

The Professor of the 21st Century Framework

The Professor of the 21st Century document describes the various skills and responsibilities of faculty in the role of educator. It articulates the wide range of competencies required for contemporary college teaching and provides a framework for continuous professional development.

The Professor of the 21st Century outcomes and competencies were developed through detailed discussion among academic leaders from across the College with the final document receiving approval in 2004 by the College Academic Council, the Academic Services Management Committee and the President's Executive Committee.

The framework was updated in November 2010 and received approval by the College Academic Council on May 16, 2011.

The Professor of the 21st Century shows competency in each of the following areas:

- 1. Modelling professional practice within the discipline of teaching.**
 - 1.1 Identifying your own learning style and how it affects your teaching;
 - 1.2 Locating and using resources that support your teaching practice;
 - 1.3 Engaging in ongoing development to remain current both in your subject area and in the discipline of teaching;
 - 1.4 Identifying the impact of your own teaching on student learning;
 - 1.5 Contributing to a culture of continuous learning, reflective practice, peer support, and inter-professional collaboration;
 - 1.6 Working within ethical, legal and College guidelines;
 - 1.7 Encouraging practices which reflect common principles of global citizenship.

- 2. Creating engaging learning environments for individuals and groups that support academic and personal growth.**
 - 2.1 Establishing rapport with a variety of learners;
 - 2.2 Establishing and maintaining learning environments (classroom, online and experiential) that promote student success;
 - 2.3 Motivating learners;
 - 2.4 Identifying and supporting learners who require specific assistance in engaging in the learning process;
 - 2.5 Fostering personal growth by encouraging learners to be innovative, creative, and independent within a framework of social responsibility.

- 3. Using a variety of teaching/learning strategies.**
 - 3.1 Applying an understanding of how people learn to plan lessons and learning experiences;
 - 3.2 Acquiring and maintaining a repertoire of teaching/learning strategies;
 - 3.3 Assessing, selecting and using the teaching/learning strategy appropriate to the learning activity and learners involved;
 - 3.4 Evaluating the effectiveness of learning activities and strategies.

- 4. Evaluating learning using a variety of valid and reliable tools and techniques.**
 - 4.1 Acquiring and maintaining a repertoire of evaluation tools and techniques;
 - 4.2 Assessing, selecting and using appropriate evaluation tools and techniques;
 - 4.3 Establishing and communicating evaluation criteria;
 - 4.4 Ensuring that learners receive specific, constructive, and timely feedback regarding their progress.

5. Working independently and with others to develop and/or adapt learning materials.

- 5.1 Locating learning resources and matching learning materials to the needs, interests, abilities, and diversities of learners;
- 5.2 Assessing and selecting appropriate learning materials;
- 5.3 Contributing to the work of interdisciplinary instructional design teams;
- 5.4 Creating accessible learning materials (print, electronic, audio-visual) that help learners achieve their learning outcomes;
- 5.5 Working within legal and ethical guidelines when creating learning materials;
- 5.6 Ensuring that learning materials are inclusive of a varied student body in language and approach;
- 5.7 Ensuring that learning materials recognize principles of environmental sustainability.

6. Using technology to enhance productivity and help students learn.

- 6.1 Selecting the educational tool most appropriate to the task;
- 6.2 Using technology to facilitate communication with and among learners;
- 6.3 Using technology to enhance the presentation of information;
- 6.4 Using technology to produce learning materials;
- 6.5 Using technology to access, select, collect, organize and display information;
- 6.6 Assisting learners in the use of technology as a tool to support their learning.

7. Designing and developing effective curriculum to support student success.

- 7.1 Identifying a curriculum planning process;
- 7.2 Using principles of curriculum design to develop courses;
- 7.3 Contributing to program planning and review;
- 7.4 Incorporating into the curriculum design process an awareness of global citizenship and environmental sustainability;
- 7.5 Developing a curriculum plan that ensures coherence: correlating learning outcomes, needs/ interests/abilities/ diversities of learners with the learning activities, learning resources, and evaluation plan.

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