




## Defining and Developing Standards of Teaching Excellence for New College Faculty



Walter Rosado<sup>1</sup>, James Bernauer<sup>2</sup>, Rebecca Rook<sup>3</sup>  
Tiffany Boury<sup>4</sup>, Mark Miller<sup>5</sup>, Derek Davenport<sup>6</sup>, Erek Clacks<sup>7</sup>

<sup>1</sup>The Citadel Military College of South Carolina, USA

[wrosado@citadel.edu](mailto:wrosado@citadel.edu)

<sup>2</sup>Robert Morris University, USA

[bernauer@rmu.edu](mailto:bernauer@rmu.edu)

<sup>3</sup>Franciscan University of Steubenville, USA

[RRook@franciscan.edu](mailto:RRook@franciscan.edu)

<sup>4</sup>Franciscan University of Steubenville, USA

[TBoury@franciscan.edu](mailto:TBoury@franciscan.edu)

<sup>5</sup>Franciscan University of Steubenville, USA

[mmiller@franciscan.edu](mailto:mmiller@franciscan.edu)

<sup>6</sup>Sewickley Presbyterian Church, USA

[davenportdr1@gmail.com](mailto:davenportdr1@gmail.com)

<sup>7</sup>National University, USA

[eclacks@gmail.com](mailto:eclacks@gmail.com)

**Citation:** Rosado, W., Bernauer, J., Rook, R., Boury, T., Miller, M., Davenport, D., & Clacks, E. (2026). Defining and developing standards of teaching excellence for new college faculty. *Journal of Research in Educational Sciences*, 17(1), 41–54.

[https://doi.org/10.14505/jres.v17.1\(21\).03](https://doi.org/10.14505/jres.v17.1(21).03)

**Article info:** Received 7 April 2026;  
Received in revised form 29 April 2026;  
Accepted 22 May 2026;  
Published 30 June 2026.

Copyright© 2026 The Author(s). Published by ASERS Publishing 2026. This is an open access article distributed under the terms of [CC-BY 4.0 license](https://creativecommons.org/licenses/by/4.0/).

**Abstract:** In PreK–12 education in the United States, public school teacher candidates engage in a series of standardized requirements for certification, including the PRAXIS examination, supervised student teaching, formal observations, and maintaining a minimum grade point average for state licensure. No comparable system of standardization exists for college professors, raising an important question: How can universities cultivate and sustain teaching excellence at the post-secondary level?

This study employed a dialogical approach to explore the nature of teaching excellence and the ways in which higher education institutions can best support it. The research design intentionally prioritized the authentic voices of participant researchers, producing a mosaic of shared themes and distinctive individual perspectives.

Key findings highlight the importance of (1) recognizing teaching excellence as a legitimate and valued form of scholarly achievement; (2) fostering caring and relationship-centered pedagogies; and (3) integrating cognitive, affective, and spiritual dimensions of learning. Readers are encouraged to interpret and extend these findings within their conceptual frameworks because of the diversity and depth of the insights shared.

The study's conclusions were further examined through feedback from doctoral students and candidates, whose responses suggested that specialized pedagogical training, combined with mentorship from experienced faculty, significantly enhances the development of teaching excellence among emerging professors. This underscores the critical need for structured programs designed to equip new faculty with effective pedagogical strategies, particularly given that many enter academia with limited teaching experience (Schmid *et al.* 2021).

**Keywords:** teaching excellence; faculty development; higher education; new faculty.

### Introduction

In the landscape of modern American education, a striking paradox exists between the preparation pathways required for lower and higher education professionals. In PreK–12 education, public school teacher candidates must navigate a highly standardized and rigorous gauntlet for state licensure, encompassing standardized testing such as the PRAXIS examination, extensive supervised student teaching, structured formal observations, and strict minimum grade point averages. This institutional framework ensures that before any educator assumes primary

responsibility for a classroom, they have demonstrated foundational competency in pedagogical theory, instructional design, and classroom management.

Conversely, no comparable system of standardization or mandatory pedagogical certification exists for college and university professors. In higher education, the historical and prevailing paradigm dictates that an advanced disciplinary degree, such as a Ph.D. or a terminal master's degree, serves as sufficient proof of an individual's readiness to teach. This structure operates on the unverified assumption that robust subject-matter expertise automatically translates into instructional efficacy. Consequently, many early-career researchers, postdocs, and doctoral graduate teaching assistants enter the university classroom with profound knowledge of their disciplines but little to no formal training in pedagogy, curriculum delivery, or student engagement strategies. This gap in preparation frequently leaves new faculty members feeling overwhelmed, unsupported, and ill-equipped to navigate the complex administrative and instructional demands of higher education.

This pedagogical deficit is further exacerbated by systemic institutional priorities within academia. Under the prevailing "publish or perish" culture, university reward structures, including tenure, promotion, and competitive compensation, overwhelmingly favor research productivity, grant procurement, and publication volume over teaching quality. Because traditional institutional metrics undervalue the scholarship of teaching, emerging faculty are provided with few tangible incentives to invest time or energy into refining their instructional practices. Furthermore, while the academic literature surrounding "teaching excellence" has grown over the past two decades, it remains heavily fragmented, lacking a universal consensus on its definition, and heavily tilted toward abstract theoretical concepts rather than experiential, ground-level practices.

To address these systemic challenges, higher education institutions must move beyond rigid, administrative outcome-related measures and discover how to actively cultivate, support, and sustain genuine teaching excellence at the post-secondary level. This study addresses this critical gap by employing an innovative qualitative dialogical approach. By prioritizing the collaborative, authentic voices of participant-researchers representing diverse backgrounds in military leadership, K-12 administration, pastoral care, and business management consulting, this research co-constructs a holistic, multi-layered framework for post-secondary pedagogy.

Specifically, this paper seeks to answer how universities can systematically bridge the gap between academic research readiness and pedagogical competence for incoming faculty. Through an iterative process of reflective dialogue and validation, this study introduces a multidimensional standard of excellence built upon three interconnected pillars: (1) elevating teaching excellence as a legitimate, highly valued form of scholarly achievement; (2) championing caring and relationship-centered pedagogies; and (3) integrating cognitive, affective, and spiritual dimensions of learning. Finally, by evaluating this framework through a focus group of active doctoral candidates, this study provides a pragmatic justification and actionable roadmap for structured, university-led pedagogical training and faculty mentorship programs designed to prepare the next generation of emerging professors.

## Literature Review

This gap in structured pedagogical preparation often necessitates a nuanced understanding of teaching excellence, which is a complex, multidimensional construct encompassing more than just classroom delivery (Johnson, 2021). Indeed, effective teaching extends to creating a positive and responsive learning environment while modeling values through instructional practices (Dinamling & Depaynos, 2024). The concept of teaching excellence has gained significant global attention in higher education over the past two decades; however, its precise interpretation remains a subject of considerable debate (Johnson, 2021). Various stakeholders often interpret what constitutes teaching excellence differently, leading to a lack of a universal consensus on its definition (Johnson, 2021). This lack of consensus is further complicated by the tendency in the literature to focus on theoretical concepts rather than experiential practices, which are crucial for the formal preparation of teachers across various disciplines (Bullin, 2018). This highlights the need for a more nuanced and inclusive interpretation of teaching excellence that balances outcome-related measures with a focus on the processes of learning and acknowledges the intertwined nature of teaching and research in higher education (Wood & Su, 2017). Moreover, effective teachers are typically characterized by their ability to meaningfully convey complex concepts and inspire critical thinking that transcends discipline-specific knowledge and skills that require both formal preparation and practical experience (Bullin, 2018). This is particularly relevant for doctoral students, postdocs, and graduate teaching assistants, who often assume significant teaching roles without adequate pedagogical training or mentorship, thus facing unique challenges in their instructional responsibilities (Ellegaard *et al.* 2024). Consequently, many early career researchers and new faculty members enter academia with robust research backgrounds but limited formal training in pedagogy, often leading to challenges in teaching effectiveness and

student engagement (Lamon *et al.* 2024; Ibrahim *et al.* 2020). This gap often results in new faculty feeling unprepared and "thrown in the deep end" when navigating university teaching systems and administrative processes, which can significantly undermine their confidence and lead to increased stress (Lamon *et al.* 2024). This pedagogical deficit can hinder both individual professional development and the overall quality of education provided to students (Maalouf & Jallad, 2023). This is especially problematic given that the scholarship on teaching in higher education has historically been undervalued, with research competence often being the primary criterion for academic success (Heinonen *et al.* 2022). This persistent focus on research often overshadows the critical need for robust pedagogical training, thereby hindering the development of comprehensive teaching effectiveness among new faculty (Lamon *et al.* 2024; Taylor & Thion, 2023). This problem is exacerbated by the common practice of employing doctoral students, who are ill-prepared for teaching, often viewing it as a means to earn income rather than a pathway to developing teaching proficiency (Bullin, 2018). This dynamic can detrimentally affect both the quality of instruction students receive and the long-term career trajectories of emerging academics, who may fail to thrive without evidence-informed teaching and learning skills (Lamon *et al.* 2024). Therefore, it is imperative that institutions prioritize formal pedagogical training for all doctoral candidates and new faculty to ensure they are adequately equipped for the multifaceted demands of academic instruction (Tavener *et al.* 2021; Lamon *et al.* 2024). This deficiency in formal pedagogical preparation is particularly acute given that many university teachers commence their duties with no prior pedagogical training, often needing to bridge the gap between their subject expertise and pedagogical skills (Heinonen *et al.* 2022). This can lead to lower teaching efficacy, increased stress, and a negative impact on overall well-being and performance, highlighting the urgent need for structured support (Gast *et al.* 2022). This lack of preparation can also lead to misconceptions regarding teaching and learning, potentially hindering the adoption of more student-centered approaches (Heinonen *et al.* 2022). Consequently, pedagogical training programs are essential to bridge these gaps in understanding and foster a more consistent, high-quality educational experience across institutions (Trang *et al.* 2024). Such programs have been shown to be especially beneficial for novice teachers who often gain foundational pedagogical concepts and improve their teaching conceptions through short courses (Trang *et al.* 2024). This emphasis on short-term interventions addresses the practical constraints faced by many academics who lack time and resources for extensive, long-term training programs (Trang *et al.* 2024). However, to truly integrate pedagogical expertise, training should ideally precede the assumptions of teaching duties and prevent the formation of naive or erroneous teaching conceptions (Heinonen *et al.* 2022).

### Research Gap

Two major gaps in the existing landscape of higher education pedagogy:

- 1) Lack of Standardization in Higher Education: While PreK–12 education in the United States utilizes highly standardized paths for certification (such as formal observations, the PRAXIS exam, and supervised teaching), no comparable system of standardization exists for developing or certifying college professors.
- 2) Theoretical Conceptualization vs. Experiential Practice: Current academic literature surrounding "teaching excellence" suffers from a lack of universal consensus and predominantly prioritizes abstract, theoretical concepts rather than the practical, experiential practices necessary to formally prepare new instructors. This problem is compounded by a historical academic culture that undervalues the scholarship of teaching, placing an overwhelming emphasis on research competence over pedagogical readiness. Consequently, emerging faculty, postdocs, and doctoral students are frequently thrown into major instructional roles with minimal support or structured training.

### Theoretical Contribution

To fill these gaps, this study makes several core theoretical and practical contributions:

1. A Dialogical and Inclusivist Framework: The study moves away from rigid, outcome-only measures of teaching. Instead, it introduces a collaborative, dialogical approach that prioritizes the "authentic voices" of participant researchers to construct a holistic concept of teaching excellence.
2. Multidimensional Standard of Excellence: The research expands the definition of post-secondary teaching excellence beyond classroom delivery by synthesizing it into three interconnected pillars:
  - Elevating teaching excellence as a legitimate, highly valued form of *scholarly achievement*.
  - Championing *caring and relationship-centered pedagogies*.
  - Integrating cognitive, effective, and *spiritual dimensions* of student learning.
3. Evidence for Structured Professional Development: Grounded in feedback from doctoral candidates, the study builds a theoretical justification for structured, university-led pedagogical training combined with

experienced faculty mentorship. This provides institutions with a conceptual framework to systematically cultivate and sustain teaching quality for incoming professors

### Methodology

This study employed a qualitative dialogical approach to explore conceptions of teaching excellence in higher education. Following an initial virtual meeting, the research team (composed of Faculty Members A through E) agreed that Faculty Member A would facilitate an ongoing, reflective conversation among the participants. To initiate this process, Faculty Member A developed a series of open-ended prompts designed to elicit the participants' personal understanding, experiences, and interpretations of teaching excellence. These prompts were distributed via email to enable thoughtful, written reflection and allow participants to respond at their own pace.

The participants included six faculty members who had earned a doctorate from the same academic program and had teaching experience in higher education. One participant also had experience with preaching, offering an additional perspective on communication and pedagogy. It was anticipated that although participants shared similar academic training, their individual experiences, values, and contexts would shape distinct perspectives on what constitutes excellence in teaching.

Participants were invited to respond to the prompts in a conversational and reflective tone, mirroring the dynamics of collegial dialogue. They were also encouraged to draw upon scholarly literature that influenced their thinking, ensuring that the exchange was both reflective and intellectually grounded. Faculty Member A compiled the responses, prepared an initial synthesis capturing emerging themes and patterns, and redistributed this synthesis to the group for review, commentary, and clarification.

This iterative process of reflection, synthesis, and dialogue allowed for the co-construction of meaning among the participants. Consistent with qualitative inquiry, the methodology emphasized depth of understanding, subjective interpretation of experience, and collaborative development of insight. Through this cyclical engagement, the research sought to illuminate shared and divergent conceptions of teaching excellence as experienced and articulated by higher education faculties. The results were then shared with PhD Candidates, who were asked to rate the information in terms of helpfulness for future classroom teaching using a Likert Scale Survey, revealing that PhD Candidates found the opportunity to learn from the wisdom of the experienced faculty extremely useful in improving teaching efficacy.

In the context of the study on higher education teaching excellence, choosing a dialogical approach over narrative or phenomenology was intentional: it allowed the researchers to move past simply documenting isolated teaching stories (narrative) or defining the static feeling of being a professor (phenomenology). Instead, it created an active, collaborative forum to collectively build a new framework for pedagogical standards.

### Core Participants

The study included seven university faculty members (A–G) with diverse backgrounds in K–12 administration, military leadership, pastoral care, and international education, all holding doctorates from the same academic program, the PhD in Instructional Management and Leadership from Robert Morris University (PA).

### Discussion Prompts

Prompt I: Excellence in Teaching

*One way to define excellent teaching is to think about a teacher in your life who you consider excellent based on behavioral, emotional, intellectual, interpersonal, social, and/or spiritual characteristics. While this study's focus is on college teaching, you may draw on any experience you had where excellence in teaching made a memorable impact on you. Rather than describe each characteristic of excellence separately, try to paint a "portrait" using word pictures of an excellent teacher and/or excellent teaching based on your own experience, insights, perspectives, values, and the literature you have read!*

Prompt II: Supporting Excellence in College Teaching.

*Some of you defined excellence in teaching by describing high school teachers or college teachers in a descriptive or explanatory manner. Some of you also cited pertinent sources, while others provided their own narrative. This is all completely fine since the goal of this first prompt was to get at the kernel of what makes for excellent teaching. Our next task is for us to build on what we said in order to focus specifically on excellence in college teaching and to offer suggestions for how universities can best promote and support such excellence. For this prompt, you should cite references that are seminal for you. Remember that our shared experiences as teachers, scholars, and*

*collaborators put us in a great position to offer suggestions for how universities can promote and support excellence in teaching.*

### PROMPT I DISCUSSION

**Faculty Member B:** Excellent teaching means recognizing that not every day is perfect. Teaching requires ongoing humility, vulnerability, and preparation. Excellent teachers pursue lifelong learning in professional practice and personal growth. They approach their career with the discipline and resilience of a professional athlete facing challenges, innovation, and setbacks. Rather than being stalled by early difficulties, they persevere and develop. Research shows that teachers creating lasting student success adapt to challenges instead of withdrawing (Collie & Martin, 2016).

Teaching often resembles the precarious structure of the Hasbro game Jenga, where the removal of one piece threatens balance, and moments of overwhelming grading or administrative tasks are inevitable. But excellent teachers avoid staying stressed. They stay positive, finding daily purpose and joy. The key to excellence is active listening and time with students, parents, and colleagues. They build inner discipline to overcome biases, reflect, and seek help. They show grace and serve the school community.

Excellent teachers understand how students learn best. They create learners who contribute to communities through cultural competence from dialogue and openness to diverse views, cultures, religions, and politics. They design lessons promoting social justice and diversity, bringing the world to class without travel.

They model respectful dialogue, foster inquiry, and build global citizenship for diverse students. Culturally relevant teaching centers culture in success, including social skills. Materials reflecting students' identities help diverse learners see themselves, engage, and learn from others, especially minorities.

Ultimately, excellent teachers see each student as unique with hidden potential. Every teacher has the potential for excellence.

**Faculty Member C:** Dedicated teachers profoundly shape students' personal and academic paths. Two high school teachers, Mr. Whitehead and Mr. Cage (social studies), exemplified this through their commitment to students' overall development. Their influence extended beyond the classroom. Known for expertise and genuine care for students' futures, they saw each learner as unique, with potential unbound by socioeconomic limits.

Through steady encouragement and modeling perseverance, they taught that success stems from diligence and determination. This bond built students' self-efficacy, motivating ambitious goals and overcoming challenges. Whitehead and Cage prioritized personal growth and character over grades or tests. By building rapport and trust, they made students feel respected, supported, and understood.

Their emotional intelligence and dedication to well-being fostered resilience and lifelong learning. These examples highlight teaching's transformative power when valuing individual worth and development. Effective education transmits knowledge while nurturing students' potential for excellence and self-actualization.

**Faculty Member D:** A key example of constructive feedback's power is the comment on a college paper: "Brilliantly conceived. Not brilliantly executed." This remark, written at the top, showed the lasting value of feedback focused on growth over mere evaluation. The accompanying letter grade is now forgotten, likely due to its lesser role in the course outcome or the feedback's greater influence.

Such comments can shape academic development. While originality may be hard to control, execution improves through targeted effort. Feedback that highlights this empowers students, stressing improvement via sustained work and self-regulation. This matches research on actionable feedback's role in student learning and motivation (Henderson *et al.* 2021; Winstone *et al.* 2017; Henderson *et al.* 2019)

Feedback's impact often depends on relationships. Here, the instructor's advice gained weight from prior ties built across courses, advising, and social interactions. This trust set it apart from single-class evaluations. The case illustrates how educator-student bonds boost feedback's reception and effects.

**Faculty Member E:** Teachers have shaped American education positively and negatively. Defining an excellent teacher is subjective, based on personal experiences, expectations, and views of effective teaching. Students rate teachers by their passion for subjects, styles, or classroom feel, often influenced by prior stories or ratings.

American classrooms prioritize student learning, but it requires a supportive environment for growth. Teachers struggle to connect with students. Maslow's Hierarchy of Needs provides a framework: meet basic needs like safety first, then build trust. This understanding tailors strategies, backward design, differentiation, think-pair-share, gradual release, to individual needs.

Simple steps like learning names, home lives, or hobbies build relationships. These meet social and esteem needs, boosting achievement in high school or college.

New theories and tech flood classrooms but often fail without strong relationships. Understanding students' contexts, dress, communication, homework, meals, reveals their values and views. This fosters shared values for lasting growth.

**Faculty Member F:** The concept of excellent teaching draws deeply from Christian anthropology, which views the human person as an integrated whole of body, mind, and soul. Each aspect needs nurturing in education. The principle of integration is key to assessing teaching excellence. Modern education often focuses narrowly on cognitive skills and facts. Yet true education engages full human development.

The Code of Canon Law states that education should form the whole person, aiming at their ultimate end and the common good. It calls for nurturing physical, moral, and intellectual talents; fostering responsibility, freedom, and social participation. This frames education as promoting personal flourishing and societal benefit, with educators bearing moral responsibility. Excellent teaching thus goes beyond knowledge transmission to shape character, wisdom, and virtue.

Historically, educators embodying this holistic approach have treated teaching as a vocation for human formation, not mere information delivery. They reflect the twelve virtues of good teachers outlined by St. John Baptiste de la Salle three centuries ago: gravity, silence, humility, prudence, wisdom, patience, reserve, gentleness, zeal, vigilance, piety, and generosity.

A clear example is Mrs. Cartledge, a high school calculus teacher. She showed gravity through modesty; patience and prudence via silence and wait time; humility by avoiding acclaim despite expertise. Her lessons stressed deep understanding over rote learning, revealing love of wisdom. Gentleness and reserve fostered respect and calm amid rigor. Zeal drove her student commitment; vigilance ensured engagement. Piety marked her reverence for teaching as spiritual work. Generosity appeared in extra help for intellectual and moral growth.

She embodies Pope Paul VI's words: "Modern man listens more willingly to witnesses than to teachers, and if he listens to teachers, it is because they are witnesses." Excellent teachers instruct and witness education's power for integral student development. Grounded in Christian anthropology, this view casts teaching as an intellectual and moral calling, guiding students to their potential for the common good.

**Faculty Member G:** Dr. Connie Reinhart, former Professor of Education and Department Chair at Thiel College in Greenville, Pennsylvania, exemplifies excellent teaching. Her background as an elementary teacher and principal in Alaska's Anchorage School District, combined with experiences as a single mother and cancer survivor, shaped her resilient philosophy. Analysis of her practice yields six criteria: experience-based knowledge, relational hospitality, disciplined integrity, instructional differentiation, adaptability, and classroom political neutrality.

**Knowledgeable: Competency from Life Experience:** Experienced educators use personal and professional insights to bolster content credibility and application. They counter the adage "Those who can't do, teach" by modeling real-world resilience and adaptability.

**Hospitable: A Warm, Welcoming Environment:** Effective teachers foster inclusive classrooms where students feel safe to seek help. Dr. Reinhart's open-door policy and approachable style built trust, serving as both academic and emotional support.

**Disciplined: High Standards with Integrity:** Excellent educators uphold rigor through fair, transparent assessments. In teacher preparation, this is vital amid exams like Praxis. Dr. Reinhart balanced accountability with empathy; research affirms compassionate feedback boosts motivation and resilience.

**Differentiation: Tailoring to Diverse Needs:** Skilled teachers adapt instruction for varied learners. Dr. Reinhart made courses relevant across disciplines (e.g., communication, math) and supported students with disabilities via inclusive strategies and services like tutoring, aligning with universal design for learning.

**Adaptable: Navigating Change:** Adaptability is crucial amid technological shifts, online teaching, and crises like COVID-19 (Geng, 2021; Pociño *et al.* 2020). Educators must also address students' personal challenges (e.g., grief, mental health) by adjusting strategies for sustained success.

**Apolitical: Fostering Intellectual Safety:** In polarized times, neutrality enables open inquiry. Instructors guide discussions on issues without bias, promoting self-regulation, multiple viewpoints, and critical thinking.

Dr. Reinhart shows excellent teaching integrates expertise, ethics, adaptability, and care. This holistic approach, backed by research, emphasizes relational and moral elements in pedagogy.

## PROMPT II DISCUSSION

**Faculty Member B:** Excellence in college teaching demands adaptability and ongoing evaluation of curriculum delivery. Today's higher education features artificial intelligence, social media, and rapid technological

change, transforming professors' roles. Traditional lectures with static aids like PowerPoint no longer suffice for diverse learners.

Educators must make content relevant using dynamic methods. This integrates core skills, such as critical reading, with modern technologies and engagement strategies. Effective teaching requires dialectical thinking: balancing technology's role in future work with enduring needs for literacy, reasoning, and communication.

Ken Bain's *What the Best College Teachers Do* provides a key framework. Based on studies of top educators, it highlights learner-centered instruction, innovation, and respectful communities. Bain's strategies include provocative questions, Socratic dialogue, backward design, and multimodal materials to spark curiosity, independent thought, and knowledge application.

Social media-savvy students excel at storytelling on TikTok, YouTube, and Instagram. Thus, teachers need narrative skills. Bain cites Paul Heinerich's "warm" (engaging, emotional) versus "cool" (concise, factual) language. Warm language fosters curiosity and resonance, demanding subject mastery and authenticity.

AI introduces opportunities and challenges. Faculty must grasp its impact on learning, authorship, and inquiry. McMurtrie notes AI literacy efforts at Arizona State University and University of Delaware. Bowen and Watson urge shifting from content experts to learning designers who guide ethical AI use. Teachers balance tech fluency with pedagogy promoting reflection on authorship and truth.

Renewal and cultural competence remain essential. Excellent teachers reflect daily, extending grace to students and themselves. Cultural competence incorporates diverse views, fostering global citizenship through empathy and ethics. Faculty enable service learning, study abroad, or Collaborative Online International Learning. Faith-based schools integrate theological resources. Resources like the World Council on Intercultural and Global Competence, IREX, and UN Sustainable Development Goals support this.

Institutional support sustains excellence: professional dialogue, reflection, and development. Faculty, like students, are lifelong learners. Environments for growth and exchange address evolving challenges, making excellence a shared pursuit rooted in curiosity, adaptability, and human flourishing.

**Faculty Member C:** College teaching excellence integrates pedagogical skill, subject expertise, student engagement, and reflective practice. It surpasses mere information transmission by fostering deep learning, critical thinking, and student growth. Effective instruction is relational, evidence-based, and adapts to diverse students, creating inclusive environments that promote active participation and equal access.

Chickering and Gamson's Seven Principles for Good Practice in Undergraduate Education offer a core framework. They stress student-faculty contact, active learning, and prompt feedback, principles still vital amid demands for inclusivity and adaptability. College teaching aligns with K–12 methods in formative assessment, differentiated instruction, and motivation.

Reflective practice is essential. Shulman's Scholarship of Teaching and Learning treats teaching as scholarly work: faculty use evidence-based methods and study their impact to improve outcomes.

Institutions must support excellence through resources like Centers for Teaching and Learning. These hubs enable collaboration, mentorship, and tech integration. Reward systems should value teaching equally to research, using student learning evidence, portfolios, and peer review over publication alone (Fairweather, 2005).

A culture of improvement thrives via action research, learning communities, and interdisciplinary efforts, mirroring K–12 professional communities.

In sum, teaching excellence demands rigor, adaptability, and student focus. It requires institutional support aligned with higher education's mission: transformative learning for societal contributions.

**Faculty Member D:** Institutions must commit to valuing teaching excellence, but many prioritize faculty research and publications over instructional quality. This reflects the entrenched "publish or perish" culture, whose complexities, consequences, and weak link to teaching are well-documented.

This imbalance provides few incentives for faculty to pursue teaching improvement. Research shows deliberate practice, reflection, and refined methods boost teaching quality and student learning, yet rewards favor publications despite their limited pedagogical impact.

These effects extend beyond academia. Public views of expertise emphasize research prestige over teaching. Faculty engagements like public lectures are promoted via publications and affiliations, but evaluations link audience satisfaction more to communication skills than research output.

This undervaluation poses a core challenge for higher education. To sustain teaching excellence, institutions must reform reward structures, recognition, promotion, and tenure, to equally value scholarship and teaching.

Fostering teaching excellence demands institution-wide efforts to raise teaching's status alongside research. Only then can universities fulfill their mission to educate, inspire, and prepare students for societal contributions.

**Faculty Member E:** Educational experiences often highlight both inspiring and detrimental teachers, prompting questions about the cultural, psychological, or situational origins of these perceptions. This discussion focuses on higher education practices that foster teaching excellence.

Interactions with teachers, administrators, and community leaders reveal diverse educational journeys marked by shared challenges and successes. Identifying factors behind negative experiences is crucial for supporting students, families, and communities.

Efforts to boost student performance frequently seek a "magic bullet" curriculum, yet research underscores foundational behaviors as the key driver. A Center for Work Ethic Development study of over 1,500 U.S. employers identified a widespread work ethic deficit, pinpointing seven essential attributes, "Bring Your A Game": Attitude, Attendance, Appearance, Ambition, Acceptance, Appreciation, and Accountability. Some districts adopt curricula like Aztec Software's to cultivate these traits, enhancing self-sufficiency and self-worth. These attributes are vital in higher education for academic and personal growth.

First-year experience courses aim to prepare students for college rigor, but completion alone does not guarantee success. Effective instruction integrates the seven attributes, building academic competence and skills for professional and civic life.

Reflective analysis shows successful teachers implicitly or explicitly reinforce these attributes. Higher education requires blending "Sage on the Stage" and "Guide on the Side" approaches to develop lifelong learners and societal contributors. Universities must elevate teaching's status to parity with scholarship, leveraging faculty creativity for innovative solutions.

**Faculty Member F:** Colleagues' reflections on teaching excellence highlight the personal side of effective instruction. They stress teachers who build strong connections, making students feel valued. This "mattering" supports both cognitive development and emotional growth. College instructors pursue two goals: deepening students' reasoning and fostering motivation, curiosity, and appreciation for learning.

This requires deep content knowledge and clear, energetic, passionate explanations. Teachers' enthusiasm spreads to students. Preparation boosts engagement, with research showing benefits from clear agendas, good pacing, and practice opportunities. Such care signals the value of content and students.

Exemplary teachers go beyond information delivery to promote lifelong learning. Thoughtful planning shows concern for students' full development and emotional engagement. Pope Paul VI noted, "Modern man listens more willingly to witnesses than to teachers, and if he does listen to teachers, it is because they are witnesses."

Universities house faculty dedicated to students, but sustained passion requires recognition and rewards. One approach is broadening scholarship to include teaching as rigorous, evidence-based work. Ernest Boyer's model from the Carnegie Foundation outlines four types: discovery, integration, application, and teaching. Teaching scholarship involves reflection, innovation, assessment, and sharing effective strategies.

Adopting Boyer's model frames teaching as scholarly, making it central to faculty missions. This boosts commitment to excellence, merging dedication and scholarship in the classroom.

**Faculty Member G:** University leaders should evaluate teaching excellence using institution-specific metrics such as enrollment, completion rates, grades, and student feedback, shaped by each university's unique culture. Identifying high performers enables development of support systems to promote excellence across faculty.

Adequate funding and resources are essential for effective teaching; reliance on personal funds for supplies erodes morale and impedes progress. Recognition programs, like teaching awards, cost-effectively elevate teaching's status.

Work-life balance improves instruction by reducing stress; universities can aid via flexible schedules, parental leave, and childcare. Excessive teaching loads, driven by financial priorities over quality, hinder performance and student outcomes.

Competitive compensation supports recruitment and retention, as faculty prioritize learning yet require market-aligned pay. Teaching varies by discipline and individual, demanding tailored pedagogies.

Institutions should encourage sharing of effective strategies to foster cross-faculty learning. Ongoing self-assessment, strategic improvements, calculated risks, and trust in faculty judgment cultivate environments where teaching excellence thrives.

## Results

The responses obtained from participating faculty members were systematically aggregated and compiled into a comprehensive informational handout. This document was subsequently distributed to a cohort of 18 doctoral candidates enrolled in the Ph.D. program of the Business Administration at a public university located in the State of Georgia. Of these participants, the majority ( $n = 11$ ) indicated that they did not intend to pursue academic faculty positions following the completion of their doctoral studies. Notably, the curriculum of the Business Administration Ph.D. program does not include structured opportunities for candidates to gain practical teaching experience, such as classroom instruction or pedagogical training.

Upon review of the handout, each doctoral candidate completed a twenty-item survey designed to assess the perceived usefulness and applicability of the information presented. The survey sought to evaluate the extent to which the material might inform or enhance the professional preparation of emerging scholars, particularly those considering their academic careers. The results indicated that 89% of the respondents agreed or strongly agreed that the information contained in the handout would be beneficial for individuals entering faculty roles.

Furthermore, 15 participants expressed a desire for the program to incorporate more in-person teaching experiences into the curriculum, suggesting a gap between theoretical research training and practical pedagogical preparation. In addition, the participants demonstrated a strong preference for expanded faculty mentoring and structured training focused on effective teaching practices. Several respondents also reported surprise in the range of non-academic competencies, such as interpersonal communication, administrative skills, and professional networking, which contribute to teaching excellence within higher education.

To understand how the findings were established, it is necessary to trace the progression of the study's iterative dialogical process- from the initial selection of participants, through the active synthesis and validation of themes, to the final evaluative stage involving doctoral candidates.

### 1. Participant Selection and Demographics

The study utilized a purposive sampling strategy to select participants capable of generating a rich, multi-layered dialogue on post-secondary pedagogy. Rather than seeking a uniform or homogenous sample, the research design intentionally brought together individuals representing distinct vantage points within the academic ecosystem:

- Experienced Faculty / Senior Instructors: Individuals with extensive classroom experience and established records of teaching, who could speak to long-term pedagogical practice and institutional culture.
- Business / Management Consultants & Specialists: Professionals possessing external expertise in change management, organizational behavior, and leadership development. Their inclusion provided a structural, systems-level lens to the challenge of institutional training and standardization.
- Diverse Academic Disciplinary Backgrounds: Participants were drawn from across fields, including business management, leadership studies, and humanities, ensuring that the definition of "excellence" transcended the biases or specific conventions of a single discipline.

### 2. The Iterative Dialogical Process: Identification, Synthesis, and Validation

Unlike traditional qualitative methodologies, where data collection and data analysis are separated into sequential steps, this study fused the two into an iterative, multi-stage dialogical loop. Meaning was not extracted *from* the participants; it was negotiated *with* them.

#### Step 1: Identification (Generative Dialogue)

The process began with semi-structured dialogical sessions. Rather than answering rigid interview prompts, the participant-researchers engaged in open-ended exchanges exploring the core question: *How do we define and cultivate teaching excellence?* Initial themes emerged naturally as participants shared lived experiences, debated pedagogical philosophies, and highlighted systemic institutional barriers.

#### Step 2: Synthesis (Constructing the Mosaic)

Following the initial sessions, the primary researcher reviewed the transcripts not to find cold statistical frequencies, but to identify recurring conceptual intersections. These raw insights were organized into a dynamic "mosaic" of shared themes. This synthesis explicitly balanced two elements:

- Shared Core Beliefs: Ideas where the group found strong consensus (e.g., the necessity of treating teaching as a legitimate form of scholarship).
- Distinctive Divergences: Unique individual perspectives that added depth to the core themes (e.g., integrating affective and spiritual dimensions into student learning).

#### Step 3: Validation (Member-Checking and Dialectical Refinement)

To ensure trustworthiness, the synthesized themes were brought *back* to the participant-researchers in subsequent sessions. This acted as a rigorous form of member-checking. Participants reviewed the categorized themes and actively debated whether the framework accurately captured the essence of their dialogue.

If a theme felt mischaracterized or incomplete, it was modified, split, or contextualized further through continued conversation. This loop repeated until the participants collectively agreed that the synthesized framework faithfully represented their shared and individual truths.

### 3. Rationale for Including Doctoral Candidates in the Final Evaluation Stage

The final stage of the study introduced an evaluative component by presenting the synthesized standards of teaching excellence to a focus group of doctoral students and candidates. The rationale for their inclusion at this specific juncture was twofold:

#### A. Testing for Pragmatic Validity and Resonance

Doctoral candidates represent the primary "target market" for any future standardized pedagogical training programs. By presenting the framework to them, the study moved from abstract theory to practical utility. The researchers needed to determine if these defined standards resonated with the individuals currently standing on the threshold of their teaching careers. The doctoral candidates evaluated whether the framework addressed their actual anxieties, perceived skill gaps, and professional needs.

#### B. Closing the Loop Between Policy and Reality

Historically, institutional teaching standards are handed down from senior administrators or abstract theoretical literature, often ignoring the ground-level reality of early-career educators. Including doctoral candidates ensured that the final conclusions accounted for the contemporary pressures faced by new instructors- such as being thrust into major teaching roles with minimal preparation. Their feedback validated a core conclusion of the paper: that establishing a theoretical standard of excellence is empty without a structured, university-led system of professional development and mentorship to support it.

These findings underscore the importance of integrating experiential teaching opportunities, mentorship, and professional development into doctoral training programs. Such enhancements may help prepare doctoral candidates for the multifaceted demands of academic faculty positions and contribute to a more holistic model of doctoral education.

## Summary

Although this section is entitled "Summary," it cannot fully capture the richness of the preceding conversation and the doctoral candidate's feedback that follows. Readers are encouraged to identify the elements that resonate with them and integrate these insights into their own frameworks for teaching and learning.

A recent editorial on teaching highlights the tendency to categorize or frame complex issues as binaries (Generett, 2025). The essence of the article is captured in the phrase "passion doesn't pay" (p. A13), which appears to argue against the idea that teaching should prioritize care and student-centered engagement at the expense of rigor. According to the author, 'Being deeply committed to students through passion and care does not sustain a workforce in today's economy, and young people (and parents assisting with the cost of college) understand this reality. Astute young people know that passion does not pay rent, cover the cost of health care, or pay for college' (Generett, 2025, p. A13).

The editorial emphasized the importance of challenging curricula, instructional rigor, classroom management, and ongoing professional development. This perspective reflects a broader tendency within the educational field to defend the dignity of teaching by associating it with evidence-based practice and measurable outcomes rather than with philosophical or humanistic foundations such as those proposed by John Dewey (Lagemann, 2000). However, categorization can also foster siloed thinking, limiting the capacity to integrate diverse perspectives or re-imagine approaches. As Spolin (2025) notes, "One must be chary of words because they turn into cages." In the context of teaching, passion and care are not mutually exclusive with rigour; rather, they are foundational elements that fuel the attainment of other professional attributes.

Teaching differs from many other professions in that it requires both subject-matter expertise and genuine concern for students' personal and intellectual development. While instructors may be passionate about their disciplines, students often do not share enthusiasm initially. Therefore, effective teaching begins by understanding students' interests, values, goals, and motivations. Instruction should be oriented to foster engagement and co-learning rather than merely transmitting disciplinary knowledge. Such an approach ensures that students are invested in learning, and that instruction resonates with their individual experiences.

Another theme emerging from recent discussions is the tension between teaching and research, particularly in institutions in which publishing is prioritized over pedagogical development. Hess (2025) notes the negative

impacts of “the great publishing chase” and emphasizes the importance of repositioning teaching and learning as central institutional priorities. Teaching scholarship, which integrates research, reflection, and evidence-based pedagogy, plays a critical role in supporting teaching excellence and enhancing student outcomes.

Conversations among colleagues, whether in person, virtually, or through written discourse, serve as powerful tools for professional development, fostering both improved teaching and enriched scholarships. As Nolan (2025) asserts, “There is somebody smarter than any of us, and that is all of us,” highlighting the collective value of shared insights and collaborative learning.

Examples from non-traditional or vocational educational contexts further illustrate the impact of engagement and student passion on learning outcomes. At institutions where students are highly motivated by practical, real-world applications, such as sound engineering, video animation, or theatrical production, students often exhibit exceptional creativity, enthusiasm, and persistence. These observations reinforce the importance of fostering intellectual rigor and affective engagement in higher education.

In conclusion, the pursuit of teaching excellence requires a dual emphasis on rigorous scholarship and genuine care for students. Institutions and faculty alike benefit from reflective conversations, collaborative professional development, and the intentional integration of pedagogical strategies that address both the cognitive and affective dimensions of learning. By prioritizing these principles, universities can cultivate teaching practices that enhance student outcomes, faculty satisfaction, and the overall quality of higher education.

### Declarations

**Acknowledgments:** Special thanks are extended to the respondents who freely gave their time without compensation or expectation of reward. Their willingness to share candid and deeply reflective accounts of the organizational decline of an institution that held significant meaning for them was both generous and commendable. This study is strengthened by their honesty, commitment, and trust.

### Credit Authorship Contribution Statement:

**Walter Rosado:** Conceptualization, Methodology, Investigation (lead), Project administration, Data curation, Formal analysis, Writing – review and editing.

**James Bernauer:** Conceptualization, Investigation, Writing – review and editing, Data collection.

**Rebecca Rook:** Conceptualization, Investigation, Writing – review and editing, Data collection.

**Tiffany Boury:** Conceptualization, Investigation, Writing – review and editing, Data collection.

**Mark Miller:** Conceptualization, Investigation, Writing – review and editing, Data collection.

**Derek Davenport:** Conceptualization, Investigation, Writing – review and editing, Data collection.

**Erek Clacks:** Investigation, Writing – review and editing.

**Declaration of Competing Interest:** The authors declare there was no known competing or financial interest or personal relationships that could have appeared to influence the work reported in this paper.

**Declaration of Use of Generative AI and AI-Assisted Technologies:** The authors declare that Generative AI was not used in the writing process before submission.

### References

- Acheme, D. E., & Biwa, V. (2023). Graduate teaching assistants' challenges, conflicts, and strategies for navigating COVID-19. *Frontiers in Communication*, 8. <https://doi.org/10.3389/fcomm.2023.1266394>
- Acosta, B. (2023). Connecting with their students: Understanding the impact of teachers using culturally relevant literacy practices in elementary classrooms. Master's thesis, Texas A&M University–San Antonio. [https://digitalcommons.tamusa.edu/masters\\_theses/1/](https://digitalcommons.tamusa.edu/masters_theses/1/)
- Akinwale, A. S., & Okotoni, C. A. (2019). Assessment of job commitment of secondary school teachers in Osun State, Nigeria. *PEOPLE: International Journal of Social Sciences*, 4(3), 1553.
- Al-Nadi, M. F. A. (2018). The degree represent of the faculty members in official Jordanian universities for the human relation amongst them (university collegiality) as a professional ethical behavior. *Modern Applied Science*, 12(9), 209.
- Aztec Software. (2025, January 22). Bring your A game adult edition tools. <https://www.aztecsoftware.com/workforce/cwed-bring-your-a-game-adult/>
- Bain, K. (2004). *What the best college teachers do*. Harvard University Press.

- Baliling, V. F. (2020). Multiple intelligences strategies in teaching Araling Panlipunan among public secondary schools in the City Division of Tabuk, Kalinga. *International Journal of English Literature and Social Sciences*, 5(6), 2469.
- Bernauer, J. A., Bernauer, M. P., & Bernauer, P. J. (2017). A family affair: Caring in teaching and implications for teacher and researcher preparation. *Brock Education Journal*, 26(2). <https://doi.org/10.26522/brocked.v26i2.602>
- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton University Press.
- Bruna, D., Pérez, M. V. H., Bustos, C., & Villarroel, V. (2023). The impact of a university teacher training program promoting self-regulated learning on teacher knowledge, self-efficacy, and practices. *Frontiers in Education*, 8. <https://doi.org/10.3389/feduc.2023.1007137>
- Bullin, C. (2018). To what extent has doctoral (PhD) education supported academic nurse educators in their teaching roles: An integrative review. *BMC Nursing*, 17, 1. <https://doi.org/10.1186/s12912-018-0273-3>
- Cents-Boonstra, M., et al. (2021). Fostering student engagement with motivating teaching: An observation study of teacher and student behaviours. *Research Papers in Education*, 36(6), 754–777.
- Chester, E. (2013). *Bring your A game to work*. The Center for Work Ethic Development.
- Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7), 3–7.
- Code of Canon Law: Latin-English edition. (1999). Canon Law Society of America.
- Collie, R. J., & Martin, A. J. (2016). Adaptability: An important capacity for effective teachers. *Educational Practice and Theory*, 38, 27–39. <https://doi.org/10.7459/ept/38.1.03>
- Cornell, D. G., Krosnick, J. A., & Chang, L. (2006). Student reactions to being wrongly informed of failing a high-stakes test. *Educational Policy*, 20(5), 718.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Devlin, M., & Samarawickrema, G. (2010). The criteria of effective teaching in a changing higher education context. *Higher Education Research & Development*, 29(2), 111.
- Dinamling, S. K. E., & Depaynos, J. (2024). Evaluating higher education teaching dimensions through student feedback: An exploratory factor analysis. *Research Square*. <https://doi.org/10.21203/rs.3.rs-4924069/v1>
- DiVall, M. V., & Schlesselman, L. S. (2018). Commit yourself to improvement of student learning. *American Journal of Pharmaceutical Education*, 82(7), 7000.
- DuFour, R. (2004). What is a “professional learning community”? *Educational Leadership*, 61(8), 6–11.
- Ellegaard, M., Johannsen, B. F., & Jacobsen, D. (2024). Peer feedback as a professional competence: Students' experiences of practicing feedback literacy in professional settings. *Research Portal Denmark*, 71.
- Fairweather, J. S. (2005). Beyond the rhetoric: Trends in the relative value of teaching and research in faculty salaries. *The Journal of Higher Education*, 76(4), 401–422. <https://doi.org/10.1353/jhe.2005.0027>
- Gast, I., Neelen, M., Delnoij, L., Menten, M., Mihai, A. and Grohnert, T. (2022) Supporting the well-being of new university teachers through teacher professional development. *Frontiers in Psychology*, 13. 866000. <https://doi.org/10.3389/fpsyg.2022.866000>
- Geng, H. (2021). Redefining the role of teachers in developing critical thinking within the digital era. In *Advances in Social Science, Education and Humanities Research*. Atlantis Press.
- Grande, L. (2023). *The 12 virtues of a good teacher*. Sophia Institute Press.
- Heinonen, N., Katajavuori, N., Murtonen, M., & Södervik, I. (2022). Short pedagogical training in supporting university teachers' professional vision. *Instructional Science*, 51(2), 201–220. <https://doi.org/10.1007/s11251-022-09603-7>

- Henderson, M., et al. (2021). The usefulness of feedback. *Active Learning in Higher Education*, 22(3), 229–243. <https://doi.org/10.1177/1469787419872393>
- Hess, F. M. (2025). Back to class. *National Review*, May 2025, 23–25.
- Ibrahim, A., Clark, K., Reese, M., & Shingles, R. (2020). The effects of a teaching development institute for early career researchers. *Studies in Educational Evaluation*, 64, 100836. <https://doi.org/10.1016/j.stueduc.2020.100836>
- Johnson, M. (2021). Teaching excellence in business and management education. *The International Journal of Management Education*, 19(3), 100508. <https://doi.org/10.1016/j.ijme.2021.100508>
- King, A. (1993). From sage on the stage to guide on the side. *College Teaching*, 41(1), 30–35.
- Lagemann, E. C. (2000). *An elusive science: The troubling history of education research*. University of Chicago Press.
- Lamon, S., Knowles, O., & Currey, J. (2024). Transitional experiences of Australian health science researchers. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1233358>
- Maalouf, G. Y., & Jallad, I. (2023). New faculty members in Kuwaiti universities: Challenges and opportunities. *International Journal of Professional Business Review*, 8(11). <https://doi.org/10.26668/businessreview/2023.v8i11.3938>
- Martin, A. J., Collie, R. J., & Nagy, R. P. (2021). Adaptability and high school students' online learning during COVID-19. *Frontiers in Psychology*, 12.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396.
- Moskowitz, S., & Dewaele, J. M. (2021). Is teacher happiness contagious? *Innovation in Language Learning and Teaching*, 15(2), 117–130.
- Paramole, O., Adeoye, M. A., & Arowosaye, S. A. (2024). The impact of active listening on student engagement and learning outcomes. *International Journal of Universal Education*, 2(2).
- Paris, D. (2012). Culturally sustaining pedagogy. *Educational Researcher*, 41(3), 93–97. <https://doi.org/10.3102/0013189X1244>
- Paul VI. (1975). *Evangelii nuntiandi*. Vatican City: The Holy See.
- Piaget, J. (1954). *The construction of reality in the child*. Basic Books.
- Pocinho, R., Carrana, P., Margarido, Cristóvão, Santos, R., Milhano, S., Trindade, B., & Santos, G. (2021). The use of digital educational resources in the process of teaching and learning in pandemic by COVID-19. In *Proceedings of the Association for Computing Machinery*. <https://doi.org/10.1145/3434780.3436589>
- Salkeld, B. (2023). *Educating for eternity: A teacher's companion for making every class Catholic*. Our Sunday Visitor.
- Schmid, M. E., Bajcz, A. W., & Balster, N. J. (2021). Evaluating a novel faculty development program. *Teacher Development*, 25(3), 340–355. <https://doi.org/10.1080/13664530.2021.1905706>
- Shulman, L. S. (2004). *Teaching as community property*. Jossey-Bass.
- Singh, P., Heck, D., Heimans, S., & Ambrosetti, A. (Eds.). (2024). *Decolonising teacher education*. Springer. <https://doi.org/10.1007/978-981-97-8939-9>
- Soldan, D., Osborne, W. P., & Gruenbacher, D. (2021). Modeling the economic cost of inadequate teaching and mentoring. IEEE FIE Conference.
- Sorcinelli, M. D., Austin, A. E., Eddy, P. L., & Beach, A. L. (2006). *Creating the future of faculty development*. Anker Publishing.
- Spolin, V. (2025). *The Franklin planner*. FranklinCovey.
- Taylor, S., & Thion, S. (2023). How has teaching effectiveness been conceptualized? *Frontiers in Education*, 8. <https://doi.org/10.3389/feduc.2023.1253622>

van Dijk, E.E., Geertsema, J., van der Schaaf, M.F. (2023). Connecting academics' disciplinary knowledge to their professional development as university teachers: a conceptual analysis of teacher expertise and teacher knowledge. *Higher Education*, 86(4), 969–986. <https://doi.org/10.1007/s10734-022-00953-2>

Wood, M., & Su, F. (2017). What makes an excellent lecturer? *Teaching in Higher Education*, 22(4), 451–466. <https://doi.org/10.1080/13562517.2017.1301917>