



Miami Dade
College

STATEMENT OF FACULTY EXCELLENCE

Motivation

Interpersonal Skills

Discipline Expertise

Teaching Expertise

STATEMENT OF FACULTY EXCELLENCE

MIAMI DADE COLLEGE

In 2019, Miami Dade College adopted this revision to the Statement of Faculty Excellence. The revision reflects the evolving context of teaching and learning at MDC with a more timely and state-of-the-art orientation, while retaining the core principles articulated in the earlier versions (1988, 1990).

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MIAMI DADE COLLEGE

STATEMENT OF FACULTY EXCELLENCE

PREAMBLE

The qualities and characteristics of excellent faculty at Miami Dade College (MDC) are detailed in four categories: Motivation, Interpersonal Skills, Discipline Expertise, and Teaching Expertise.

ASSUMPTIONS

A set of assumptions undergirds and provides context for this definition of faculty excellence.

1. All MDC faculty are involved in the teaching/learning process; that is, building knowledge and skills for students and promoting success.
2. The qualities identified herein, as representative of faculty of excellence, are described in general terms in order to relate to all faculty; however, specific applications for individuals, and further definition and elaboration, occur at the academic/department and discipline level.
3. This document is not intended to be a job description, nor is it designed as an evaluation instrument or rubric.
4. The qualities of faculty excellence as defined in this document have been identified by MDC faculty, administrators, staff and students as significant in promoting student success.

MOTIVATION

DEFINITION

Excellent faculty at MDC are motivated by a deep commitment to the teaching profession. They strive to achieve excellence in teaching, service and scholarship. Their greatest concern is for rich and meaningful student learning, and they seek to inspire students to persist and reach their academic goals.

PASSION AND DEDICATION

Motivated faculty exhibit passion about their impact in the classroom and beyond with students, colleagues, the college and community at large. They manifest this enthusiasm in a variety of ways. They communicate their deep interest in their discipline fields and the satisfaction they themselves have gained through increasing their knowledge. They demonstrate their enthusiasm in their professional areas by willingly working in personal ways with students or prospective students to help them define, refine, and achieve their goals. They understand and embrace the challenges of teaching in an open access college. They explore and use creative and innovative strategies to engage both traditional and non-traditional students in their classes.

CHALLENGING GOALS AND COMMITMENT TO GROWTH

Motivated faculty set challenging educational goals for students and provide appropriate support to help them overcome obstacles and meet challenges. They build in students a sense of accomplishment with the achievement of incremental successes. They instill in students both the motivation and self-confidence needed to learn deeply. They exemplify a strong commitment to education as a profession. They believe in the ability of all students to learn. They motivate sustained effort in their students with meaningful, relevant, and purposeful instruction and assignments.

Excellent faculty also set challenging goals for themselves to enhance their motivation. They continually strive to increase their own knowledge and engage with other faculty to change, adapt and innovate teaching and assessment practices. They serve in leadership roles with other faculty, dedicating their work to projects that benefit students, the teaching profession, the institution, and/or the community.

CONCERN FOR THE WHOLE STUDENT

Finally, excellent faculty understand the many aspects of students as learners, workers and family members. They motivate students to find solutions when competing demands are perceived as obstacles to progress in their educational pathways. Accordingly, they provide counsel and assistance whenever appropriate.

SUMMARY STATEMENTS

MOTIVATION:

Motivated faculty are committed to the teaching profession at MDC, strive to achieve excellence in teaching, service and scholarship, and inspire students to persist and reach their academic goals.

ASPIRATIONS:

1. Exhibit passion about their impact in the classroom and beyond with students, colleagues, the college and community at large.
2. Embrace the challenges and opportunities of teaching in an open access college.
3. Set challenging educational goals for students and exemplify a strong commitment to education as a profession.
4. Commit to and believe in the ability of students to learn and motivate sustained student effort.
5. Serve as leaders with other faculty, enthusiastically dedicating their work to projects for student benefit.
6. Consider the many roles of students as learners, workers and family members.

INTERPERSONAL SKILLS

DEFINITION

Excellent faculty at MDC have strong interpersonal skills (verbal and non-verbal) allowing them to interact actively and positively with others. Effective communication skills enable them to motivate students, create an environment that is conducive to learning and collaborate with colleagues and community members on programs and projects.

SUPPORTIVE LEARNING ENVIRONMENTS

Excellent faculty recognize that atmospheres in learning environments have an important impact on student engagement and educational outcomes, including persistence and academic success. As a result, they use their interpersonal skills to create climates that are supportive and conducive to learning for all students. They offer students opportunities to learn, try new things, make mistakes, share thinking, work collaboratively, innovate, experiment and be reflective.

RESPECTFUL AND DIPLOMATIC INTERACTIONS

Excellent faculty treat all individuals with respect and are accepting of people with diverse backgrounds, experiences, strengths, weaknesses and perspectives. They are approachable and diplomatic in their dealings with both students and colleagues. They make decisions, take action, solve problems, resolve conflicts, and provide feedback respectfully, ethically and fairly. They listen thoughtfully and are sensitive to both verbal and non-verbal cues. They communicate balanced responses to student requests with well-reasoned faculty perspectives on class needs. They weigh feedback from students and colleagues in reflecting on their work. They are open-minded in conversations about innovations in teaching and learning, continued education and scholarship. They have the courage to change, when appropriate, while upholding their professional standards and principles. They engage in intellectual discourse with a spirit of fairness and collegiality.

COLLABORATIVE PARTICIPATION WITH COLLEAGUES

Excellent faculty mindfully collaborate with colleagues in both academic and student service areas and with members of the community. They are available, communicate well in teams, engage in interdisciplinary discussions and display intelligence, optimism and flexibility. They are open to learning from diverse perspectives of colleagues who represent different areas of the institution. They share their own expertise while participating in collaborative efforts to collectively achieve excellence in teaching and learning and to strengthen the institution as a whole.

INTERACTION WITH AND SUPPORT FOR STUDENTS

Interaction with faculty is critical to student success, so excellent faculty encourage students to take advantage of ample opportunities for contact and consultation. They respond to student needs, questions and concerns appropriately and sensitively. They recommend college resources to support student progress and success. They understand that students face varied and complicated demands in their lives and often need encouragement and guidance from faculty.

SUMMARY STATEMENTS

INTERPERSONAL SKILLS:

Interpersonal skills involve communicating effectively and collaborating productively with MDC colleagues, students and community members.

ASPIRATIONS:

1. Create climates that are supportive and conducive to learning for all students.
2. Respect and value individuals with diverse backgrounds, experiences, strengths, weaknesses and perspectives.
3. Communicate diplomatically; make decisions, take action, solve problems, and resolve conflict in respectful and ethical ways.
4. Listen thoughtfully to what students and co-workers say; have the courage and openness to change and innovate when appropriate.
5. Work collaboratively, communicate well in teams, and display positive attitudes and flexibility.
6. Are available to students and colleagues and are responsive to their needs and concerns.

DISCIPLINE EXPERTISE

DEFINITION

Excellent faculty at MDC are discipline experts. They have deep intellectual skills, talents and knowledge requisite for exceptional performance as educators in their specialties. They know the content, organization, methods and language of their fields, as well as how to effectively convey that to MDC students who are often novices in an open-access college environment.

DISCIPLINE KNOWLEDGE

Excellent faculty possess substantial, in-depth knowledge of established principles in their disciplines, and they also remain inquisitive. They are curious about new ideas and approaches. They integrate multiple perspectives representing experts' ongoing work in the field as part of their course content. Their instruction reflects the latest findings and practices in the field. They also demonstrate an openness and willingness to explore differing and evolving viewpoints. They serve as discipline role models for their students, and discipline peers/faculty colleagues. They regularly update their own knowledge, professional skills and resources to make their instruction meaningful, timely and refreshing for their students. They utilize current and innovative approaches and/or technologies relevant to the discipline. As tools and resources used in their fields evolve, excellent faculty regularly adopt and share industry innovations as part of their teaching practice.

BROADER COLLABORATION AND PROFESSIONALISM

Excellent faculty network and collaborate with peers. They participate in research, scholarship and professional projects to enhance their expertise and to improve student learning. They present or publish their work at the College and/or other professional venues. They contribute service to discipline, cross-discipline and inter-professional efforts to evaluate, renew and develop curriculum, materials and assessments. They align their work with MDC's Learning Outcomes and the College's mission and values. They promote practical learning by engaging students with real-world challenges as they relate to their disciplines.

SUMMARY STATEMENTS

DISCIPLINE EXPERTISE:

Discipline experts know the content, organization, methods and language of their fields, and how to effectively convey that to MDC students.

ASPIRATIONS:

1. Possess substantial, in-depth discipline knowledge and remain inquisitive; are discipline role models for their students.
2. Integrate multiple perspectives representing experts' ongoing work in the field.
3. Utilize current and innovative approaches and/or technologies relevant to the discipline.
4. Network and collaborate with peers and participate in professional projects and/or research.
5. Contribute in substantial ways to discipline, cross-discipline, inter-professional efforts.
6. Align their work with MDC's Learning Outcomes and real-world applications related to the discipline.

TEACHING EXPERTISE

DEFINITION

Excellent faculty at MDC have exceptional skills in diverse teaching practices. They use a variety of teaching tools to transform student learning. These principled practices are derived from experience in the classroom and an openness to areas such as ongoing professional development in course design, pedagogy, classroom management and/or technology. Excellent faculty members look to continuously improve their teaching craft throughout their careers. They seek to help students learn as effectively and efficiently as possible.

TOOLS FOR EFFECTIVE TEACHING

Excellent faculty use rich tool kits of instructional strategies to provide students with alternative ways of learning while analyzing students' needs and the effectiveness of teaching techniques. They recognize the value of employing established instructional methods while remaining open to innovative approaches. They strive to stimulate intellectual curiosity, creativity and critical thinking in their students. They provide challenging activities and engaging learning environments that motivate and empower students in the attainment of knowledge. They include a variety of traditional, experiential, collaborative and/or technology-based learning opportunities to engage students as active participants, not merely passive observers. Class learning progress is continuously assessed so that teaching plans and approaches can be flexibly adapted according to real needs.

CAREER-LONG IMPROVEMENT

Excellent faculty know the importance of self-reflection, and they analyze and evaluate their own performance. They welcome feedback from students and colleagues as a positive resource for professional improvement. They use analysis of this feedback to make adjustments and improve student learning with better teaching. Career-long improvement also comes from regular participation in professional development opportunities on evolving teaching practices. When excellent faculty apply new techniques, strategies or materials in the classroom and find them effective, they are eager to share this knowledge with peers. They share pedagogical insights in both formal and informal ways.

ASSESSMENT OF LEARNING PROGRESS

Excellent faculty are concerned with student learning progress and use effective assessments to measure growth associated with clearly set objectives and performance standards. They test students fairly and provide them with constructive feedback in a timely manner in order to positively influence their learning process. They ensure their assessments are valid and reliable and make adjustments as needed. They also collaborate with peers on testing and assessment in their disciplines.

INSPIRING STUDENTS

Transformative teaching that inspires students to love a discipline area and pursue lifelong learning may be one of the most important attributes of excellent faculty. They have the capacity to paint a "big picture" view of why a particular subject is important and why higher education in general is valuable. Their students become engaged beyond the classroom and see a subject's larger societal impact. They develop independence in acquiring, analyzing and accessing discipline knowledge. They learn to take more responsibility for their own learning and make the most productive use of their talents and abilities. Then, the faculty member's role evolves to that of a mentor who can guide students in their pursuit of learning. When inspired by excellent faculty, students respond to learning challenges at the highest level.

SUMMARY STATEMENTS

TEACHING EXPERTISE:

Expert teachers have exceptional skills in teaching practices that transform student learning at MDC.

ASPIRATIONS:

1. Provide students with a range of both established and innovative ways of learning that stimulate intellectual curiosity, creativity and critical thinking.
2. Incorporate a variety of experiential, collaborative, and/or technology-based learning opportunities for students.
3. Are attuned to infer and assess learning progress during instruction and flexibly adjust teaching plans or practices.
4. Improve teaching through feedback, ongoing professional development and other means
5. Assess student learning fairly and provide constructive feedback in a timely manner to positively influence the learning process.
6. Inspire students to appreciate the value of their particular disciplines and higher education in general.



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