

Characteristics and Preferred Qualifications of Effective First-Year Experience Course Instructors

- Student-centered educational philosophy
- Desire to demonstrate excellence in teaching first-year students
- Use of engaging pedagogy that involves students in the learning process
- Use of pedagogy that socially integrates with their classmates (e.g., small-group work/collaborative learning) and connects students with faculty, peer leaders, mentors
- Capable of relating to and developing classroom rapport with students
- Genuine interest in advising and mentoring new students
- Evidence of commitment to out-of-class contact with students
- Commitment to general education, the liberal arts, and development of the student as a whole person
- Willingness to work with faculty and staff across different academic disciplines and student-support services
- Appreciation of the educational role of student development professionals and the co-curriculum.
- From a variety of academic departments, willing to discuss the disciplines but maintain the goals, objectives and identity of the program so the course does not become an introduction to the discipline course.
- Celebrates academic freedom while understanding the program is an all campus initiative with some required common goals and expectations.
- Interested, engaged, and believes in students and first-year experience initiatives.

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