-born Faculty as Researchers. Several studies have shown that foreign-born scholars have a stronger preference for research and are more productive in research compared to U.S.-born academics (Corley & Sabharwal, 2007; Kim et al., 2011; Mamiseishvili, 2010; Mamiseishvili, 2011; Mamiseishvili & Rosser, 2010). Weber (2012) suggested that there are multiple reasons for the difference in research productivity between foreign-born and U.S.-educated faculty. According to Mamiseishvili & Rosser (2010), foreign-educated academics intentionally devote more time to research because this is the area where they feel that they can excel and receive the most recognition. It was also noted that foreign-born faculty might feel compelled to devote their time to research "because of stereotypes and the questioning of their credibility are less likely to be a barrier for them in research, than in teaching or service" (Mamiseishvili & Rosser, 2010, p. 104).

While previous studies indicate that foreign-born faculty were less involved in teaching at both the undergraduate and graduate levels (Mamiseishvili, 2010; Mamiseishvili & Rosser, 2010), Mamiseishvili (2011) found that the differences in teaching were due to the total number of students taught as opposed to actual course load responsibilities. On average, U.S.-educated faculty had higher numbers of students enrolled in their courses. Manrique and Manrique (1999) proposed that the type of classes taught by foreign-born faculty were usually more technical in nature (i.e. engineering and science courses); these courses were often outside of general education requirements while social science courses often have higher enrollments. Another factor that contributes to foreign-born faculty members' preference for research is that the teaching and educational practices were different in the U.S. Luxon and Peelo (2009) discussed how research methods and practices are usually consistent internationally while teaching is unique based on local educational practices that might be unfamiliar to foreign nationals.

Which Should Receive Priority? Teaching or Research. Academics who devote more time to research typically do not have the time to be equally committed to teaching. Prioritizing research over teaching is often not based on individual choice, but is dictated by institution type and expectations, especially at research universities (Corley & Sabharwal, 2007). Teaching expectations typically vary for women faculty because of gendered roles placed on them. Women faculty in turn often have higher teaching expectations compared to their male colleagues (Mamiseishvili, 2010). Felder (1994) implied that excelling in both teaching and research is something that very few academics are able to achieve successfully. Professors put their research priorities before teaching because institutional incentives (i.e. promotion, tenure, recognition) encourage them to do so (Zimmerman, 2015).

Being a good researcher can benefit the university and increase one's likelihood of obtaining promotion and tenure, but the skills necessary for being a good researcher are different from the skills necessary for being a good teacher (Felder, 1994). The goal of research is to discover new knowledge while that of teaching is to impart this knowledge to learners. According to Felder (1994), researchers feel the greatest satisfaction when they are "performing their experiments, interpreting the data, struggling through their derivations" (p. 106). On the contrary, excellent teachers are more outwardly directed individuals who enjoy contact with students (Felder, 1994). They often appear to be more noticeably enthusiastic than their colleagues who are more research-oriented (Felder, 1994).

Teaching and research are both important components of education. Some academics are able to link teaching and research by establishing teaching ideas based on their research. According to Boice (2000), the academy does recognize teaching effectiveness as critical and there have been several institutions making an effort to implement resources such as faculty

development programs that focus on educating faculty on effective teaching practices. Although teaching excellence rarely gains the recognition that research excellence brings, teaching will always be necessary and is fundamentally essential to higher education (Mamiseishvili & Rosser, 2010).

The Call to Teach

Teaching is a challenging human action that involves many tasks. According to Fink (2005), these tasks include being knowledgeable of the subject matter, making decisions about the purpose of the learning experience, having interactions with students, and managing instruction. There is research that provides guidelines of effective teaching practices, but those who truly value and are passionate about teaching view it as a calling. Individuals who are 'called to teach' recognize that students' learning matters (Buskist et al., 2005).

Buskist et al. (2005) discussed the impact that teachers have on students when they exhibit genuine enthusiasm towards teaching. The primary reason for pursuing a career in teaching is for educators to transfer information to students. This is referred to as the teaching triad because it involves the student, teacher, and knowledge (Buskist et al., 2005). "Whether the teaching situation is construed as traditional, Web–based, distance education, or the myriad other forms that education may take, these three elements represent the essence of teaching" (Buskist et al., 2005, p. 115).

The second reason to teach is to make subject matter relevant to learners. Presenting information to students is important. Nonetheless, it is equally important to show students the relationship between the subject matter and real life context (Buskist et al., 2005). Relevant subject matter increases student engagement and participation. Relevance also increases the likelihood of students attending class, and feeling both an intellectual and emotional connection

to the subject matter (Buskist et al., 2005). Relating course content to everyday life situations gives students the opportunity to think critically. For most teachers, encouraging critical thinking is as important as the actual subject matter itself (Buskist et al., 2005).

Teachers who acknowledge their calling recognize the powerful influence they have on their pupils. Buskist et al. (2005) explained, "students change majors, chart new career plans, and make profound personal changes in their lives because of a teacher's influence" (p. 114). Therefore, it is important that faculty who find teaching rewarding continue to demonstrate their passion as it has been shown to have positive effects on learners.

Master Teacher

Understanding teaching excellence is an area that warrants substantial research and assessment. Buskist et al. (2002) conducted a research study that focused on examining characteristics and traits of master teachers. Master teachers are able to engage students in the learning process and alter their teaching style based on utilizing the most effective teaching methods for their course content (Buskist et al., 2002). They are also knowledgeable, prepared, and exhibit good class management skills. Master teachers have different personality types that allow them to be unique and use their personal strengths in the classroom setting (Buskist et al., 2002). Four areas that master teachers are able to accomplish effectively compared to other teachers are as followed: inspire their students to learn, actively assist their students in the learning of course content, find ways to make subject matter interesting, and demonstrate to their students that learning is an enjoyable process (Buskist et al., 2002).

Buskist et al. (2002) assessed the qualities and traits master teachers attributed to their success by evaluating how award-winning teachers described their keys to success, and how students perceived master teachers. Buskist and his fellow researchers were able develop a list of

40 qualities based on the perspectives from the teacher and student groups who were evaluated. The researchers were then able to narrow down the items further to 28 distinct qualities after they had students identify which behaviors they deemed as essential for teaching excellence. The second phase of evaluation involved having 916 undergraduate students and 118 faculty members rank the importance of the 28 items. The students and faculty were asked to rank the top 10 qualities/behaviors that were most important to master teaching (Buskist et al., 2002).

The results showed that faculty and students agreed on six of the top 10 qualities and behaviors. The six were (a) realistic expectations/fairness, (b) knowledgeable, (c) approachable/personable, (d) respectful, (e) creative/interesting, and (f) enthusiasm. Although the top six qualities were held in common by faculty and students, the order in which the items were ranked varied between the two groups. The remaining four items varied between the faculty and student participants; faculty emphasized specific elements of classroom instruction while and students emphasized aspects of student–teacher interactions (Buskist et al., 2002).

Teacher Behavior Checklist. The 28-item assessment developed by Buskist et al. (2002) was eventually named the Teacher Behavior Checklist (TBC). Keeley, Smith, and Buskist (2006) further assessed the instrument in two separate studies. The instrument was proven to have high internal reliability in the first study. The second study showed that the Teacher Behavior Checklist had high test-retest reliability. Both studies resulted in a determination that the TBC was psychometrically sound (Keeley et al., 2006).

McGovern and Miller (2008) proposed that the TBC is an empirically valid resource for faculty members to use to assess the teaching behaviors and qualities they value most. In addition to helping faculty identify their most valued teaching qualities and behaviors, Buskist et al. (2002) predicted that the TBC would be useful for teachers to help them “improve on a low

score on any of the 28 items because items on the TBC have behavioral anchors" (p. 90), which can help faculty become better teachers. The TBC has been used in multiple studies, including research studies that involved assessing how different faculty populations ranked the 28 items on the TBC assessment.

Schaeffer et al. (2003). Schaeffer, Epting, Zinn, and Buskist (2003) used TBC inventory in a study where they compared similarities and differences in community college faculty and students' TBC rankings. The results were similar to the results in of the original study conducted by Buskist et al. in 2002. Faculty and students selected the following as their top 10 qualities and behaviors: (a) approachable, (b) creative/interesting, (c) encouraging/caring, (d) enthusiastic, (e) flexible/open-minded, (f) knowledgeable, (g) realistic expectations, and (h) respectful. Like the 2002 study conducted by Buskist and research colleagues, the differences in rankings among faculty focused on teaching behaviors. The difference in student rankings emphasized student-teacher relationships.

Ismail (2014). Ismail's 2014 doctoral dissertation entitled, *Foreign and US-educated Faculty Members' Views on What Constitutes Excellent Teaching*, focused on identifying and comparing the TBC rankings of foreign-educated and U.S.-educated faculty. The participants for this study were faculty from 14 institutions within the Southern Regional Education Board. Of those contacted, 448 of the 5,238 faculty members participated in the study. Of the 448 participants, 139 were foreign-educated and 309 were U.S.-educated.

Participants were asked to rank their top 10 qualities and behaviors from the 28 items. The results indicated that foreign-educated and U.S.-educated faculty agreed on eight qualities, but in different ranked orders. The common qualities were as followed: (a) knowledgeable, (b) enthusiastic, (c) creative/interesting, (d) promotes critical thinking, (e) effective communicator,

(f) approachable/personable, (g) encourages/cares for students, (h) manages class time/punctuality. The results showed that the qualities knowledgeable and enthusiastic were typically ranked as the first and second most important qualities. Although the participants' demographic characteristics (gender, academic discipline, participation in a graduate developmental program prior to faculty appointment, academic rank, and years of teaching experience) did not have an effect on the top eight common qualities that were selected, the order in which the items were ranked was statistically different. Dr. Ismail found that U.S.-educated faculty ranked enthusiastic statistically higher than their foreign-educated counterparts, while foreign-educated faculty ranked confident and effective communicator statistically higher than U.S.-educated faculty.

Ford (2016). Ford's 2016 doctoral dissertation, *Identifying Effective Teaching Behaviors of Pharmacy Faculty Master Teachers*, focused on identifying the similarities and differences in TBC rankings for pharmacy program students and pharmacy faculty. The participants for this study were from 10 American research universities. Of the 856 faculty members who were emailed to participate in the study, 211 faculty members completed the TBC assessment. Accurate numbers pertaining to how many students were contacted could not be determined due to having to comply with FERPA regulations, however, there were a total of 213 pharmacy program students from four institutions who completed the survey.

Like previous TBC studies involving faculty, the participants were asked to identify their top 10 teaching qualities and behaviors. Pharmacy students and pharmacy faculty agreed on six of the 10 qualities. The agreed upon qualities and behaviors were as followed: (a) knowledgeable, (b) effective communicator, (c) approachable/personable, (d) enthusiastic, (e) realistic expectations, and (f) confident. The results showed that faculty across different ranks

(adjunct, assistant, associate, and full professors) agreed on seven out of 10 qualities: (a) approachable/personable, (b) effective communicator, (c) enthusiastic, (d) knowledgeable, (e) prepared, (f) promotes critical thinking/intellectually stimulating, and (g) strives to be a better teacher. The results also showed that students across different levels (first-year, second-year, third-year) agreed on eight of the top 10 qualities: (a) approachable/personable, (b) confident, (c) effective communicator; (d) enthusiastic, (e) knowledgeable, (f) realistic expectations, (g) respectful, and (h) understanding.

Ismail & Groccia (2017). Ismail and Groccia (2017) reported on the differences and similarities in TBC rankings among faculty at 14 institutions within the SREB. The data for this study were drawn from Ismail's 2014 doctoral dissertation research findings. The Teacher Behavior Checklist was administered to a total of 448 participants (309 were U.S.-educated and 139 were foreign-educated). The participants were asked to rank their top 10 teaching qualities and behaviors that they identified as necessary for excellent teaching. U.S.-educated and foreign-educated faculty agreed on eight of the 10 qualities. The common qualities included: (a) knowledgeable, (b) enthusiastic, (c) creative/interesting, (d) promotes critical thinking, (e) effective communicator, (f) approachable/personable, (g) encourages/cares for students, (h) manages class time/punctuality. When assessing for ranked differences within specific demographic characteristics (gender and discipline), there was statistical significant difference between foreign-educated and U.S.-educated faculty.

Summary

Historically Black Colleges and Universities have made great contributions to the American higher education system. HBCUs have been successful in educating and preparing more Black students than any other postsecondary institution type in the U.S. While many

question whether there is still a need for these Historically Black Colleges and Universities, the literature specifies that HBCUs offer supportive campus environments for students from underrepresented groups, in addition to offering an array of academic programs to meet the needs of learners. These institutions are diverse among students, faculty, administrators, and staff.

Among these diverse faculty members are foreign-educated academics who come from various countries around the world to teach in American postsecondary institutions, including HBCUs. Existing literature indicates that foreign faculty are particularly productive in research. In addition to contributing to research and scholarly publications, foreign-educated faculty members are able to bring unique teaching techniques to the classroom based on their personal cultural experiences that often differ from the traditional American pedagogical form of instruction. Faculty, both U.S.- and foreign-educated, can better understand the necessary components of teaching excellence through educational research and assessments that focus effective teaching practices.

CHAPTER 3: METHODS

Introduction

Historically Black Colleges and Universities (HBCUs) are institutions unique to the American postsecondary education system that have contributed to the success of Black students since the mid-nineteenth century. Today there are approximately 105 HBCUs, which represent about 3% of American postsecondary schools. HBCUs represent a relatively small number of institutions of higher education in the U.S., yet they have produced a disproportionately high percentage of the Black workforce (Arroyo & Gasman, 2014; John & Stage, 2014). According to Gasman, Lundy-Wagner, Ransom, and Bowman III (2010), there is significant research indicating HBCUs contribute to the success of Black students in such distinct ways that many scholars advocate following these institutions as exemplars for educating minority populations. As the modern workforce becomes increasingly competitive and globalized, HBCUs must continue adequately preparing their students by using effective teaching practices.

Purpose of Study

The purpose of this study was to identify perceptions of teaching excellence among faculty who teach at Historically Black Colleges and Universities. This study was designed to identify and compare U.S.-educated and foreign-educated faculty members' views of teaching behaviors and qualities necessary for effective teaching. Furthermore, this research aimed to identify and compare perceptions of teaching excellence among HBCU faculty and faculty who teach at universities within the Southern Regional Education Board (population assessed by Dr. Ismail in his doctoral dissertation published in 2014: *Foreign and US-Educated Faculty*

Members' Views on What Constitutes Excellent Teaching). Demographic information was collected from participants in order to compare survey data across multiple demographics. The demographic data collected from faculty included country of undergraduate and graduate degree attainment; gender; academic discipline; participation in a graduate developmental program prior to faculty appointment; academic rank; and years of teaching experience.

Research Questions

1. What are perceptions of teaching excellence among foreign-educated faculty who teach at Historically Black Colleges and Universities and how do these perceptions differ from those held by U.S.-educated faculty who teach at Historically Black Colleges and Universities?
2. Do demographic characteristics of foreign-educated and U.S.-educated faculty influence their perceptions of teaching excellence?
3. Is there difference in perceptions of teaching excellence among faculty at Historically Black Colleges and Universities and faculty at universities within the Southern Regional Education Board?

Research Design

This study focused on identifying faculty members' perceptions of which teaching qualities and behaviors were necessary for teaching excellence. A survey research design was determined to be the most effective method for collecting responses from the large sample of participants in this study. The participants were asked to rank their top 10 qualities and behaviors that they viewed as being necessary for teaching excellence from the 28-item TBC assessment. The TBC survey was administered to HBCU faculty participants using Qualtrics survey software.

Instrument

The survey instrument used for this study was the Teacher Behavior Checklist (TBC). The Teacher Behavior Checklist is a 28-item survey that was originally used to evaluate the qualities and traits of teaching excellence. According to TBC developers, Buskist et al. (2002), the Teacher Behavior Checklist was designed to identify the basic behaviors entailed in particular qualities associated with excellence in teaching. In 2006, Keeley, Smith, and Buskist assessed the TBC in two studies that resulted in the assessment inventory being evaluated as a psychometrically sound instrument. In the first study, the researchers found that the TBC had high internal reliability. The results from the second study "indicated that the test–retest reliability was at an expected level" (Keeley et al., 2006, p. 90).

The electronic Teacher Behavior Checklist designed for this study involved two sections. The first section consisted of demographic questions in which the faculty participants were asked to identify the following: gender, faculty rank, discipline, years of teaching experience, country of birth, country where undergraduate degree was earned, country where first graduate degree was earned, and country where highest graduate degree was earned. There was also a demographic question that asked participants to identify whether or not they participated in any graduate student professional development programs that prepared them for college/university teaching. The second section asked faculty to rank their top 10 teaching qualities and behaviors they deemed necessary for teaching excellence from the 28-item Teacher Behavior Checklist.

Participants

The population for this study consisted of faculty from Historically Black Colleges and Universities. The 10 participating institutions were selected based on institutional similarities in missions, types of academic programs offered, and Carnegie classifications; the selected

universities have doctoral degree granting programs and the majority of institutions were classified as having higher to moderate research activity. Faculty members from the following universities participated in the study:

1. Clark Atlanta University
2. Delaware State University
3. Florida Agricultural and Mechanical University
4. Howard University
5. Jackson State University
6. Morgan State University
7. North Carolina Agricultural and Technical State University
8. Prairie View Agricultural and Mechanical University
9. Tennessee State University
10. Tuskegee University

The degree programs offered at each university were reviewed prior to survey administration to ensure that faculty from similar academic programs were participants in the study. Of the ten selected universities, two of the universities have professional degree-granting programs that include a medical college and dentistry school (Howard University), and law schools and pharmacy schools (Howard University and Florida Agricultural & Mechanical University). The other eight universities do not have these professional programs, therefore, faculty from medical, dentistry, pharmacy, and law schools at Howard University and Florida Agricultural & Mechanical University were not contacted to participate in this study. Active faculty members from all other academic departments/colleges were contacted.

Data Collection and Procedures

The electronic TBC survey was constructed in Qualtrics where specific survey links were assigned to each university. Faculty participants were identified using publically available email addresses from the universities' websites. The survey was administered to faculty electronically via email. Attached documents in the emails included the Institutional Review Board approved information letter (Appendix A) and the Institutional Review Board Exempt Protocol approvals (Appendix B). No modifications were be made to the instrument as it has been found to be psychometrically valid. Participation was entirely voluntary and the identity of the participants was anonymous. No personally identifiable information was associated with participants' responses.

Data were collected from participants during the Fall 2016 semester. A modified version of the Dillman et al. (2014) survey administration technique was used to increase survey participation. Three separate emails were sent to the participants. Each of the emails contained information about the study and the university specific TBC survey links. The initial email notifications were sent at the beginning of the Fall 2016 term. The second, reminder emails were sent two weeks after the initial email contact attempt. The final email reminders were sent to faculty two weeks after the second emails were sent. The surveys closed two weeks after the final emails were sent to participants.

After the surveys closed, the data were downloaded from Qualtrics into Microsoft Excel. From the 3,769 faculty members who were contacted, there were 798 responses collected from Qualtrics for the 10 HBCUs. Survey responses that did not include distinctive rankings of 1-28 for the 28 qualities listed and did not include responses for "country of undergraduate education"

were eliminated from the final data set. The filtering process resulted in a total of 543 useable responses, which was an overall useable response percentage of 14.4%.

Of the 543 respondents, 470 (86.6%) were educated in the U.S. as undergraduates and 73 (13.4%) were educated in a foreign country as undergraduates. There were 235 (50.0%) male and 232 (49.4%) female respondents for the U.S.-educated group. Three responders (0.6% of the total sample) for the U.S.-educated group did not indicate their gender. Within the foreign-educated group, 46 (63.0% or 8.5% of the total sample) were male and 27 (37.0% or 5.0% of the total sample) were female.

The respondents were also classified into two distinct groups based on their responses to the demographic question asking them to identify their discipline: (1) STEM or (2) Social Sciences. 195 (35.9% of total sample) of the respondents were in STEM disciplines. 344 (63.4% of total sample) were in Social Sciences. Four respondents (0.7% of total sample) did not specify their discipline.

Data Analysis

IBM SPSS Statistics 23 software was used to analyze the statistical data. Non-parametric tests were used to determine if there were statistical differences between the ranks of the studied variables. Unlike parametric tests that assume that groups have normally distributed data [e.g. analysis of variance (ANOVA)], non-parametric tests such as the Mann-Whitney U and Kruskal-Wallis tests allow ranked and categorical data to be analyzed without specific distributional assumptions.

Research Question 1

In order to determine if the rankings between U.S.-educated and foreign-educated faculty differed statistically for each of the 28 items on the TBC, the number of times each quality was

specifically ranked in the top 10 was counted. For example, the number of times each quality was ranked number “1” was counted, the number of times each quality was ranked number “2” was counted, and so forth up to the number of times each quality was ranked number “10”. The sum of these frequencies for the U.S.-educated and foreign-educated populations were calculated and used to calculate a test statistic, which was used to determine if there were differences in the rankings between the two populations.

The Mann-Whitney U test was the statistical test used for the first research question since the data involved ranks and non-normally distributed data. The nonparametric, Mann-Whitney U test was more appropriate to use than the parametric ANOVA test, which relies on a normality assumption for all response data. The Mann-Whitney U test was able to utilize data for one numerical variable (ranks) without regard to the categorical groups (U.S.-educated versus foreign-educated) and rank selected teaching qualities/behaviors from least to greatest. This resulted in the lowest measurement being assigned a rank of “1”, and the next lowest measurement being assigned a rank of “2”, and so forth. Tied measurements were assigned an average rank.

The null hypothesis of the Mann-Whitney U test was the mean ranks of the groups are not distinctive. The alternative hypothesis was that at least one of the groups has a mean rank that is distinct from the other groups. Depending on the value, the chi-squared test measurement will confirm for or against the null hypothesis. P-values were calculated with the chi-squared distribution in order to reach a conclusion about the chi-squared test statistic. A significance level of 0.05 was used for this data analysis. If the p-value was less than 0.05, then it can be concluded that there was enough evidence against the null to reject it in favor of the alternative. If the p-value was greater than 0.05, then it can be concluded that there was not enough evidence

against the null hypothesis.

Research Question 2

For the five demographic groups (gender, academic discipline, participation in a graduate developmental program prior to faculty appointment, academic rank, and years of teaching experience), the frequencies and percentages were calculated for each of the 28 TBC items. The Mann-Whitney U test was performed to compare mean rank differences for demographic classifications that had two independent groups. For demographic variables that had more than two independent groups (academic rank and years of teaching experience), the Kruskal-Wallis test was performed to compare mean ranks. Within each of these demographic groups the mean ranks were calculated and compared to determine if significant variance existed among U.S.-educated and foreign-educated faculty. This was completed by calculating the frequencies for the U.S.-educated and foreign-educated populations between the demographic groups and performing the Mann-Whitney U test within the demographic groups for the two faculty groups.

Research Question 3

A comparison was performed based on tables from the previous research and the tables from the present research. The Mann-Whitney U test was performed to determine if the mean ranks would differ statistically for qualities/behaviors that were in the top 10 for the two university groups (HBCU and SREB Institutions).

Limitations

Advantages of using the online survey for this study included the following: no cost to the principal investigator or participants; survey design flexibility; automation and real-time access; ease of use for participants; ease of administering survey links to participants; and the data were easily transferred to Microsoft Excel and IBM SPSS Statistics 23 software. A

limitation of using the online survey was receiving low response rates (14.4%) compared to the studies conducted by Buskist et al. (2002) and Schaffer et al. (2003). These two studies used face-to-face survey administration methods, which resulted in higher response rates.

Another limitation of using the online survey was participants were asked to rank their top 10 TBC item selections by clicking the items individually and dragging the items to their desired ranks from highest to lowest. Detailed instructions were provided at the beginning of the survey to provide a clear understanding of how to use the click and drag tool. The click and drag survey tool did prevent participants from having to assign a number to the items like traditional Likert scale surveys (which could have resulted in the participant missing an assigned number or assigning the same number for multiple items). However, the click and drag method is not commonly used and may have discouraged some participants from completing the online survey.

Summary

This chapter outlined the research design and data collection procedures used to answer the research questions. The participants consisted of faculty members from 10 Historically Black Universities. The Teacher Behavior Checklist, in addition to demographic questions specific to the study, was the instrument used to assess participants' perceptions of the necessary teaching behaviors/qualities for excellent teaching. The proceeding Chapter (4) details the results of the data analysis.

CHAPTER 4: RESULTS

Introduction

Historically Black Colleges and Universities (HBCUs) are institutions unique to the American postsecondary education system that have contributed to the success of Black students since the mid-nineteenth century. Today there are approximately 105 HBCUs, which represent about 3% of American postsecondary schools. HBCUs represent a relatively small number of institutions of higher education in the U.S., yet they have produced a disproportionately high percentage of the Black workforce (Arroyo & Gasman, 2014; John & Stage, 2014). According to Gasman, Lundy-Wagner, Ransom, and Bowman III (2010), there is significant research indicating HBCUs contribute to the success of Black students in such distinct ways that many scholars advocate following these institutions as exemplars for educating minority populations. As the modern workforce becomes increasingly competitive and globalized, HBCUs must continue adequately preparing their students by using effective teaching practices.

Purpose of Study

The purpose of this study was to identify perceptions of teaching excellence among faculty who teach at Historically Black Colleges and Universities. This study was designed to identify and compare U.S.-educated and foreign-educated faculty members' views of teaching behaviors and qualities necessary for effective teaching. Furthermore, this research aimed to identify and compare perceptions of teaching excellence among HBCU faculty and faculty who teach at universities within the Southern Regional Education Board (population assessed by Dr. Ismail in his doctoral dissertation published in 2014: *Foreign and US-Educated Faculty*

Members' Views on What Constitutes Excellent Teaching). Demographic information was collected from participants in order to compare survey data across multiple demographics. The demographic data collected from faculty included country of undergraduate and graduate degree attainment; gender; academic discipline; participation in a graduate developmental program prior to faculty appointment; academic rank; and years of teaching experience.

Research Questions

1. What are perceptions of teaching excellence among foreign-educated faculty who teach at Historically Black Colleges and Universities and how do these perceptions differ from those held by U.S.-educated faculty who teach at Historically Black Colleges and Universities?
2. Do demographic characteristics of foreign-educated and U.S.-educated faculty influence their perceptions of teaching excellence?
3. Is there difference in perceptions of teaching excellence among faculty at Historically Black Colleges and Universities and faculty at universities within the Southern Regional Education Board?

Analysis

Sample Demographic Results

The population consisted of 543 respondents. Of the 543 respondents, 470 (86.6%) were U.S.-educated faculty and 73 (13.4%) were foreign-educated faculty.

Gender. Within the U.S.-educated faculty, 235 (50.0%) were male and 232 (49.4%) were female; three participants did not identify their gender. Within the foreign-educated faculty, 46 (63.0%) were male and 27 (37.0%) were female.

Country of Undergraduate Education. The majority of the foreign-educated faculty

members were born in African (23.1%) and Asian (33.3%) countries. Additionally, most of the foreign-educated faculty members received their undergraduate education in African (17.8%) and Asian (43.8%) countries.

Faculty Rank. For faculty rank, 105 (19.3%) were full professors, 181 (33.3%) were associate professors, 153 (28.2%) were assistant professors, and 102 were of other ranks (i.e. adjunct, instructor, lecturer, etc.). Two respondents did not identify their faculty rank.

Teaching Experience. Faculty members' teaching experience ranged from less than a year to over 50 years. For teaching experience, 81 (14.9%) had 0-5 years experience, 165 (30.4%) had 6-15 years experience, and 196 (54.5%) had 16 years experience or more. One participant did not identify his/her teaching experience.

Academic Discipline. For academic discipline, 195 (35.9%) were in STEM disciplines, and 344 (63.4%) were in Social Sciences. There were four participants (0.7%) that did not identify their discipline. The majority of the U.S.-educated faculty were in Social Sciences (67.9%), while the majority of the foreign-educated faculty were in STEM fields (65.8%).

Prior Graduate Development Program. For graduate developmental programs, 275 (50.6%) of the participants did participate in graduate development program prior to becoming faculty, while 264 (48.6%) of the faculty did not participate. Four faculty members did not identify if they had received any prior graduate development.

Table 4.1. Respondents' Demographic Statistics.

	US		Foreign			NA	
	n	**%**		**n**	**%**	**n**	**%**
Country of Birth	**433**	**79.7**		**108**	**19.9**	**2**	**0.4**
			Africa	25	23.1		
			Asia	36	33.3		
			Canada	1	0.9		
			Europe	12	11.1		
			Mexico	1	0.9		
			Middle East	11	10.2		
			North American Islands	18	16.7		
			South America	3	2.8		
			Russia	1	0.9		
Country of Undergraduate Education	**470**	**86.6**		**73**	**13.4**		
			Africa	13	17.8		
			Asia	32	43.8		
			Canada	3	4.1		
			Europe	7	9.6		
			Middle East	10	13.7		
			North American Islands	4	5.5		
			South America	3	4.1		
			Russia	1	1.4		
Country of 1st Higher Education Degree	**496**	**91.3**		**39**	**7.2**	**8**	**1.5**
Country of Highest Degree	**518**	**95.4**		**17**	**3.1**	**8**	**1.5**

Table 4.1 (cont). Respondents' Demographic Statistics.

Undergraduate Education	**USA (n=470)**		**Foreign (n=73)**		**Total (n=543)**	**%**
Categories	**n**	**% Within**	**n**	**% Within**		
Gender						
Male	235	50.0	46	63.0	281	51.7
Female	232	49.4	27	37.0	259	47.7
Did not ID	3	0.6			3	0.6
Rank						
Professor	83	17.7	22	30.1	105	19.3
Associate Professor	159	33.8	22	30.1	181	33.3
Assistant Professor	132	28.1	21	28.8	153	28.2
Other	94	20.0	8	11.0	102	18.8
Did not ID	2	0.4			2	0.4
Teaching Experience (Years)						
0-5	69	14.7	12	16.5	81	14.9
6-15	146	31.1	19	26.0	165	30.4
Over 15	254	54.0	42	57.5	296	54.5
Did not ID	1	0.2			1	0.2
Discipline						
STEM	147	31.3	48	65.8	195	35.9
Social Sciences	319	67.9	25	34.2	344	63.4
Did not ID	4	0.8			4	0.7
Graduate Developmental Programs						
Yes	233	49.6	42	57.5	275	50.6
No	234	49.8	30	41.1	264	48.6
Did not ID	3	0.6	1	1.4	4	0.7

Answering Research Question One

In order to answer the first research question, the sum of the frequencies of how many times each quality was ranked 1-10 were calculated in order to determine which qualities made up the top 10 for the U.S.-educated and foreign-educated groups. Using the sum of frequencies information, percentages for each quality within each group were calculated. The qualities were ranked from 1-28 based on the sum of the frequencies and percentages within each group (illustrated on Table 4.2).

The top 10 qualities selected by both U.S.-educated and foreign-educated faculty were the same, but the ranked order of the qualities varied. Both U.S.-educated and foreign-educated faculty selected (1) knowledgeable about topic as the number one quality. The following six most important teaching qualities for U.S.-faculty were (2) enthusiastic, (3) approachable/personable, (4) creative/interesting, (5) effective communicator, (6) encourages/cares for students, and (7) promotes critical thinking. The following six most important teaching qualities for foreign-educated faculty were (2) creative/interesting, (3) enthusiastic, (4) encourages/cares for students, (5) promotes critical thinking, (6) effective communicator, and (7) approachable/personable. Both groups agreed on the remaining three qualities, which included (8) accessible, (9) confident, and (10) prepared.

The Mann-Whitney U test indicated that the mean rankings were the same for all the qualities expect for one, good listener (ranked 17th by foreign-educated faculty and 14th by U.S.-educated faculty). The findings shown on Table 4.3 indicated that U.S.- and foreign-educated faculty agreed on the top 10 qualities, although six qualities were ranked in the top 10 in a slightly different order.

Table 4.2. Comparison of ranks (sum of frequencies in top 10 categories) of the TBC 28 teaching qualities between U.S.- educated vs. foreign- educated faculty and corresponding Mann-Whitney U test statistic and p-value.

	U.S.-educated (n=470)			Foreign-educated (n=73)			Mann-Whitney U df = 1
Quality/Behavior	Sum	%	Rank	Sum	%	Rank	P-value
Accessible	274	58.3	8	37	50.7	8	0.236
Approachable/Personable	337	71.7	3	44	60.3	7	0.127
Authoritative	107	22.8	19	18	24.7	16	0.796
Confident	201	42.8	9	36	49.3	9	0.232
Creative/Interesting	335	71.3	4	61	83.6	2	0.483
Effective communicator	323	68.7	5	46	63.0	6	0.366
Encourages/Cares	320	68.1	6	56	76.7	4	0.683
Enthusiastic	381	81.1	2	57	78.1	3	0.696
Establishes goals	159	33.8	12	29	39.7	11	0.511
Flexible/Open-minded	168	35.7	11	27	37.0	12	0.579
Good listener	125	26.6	17	21	28.8	14	**0.041**
Happy/Positive/Humorous	45	9.6	24	14	19.2	18	0.772
Humble	37	7.9	26	6	8.2	24	0.972
Knowledgeable	387	82.3	1	63	86.3	1	0.483
Manage class time	62	13.2	21	10	13.7	23	0.378
Prepared	176	37.4	10	31	42.5	10	0.163
Presents current information	141	30.0	14	22	30.1	13	0.102
Professional	48	10.2	23	5	6.8	26	0.854
Promotes critical thinking	289	61.5	7	50	68.5	5	0.953
Promotes discussion	129	27.4	16	21	28.8	14	0.196
Provided constructive feedback	132	28.1	15	13	17.8	19	0.086
Rapport	34	7.2	28	1	1.4	28	0.161
Realistic expectations	97	20.6	20	18	24.7	16	0.991
Respectful	108	23	18	11	15.1	21	0.625
Sensitive/Persistent	42	8.9	25	6	8.2	24	0.394
Strives to be a better teacher	146	31.1	13	12	16.4	20	0.939
Technologically competent	61	13	22	11	15.1	21	0.373
Understanding	36	7.7	27	4	5.5	27	0.569

Table 4.3. Rankings and percentages of top 10 teaching qualities for both U.S.-educated and foreign-educated faculty.

Quality	Rank	1	2	3	4	5	6	7	8	9	10	Total n	Total %
Knowledgeable	USA (1)	165	69	38	26	24	14	13	11	13	14	387	82.3
	Foreign (1)	23	13	6	7	3	2	3	2	1	3	63	86.3
Enthusiastic	USA (2)	63	53	50	42	23	32	38	32	26	22	381	81.1
	Foreign (3)	11	7	5	10	5	5	3	4	3	4	57	78.1
Approachable/Personable	USA (3)	41	46	36	39	39	29	30	28	26	23	337	71.7
	Foreign (7)	3	4	6	3	2	7	8	5	3	3	44	60.3
Creative/Interesting	USA (4)	33	25	46	42	51	39	35	24	21	19	335	71.3
	Foreign (2)	5	9	4	7	8	6	5	5	8	4	61	83.6
Effective communicator	USA (5)	37	41	45	40	39	42	24	24	21	10	323	68.7
	Foreign (6)	4	7	9	1	4	7	1	4	1	8	46	63.0

Table 4.3 (cont). Rankings and percentages of top 10 teaching qualities for both U.S.-educated and foreign-educated faculty.

Quality	Rank	1	2	3	4	5	6	7	8	9	10	Total n	Total %
Encourages/Cares	USA (6)	25	37	28	35	27	33	48	27	27	33	320	68.1
	Foreign (4)	5	2	9	2	6	6	9	8	7	2	56	76.7
Promotes critical thinking	USA (7)	16	43	44	35	36	28	21	27	16	23	289	61.5
	Foreign (5)	4	6	10	6	2	6	4	4	3	5	50	68.5
Accessible	USA (8)	36	24	23	26	27	30	26	18	26	38	274	58.3
	Foreign (8)	4	5	4	4	4	6	2	4	3	1	37	50.7
Confident	USA (9)	7	18	21	35	31	18	19	18	16	18	201	42.8
	Foreign (9)	3	4	3	6	8	2	3	4	2	1	36	49.3
Prepared	USA (10)	2	17	25	21	15	19	14	26	22	15	176	37.4
	Foreign (10)	2	6	5	2	5	0	1	3	3	4	31	42.5

Answering Research Question Two

Gender. The same data analysis used to answer the first research question was used to answer the second research question. Like the first question, the first step was to assess differences with regard to demographic groups with ranks and the Mann-Whitney U test. The second step involved comparing the U.S.-educated and foreign-educated faculty groups within the demographics with the Mann-Whitney U test. For each demographic characteristic that was tested, the ranks and percentages were calculated for the two faculty groups (U.S.- and foreign-educated) for additional comparison.

Both male and female faculty agreed on the top eight qualities, but in a different order (illustrated on Table 4.4). Male and female faculty agreed on the top two qualities (1) knowledgeable about topic and (2) enthusiastic. The middle qualities ranked for the male faculty were (3) approachable/personable, (4) encourages/cares for students, (5) creative/interesting, (6) effective communicator, and (7) promotes critical thinking. The middle qualities for female faculty were (3) creative/interesting, (4) approachable/personable, (5) encourages/cares for students, (6) promotes critical thinking, and (7) effective communicator. Both group agreed on accessible as the eighth quality.

The results indicated that there were three qualities that ranked statistically different between the male and female faculty members: accessible, establishes goals, and flexible/open-minded. On average, female faculty ranked establishes goals and flexible/open-minded as more important, while male faculty ranked accessible as more important than female faculty.

When analyzing gender and assessing the differences within ranks for the two faculty groups (U.S.-educated and foreign-educated), there was only one quality that had a significant

statistical difference for the male faculty. This quality was good listener. On average, U.S.-educated male faculty ranked this quality higher than foreign-educated male faculty.

Table 4.4. Comparison of ranks and Mann-Whitney U test results of the TBC 28 teaching qualities for male and female faculty.

	Male (n=281)			Female (n=259)			Mann-Whitney U df = 1
Quality/Behavior	Sum	%	Rank	Sum	%	Rank	P-value
Accessible	163	58.0	8	146	56.4	8	**0.044**
Approachable/Personable	203	72.2	3	176	68.0	4	0.466
Authoritative	66	23.5	16	58	22.4	17	0.0753
Confident	132	47.0	9	103	39.8	9	0.490
Creative/Interesting	200	71.2	5	193	74.5	3	0.516
Effective communicator	198	70.5	6	169	65.3	7	0.649
Encourages/Cares	202	71.9	4	173	66.8	5	0.411
Enthusiastic	230	81.9	2	206	79.5	2	0.245
Establishes goals	87	31.0	13	101	39.0	10	**0.001**
Flexible/Open-minded	99	35.2	11	94	36.3	12	**0.033**
Good listener	88	31.3	12	57	22.0	18	0.269
Happy/Positive/Humorous	39	13.9	22	20	7.7	25	0.074
Humble	27	9.6	24	15	5.8	28	0.088
Knowledgeable	234	83.3	1	214	82.6	1	0.248
Manage class time	40	14.2	21	32	12.4	22	0.837
Prepared	112	39.9	10	93	35.9	13	0.926
Presents current information	65	23.1	17	97	37.5	11	0.821
Professional	26	9.3	25	26	10.0	23	0.592
Promotes critical thinking	167	59.4	7	170	65.6	6	0.842
Promotes discussion	70	24.9	15	80	30.9	15	0.694
Provided constructive feedback	64	22.8	18	80	30.9	15	0.404
Rapport	17	6.0	28	18	6.9	27	0.463
Realistic expectations	61	21.7	20	54	20.8	20	0.467
Respectful	62	22.1	19	57	22.0	18	0.983
Sensitive/Persistent	26	9.3	25	22	8.5	24	0.859
Strives to be a better teacher	77	27.4	14	81	31.3	14	0.268
Technologically competent	36	12.8	23	35	13.5	21	0.991
Understanding	19	6.8	27	20	7.7	25	0.081

Table 4.5. Comparison of sums of ranks of the TBC 28 teaching qualities between U.S.-educated and foreign-educated faculty within gender.

Gender	Male			Female		
	n=281		Mann-Whitney U	n=259		Mann-Whitney U
	US	Foreign		US	Foreign	
Quality/Behavior	n=235	n=46	P-value	n=232	n=27	P-value
Accessible	139	24	0.365	133	13	0.571
Approachable/Personable	176	27	0.174	159	17	0.412
Authoritative	54	12	0.627	52	6	0.718
Confident	106	26	0.207	93	10	0.571
Creative/Interesting	162	38	0.396	170	23	0.954
Effective communicator	170	28	0.241	151	18	0.926
Encourages/Cares	164	38	0.959	155	18	0.379
Enthusiastic	193	37	0.955	186	20	0.432
Establishes goals	72	15	0.434	87	14	0.649
Flexible/Open-minded	80	19	0.800	86	8	0.973
Good listener	76	12	**0.022**	48	9	0.765
Happy/Positive/Humorous	30	9	0.866	15	5	0.753
Humble	23	4	0.889	13	2	0.732
Knowledgeable	193	41	0.370	192	22	0.850
Manage class time	34	6	0.368	28	4	0.773
Prepared	93	19	0.537	81	12	0.165
Presents current information	56	9	0.061	84	13	0.575
Professional	23	2	0.777	24	2	0.627
Promotes critical thinking	136	31	0.186	151	19	0.211
Promotes discussion	57	13	0.512	72	8	0.166
Provided constructive feedback	58	6	0.060	73	7	0.576
Rapport	16	1	0.150	18	0	-
Realistic expectations	50	11	0.489	47	7	0.280
Respectful	54	8	0.416	54	3	0.815
Sensitive/Persistent	22	4	0.196	20	2	0.727
Strives to be a better teacher	70	7	0.283	76	5	0.141
Technologically competent	27	9	0.527	33	2	0.408
Understanding	16	3	0.693	19	1	0.180

Table 4.6. Rankings and percentages of top 8 teaching qualities for both U.S.-educated and foreign-educated faculty within gender.

Accessible													
Gender	Edu.	1	2	3	4	5	6	7	8	9	10	Total n	Total %
Male (8)	US	18	13	15	12	15	18	14	10	11	13	139	59.1%
	Foreign	4	2	2	4	2	4	2	3	1	0	24	52.2%
Female (8)	US	17	10	8	14	12	12	12	8	15	25	133	57.3%
	Foreign	0	3	2	0	2	2	0	1	2	1	13	48.1%

Approachable/Personable													
Gender	Edu.	1	2	3	4	5	6	7	8	9	10	Total n	Total %
Male (3)	US	22	23	20	25	21	14	12	15	14	10	176	74.9%
	Foreign	1	4	4	0	2	5	5	2	2	2	27	58.7%
Female (4)	US	19	23	16	13	17	15	18	13	12	13	159	68.5%
	Foreign	2	0	2	3	0	2	3	3	1	1	17	63.0%

Creative/Interesting													
Gender	Edu.	1	2	3	4	5	6	7	8	9	10	Total n	Total %
Male (5)	US	18	13	17	19	27	20	15	12	11	10	162	68.9%
	Foreign	3	5	2	3	7	3	4	4	5	2	38	82.6%
Female (3)	US	14	12	29	23	24	19	19	11	10	9	170	73.3%
	Foreign	2	4	2	4	1	3	1	1	3	2	23	85.2%

Effective Communicator													
Gender	Edu.	1	2	3	4	5	6	7	8	9	10	Total n	Total %
Male (6)	US	26	21	21	23	14	22	12	14	12	5	170	72.3%
	Foreign	3	3	4	1	2	7	1	3	0	4	28	60.9%
Female (7)	US	11	20	24	17	25	19	11	10	9	5	151	65.1%
	Foreign	1	4	5	0	2	0	0	1	1	4	18	66.7%

Encourages/Cares													
Gender	Edu.	1	2	3	4	5	6	7	8	9	10	Total n	Total %
Male (4)	US	13	19	17	18	12	16	25	16	13	15	164	69.8%
	Foreign	4	2	5	2	4	4	8	5	4	0	38	82.6%
Female (5)	US	12	18	10	17	15	17	23	11	14	18	155	66.8%
	Foreign	1	0	4	0	2	2	1	3	3	2	18	66.7%

Enthusiastic													
Gender	Edu.	1	2	3	4	5	6	7	8	9	10	Total n	Total %
Male (2)	US	30	26	30	17	10	15	18	17	15	15	193	82.1%
	Foreign	6	5	2	7	3	4	2	3	2	3	37	80.4%
Female (2)	US	33	26	20	25	13	17	19	15	11	7	186	80.2%
	Foreign	5	2	3	3	2	1	1	1	1	1	20	74.1%

Knowledgeable													
Gender	Edu.	1	2	3	4	5	6	7	8	9	10	Total n	Total %
Male (1)	US	77	39	20	10	12	10	4	5	7	9	193	82.1%
	Foreign	13	9	5	4	1	2	3	0	1	3	41	89.1%
Female (1)	US	87	30	17	16	12	4	9	6	6	5	192	82.8%
	Foreign	10	4	1	3	2	0	0	2	0	0	22	81.5%

Promotes Critical Thinking													
Gender	Edu.	1	2	3	4	5	6	7	8	9	10	Total n	Total %
Male (7)	US	7	13	25	17	20	11	13	9	11	10	136	57.9%
	Foreign	2	4	10	3	2	2	1	4	1	2	31	67.4%
Female (6)	US	9	29	19	18	15	17	8	18	5	13	151	65.1%
	Foreign	2	2	0	3	0	4	3	0	2	3	19	70.4%

Discipline Effect. The academic disciplines were divided into two groups: STEM and Social Sciences. The first two qualities for both the STEM group and the Social Sciences group were (1) knowledgeable and (2) enthusiastic. The next four qualities were ranked differently for each group. For the STEM group, the ranks were as followed: (3) effective communicator, (4) creative/interesting, (5) encourages/cares about students, and (6) approachable/personable. For the Social Sciences group, the ranks were as followed: (3) creative/interesting, (4) approachable/personable, (5) encourages/cares about students, and (6) effective communicator. The STEM group and Social Sciences group both ranked the next two behaviors the same: (7) promotes critical thinking and (8) accessible. The two qualities that had statistically significant mean ranks were encourages/cares and presents current information. STEM faculty gave encourages/cares a higher ranking than Social Sciences faculty, and Social Sciences faculty gave presents current information a higher ranking than STEM faculty.

When analyzing discipline effect and assessing the differences within ranks for the two faculty groups (U.S.-educated and foreign-educated), the only mean rank that was statistically different for STEM faculty was presents current information (illustrated on Table 4.8). U.S.-educated STEM faculty ranked presents current information higher than foreign-educated STEM faculty. There were three qualities that had different ranks on average for the Social Sciences group; these qualities were good listener, promotes discussion, and provides constructive feedback as shown on Table 4.8. All three qualities were ranked higher on average by U.S.-educated Social Sciences faculty than foreign-educated Social Sciences faculty.

Table 4.7. Comparison of ranks and Mann-Whitney U test results of the TBC 28 teaching qualities for STEM and Social Sciences faculty.

	STEM (n=195)			Social Sciences (n=344)			Mann-Whitney U df = 1
Quality/Behavior	Sum	%	Rank	Sum	%	Rank	P-value
Accessible	110	56.4	8	197	57.3	8	0.254
Approachable/Personable	135	69.2	6	243	70.6	4	0.746
Authoritative	47	24.1	17	76	22.1	18	0.777
Confident	89	45.6	9	148	43	9	0.490
Creative/Interesting	144	73.8	4	250	72.7	3	0.815
Effective communicator	145	74.4	3	222	64.5	6	0.863
Encourages/Cares	139	71.3	5	234	68	5	**0.016**
Enthusiastic	163	83.6	2	273	79.4	2	0.771
Establishes goals	61	31.3	12	125	36.3	11	0.455
Flexible/Open-minded	70	35.9	11	124	36	12	0.733
Good listener	60	30.8	13	85	24.7	17	0.992
Happy/Positive/Humorous	23	11.8	23	36	10.5	24	0.403
Humble	18	9.2	25	23	6.7	27	0.669
Knowledgeable	166	85.1	1	280	81.4	1	0.727
Manage class time	25	12.8	22	45	13.1	21	0.054
Prepared	75	38.5	10	132	38.4	10	0.811
Presents current information	54	27.7	14	108	31.4	14	**0.000**
Professional	15	7.7	26	38	11	23	0.380
Promotes critical thinking	117	60	7	220	64	7	0.707
Promotes discussion	37	19	20	112	32.6	13	0.515
Provided constructive feedback	40	20.5	19	103	29.9	16	0.327
Rapport	12	6.2	28	23	6.7	27	0.114
Realistic expectations	48	24.6	16	66	19.2	20	0.197
Respectful	45	23.1	18	73	21.2	19	0.483
Sensitive/Persistent	19	9.7	24	28	8.1	25	0.135
Strives to be a better teacher	51	26.2	15	106	30.8	15	0.980
Technologically competent	28	14.4	21	44	12.8	22	0.087
Understanding	14	7.2	27	26	7.6	26	0.414

Table 4.8. Comparison of sums of ranks of the TBC 28 teaching qualities between U.S.-educated and foreign-educated faculty within discipline.

Discipline	STEM			Social Sciences		
	n=195		Mann-Whitney U	n=344		Mann-Whitney U
	US	Foreign	P-value	US	Foreign	P-value
Quality/Behavior	n=147	n=48		n=319	n=25	
Accessible	85	25	0.297	185	12	0.791
Approachable/Personable	108	27	0.525	226	17	0.122
Authoritative	33	14	0.528	72	4	0.167
Confident	64	25	0.114	137	11	0.726
Creative/Interesting	104	40	0.398	229	21	0.834
Effective communicator	111	34	0.197	210	12	0.798
Encourages/Cares	99	40	0.725	218	16	0.748
Enthusiastic	127	36	0.573	252	21	0.183
Establishes goals	42	19	0.784	115	10	0.515
Flexible/Open-minded	52	18	0.648	115	9	0.868
Good listener	46	14	0.345	78	7	**0.034**
Happy/Positive/Humorous	11	12	0.102	34	2	0.398
Humble	14	4	0.829	21	2	0.618
Knowledgeable	124	42	0.715	259	21	0.052
Manage class time	19	6	0.873	41	4	0.640
Prepared	53	22	0.115	123	9	0.567
Presents current information	42	12	**0.044**	98	10	0.098
Professional	14	1	0.102	34	4	0.398
Promotes critical thinking	86	31	0.985	201	19	0.830
Promotes discussion	25	12	0.368	103	9	**0.018**
Provided constructive feedback	33	7	0.971	97	6	**0.024**
Rapport	11	1	0.234	23	0	-
Realistic expectations	39	9	0.574	57	9	0.635
Respectful	39	6	0.614	68	5	0.852
Sensitive/Persistent	15	4	0.096	26	2	0.362
Strives to be a better teacher	42	9	0.369	103	3	0.068
Technologically competent	21	7	0.829	40	4	0.394
Understanding	11	3	0.693	25	1	0.138

Table 4.9. Rankings and percentages of top 8 teaching qualities for both U.S.-educated and foreign-educated faculty within discipline.

Accessible													
Discipline	Edu.	1	2	3	4	5	6	7	8	9	10	Total n	Total %
STEM (8)	US	9	9	10	10	9	7	5	8	9	9	85	57.8%
	Foreign	4	3	3	3	2	3	2	3	1	1	25	52.1%
Social Science (8)	US	27	15	13	15	16	23	21	10	16	29	185	58.0%
	Foreign	0	2	1	1	2	3	0	1	2	0	12	48.0%

Approachable/Personable													
Discipline	Edu.	1	2	3	4	5	6	7	8	9	10	Total n	Total %
STEM (6)	US	12	12	13	14	14	12	8	7	7	9	108	73.5%
	Foreign	1	4	5	1	2	4	3	3	3	1	27	56.3%
Social Science (4)	US	29	33	23	25	25	17	22	21	18	13	226	70.8%
	Foreign	2	0	1	2	0	3	5	2	0	2	17	68.0%

Creative/Interesting													
Discipline	Edu.	1	2	3	4	5	6	7	8	9	10	Total n	Total %
STEM (4)	US	12	10	13	15	10	14	9	8	8	5	104	70.7%
	Foreign	3	5	2	5	7	4	5	3	3	3	40	83.3%
Social Science (3)	US	21	15	33	27	40	25	25	16	13	14	229	71.8%
	Foreign	2	4	2	2	1	2	0	2	5	1	21	84.0%

Effective Communicator													
Discipline	Edu.	1	2	3	4	5	6	7	8	9	10	Total n	Total %
STEM (3)	US	17	13	14	14	13	12	10	7	8	3	111	75.5%
	Foreign	2	5	6	1	3	7	1	4	0	5	34	70.8%
Social Science (6)	US	19	28	31	26	25	30	14	17	13	7	210	65.8%
	Foreign	2	2	3	0	1	0	0	0	1	3	12	48.0%

Encourages/Cares													
Discipline	Edu.	1	2	3	4	5	6	7	8	9	10	Total	Total %
STEM (5)	US	7	9	7	9	7	9	15	12	13	11	99	67.3%
	Foreign	3	2	4	2	3	5	9	6	5	1	40	83.3%
Social Science (5)	US	18	27	21	26	20	24	32	14	14	22	218	68.3%
	Foreign	2	0	5	0	3	1	0	2	2	1	16	64.0%

Enthusiastic													
Discipline	Edu.	1	2	3	4	5	6	7	8	9	10	Total	Total %
STEM (2)	US	20	23	13	16	6	10	12	9	10	8	127	86.4%
	Foreign	5	5	3	7	3	2	2	2	3	4	36	75.0%
Social Science (2)	US	43	30	37	26	17	21	26	23	16	13	252	79.0%
	Foreign	6	2	2	3	2	3	1	2	0	0	21	84.0%

Knowledgeable													
Discipline	Edu.	1	2	3	4	5	6	7	8	9	10	Total	Total %
STEM (1)	US	52	22	15	8	8	3	5	4	2	5	124	84.4%
	Foreign	19	6	5	6	1	1	1	1	1	1	42	87.5%
Social Science (1)	US	113	47	21	18	16	11	8	7	10	8	259	81.2%
	Foreign	4	7	1	1	2	1	2	1	0	2	21	84.0%

Promotes Critical Thinking													
Discipline	Edu.	1	2	3	4	5	6	7	8	9	10	Total	Total %
STEM (7)	US	5	8	18	9	12	9	7	6	4	8	86	58.5%
	Foreign	3	3	7	2	1	4	3	3	2	3	31	64.6%
Social Science (7)	US	11	35	26	25	24	19	13	21	12	15	201	63.0%
	Foreign	1	3	3	4	1	2	1	1	1	2	19	76.0%

Prior Graduate Developmental Program. In order to assess whether faculty participated in any prior graduate development programs (PGDP), the Mann-Whitney U test was used to compare the sum of frequencies and percentages of the ranks for each group. Both independent groups (PGDP participants and non-PGDP participants) ranked (1) knowledgeable and (2) enthusiastic the same. Faculty who participated in a prior graduate developmental program gave the following ranking for their next top five: (3) creative/interesting, (4) effective communicator, (5) approachable/personable, (6) encourages/cares about students and promotes critical thinking (tied). Faculty who did not participate in a prior graduate developmental program gave the following ranking for their next top five: (3) encourages/cares about students, (4) approachable/personable, (5) creative/interesting, (6) effective communicator, and (7) promotes critical thinking. Both the PGDP and non-PGDP participant groups agreed on the eighth quality: (8) accessible. Based on the results of the Mann-Whitney U test, there were only two qualities that had statistically different mean ranks. These two qualities were provides constructive feedback and technologically competent (illustrated on Table 4.10). On average the PGDP group ranked technologically competent as more important thank the non-PGDP group, while the non-PGDP ranked provides constructive feedback as higher on average.

When assessing the differences within ranks for the two faculty groups (U.S.-educated and foreign-educated), the only teaching quality that had a statistically different rank was provides constructive feedback for faculty who were members of the PGDP group as shown on Table 4.11. Overall, U.S.-educated PGDP faculty ranked this quality higher than foreign-educated PGDP faculty.

Table 4.10. Comparison of ranks and Mann-Whitney U test results of the TBC 28 teaching qualities for faculty with and without prior graduate developmental programs participation.

	PGDP (n=275)			No PGDP (n=264)			Mann-Whitney U df = 1
Quality/Behavior	Sum	%	Rank	Sum	%	Rank	P-value
Accessible	158	57.5	8	150	56.8	8	0.566
Approachable/Personable	189	68.7	5	189	71.6	4	0.537
Authoritative	63	22.9	19	61	23.1	18	0.796
Confident	118	42.9	9	117	44.3	9	0.802
Creative/Interesting	206	74.9	3	187	70.8	5	0.721
Effective communicator	190	69.1	4	177	67	6	0.559
Encourages/Cares	182	66.2	6	193	73.1	3	0.823
Enthusiastic	220	80.0	2	214	81.1	2	0.612
Establishes goals	99	36.0	10	88	33.3	12	0.264
Flexible/Open-minded	99	36.0	10	94	35.6	11	0.355
Good listener	70	25.5	17	75	28.4	13	0.975
Happy/Positive/Humorous	29	10.5	24	29	11	23	0.430
Humble	18	6.5	26	24	9.1	25	0.766
Knowledgeable	226	82.2	1	221	83.7	1	0.700
Manage class time	35	12.7	22	35	13.3	21	0.242
Prepared	99	36.0	10	107	40.5	10	0.053
Presents current information	89	32.4	13	73	27.7	15	0.634
Professional	30	10.9	23	23	8.7	26	0.115
Promotes critical thinking	182	66.2	6	154	58.3	7	0.660
Promotes discussion	79	28.7	15	71	26.9	16	0.385
Provides constructive feedback	74	26.9	16	70	26.5	17	**0.034**
Rapport	13	4.7	28	21	8	28	0.210
Realistic expectations	56	20.4	20	58	22	19	0.770
Respectful	65	23.6	18	54	20.5	20	0.376
Sensitive/Persistent	20	7.3	25	27	10.2	24	0.930
Strives to be a better teacher	83	30.2	14	74	28	14	0.467
Technologically competent	42	15.3	21	30	11.4	22	**0.029**
Understanding	16	5.8	27	23	8.7	26	0.655

Table 4.11. Comparison of sums of ranks of the TBC 28 teaching qualities between U.S.-educated and foreign-educated faculty within participation in prior graduate developmental programs.

Prior Grad Prep.	PGDP			No PGDP		
	n=275		Mann-Whitney U	n=264		Mann-Whitney U
	US	Foreign	P-value	US	Foreign	P-value
	n=233	n=42		n=234	n=30	
Accessible	136	22	0.266	136	14	0.345
Approachable/Personable	163	26	0.139	172	17	0.511
Authoritative	52	11	0.609	54	7	0.640
Confident	96	22	0.765	103	14	0.129
Creative/Interesting	174	32	0.898	159	28	0.328
Effective communicator	167	23	0.126	155	22	0.613
Encourages/Cares	150	32	0.615	169	24	0.203
Enthusiastic	186	34	0.910	192	22	0.865
Establishes goals	84	15	0.644	74	14	0.761
Flexible/Open-minded	82	17	0.248	84	10	0.741
Good listener	58	12	0.062	66	9	0.300
Happy/Positive/Humorous	22	7	0.737	23	6	0.763
Humble	14	4	1.000	22	2	0.832
Knowledgeable	189	37	0.363	196	25	0.837
Manage class time	31	4	0.329	30	6	0.797
Prepared	79	20	0.087	96	11	0.869
Presents current information	75	14	0.141	65	8	0.417
Professional	26	4	0.645	22	1	1.000
Promotes critical thinking	154	28	0.747	133	21	0.567
Promotes discussion	66	13	0.053	63	8	0.783
Provides constructive feedback	66	8	**0.021**	65	5	0.954
Rapport	13	0	-	21	0	-
Realistic expectations	43	13	0.739	53	5	0.511
Respectful	58	7	0.537	50	4	0.829
Sensitive/Persistent	17	3	0.581	25	2	0.707
Strives to be a better teacher	77	6	0.414	68	6	0.414
Technologically competent	37	5	0.420	24	6	0.313
Understanding	15	1	0.123	20	3	0.817

Table 4.12. Rankings and percentages of top 8 teaching qualities for both U.S.-educated and foreign-educated faculty within participation in prior graduate developmental programs.

Accessible													
Prep.	Edu.	1	2	3	4	5	6	7	8	9	10	Total n	Total %
PFF (8)	US	18	11	9	12	14	16	13	11	10	22	136	58.4%
	Foreign	2	3	3	3	2	3	2	0	3	1	22	52.4%
No PFF (8)	US	16	13	14	14	13	14	13	7	16	16	136	58.1%
	Foreign	2	2	1	1	2	3	0	3	0	0	14	46.7%

Approachable/Personable													
Prep.	Edu.	1	2	3	4	5	6	7	8	9	10	Total n	Total %
PFF (5)	US	21	25	13	17	16	15	15	18	13	10	163	70.0%
	Foreign	2	2	3	1	1	3	6	5	1	2	26	61.9%
No PFF (4)	US	20	21	22	22	22	14	15	10	13	13	172	73.5%
	Foreign	1	2	2	2	1	4	2	0	2	1	17	56.7%

Creative/Interesting													
Prep.	Edu.	1	2	3	4	5	6	7	8	9	10	Total n	Total %
PFF (3)	US	16	12	26	22	30	18	20	9	10	11	174	74.7%
	Foreign	3	6	2	3	4	3	2	2	6	1	32	76.2%
No PFF (5)	US	17	13	20	20	21	20	15	14	11	8	159	67.9%
	Foreign	2	3	2	3	4	3	3	3	2	3	28	93.3%

Effective Communicator													
Prep.	Edu.	1	2	3	4	5	6	7	8	9	10	Total	
PFF (4)	US	22	21	20	22	25	24	11	6	9	7	167	71.7%
	Foreign	3	2	3	0	3	5	0	0	1	6	23	54.8%
No PFF (6)	US	15	19	25	18	14	18	13	18	12	3	155	66.2%
	Foreign	1	5	6	1	1	2	0	4	0	2	22	73.3%

Encourages/Cares													
Prep.	Edu.	1	2	3	4	5	6	7	8	9	10	Total n	Total %
PFF (6)	US	10	14	13	18	17	17	20	9	15	17	150	64.4%
	Foreign	4	1	5	1	2	5	7	6	1	0	32	76.2%
No PFF (3)	US	15	23	15	17	10	16	27	18	12	16	169	72.2%
	Foreign	1	1	4	1	4	1	2	2	6	2	24	80.0%

Enthusiastic													
Prep.	Edu.	1	2	3	4	5	6	7	8	9	10	Total n	Total %
PFF (2)	US	28	25	24	27	9	15	20	14	13	11	186	79.8%
	Foreign	5	4	2	7	5	4	2	2	2	1	34	81.0%
No PFF (2)	US	35	27	26	15	14	17	17	17	13	11	192	82.1%
	Foreign	5	3	3	3	0	1	1	2	1	3	22	73.3%

Knowledgeable													
Prep.	Edu.	1	2	3	4	5	6	7	8	9	10	Total	Total %
PFF (1)	US	84	32	21	10	8	9	8	5	6	6	189	81.1%
	Foreign	13	8	5	1	2	1	3	1	1	2	37	88.1%
No PFF (1)	US	80	37	16	16	16	5	5	6	7	8	196	83.8%
	Foreign	10	5	1	6	1	0	0	1	0	1	25	83.3%

Promotes Critical Thinking													
Prep.	Edu.	1	2	3	4	5	6	7	8	9	10	Total	
PFF (6)	US	5	29	24	15	19	14	6	19	11	12	154	66.1%
	Foreign	1	4	6	2	1	4	3	3	1	3	28	66.7%
No PFF (7)	US	11	13	20	20	17	14	14	8	5	11	133	56.8%
	Foreign	3	2	4	4	0	2	1	1	2	2	21	70.0%

Academic Rank Effect. The academic rank demographic was assessed to determine if similarities and differences existed for faculty at different academic levels. The academic ranks were divided into four groups: professor, associate professor, assistant professor, and others (i.e. adjunct, lecturer, instructor). The top eight ranked qualities for the four groups are presented on Tables 4.13 and 4.14. Since there were four independent groups being compared for the academic ranks demographic, the Kruskal-Wallis test was the appropriate non-parametric test to assess the data analysis.

Associate professors ranked (1) enthusiastic highest, while the other groups ranked this quality at (2). Full professors, assistant professors, and "others" ranked (1) knowledgeable highest, while associate professors ranked this quality at (2). Full professors next top six qualities were as followed: (3) encourages/cares, (4) creative interesting, (5) promotes critical thinking, (6) effective communicator, (7) approachable/personable, and (8) accessible. The next top six qualities for associate professors were as followed: (3) approachable/personable, (4) creative/interesting, (5) effective communicator, (6) encourages/cares, (7) promotes critical thinking, and (8) accessible. Faculty from the "others" group ranked their remaining top six similar to the associate professor group. However, effective communicator and encourages/cares were tied at (5) for the "others" group. Assistant professors remaining top six qualities were ranked as followed: (2) creative/interesting and enthusiastic (tied), (4) encourages/cares, (5) effective communicator, (6) approachable/personable, (7) accessible, and (8) promotes critical thinking. The only quality that ranked statistically different for one of the groups (assistant professor) was good listener.

Table 4.13. Rankings of the top 8 qualities for teaching excellence for the four groups of academic ranks.

Rank	Professor	Associate	Assistant	Others
1	Knowledgeable	Enthusiastic	Knowledgeable	Knowledgeable
2	Enthusiastic	Knowledgeable	Creative/Interesting Enthusiastic	Enthusiastic
3	Encourages/Cares	Approachable/Personable	(Tie above)	Approachable/Personable
4	Creative/Interesting	Creative/Interesting	Encourages/Cares	Creative/Interesting
5	Promotes critical thinking	Effective communicator	Effective communicator	Effective communicator Encourages/Cares
6	Effective communicator	Encourages/Cares	Approachable/Personable	(Tie above)
7	Approachable/Personable	Promotes critical thinking	Accessible	Promotes critical thinking
8	Accessible	Accessible	Promotes critical thinking	Accessible

Table 4.14. Comparison of ranks and Kruskal-Wallis test results of the TBC 28 teaching qualities for faculty by academic rank.

	Professor (n=105)			Associate (n=180)			Assistant (n=149)			Others (n=98)			Kruskal-Wallis df = 3
Quality/Behavior	Sum	%	Rank	Sum	%	Rank	Sum	%	Rank	Sum	%	Rank	P-value
Accessible	54	51.4	8	98	54.4	8	94	63.1	7	58	59.2	8	0.462
Approachable/Personable	64	61	7	137	76.1	3	99	66.4	6	73	74.5	3	0.316
Authoritative	23	21.9	18	46	25.6	18	30	20.1	20	22	22.4	18	0.154
Confident	41	39	10	83	46.1	9	67	45	9	41	41.8	9	0.218
Creative/Interesting	76	72.4	4	126	70	4	114	76.5	2	71	72.4	4	0.917
Effective communicator	70	66.7	6	122	67.8	5	104	69.8	5	66	67.3	5	0.924
Encourages/Cares	79	75.2	3	118	65.6	6	106	71.1	4	66	67.3	5	0.954
Enthusiastic	84	80	2	151	83.9	1	114	76.5	2	80	81.6	2	0.466
Establishes goals	35	33.3	12	69	38.3	11	54	36.2	11	26	26.5	14	0.845
Flexible/Open-minded	41	39	10	54	30	14	60	40.3	10	35	35.7	10	0.450
Good listener	28	26.7	16	49	27.2	17	33	22.1	19	33	33.7	11	**0.030**
Happy/Positive/Humorous	13	12.4	22	20	11.1	23	10	6.7	26	14	14.3	21	0.998
Humble	5	4.8	27	10	5.6	28	14	9.4	24	13	13.3	23	0.754
Knowledgeable	94	89.5	1	141	78.3	2	122	81.9	1	84	85.7	1	0.291
Manage class time	14	13.3	21	26	14.4	21	17	11.4	22	13	13.3	23	0.831
Prepared	46	43.8	9	74	41.1	10	54	36.2	11	28	28.6	13	0.502
Presents current information	32	30.5	14	55	30.6	12	49	32.9	13	25	25.5	16	0.527
Professional	9	8.6	25	12	6.7	25	20	13.4	21	10	10.2	26	0.660
Promotes critical thinking	75	71.4	5	115	63.9	7	85	57	8	60	61.2	7	0.172
Promotes discussion	33	31.4	13	55	30.6	12	38	25.5	16	24	24.5	17	0.894
Provided constructive feedback	27	25.7	17	52	28.9	15	36	24.2	18	26	26.5	14	0.546
Rapport	6	5.7	26	12	6.7	25	10	6.7	26	6	6.1	28	0.494
Realistic expectations	23	21.9	18	39	21.7	19	37	24.8	17	14	14.3	21	0.688
Respectful	23	21.9	18	34	18.9	20	39	26.2	15	22	22.4	18	0.893
Sensitive/Persistent	11	10.5	23	12	6.7	25	11	7.4	25	10	10.2	26	0.276
Strives to be a better teacher	29	27.6	15	52	28.9	15	48	32.2	14	29	29.6	12	0.724
Technologically competent	11	10.5	23	24	13.3	22	17	11.4	22	19	19.4	20	0.274
Understanding	4	3.8	28	14	7.8	24	8	5.4	28	12	12.2	25	0.887

Table 4.15. Comparison of sums of ranks of the TBC 28 teaching qualities between U.S.-educated and foreign-educated faculty with academic rank.

Rank	Professor (n=105)			Associate (n=180)			Assistant (n=149)			Other (n=98)		
	Sum			Sum			Sum			Sum		
	US	Foreign	Mann-Whitney U	US	Foreign	Mann-Whitney U	US	Foreign	Mann-Whiney U	US	Foreign	Mann-Whitney U
Quality/Behavior	n=83	n=22	P-value	n=159	n=21	P-value	n=128	n=21	P-value	n=90	n=8	P-value
Accessible	45	9	0.455	87	11	0.399	83	11	0.558	53	5	0.350
Approachable/Personable	56	8	0.984	121	16	0.242	86	13	0.133	67	6	0.944
Authoritative	18	5	0.849	41	5	0.510	23	7	0.673	21	1	0.936
Confident	33	8	0.529	73	10	0.667	55	12	0.517	35	6	0.710
Creative/Interesting	57	19	0.407	109	17	0.506	96	18	0.143	65	6	0.485
Effective communicator	57	13	0.201	108	14	0.247	93	11	0.678	59	7	0.373
Encourages/Cares	62	17	0.606	104	14	0.923	89	17	0.646	58	8	0.693
Enthusiastic	68	16	0.675	133	18	0.464	98	16	0.654	74	6	0.249
Establishes goals	25	10	0.985	62	7	0.936	45	9	0.224	23	3	0.777
Flexible/Open-minded	32	9	0.809	47	7	0.236	50	10	0.273	34	1	0.177
Good listener	21	7	0.586	41	8	0.158	29	4	**0.042**	31	2	0.819
Happy/Positive/Humorous	9	4	0.525	12	8	0.576	9	1	0.380	14	0	-
Humble	3	2	0.519	9	1	0.094	14	0	-	10	3	0.302
Knowledgeable	75	19	0.561	124	17	0.490	103	19	0.527	77	7	0.344
Manage class time	10	4	0.354	24	2	0.845	13	4	0.728	13	0	-
Prepared	36	10	0.656	64	10	0.381	47	7	0.145	24	2	0.843
Presents current information	23	9	0.750	50	5	0.128	44	5	0.146	22	3	0.553
Professional	7	2	0.293	11	1	0.381	18	2	0.564	10	0	-
Promotes critical thinking			0.749	102	13	0.080	73	12	0.255	56	4	0.221
Promotes discussion	25	8	0.552	49	6	0.215	34	4	0.425	21	3	0.566
Provided constructive feedback	23	4	0.306	47	5	0.380	34	2	0.264	24	2	0.733
Rapport	6	0	-	12	0	-	10	0	-	6	0	-
Realistic expectations	18	5	0.186	33	6	0.890	30	7	0.290	14	0	-
Respectful	20	3	0.335	32	2	0.337	35	4	0.675	20	2	0.686
Sensitive/Persistent	11	0	-	10	2	0.741	8	3	0.679	10	0	-
Strives to be a better teacher	24	5	0.352	48	4	0.426	45	3	0.880	29	0	-
Technologically competent	7	4	0.603	23	1	0.163	11	6	0.648	19	0	-
Understanding	4	0	-	14	0	-	5	3	0.764	11	1	0.140

Teaching Experience Effect. The last demographic, teaching experience, was assessed to determine if similarities and differences existed between faculty with varying years of teaching experience. Teaching experience was divided into three groups: (1) 0-5 years, (2) 6-15 years, (3) greater than 15 years. Participants from the three groups agreed on eight of the 10 top qualities, with the order of the rankings varying slightly. The Kruskal-Wallis was the appropriate test to assess the difference in rankings for teaching experience since there were three independent groups examined for this demographic.

The three groups agreed on the top two qualities: (1) knowledgeable and (2) enthusiastic. Faculty with more than 15 years of teaching experience ranked the next six qualities as followed: (3) creative/interesting, (4) encourages/cares, (5) approachable/personable, (6) effective communicator, (7) promotes critical thinking, and (8) accessible. Faculty with 6-15 years of experience ranked their next top six as: (3) creative/interesting, (4) approachable/personable, (5) effective communicator, (6) encourages/cares, (7) accessible, and (8) promotes critical thinking. The faculty group with 0-5 years of teaching experience ranked their next six qualities as followed: (2) creative/interesting which tied with enthusiastic, (4) approachable/personable which tied with encourages/cares, (6) effective communicator, (7) accessible, and (8) promotes critical thinking.

Like the academic rank demographic, the only quality that ranked statistically different for one of the groups was good listener (illustrated on Table 4.16). For within group comparisons of teaching experience comparisons for foreign-educated and U.S.-educated faculty, the two qualities that were ranked statistically different were flexible/opened minded and prepared for faculty with five years or less of teaching experience. U.S.-educated faculty within the 0-5 years

group ranked flexible/open-minded and prepared higher than the foreign-educated faculty within the same teaching experience group.

Table 4.16. Comparison of ranks and Kruskal-Wallis test results of the TBC 28 teaching qualities for faculty by teaching experience in years.

	>15 Years (n=296)			6-15 Years (n=165)			0-5 Years (n=81)			Kruskal-Wallis df = 2
Quality/Behavior	Sum	%	Rank	Sum	%	Rank	Sum	%	Rank	P-value
Accessible	154	52.0	8	107	64.8	7	49	60.5	7	0.478
Approachable/Personable	204	68.9	5	117	70.9	4	59	72.8	4	0.749
Authoritative	68	23.0	18	37	22.4	17	19	23.5	17	0.112
Confident	127	42.9	9	75	45.5	9	35	43.2	10	0.316
Creative/Interesting	210	70.9	3	121	73.3	3	64	79.0	2	0.563
Effective communicator	203	68.6	6	113	68.5	5	52	64.2	6	0.531
Encourages/Cares	208	70.3	4	108	65.5	6	59	72.8	4	0.509
Enthusiastic	245	82.8	2	128	77.6	2	64	79.0	2	0.527
Establishes goals	103	34.8	12	63	38.2	11	22	27.2	14	0.806
Flexible/Open-minded	106	35.8	11	50	30.3	14	39	48.1	9	0.062
Good listener	92	31.1	14	37	22.4	17	17	21.0	19	**0.009**
Happy/Positive/Humorous	35	11.8	23	18	10.9	23	6	7.4	26	0.765
Humble	22	7.4	27	14	8.5	26	7	8.6	25	0.517
Knowledgeable	250	84.5	1	131	79.4	1	68	84.0	1	0.063
Manage class time	38	12.8	21	23	13.9	22	10	12.3	21	0.259
Prepared	108	36.5	10	67	40.6	10	32	39.5	11	0.579
Presents current information	85	28.7	15	54	32.7	13	24	29.6	13	0.506
Professional	26	8.8	25	18	10.9	23	9	11.1	23	0.076
Promotes critical thinking	199	67.2	7	97	58.8	8	42	51.9	8	0.198
Promotes discussion	94	31.8	13	41	24.8	16	15	18.5	20	0.121
Provided constructive feedback	79	26.7	16	48	29.1	15	18	22.2	18	0.410
Rapport	16	5.4	28	15	9.1	25	4	4.9	28	0.637
Realistic expectations	65	22.0	19	28	17.0	20	22	27.2	14	0.606
Respectful	63	21.3	20	35	21.2	19	21	25.9	16	0.950
Sensitive/Persistent	27	9.1	24	13	7.9	27	8	9.9	24	0.713
Strives to be a better teacher	73	24.7	17	56	33.9	12	29	35.8	12	0.333
Technologically competent	37	12.5	22	25	15.2	21	10	12.3	21	0.138
Understanding	23	7.8	26	11	6.7	28	6	7.4	26	0.825

Table 4.17. Comparison of sums of ranks of the TBC 28 teaching qualities between U.S.-educated and foreign-educated faculty within teaching experience.

Rank	>15 Years (n=296)			6-15 Years (n=165)			0-5 Years (n=81)		
	Sum			Sum			Sum		
	US	Foreign	Mann-Whitney U	US	Foreign	Mann-Whitney U	US	Foreign	Mann-Whitney U
Quality/Behavior	n=254	n=42	P-value	n=146	n=19	P-value	n=69	n=12	P-value
Accessible	132	22	0.969	98	9	0.127	43	6	0.416
Approachable/Personable	180	24	0.493	105	12	0.123	51	8	0.688
Authoritative	60	8	0.585	32	5	0.408	14	5	0.304
Confident	108	19	0.621	66	9	0.742	27	8	0.155
Creative/Interesting	174	36	0.894	107	14	0.720	53	11	0.365
Effective communicator	175	28	0.649	101	12	0.068	46	6	0.371
Encourages/Cares	179	29	0.622	91	17	0.268	49	10	0.823
Enthusiastic	213	32	0.555	111	17	0.486	56	8	0.228
Establishes goals	85	18	0.896	57	6	0.131	17	5	0.692
Flexible/Open-minded	92	14	0.291	43	7	0.367	33	6	**0.036**
Good listener	76	16	0.352	32	5	0.093	17	0	-
Happy/Positive/Humorous	26	9	0.528	13	5	0.250	6	0	-
Humble	17	5	0.748	13	1	0.802	7	0	-
Knowledgeable	215	35	0.805	114	17	0.384	57	11	0.993
Manage class time	34	4	0.772	20	3	0.613	7	3	0.414
Prepared	91	17	0.601	60	7	0.306	25	7	**0.003**
Presents current information	69	16	0.388	49	5	0.081	23	1	0.884
Professional	23	3	0.543	18	0	-	7	2	0.758
Promotes critical thinking	168	31	0.725	85	12	0.312	35	7	0.622
Promotes discussion	80	14	0.467	36	5	0.214	13	2	0.932
Provided constructive feedback	71	8	0.218	44	4	0.720	17	1	0.098
Rapport	15	1	0.122	15	0	-	4	0	-
Realistic expectations	54	11	0.242	25	3	0.311	18	4	0.242
Respectful	59	4	0.364	31	4	0.481	18	3	0.225
Sensitive/Persistent	24	3	0.458	10	3	0.604	8	0	-
Strives to be a better teacher	66	7	0.895	51	5	0.989	29	0	-
Technologically competent	32	5	0.401	23	2	0.138	6	4	0.830
Understanding	22	1	0.145	10	1	0.199	4	2	0.348

Answering Research Question Three

The third research question focused on comparing the TBC item rankings of HBCU participants and SREB participants. Research question three was answered by comparing the data analysis from research question one of the present research study and from Dr. Ismail's doctoral dissertation (*Foreign and US-Educated Faculty Members' Views on What Constitutes Excellent Teaching)*. Of the top 10 qualities, the two institution groups (HBCU and SREB) have eight qualities in common, which are presented on Table 4.18. Both groups ranked (1) knowledgeable and (2) enthusiastic as the top two qualities. HBCUs ranked the remaining eight qualities as followed: (3) approachable/personable, (4) creative/interesting, (5) effective communicator, (6) encourages/cares about students, (7) promotes critical thinking, (8) accessible, (9) confident, and (10) prepared. SREB universities ranked the remaining eight qualities as followed: (3) creative/interesting, (4) promotes critical thinking, (5) effective communicator, (6) approachable/personable, (7) encourages/cares about students, (8) manages class time, (9) accessible, and (10) promotes discussion.

After comparing the difference in ranks for the two institutional groups, the sum of the ranks were calculated by combining the U.S.-educated and foreign-educated counts for each quality for the top qualities for both HBCU and SREB universities. A Mann-Whitney U test was then performed to determine which qualities ranked statistically different; this was achieved by using the frequencies for each individual rank of a quality (illustrated on Table 4.19). The Mann-Whitney U test indicated that three of the eight qualities held in common by both institution groups were ranked statistically different: accessible, approachable/personable, and promotes critical thinking. Faculty at HBCUs ranked accessible and approachable/personable higher on average than faculty at SREB institutions. Faculty from SREB institutions ranked promotes

critical thinking higher on average than HBCU faculty. The sums for the individual ranks and percentages for the top eight qualities held in common by both institution groups are displayed on Table 4.20.

Table 4.18. Table comparing the ranks of the top 10 qualities for teaching excellence from the TBC between HBCUs and SREB institutions.

Rank	HBCUs	SREB Institutions
1	**Knowledgeable**	**Knowledgeable**
2	**Enthusiastic**	**Enthusiastic**
3	**Approachable/Personable**	**Creative/Interesting**
4	**Creative/Interesting**	**Promotes critical thinking**
5	**Effective communicator**	**Effective communicator**
6	**Encourages/Cares**	**Approachable/Personable**
7	**Promotes critical thinking**	**Encourages/Cares**
8	**Accessible**	Manages class time
9	Confident	**Accessible**
10	Prepared	Promotes discussion

Common qualities/behaviors are in boldface.

Table 4.19. Sum of frequencies of the ranks for the top 8 TBC qualities held in common by HBCU faculty and SREB faculty and corresponding Mann-Whitney U test results.

Quality/Behavior	HBCU (n=543)	SREB (n=448)	Mann-Whitney U df = 1
	Sum	Sum	P-value
Accessible	311	197	**0.024**
Approachable/Personable	381	263	**0.000**
Creative/Interesting	396	307	0.270
Effective communicator	369	317	0.397
Encourages/Cares	376	226	0.115
Enthusiastic	438	368	0.217
Knowledgeable	450	401	0.210
Promotes critical thinking	339	311	**0.000**

Table 4.20. Rankings and percentages of top 8 teaching qualities held in common by HBCU faculty and SREB faculty.

Quality/Behavior	Rank	1	2	3	4	5	6	7	8	9	10	Total n	Total %
Accessible	HBCU (8)	40	29	27	30	31	36	28	22	29	39	311	57.3%
	n=543												
	SREB (9)	20	12	15	19	15	16	21	28	23	28	197	44.0%
	n=448												
Approachable/ Personable	HBCU (3)	44	50	42	42	41	36	38	33	29	26	381	70.2%
	SREB (6)	20	27	17	16	26	36	29	31	30	31	263	58.7%
Creative/Interesting	HBCU (4)	38	34	50	49	59	45	40	29	29	23	396	72.9%
	SREB (3)	20	26	41	37	44	36	34	23	27	19	307	68.5%
Effective communicator	HBCU (5)	41	48	54	41	43	49	25	28	22	18	369	68.0%
	SREB (5)	38	50	44	35	36	37	23	21	19	14	317	70.8%
Encourages/Cares	HBCU (6)	30	39	37	37	33	39	57	35	34	35	376	69.2%
	SREB (7)	12	15	20	20	27	30	30	23	33	16	226	50.4%
Enthusiastic	HBCU (2)	74	60	55	52	28	37	41	36	29	26	438	80.7%
	SREB (2)	54	63	47	47	46	25	29	31	16	10	368	82.1%
Knowledgeable	HBCU (1)	188	82	44	33	27	16	16	13	14	17	450	82.9%
	SREB (1)	176	73	53	28	11	24	15	10	9	2	401	89.5%
Promotes Critical Thinking	HBCU (7)	20	49	54	41	38	34	25	31	19	28	339	62.4%
	SREB (4)	44	62	48	39	29	21	19	18	12	19	311	69.4%

Summary of Results

There were a total of 543 respondents consisting of 470 (86.6%) U.S.-educated and 73 (13.4%) foreign-born faculty. The foreign- and U.S.-educated faculty agreed on the top 10 qualities and behaviors, with variance in the ranked order. Both U.S.-educated and foreign-educated faculty selected knowledgeable as the most important quality. The next six most important teaching qualities for U.S.-faculty were the following: (2) enthusiastic, (3) approachable/personable, (4) creative/interesting, (5) effective communicator, (6) encourages/cares for students, and (7) promotes critical thinking. The next six most important teaching qualities for foreign-educated faculty were as followed: (2) creative/interesting, (3) enthusiastic, (4) encourages/cares for students, (5) promotes critical thinking, (6) effective communicator, and (7) approachable/personable. Both groups agreed on the remaining three qualities; these qualities/behaviors were (8) accessible, (9) confident, and (10) prepared.

Five demographic groups (gender, academic discipline, participation in a graduate developmental program prior to faculty appointment, academic rank, and years of teaching experience) were evaluated for the second research question. For gender, male and female faculty agreed on the top eight qualities, but in varying order. The results showed that three qualities were ranked statistically different between male and female faculty members. These qualities were accessible, establishes goals, and flexible/open-minded. When analyzing gender and assessing the differences within ranks for the two faculty (US- and foreign-educated) populations, the only quality that had a significant p-value for male faculty was good listener.

For academic disciplines, the STEM and Social Sciences groups ranked the first two qualities the same: (1) knowledgeable and (2) enthusiastic. The next four qualities were ranked differently for each group, with the seventh and eighth quality being ranked the same for both

groups. Two qualities that had statistically significant mean ranks: encourages/cares and presents current information. STEM faculty ranked encourages/cares higher. Social Sciences faculty ranked presents current information a higher. When analyzing discipline effect and assessing the differences within ranks for the two faculty groups (U.S.-educated and foreign-educated), the only the mean rank that was statistically different for STEM faculty was presents current information.

Faculty with Prior Graduate Developmental Program (PGDP) experience and faculty with no Prior Graduate Developmental Program experience selected the same top eight qualities, with difference in the ranked order. The two qualities that had statistically different ranks were provides constructive feedback and technologically competent. When evaluating the differences within ranks for the U.S.-educated and foreign-educated faculty group, provides constructive feedback was the only teaching quality that had a statistically different rank for PGDP participants.

There were four different academic levels for academic ranks: professor, associate professor, assistant professor, and others. The top eight ranked qualities for the four groups were the same, but in varying order. The Kruskal-Wallis test was used to compare the rankings for the four independent groups. The quality that ranked statistically different for within group comparisons in the assistant professor category was good listener.

The teaching experience demographic was divided into three groups: (1) 0-5 years, (2) 6-15 years, (3) greater than 15 years. Participants from the three groups agreed on eight of the top 10 qualities, with the order of the rankings varying slightly. The Kruskal-Wallis test was used to compare the three independent groups. The only quality that ranked statistically different for one of the groups was good listener. For within group comparisons of teaching experience

comparisons between foreign-educated and U.S.-educated faculty, the two qualities that were ranked statistically different were flexible/opened minded and prepared for faculty with five years or less of teaching experience.

The HBCU and SREB faculty populations agreed on eight of the 10 top qualities. The Mann-Whitney U statistical test showed that three of the eight qualities held in common by both institution groups were ranked statistically different: accessible, approachable/personable, and promotes critical thinking. On average, faculty at HBCUs ranked accessible and approachable/personable higher, while SREB institutions ranked promotes critical thinking higher than HBCU faculty.

CHAPTER 5: CONCLUSION

This study identified the teaching qualities and behaviors HBCU faculty members view as essential for teaching excellence. Additionally, this research compared perceptions of teaching excellence among HBCU faculty and faculty who teach at universities within the Southern Regional Education Board. Chapter 1 consisted of an introduction, statement of the problem, purpose of the study, research questions, significance of the study, and definition of terms.

Chapter 2 provided a review of existing literature that was relevant to this study. The primary focuses of the literature review examined information on Historically Black Colleges and Universities; U.S.-educated and foreign-educated faculty in American higher education; and research that involved faculty assessing the qualities and behaviors essential for effective teaching.

The methods used to conduct this study were outlined in Chapter 3. This chapter included information on the research design, survey instrument, participants, data collection procedures, and analysis. The data collection procedures and analysis were used to answer the following research questions: (1) What are perceptions of teaching excellence among foreign-educated faculty who teach at Historically Black Colleges and Universities and how do these perceptions differ from those held by U.S.-educated faculty who teach at Historically Black Colleges and Universities?; (2) Do demographic characteristics of foreign-educated and U.S.-educated faculty influence their perceptions of teaching excellence?; and (3) Is there difference in perceptions of teaching excellence among faculty at Historically Black Colleges and Universities and faculty at universities within the Southern Regional Education Board?

Chapter 4 presented the findings for this study. The chapter described the participants' demographic information and how the data were analyzed statistically. For each research question, all data and statistically significant findings were presented in Chapter 4.

Chapter 5 provides an overall conclusion of the study. The chapter includes a summary of the study, discussion, implications, and recommendations for future research.

Summary of the Study

The purpose of this study was to identify perceptions of teaching excellence among U.S.-educated and foreign-educated faculty who teach in Historically Black Colleges and Universities. The country of undergraduate degree attainment was the demographic question used to distinguish a faculty member as U.S.- or foreign-educated. Additional demographic characteristics that were assessed included gender, faculty rank, discipline, years of teaching experience, country of birth, country where first graduate degree was earned, and country where highest graduate degree was earned. Participants were also to asked to identify whether or not they participated in any graduate student professional development programs that prepared them for college/university teaching.

The survey instrument used to assess the traits and qualities faculty members viewed as essential for teaching excellence was the Teacher Behavior Checklist. Participants ranked their top 10 qualities and behaviors from the 28-item TBC instrument, which was administered online through Qualtrics. There were a total of 3,769 faculty members from 10 Historically Black Colleges and Universities who were contacted via email. Of the 798 responses collected through Qualtrics, 543 of the responses were useable leading to overall useable response percentage of 14.4%. Of the 543 total useable responses, 470 (86.6%) of the faculty were U.S.-educated and 73 (13.4%) were foreign-educated.

Research Question One Results

In answering the first research question to determine if the TBC rankings between U.S.- and foreign-educated faculty groups differed statistically, the number of times each quality was specifically ranked in the top 10 was counted. The Mann-Whitney U test was the statistical test used for the first research question as it was determined to be most appropriate.

The U.S.- and foreign-educated faculty groups agreed on the top 10 qualities and behaviors, with variance in the ranked order. Both groups selected (1) knowledgeable. The next six most important teaching qualities for U.S.-faculty were as followed: (2) enthusiastic, (3) approachable/personable, (4) creative/interesting, (5) effective communicator, (6) encourages/cares for students, and (7) promotes critical thinking. The following six most important teaching qualities for foreign-educated faculty were the following: (2) creative/interesting, (3) enthusiastic, (4) encourages/cares for students, (5) promotes critical thinking, (6) effective communicator, and (7) approachable/personable. Both groups agreed on the remaining three qualities: (8) accessible, (9) confident, and (10) prepared.

Research Question Two Results

In order to determine if there were statistical differences among the five demographic groups (gender, academic discipline, participation in a graduate developmental program prior to faculty appointment, academic rank, and years of teaching experience) that were evaluated in the present study, the Mann-Whitney U test was performed to compare mean rank differences for demographic classifications that had two independent groups. The Kruskal-Wallis test was performed to compare mean ranks for demographic variables that had more than two independent groups.

For the gender demographic, male and female faculty agreed on the top eight qualities, but in varying order. The eight qualities were the following: (a) knowledgeable, (b) enthusiastic, (c) approachable/personable, (d) encourages/cares, (e) creative/interesting, (f) effective communicator, (g), promotes critical thinking, and (h) accessible.

For academic disciplines, the STEM and Social Sciences groups also agreed on eight of the top ten qualities, which were ranked in different orders. The eight qualities were the following: (a) knowledgeable, (b) enthusiastic, (c) effective communicator, (d) creative/interesting, (e) encourages/cares, (f) approachable/personable, (g) promotes critical thinking, and (h) accessible.

Like the gender and academic discipline demographic categories, faculty with Prior Graduate Developmental Program experience and faculty with no Prior Graduate Developmental Program experience ranked the same eight qualities for their top 10 most important qualities/behaviors.

For academic ranks, there were four academic levels that were assessed. These academic ranks were professor, associate professor, assistant professor, and others. The top eight ranked qualities for the four groups were same, but in varying order. The top eight qualities were (a) knowledgeable, (b) enthusiastic, (c) encourages/cares, (d) creative/interesting, (e) promotes critical thinking, (f) effective communicator, (g) approachable/personable, and (h) accessible.

The last demographic assessed, teaching experience, was divided into groups based on the number of years of teaching experience. These three groups were (1) 0-5 years, (2) 6-15 years, (3) greater than 15 years. Participants from the three groups agreed on eight of the top 10 qualities: (a) knowledgeable, (b) enthusiastic, (c) creative/interesting, (d)

approachable/personable, (e) effective communicator, (f) encourages/cares, (g) accessible, and (h) promotes critical thinking.

Research Question Three Results

In order to answer the third research question, comparisons of tables from previous research were compared to tables in the present research. The Mann-Whitney U test was determined to be the most appropriate statistical test to assess if the mean ranks differed statistically for qualities/behaviors that were in the top 10 for the two university groups, HBCUs and SREB Institutions. The two university groups agreed on eight of the 10 top qualities, with difference in the order in which the items were ranked. The eight qualities and traits that were agreed upon were (a) knowledgeable, (b) enthusiastic, (c) approachable/personable, (d) creative/interesting, (e) effective communicator, (f) encourages/cares, (g) promotes critical thinking, and (h) accessible.

Discussion

Teaching excellence has been evaluated in multiple TBC studies involving different faculty and student populations. Komarraju (2013) highlighted the necessity for educators to understand behaviors and teaching practices that are fundamental for quality instruction. The qualities and behaviors selected by the participants in this study were consistent with findings from other TBC studies involving faculty assessment. However, there was significant difference in the order in which the items were ranked. The results of this study support the conclusions of other HBCU research studies that have concluded that Historically Black Colleges and Universities provide supportive environments for their students. HBCU faculty ranked the qualities accessible, approachable, and encourages/cares higher than other faculty populations in previous TBC research studies.

Comparison of Faculty Findings Among TBC Studies

Several studies involving the use of the Teacher Behavior Checklist focused on the assessment of student populations. However, there were some studies that assessed faculty populations. Including the present research study, there are a total of six studies that involve faculty groups who were assessed on which TBC qualities and behaviors they viewed as essential to excellent teaching. Table 5.1 displays the top 10 TBC items selected for each of the studies involving faculty groups. Multiple item selections were consistent among the studies. The five qualities and behaviors that were agreed upon included (1) knowledgeable, (2) enthusiastic, (3) promotes critical thinking, (4) creative/interesting, and (5) approachable/personable.

Two of the TBC faculty studies, including this study, involved comparing the responses of U.S.-educated and foreign-educated faculty groups. These studies asked the U.S.- and foreign-educated faculty groups to rank their top 10 TBC item choices. Ismail (2014) found that U.S.-educated and foreign-educated faculty agreed on eight qualities, in varying orders. These behaviors and qualities included (a) knowledgeable, (b) enthusiastic, (c) creative/interesting, (d) promotes critical thinking, (e) effective communicator, (f) approachable/personable, (g) encourages/cares for students, (h) manages class time/punctuality.

When comparing the responses from this study to the results of Ismail (2014), the overall faculty populations agreed on eight of the 10 top qualities. The agreed upon qualities and behaviors were (a) knowledgeable, (b) enthusiastic, (c) creative/interesting, (d) promotes critical thinking, (e) effective communicator, (f) approachable/personable, (g) encourages/cares, and (h) accessible. More specifically, U.S.-educated faculty from this study and U.S.-educated faculty from Ismail's studies agreed on eight of the behaviors/qualities, while foreign-educated faculty from this study and Ismail's studies agreed on nine of the TBC behaviors/qualities.

Table 5.1. Comparison of faculty findings among TBC studies.

Buskist (2002)	Schaffer (2003)	Ismail (2014)		Ford (2016)	Ismail & Groccia (2017)		McConner (2017)	
		U.S. Faculty	Foreign Faculty		U.S. Faculty	Foreign Faculty	U.S. Faculty	Foreign Faculty
Knowledgeable	**Knowledgeable**	**Knowledgeable**	**Knowledgeable**	**Knowledgeable**	**Knowledgeable**	**Knowledgeable**	**Knowledgeable**	**Knowledgeable**
Enthusiastic	**Enthusiastic**	**Enthusiastic**	**Enthusiastic**	**Enthusiastic**	**Enthusiastic**	**Enthusiastic**	**Enthusiastic**	**Creative/ Interesting**
Promotes critical thinking	**Promotes critical thinking**	**Creative/ Interesting**	Effective communicator	**Promotes critical thinking**	**Creative/ Interesting**	Effective communicator	**Approachable/ Personable**	**Enthusiastic**
Prepared	Respectful	**Promotes critical thinking**	**Promotes critical thinking**	Effective communicator	**Promotes critical thinking**	**Promotes critical thinking**	**Creative/ Interesting**	Encourages/ Cares
Approachable/ Personable	Strives to be a better teacher	Effective communicator	**Creative/ Interesting**	Strives to be a better teacher	Effective communicator	**Creative/ Interesting**	Effective communicator	**Promotes critical thinking**
Effective communicator	**Approachable/ Personable**	**Approachable/ Personable**	**Approachable/ Personable**	**Approachable/ Personable**	**Approachable/ Personable**	**Approachable/ Personable**	Encourages/ Cares	Effective communicator
Respectful	Realistic Expectations	Encourages/ Cares	Encourages/ Cares	Prepared	Encourages/ Cares	Encourages/ Cares	**Promotes critical thinking**	**Approachable/ Personable**
Creative/ Interesting	**Creative/ Interesting**	Manages class time	Confident	Respectful	Manages class time	Confident	Accessible	Accessible
Presents current information	Flexible/ Open-minded	Accessible	Accessible	Confident	Accessible	Accessible	Confident	Confident
Realistic expectations	Encourages/ Cares	Promotes discussion	Manages class time	**Creative/ Interesting**	Promotes discussion	Manages class time	Prepared	Prepared

****Common qualities/behaviors are in boldface.***

U.S.-Educated and Foreign-Educated: Similarities and Differences in Views

The foreign-educated and U.S.-educated faculty assessed in this study agreed on the top 10 qualities in different ranked orders, thus indicating that both groups value the same teaching qualities and behaviors. In previous studies involving U.S- and foreign-educated groups, the faculty agreed on eight of the top 10 qualities and behaviors. When comparing how the TBC items were ranked by the two groups in this study, approachable/personable was ranked higher by U.S.-educated faculty while encourages/cares was ranked higher by foreign-educated faculty.

The U.S.-educated faculty from this study ranked approachable/personable higher than faculty in previous TBC studies. Both the U.S.- and foreign-educated faculty groups from this study ranked encourages/cares higher than faculty from previous TBC research. Both U.S.- and foreign-educated groups from this study ranked accessible higher than faculty from previous studies. When comparing the item rankings of this study to other TBC faculty studies, the following qualities were ranked higher on average: (a) approachable/personable, (b) encourages/cares, and (c) accessible. It should also be noted that this is the first TBC study in which a faculty group did not rank enthusiastic as the second most important quality. The foreign-educated faculty from this study ranked creative/interesting as the second most important teaching quality and ranked enthusiastic as the third most important.

Comparison of HBCU and PWI Faculty Members' Perceptions of Teaching Excellence

The results of this study were consistent with research that emphasizes the perceptions of Historically Black Colleges and Universities as being more supportive of their students (particularly students from underrepresented and underserved populations) when compared to other institution types. Previous faculty studies involving the use of the Teacher Behavior Checklist evaluated participants from Predominately White Institutions. On average, HBCU

faculty participants in this study ranked accessible, approachable/personable, and encourages/cares higher than their PWI faculty counterparts. Faculty from previous TBC studies ranked promotes critical thinking higher than their HBCU counterparts.

Implications

This research contributed to the literature because there is limited research on HBCU faculty. The TBC responses of the participants provided insight on which qualities and behaviors were deemed necessary for quality instruction.

Implication 1

Effective teaching qualities and behaviors were consistently selected among HBCU faculty. The two faculty groups, U.S.- and foreign-educated, agreed on the top 10 qualities indicating that there were specific teaching behaviors and qualities valued at Historically Black Colleges and Universities by faculty. The two faculty groups choosing the same 10 qualities and behaviors highlights that there is consensus among HBCU faculty that specific teaching behaviors and qualities must be utilized for effective teaching.

Implication 2

Faculty at HBCUs valued being accessible to their students, and showing their students that they care about their academic and personal success. HBCUs are unique institution types that provide postsecondary educations to predominately Black students and students from underserved populations. Historically Black Colleges and Universities have been successful at educating and graduating a high percentage of students through providing support and positive faculty-student interactions (Karkouti, 2016).

As previously stated, HBCUs are known for providing supportive environments rich in role models among faculty and staff (John & Stage, 2014). The three qualities that were ranked

higher by HBCU faculty can be classified as supportive behaviors. These three qualities were accessible, approachable/personable, and encourages/cares. Arroyo and Gasman (2014) emphasized that student success is often attributed to instructors whose teaching was effective and had a meaningful impact on students' learning. It is through the utilization of these supportive behaviors that HBCUs have been able to have a meaningful impact on their students. PWIs can better serve their minority student populations by using HBCUs as an example of how to practice and exhibit these behaviors to encourage and support academic success.

Implication 3

To date, faculty across multiple studies agreed that being knowledgeable about subject matter is the most important quality for teaching excellence. This indicated that faculty agreed that in order to effectively educate learners, master teachers must possess a thorough understanding of course content. The four remaining qualities that were agreed upon (enthusiastic, promotes critical thinking, creative/interesting, and approachable/personable) are also important qualities and behaviors for faculty to possess. When the TBC findings from the studies are combined, the five agreed upon qualities/behaviors can be considered generalizable and representative of faculty members' perceptions of traits that master teachers should demonstrate to their students.

Implication 4

Institutions of higher education must provide resources for their faculty to ensure that these practitioners have the tools and knowledge needed to provide quality education to student learners. Like students, faculty need support and resources to promote academic, personal, and professional growth. Groccia (2010) explained that faculty development should be used so that instructional staff can learn to utilize effective, evidence-based teaching strategies. The findings

of this study indicate that approximately 50.6% of faculty members participated in graduate developmental programs prior to faculty appointment, while Ismail's (2014) study showed that 42.2% of faculty from SREB institutions participated in prior graduate development programs. Although these percentages were relatively high, there were still a large percentage of faculty members who did not participate in formal programs prior to their appointments. The need for faculty development is essential because it can provide training and resources for faculty with little to no formal prior teaching experience. Faculty development is also beneficial to faculty who have taught in the field for several years because some teaching strategies and practices evolve over time.

Colleges and universities that desire to have increased success among underrepresent student populations should provide resources and information to faculty on evidence-based teaching strategies and qualities that have been proven to be effective for minority groups. Arroyo and Gasman (2014) specified, "institutions that are serious about Black student success must invest in faculty members who are especially skilled at delivering the requisite educational experience" (p. 76). Given that the United States is competing with other developed countries to produce college graduates and the percentage of Black, Asian, and Hispanic students enrolling in U.S. postsecondary institutions is expected to increase by as much as 42% (John & Stage, 2014; U.S. Department of Education, 2013), there must be well-trained faculty who are committed the academic success of students.

Limitations

The use of an online survey may have attributed to low response rates (14.4% total) compared to Buskist et al. (2002) and Schaffer's (2003) studies that used a face-to-face survey administration method. There were a total of 3,769 faculty members who were contacted to

participate; however, this sample was relatively small because this study only consisted of participants from 10 HBCUs. Based on Carnegie classifications, the 10 selected universities were doctoral granting institutions classified as having higher to moderate research activity. Therefore, the findings of this study were limited and may not reflect the beliefs of faculty at different HBCUs. Lastly, a click and drag method was used in the online survey. Since participants may not be used to selecting an item and dragging that item to their desired ranked spot, this may have discouraged survey participation.

Recommendations for Future Research

The findings of this study are significant because it supports other research findings and contributes to the literature, as there is little existing research on HBCU faculty. Additional research is needed to gain more insight on faculty members' perspectives on teaching excellence. A qualitative or mix-methods study where faculty members are interviewed could be used as a follow-up to this study. Also, expanding the number of faculty participants from different Historically Black Colleges and Universities would be beneficial and generate more generalizable data for the HBCU faculty population.

It would also be beneficial to evaluate students' perceptions of the qualities and behaviors they view as necessary for effective teaching. While there are multiple TBC studies that involve student populations, none of the current TBC research consists of student participants from HBCUs or Minority-Serving Institutions. Komarraju (2013) explained that students and faculty often agree on qualities that an ideal teacher should possess, but students' backgrounds (i.e. socioeconomic status, gender, and ethnicity) can have an effect on which qualities are valued most. HBCUs have higher percentages of students from African American and underserved populations, therefore, comparing HBCU students' TBC responses with other TBC studies that

consisted of student participants would contribute to the literature. In addition to comparing different student populations, it is recommended that a follow-up study comparing the TBC item rankings of HBCU faculty and students be conducted.

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APPENDIX A: PARTICIPANT INFORMATION LETTER

The Auburn University Institutional Review Board has approved this Document for use from 08/09/2016 to 08/08/2019 Protocol # 16-294 EX 1608

Add this approval information in sentence form to your electronic information letter!

AUBURN UNIVERSITY

COLLEGE OF EDUCATION

EDUCATIONAL FOUNDATIONS, LEADERSHIP AND TECHNOLOGY

INFORMATION LETTER

For a Research Study on

"Perceptions of Teaching Excellence: An Examination of Foreign and US-Educated Faculty at Historically Black Colleges and Universities"

You are invited to participate in a research study to assess faculty members' perceptions of the behaviors and qualities that constitute teaching excellence. Faculty members at Historically Black Colleges and Universities (HBCUs) have been selected to participate. The results of this survey can be useful for universities designing enrichment programs for faculty.

This study is being conducted by **Mary J. McConner**, doctoral candidate, in the Auburn University Department of Educational Foundations, Leadership, and Technology under the direction of **Dr. James E. Groccia**, Professor in the Department of Educational Foundations, Leadership, and Technology at Auburn University. You are invited to participate because you are a faculty member at a Historically Black College/University.

What will be involved if you participate? Your participation is completely voluntary. If you choose to participate in this research study, you will be asked to answer a few demographic items. You will also be asked to identify the top 10 teaching qualities and behaviors from a list of 28. Your total time commitment will be approximately 5-7 minutes.

Are there any risks or discomforts? There are no risks or discomfort associated with participating in this survey. Participation is completely voluntary and no compensation will be offered.

If you change your mind about participating, you can withdraw at any time by closing your browser window. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Once you've submitted anonymous data, it cannot be withdrawn since it will be unidentifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University or the Department of Educational Foundations, Leadership, and Technology.

Any data obtained in connection with this study will remain anonymous. You will not be asked to provide any identifying information (i.e., your name). Information collected through your participation may be published in a dissertation, professional journal, or presented at a professional meeting.

If you have any questions about this study, please contact Mary J. McConner at (334) 844-5023 or mjm0054@auburn.edu.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION ABOVE, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, PLEASE CLICK THE SURVEY LINK BELOW. YOU MAY PRINT A COPY OF THIS LETTER TO KEEP.

Mary J. McConner 08/08/2016

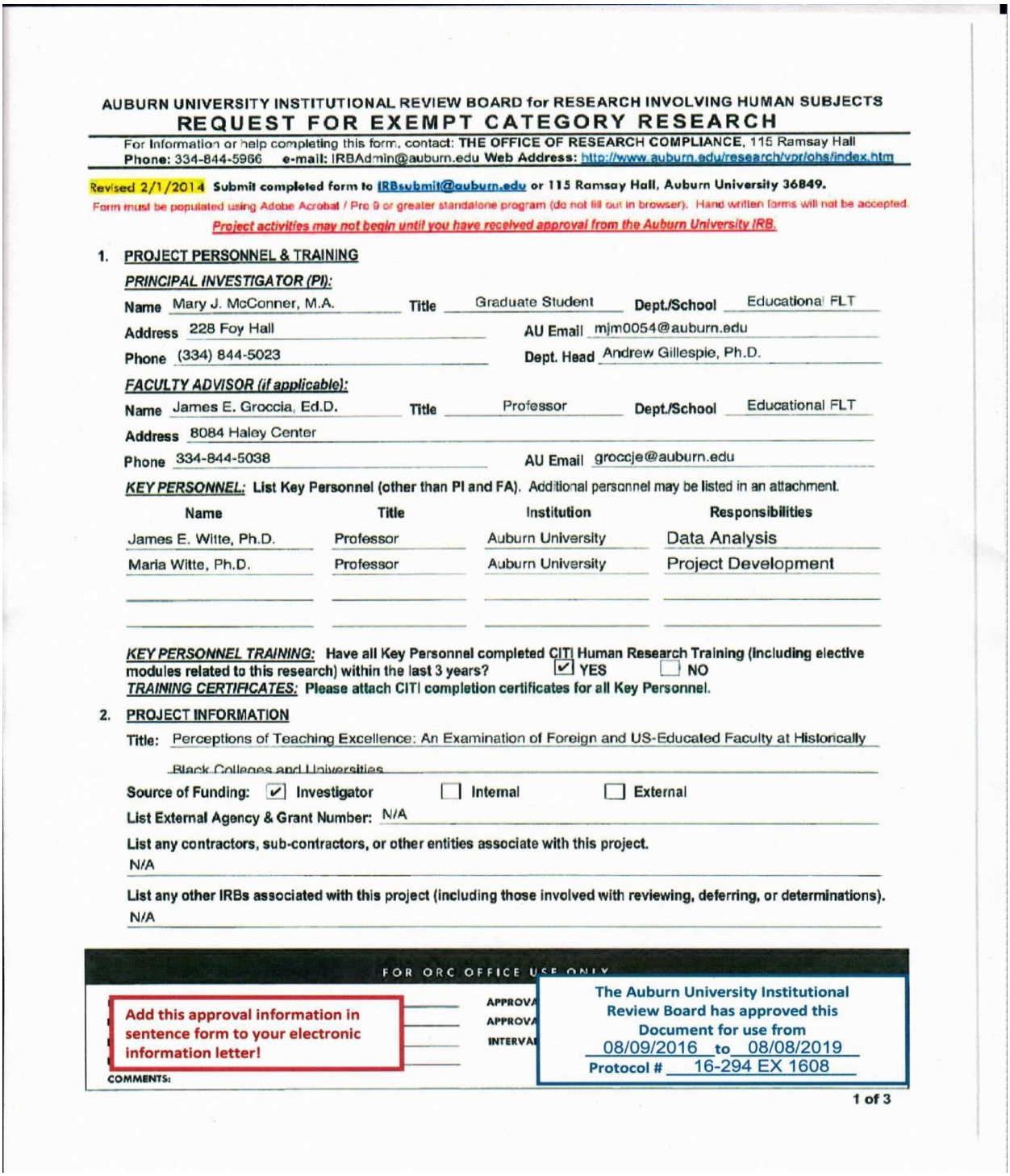
Investigator Date

The Auburn University Institutional Review Board has approved this document for use from to . Protocol #16-294.

4036 Haley Center, Auburn, AL 36849-5221; Telephone: 334-844-4460; Fax: 334-844-3072

www.auburn.edu

APPENDIX B: IRB APPROVAL FORMS



AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS

REQUEST FOR EXEMPT CATEGORY RESEARCH

For Information or help completing this form, contact: **THE OFFICE OF RESEARCH COMPLIANCE**, 115 Ramsay Hall
Phone: 334-844-5966 **e-mail:** IRBAdmin@auburn.edu **Web Address:** http://www.auburn.edu/research/vpr/ohs/index.htm

Revised 2/1/2014 **Submit completed form to IRBsubmit@auburn.edu or 115 Ramsay Hall, Auburn University 36849.**

Form must be populated using Adobe Acrobat / Pro 9 or greater standalone program (do not fill out in browser). Hand written forms will not be accepted.

Project activities may not begin until you have received approval from the Auburn University IRB.

1. **PROJECT PERSONNEL & TRAINING**

PRINCIPAL INVESTIGATOR (PI):

Name Mary J. McConner, M.A. **Title** Graduate Student **Dept./School** Educational FLT

Address 228 Foy Hall **AU Email** mjm0054@auburn.edu

Phone (334) 844-5023 **Dept. Head** Andrew Gillespie, Ph.D.

FACULTY ADVISOR (if applicable):

Name James E. Groccia, Ed.D. **Title** Professor **Dept./School** Educational FLT

Address 8084 Haley Center

Phone 334-844-5038 **AU Email** groccje@auburn.edu

KEY PERSONNEL: **List Key Personnel (other than PI and FA).** Additional personnel may be listed in an attachment.

Name	Title	Institution	Responsibilities
James E. Witte, Ph.D.	Professor	Auburn University	Data Analysis
Maria Witte, Ph.D.	Professor	Auburn University	Project Development

KEY PERSONNEL TRAINING: **Have all Key Personnel completed CITI Human Research Training (including elective modules related to this research) within the last 3 years?** ☑ **YES** ☐ **NO**

TRAINING CERTIFICATES: **Please attach CITI completion certificates for all Key Personnel.**

2. **PROJECT INFORMATION**

Title: Perceptions of Teaching Excellence: An Examination of Foreign and US-Educated Faculty at Historically Black Colleges and Universities

Source of Funding: ☑ **Investigator** ☐ **Internal** ☐ **External**

List External Agency & Grant Number: N/A

List any contractors, sub-contractors, or other entities associate with this project.

N/A

List any other IRBs associated with this project (including those involved with reviewing, deferring, or determinations).

N/A

FOR ORC OFFICE USE ONLY

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APPROVA
INTERVAL

COMMENTS:

Add this approval information in sentence form to your electronic information letter!

The Auburn University Institutional Review Board has approved this Document for use from 08/09/2016 to 08/08/2019
Protocol # 16-294 EX 1608

1 of 3

TENNESSEE STATE UNIVERSITY
"Think. Work. Serve."

Research and Sponsored Programs
3500 John A. Merritt Boulevard
Nashville, Tennessee 37209-1561
Office: (615) 963-7631
Fax: (615) 963-5068

Office of the Vice President

To: Mary J. McConner
mjm0054@auburn.edu
Dept.:

From: Monique McCallister

Dr. Monique McCallister, Chair, Institutional Review Board

Re: Protocol #HS2016-3836

Date: Friday, October 07, 2016

The document listed below has been carefully reviewed and found to be in compliance with OPRR document title 45, Code of Federal Regulations part 46, the protection of human subjects, as amended by Federal policy, effective August 19, 1991. This project is **approved** as it presents minimal or no research risks to the pool of impending human subjects. Please make note, that any deviations in the administration of the protocol, accidental or otherwise should be reported to the IRB as soon as possible. The FWA for Tennessee State University is #FWA00007692, which is effective from July 15, 2016 to July 15, 2021.

"Perceptions of Teaching Excellence: An Examination of Foreign and US-Educated Faculty at Historically Black Colleges and Universities"

This approval is valid for one year from the date indicated above. Continuation of research beyond that date requires re-approval by the Institutional Review Board.

Please contact me at 963-7619 or e-mail irb@tnstate.edu for additional information.

APPENDIX C: TEACHER BEHAVIOR CHECKLIST (ONLINE SURVEY)

Default Question Block

INFORMATION LETTER

For a Research Study on
"Perceptions of Teaching Excellence: An Examination of Foreign and US-Educated Faculty at Historically Black Colleges and Universities"

You are invited to participate in a research study to assess faculty members' perceptions of the behaviors and qualities that constitute teaching excellence. Faculty members at Historically Black Colleges and Universities (HBCUs) have been selected to participate. The results of this survey can be useful for universities designing enrichment programs for faculty.

This study is being conducted by Mary J. McConner, doctoral candidate, in the Auburn University Department of Educational Foundations, Leadership, and Technology under the direction of Dr. James E. Groccia, Professor in the Department of Educational Foundations, Leadership, and Technology at Auburn University. You are invited to participate because you are a faculty member at a Historically Black College/University.

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If you change your mind about participating, you can withdraw at any time by closing your browser window. If you choose to withdraw, your data can be withdrawn as long as it is

identifiable. Once you've submitted anonymous data, it cannot be withdrawn since it will be unidentifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University or the Department of Educational Foundations, Leadership, and Technology.

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If you have any questions about this study, please contact Mary J. McConner at (334) 844-5023 or mjm0054@auburn.edu.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION ABOVE, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. YOU MAY PRINT A COPY OF THIS LETTER TO KEEP.

The Auburn University Institutional Review Board has approved this document for use from August 09, 2016 to August 08, 2019. Protocol #16-294 EX 1608

Please respond to the following questions:

Gender

- ○ Male
- ○ Female

My country of birth is...

The country where I completed my undergraduate education.

The country where I completed my first graduate degree (e.g. Master of Science, Master of Arts).

The country where I completed my highest graduate degree.

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

- Yes
- No

Faculty Rank:

- Full Professor
- Associate Professor
- Assistant Professor
- Instructor
- Adjunct
- Other

Years of experience in teaching:

Discipline:

Instructions:

Below are 28 teacher qualities and behaviors that define them.

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

Accessible (Posts office hours, gives out phone number and email 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 expresion 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 allow students to do make-up 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 student 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 student 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 email 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)