



Universal Principles of Excellence in College and University Teaching

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In this article the authors summarize research conducted on the *Teacher Behavior Checklist* (TBC). The TBC was originally developed as a tool for evaluating graduate teachers of record (TR) and graduate teaching assistants (TA). The authors wanted to distinguish between effective teacher qualities (e.g., organization) and teacher behaviors that exemplify such qualities (e.g., developing a lesson plan). Consequently, the TBC focuses on concrete teacher behaviors associated with effective teaching. Across the years it has been used not only to diagnose and prescribe effective teacher behaviors but also to conduct research.

The studies reported in this article were done on both faculty and students in multiple institutions and across multiple countries. Specifically, the research revealed that:

- 100% of the studies endorsed being knowledgeable about the topic as a key teacher behavior.
- 100% of the studies conducted on faculty and 86% conducted on students advocated being enthusiastic about the topic and about teaching.
- 86% of faculty and 79% of student studies reported that being approachable and personable and being an effective communicator were important teacher behaviors.
- 86% of faculty studies highlighted promoting critical thinking/intellectual stimulation, whereas only 7% of student studies did so.
- 86% of faculty studies revealed that being creative and interesting were important teacher traits. However, only 50% of student studies saw this as essential.
- Finally, 79% of student studies emphasized having realistic expectations of students was important, whereas only 33% of faculty studies advocated this trait.

The authors acknowledge that just because a teacher behavior was not emphasized does not mean it is not important for effective teaching. The value of their research is that it cuts across different educational settings, institutions, programs of study, cultures, and languages.