

**The Professor of the 21<sup>st</sup> Century shows competency in**

**1. Modeling professional practice within the discipline of teaching.**

1. Identifying your own learning style and how it affects your teaching
2. Locating and using resources that support teaching practice
3. Engaging in ongoing development to remain current in your own subject area and in the discipline of teaching
4. Identifying the impact of your own teaching on student learning
5. Contributing to a learning culture that encourages continuous learning, reflective practice and peer support
6. Working within ethical, legal and College guidelines
7. Encouraging practices which reflect common principles of global citizenship

0-2 years' teaching	2-7 years' teaching	7+ years' teaching
<p>New professors can:</p> <ul style="list-style-type: none"> <li>Describe how your team-building skills contribute to your work at the College</li> <li>Describe your own personal learning preference/style and how it impacts the learning of your students</li> <li>Locate College Policies and identify those that influence/support your teaching/learning</li> <li>Locate College resources (information, services and support networks) and explain how they might contribute to your teaching practice</li> <li>Begin to develop a personal professional development plan that emphasizes the competencies in <i>The Professor of the 21st Century Framework</i></li> <li>Participate in professional development activities at the College that are relevant to your needs</li> <li>Be aware of what your colleagues are doing with Applied Research in your program area</li> <li>Be aware of the three pillars of sustainability and the concept of global citizenship and identify how the courses in your programme of study reflect the common principles</li> </ul>	<p>Professors can:</p> <ul style="list-style-type: none"> <li>Actively participate (share concrete ideas) in team meetings or departmental meetings at the College</li> <li>Adjust your own learning preference/style to suit the different learning styles of your students</li> <li>Locate and apply appropriate College Policies as they relate to ethical and legal issues (student code of conduct, plagiarism etc.)</li> <li>Locate and use College resources (information, services and support networks) that contribute to your teaching practice</li> <li>Use the competencies in <i>The Professor of the 21st Century Framework</i> to document your teaching achievements</li> <li>Participate in professional development activities at the College to enhance your skills and knowledge in your teaching practice</li> <li>Participate in Applied Research projects within your area of discipline/program</li> <li>Provide examples of how the three pillars of sustainability and the concept of global citizenship are being addressed with the students and how they can be supported in your program of study</li> </ul>	<p>Established professors are able to:</p> <ul style="list-style-type: none"> <li>Function as an effective team leader for a variety of working groups/projects at the College</li> <li>Provide academic leadership through such activities as program coordination, coaching and mentoring new full time and part time faculty</li> <li>Provide academic leadership through such activities as writing, offering workshops or presenting at conferences</li> <li>Consistently apply College Policies and guidelines in your teaching practice</li> <li>Use a problem-solving model to resolve a range of ethical issues</li> <li>Represent the College on external committees in your area of discipline</li> <li>Document advanced professional practices as identified in <i>The Professor of the 21st Century Framework</i></li> <li>Engage in ongoing professional development activities to remain current in the theory and practice of the profession of teaching and in your subject area</li> <li>Contribute to the discipline of teaching and learning through Applied Research</li> <li>Demonstrate the three pillars of sustainability and the concept of global citizenship to the students both in and out of the classroom</li> </ul>

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**2. Creating engaging learning environments for individuals and groups that support academic and personal growth.**

1. Establishing a rapport with a variety of learners
2. Establishing and maintaining learning environments that promote student success
3. Motivating learners
4. Identifying and supporting learners who require specific assistance in engaging in the learning process
5. Fostering personal growth by encouraging learners to be innovative, creative and independent within a framework of social responsibility

0-2 years' teaching	2-7 years' teaching	7+ years' teaching
<p>New professors can:</p> <ul style="list-style-type: none"> <li>• Use one or two ice-breaker activities to create class cohesiveness</li> <li>• Create an inviting place for the students (acknowledge the students as they arrive, invite students to ask questions etc.)</li> <li>• Set up a few basic classroom rules (with student input)</li> <li>• Involve the students with one or two in-class and online activities to engage them in their learning</li> <li>• Provide occasional opportunities for peer based learning in the face-to-face (F2F) and/or online learning environments</li> <li>• Explain to the students the relevance of the assignments to their chosen field of study</li> <li>• Describe general strategies for supporting learners at risk</li> <li>• Implement Accessibility for Ontarians with Disabilities (AODA) requirements</li> <li>• Locate the appropriate College resources whereby students with special needs can obtain specialized support</li> </ul>	<p>Professors can:</p> <ul style="list-style-type: none"> <li>• Use a variety of ice-breaking activities to create class cohesiveness</li> <li>• Create a welcoming environment of trust that inspires all learners to share knowledge and ask questions</li> <li>• Use classroom-management techniques to maintain an atmosphere within F2F environments that is conducive to learning</li> <li>• Involve the students in a variety of in-class and/or online activities that motivate all learners to be engaged in their learning</li> <li>• Provide many opportunities for peer based learning in the F2F and/or online learning environments</li> <li>• Demonstrate how the assignments are directly related to the chosen field of study</li> <li>• Mentor novice faculty by sharing ideas/activities that help build positive learning environments both F2F and online</li> <li>• Apply college guidelines to identify and support learners at risk</li> <li>• Act as Academic Advisor for students</li> <li>• Assume the first line of intervention with learners who are in crisis</li> <li>• Apply College resources to support students at risk</li> <li>• Apply AODA requirements both F2F and online</li> <li>• Adapt both F2F and online materials to meet the requirements of students with special needs</li> <li>• Follow College protocols to ensure that the physical environment is conducive to learning</li> </ul>	<p>Established professors are able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to establish and maintain a respectful, cohesive classroom that acknowledges the diversity of your learners</li> <li>• Demonstrate the ability to establish and maintain an interactive and engaging online learning environment</li> <li>• Include peer based learning in most F2F and/or your online learning environment</li> <li>• Provide a variety of learning assessments that identifies the distinct learning styles of your diverse group of students</li> <li>• Demonstrate how the assignments are directly related to the chosen field of study</li> <li>• Mentor new faculty by sharing/modelling approaches that support both F2F and online environments that are conducive to learning</li> <li>• Provide workshops to colleagues to showcase teaching techniques/assignments that promote student success</li> <li>• Use a variety of motivational techniques to excite both students and faculty about learning in their subject area</li> <li>• Act as an Academic Advisor for students and be a leader in advocating on their behalf when necessary</li> <li>• Apply and contribute to program level and college level strategies for supporting learners at risk</li> <li>• Demonstrate leadership when responding to individuals and groups of learners in crisis</li> <li>• Apply AODA requirements both F2F and online</li> <li>• Modify course content and assignments to meet the requirements of students with special needs</li> <li>• Follow college protocols to ensure that the physical environment is conducive to learning</li> </ul>

**The Professor of the 21<sup>st</sup> Century shows competency in**  
**3 Using a variety of teaching/learning strategies.**

1. Applying an understanding of how people learn to plan lessons and learning experiences
2. Acquiring and maintaining a repertoire of teaching/learning strategies
3. Assessing selecting and using the teaching/learning strategy appropriate to the learning activity and the learners involved
4. Evaluating the effectiveness of learning activities and strategies

0-2 years' teaching	2-7 years' teaching	7+ years' teaching
<p>New professors can:</p> <ul style="list-style-type: none"> <li>• Use lesson plans to prepare classes that identify goals, teaching method(s)/strategies, learning activities, time, materials and resources</li> <li>• Deliver organized classes that engage learners</li> <li>• Describe a variety of different ways the subject content can be presented to learners</li> <li>• Identify preferred teaching strategies and how they influence teaching practice</li> <li>• Evaluate lessons and make adjustments accordingly</li> <li>• Know where and who to ask for help with lesson planning, teaching strategies etc., if needed</li> <li>• Assist students with accessing eTextbooks and eResources and use to support student learning</li> </ul>	<p>Professors can:</p> <ul style="list-style-type: none"> <li>• Use lesson plans to prepare classes that identity: goals, teaching strategies, learning activities, materials and resources for F2F and online environments</li> <li>• Evaluate your teaching strategy and how it supports the range of learning preferences/ styles</li> <li>• Deliver your content in organized short mini lectures that engage your learners</li> <li>• Use at least one teaching/learning model/strategy beyond the lecture model to facilitate student learning, such as: <ul style="list-style-type: none"> <li>◦ Collaborative learning</li> <li>◦ Problem-based/project-based/case-based learning</li> <li>◦ Experiential learning (real or simulated environments)</li> <li>◦ Guided inquiry learning</li> </ul> </li> <li>• Choose the most effective teaching/learning model to suit the learning situation, considering such factors as the learner's needs, your preferred teaching style, the context and the resources available</li> <li>• Act as a mentor to novice teachers and assist with lesson planning and effective teaching strategies</li> <li>• Integrate eTextbooks and eResources to engage learners and support their learning</li> </ul>	<p>Established professors are able to:</p> <ul style="list-style-type: none"> <li>• Engage in ongoing documentation and evaluation of your teaching strategies and learning activities used in F2F and online environments</li> <li>• Identify the influence of recognized learning theories, (such as behaviourism, humanism, and cognitive science, and constructivism) in the teaching models and how these principles influence teaching style</li> <li>• Use a variety of teaching approaches that support a range of learning preferences/ styles into your teaching practice</li> <li>• Have a range of tools and techniques that can be used with one or more of the teaching models (collaborative learning, problem-based/project-based/case-based learning experiential learning and guided inquiry learning)</li> <li>• Select the teaching model at any point in time that is most appropriate for the situation</li> <li>• Create new tools and techniques and/or adapt current tools and techniques to facilitate learning</li> <li>• Coach/mentor effective teaching strategies and learning activities to novice teachers</li> <li>• Can integrate eTextbooks and eResources to engage learners and enhance their learning</li> </ul>

**The Professor of the 21<sup>st</sup> Century shows competency in**

**4 Evaluating learning using a variety of valid and reliable tools and techniques.**

1. Acquiring and maintaining a repertoire of evaluation tools and techniques
2. Assessing, selecting and using appropriate evaluation tools and techniques
3. Establishing and communicating evaluation criteria
4. Ensuring that learners receive specific, constructive and timely feedback regarding their progress

0-2 years' teaching	2-7 years' teaching	7+ years' teaching
<p>New professors can:</p> <ul style="list-style-type: none"> <li>Describe the purpose of evaluation</li> <li>Identify how the assignments are aligned with the course learning requirements and the learning activities</li> <li>Describe a number of evaluation tools to be used with students and comment on their effectiveness.</li> <li>Give specific examples of the type of feedback you have used with your students to promote success</li> <li>Provide regular written feedback to your students with regards to their progress and explain how you do this</li> <li>Give constructive feedback that is specific and relevant</li> <li>Attend program evaluation and promotion (E&amp;P) meetings and offer recommendations as required</li> <li>Locate the College Policies that guide assessment and evaluation practices at the college and know who to go to for guidance if necessary</li> <li>Locate information regarding the Prior Learning and Assessment Recognition (PLAR) challenges at the program level</li> <li>Comply with the College Applied Research Ethics Board guidelines when creating assignments</li> </ul>	<p>Professors can:</p> <ul style="list-style-type: none"> <li>Create assessments that are aligned with the course learning requirements and the learning activities</li> <li>Use a few valid assessment tools with confidence</li> <li>Assess the strengths and weaknesses of a variety of evaluation tools, including performance-based evaluation (demonstrations, experiments, role-play, authentic products, problem based scenarios etc.)</li> <li>Evaluate assessment tools for validity and reliability</li> <li>Ensure that your learners know your assessment criteria before they begin the assessment activity</li> <li>Coach/mentor novice faculty in the creation and ethical use of evaluation tools and techniques</li> <li>Provide regular constructive, personalized ongoing feedback to your students on their performance</li> <li>Maintain confidentiality with respect to student progress and grades</li> <li>Participate effectively in E&amp;P meetings</li> <li>Identify and follow College Policies that guide assessment and evaluation practices at the College</li> <li>Offer specific suggestions for PLAR challenges at the program level</li> <li>Apply the College Applied Research Ethics Board guidelines when creating assignments</li> </ul>	<p>Established professors are able to:</p> <ul style="list-style-type: none"> <li>Develop and adapt assessments that align with the course learning requirements and the course learning activities so that they meet the needs of the different learning preferences/styles of your students</li> <li>Provide a variety of evaluation tools in each course</li> <li>Incorporate peer-based assessment and self-assessment into a broad repertoire of evaluation tools and techniques</li> <li>Evaluate assessment tools for validity and reliability</li> <li>Ensure that your assessment criteria are clear and students have access to it well in advance</li> <li>Coach/mentor novice faculty in the creation and ethical use of evaluation tools and techniques</li> <li>Adapt evaluation tools to accommodate students with special needs</li> <li>Provide regular personal feedback to your students that fosters success in both F2F and/or online environments</li> <li>Demonstrate leadership in program evaluation and promotion meetings</li> <li>Follow all College Policies that guide E&amp;P practice</li> <li>Construct and assess appropriate PLAR challenges at both the course and program level</li> <li>Apply the College Applied Research Ethics Board guidelines when creating assignments</li> </ul>

**The Professor of the 21<sup>st</sup> Century shows competency in**

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

1. Locating learning resources, matches learning materials to the needs, interests and abilities and diversities of learners
2. Assessing and selecting appropriate learning materials
3. Contributing to the work of interdisciplinary instructional design teams
4. Creating learning materials (print, electronic, audio-visual) that help learners achieve learning outcomes
5. Working within legal and ethical guidelines when creating learning materials.
6. Ensuring that the learning materials are inclusive of a varied student body in language and approach
7. Ensuring that learning materials recognize principles of environmental sustainability

0-2 years' teaching	2-7 years' teaching	7+ years' teaching
<p>New professors can:</p> <ul style="list-style-type: none"> <li>Follow basic design principles when creating visual aids, including presentation slides</li> <li>Create learning materials for a variety of learning styles</li> <li>Comply with copyright legislation, when creating all learning materials</li> <li>Follow College guidelines with regards to AODA principles when creating all learning materials</li> <li>Follow College guidelines with regards to environmental sustainability and global citizenship when creating all learning materials</li> </ul>	<p>Professors can:</p> <ul style="list-style-type: none"> <li>Apply basic design principles to create a variety of visual aids for both F2F and online</li> <li>Create and use learning materials that promote both lower order and higher order thinking skills associated with the course learning requirements</li> <li>Create learning materials that are matched to your learners' stage of development, as well as to the course learning requirements</li> <li>Adapt learning materials to accommodate learners with a variety of learning styles</li> <li>Design and use course materials that help the learner to: <ul style="list-style-type: none"> <li>Select relevant information</li> <li>Organize information</li> <li>Integrate new knowledge with prior knowledge</li> <li>Retrieve information for problem-solving and critical thinking tasks</li> <li>Monitor and assess student progress</li> </ul> </li> <li>Use language that is appropriate for your learners</li> <li>Apply applicable copyright legislation and all College guidelines when creating learning resources</li> </ul>	<p>Established professors are able to:</p> <ul style="list-style-type: none"> <li>Select and use appropriate print-based and electronic learning materials that facilitate higher order thinking skills required for course learning requirements and program outcomes</li> <li>Both individually and with your team, adapt and create learning materials appropriate for the learners' stage of development</li> <li>Both individually and with your team, adapt and create learning materials appropriate for a variety of learning styles</li> <li>Work individually and in project teams to create publishable learning materials for internal use</li> <li>Work alone or participate in the instructional design teams to produce new multimedia learning resources appropriate for College programs and/or external accrediting bodies</li> <li>Work individually and/or in teams to produce publishable learning materials or resources</li> <li>Follow all College Policies related to course learning materials</li> </ul>

**The Professor of the 21<sup>st</sup> Century shows competency in**

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

1. Selects the technological tool most appropriate to the task
2. Using technology to facilitate communication with and among learners
3. Using technology to enhance the presentation of information
4. Using technology to produce learning materials
5. Using technology to access, select, collect, organize and display information
6. Assisting learners to use technology as a tool to support their learning

0-2 years' teaching	2-7 years' teaching	7+ years' teaching
<p>New professors can:</p> <ul style="list-style-type: none"> <li>• Use Word and specialized computer software to support student learning</li> <li>• Use Staff ACSIS and any specialized software required in your department</li> <li>• Use the College's electronic Learning Management System (LMS) Blackboard to: <ul style="list-style-type: none"> <li>○ Communicate with your learners</li> <li>○ Post materials for your learners</li> <li>○ Collect and distribute your learners work</li> <li>○ Manage gradebook</li> <li>○ Link learners to external internet sites</li> <li>○ Create an interactive learning environment</li> <li>○ Use surveys to get feedback from your students</li> </ul> </li> <li>• Upload, download, and manage personal files</li> <li>• Provide information telling your learners where they can get help with eLearning at the College</li> <li>• Use the College Library resources with some ease</li> <li>• Know how to access and use your shared network drive (N: drive) at the College</li> <li>• Use specialized programs to produce interactive learning materials (Camtasia Relay, Adobe, etc.)</li> </ul>	<p>Professors can:</p> <ul style="list-style-type: none"> <li>• Use Word and specialized computer software to support student learning</li> <li>• Use the College's LMS (Blackboard) to <ul style="list-style-type: none"> <li>○ Facilitate communication with and among learners</li> <li>○ Post materials in a variety of formats</li> <li>○ Collect and distribute exercises and assignments</li> <li>○ Create interactive learning environments</li> <li>○ Manage learner grades</li> <li>○ Link learners to the wider world of the internet</li> <li>○ Use surveys to get feedback from your students</li> </ul> </li> <li>• Provide learners with sources of support for their eLearning</li> <li>• Help your learners to access, document and assess electronic sources acquired through the library and directly from the web</li> <li>• Use online resources such as library or program specific databases to access and retrieve information relevant to the program</li> <li>• Use the College Library and data storage options at the college to access, store and retrieve information for courses, programs and professional development</li> <li>• Use specialized programs to design interactive learning materials (Camtasia Relay, Adobe, etc.)</li> </ul>	<p>Established professors are able to:</p> <ul style="list-style-type: none"> <li>• Use recognized instructional design principles to produce electronic learning environments and interactive learning materials for a variety of learners <ul style="list-style-type: none"> <li>○ Choose and make use of appropriate files for purpose, audience and transmission speeds (pdf, rtf, jpg, gif, etc.)</li> <li>○ Construct electronic assessments such as surveys and quizzes</li> <li>○ Use formatting and organizational guidelines that enhance navigation, readability, interactivity, and visual appeal of online learning materials</li> </ul> </li> <li>• Use the College's electronic LMS (Blackboard) with ease</li> <li>• Provide learners with support for any eLearning</li> <li>• Create/contribute to web sites that support both faculty and student learning</li> <li>• Evaluate interactive educational software and web sites</li> <li>• Coach/mentor faculty with the use of technology in F2F and online learning environments</li> <li>• Use specialized programs to produce and evaluate stand-alone interactive learning objects/learning materials</li> <li>• Use the College Library and data storage options at the college to access, store and retrieve information for courses, programs and professional development</li> </ul>



<p><b>The Professor of the 21<sup>st</sup> Century shows competency in</b></p> <p><b>7 Designing and developing effective curriculum to support student success.</b></p>			<ol style="list-style-type: none"> <li>1. Identifying a curriculum planning process</li> <li>2. Using principles of curriculum design to develop courses</li> <li>3. Contributing to program planning and review</li> <li>4. Incorporating into the curriculum design process an awareness of global citizenship and environmental sustainability</li> <li>5. Developing a curriculum plan that ensures coherence: correlating learning outcomes, needs, interests, abilities and diversities of learners with the learning activities, learning resources and evaluation plan.</li> </ol>
0-2 years' teaching	2-7 years' teaching	7+ years' teaching	
<p>New professors can:</p> <ul style="list-style-type: none"> <li>• Explain how your course outline is relevant to the chosen field of study</li> <li>• Rationalize how the course descriptions, course outlines and weekly schedules are communication tools for your students</li> <li>• Describe how the program of study meets vocational and essential employability skills</li> <li>• Contribute to discussions to modify/create course outlines that will meet program requirements as well as the needs, interests and abilities of your learners</li> <li>• Contribute to program planning, monitoring and review</li> <li>• Participate in any Program Quality Review (PQR) meetings</li> </ul>	<p>Professors can:</p> <ul style="list-style-type: none"> <li>• Use established course outlines to plan a course and communicate expectations to your learners</li> <li>• Create a weekly schedule as a planning document for your students</li> <li>• Use current curriculum planning principles to design lessons, units or modules</li> <li>• Ensure, at the course level, that there is a match between course learning requirements, the needs, interests and abilities of the learners, learning activities, learning resources, and the evaluation plan</li> <li>• Contribute to discussions to modify course descriptions, course learning requirements, and other components of a course outline to meet program requirements and the needs, interests and abilities of your learners</li> <li>• Take a leadership role in the PQR process</li> <li>• Represent your program on internal work groups dealing with curriculum issues</li> </ul>	<p>Established professors can:</p> <ul style="list-style-type: none"> <li>• Use established principles of curriculum planning to develop, monitor and revise courses, such as:               <ul style="list-style-type: none"> <li>◦ Manage the elements of continuity and scaffold learning in the general design of learning activities</li> <li>◦ Ensure that the course curriculum is coherent, relevant and current</li> </ul> </li> <li>• Contribute to program planning, monitoring and review:               <ul style="list-style-type: none"> <li>◦ Identify and work within approved standards</li> <li>◦ Solicit and interpret feedback from a variety of sources</li> <li>◦ Participate in regular program self-assessment processes</li> </ul> </li> <li>• Use established principles of program planning to develop new programs:               <ul style="list-style-type: none"> <li>◦ Conduct a needs assessment</li> <li>◦ Identify college resources and learner needs</li> <li>◦ Establish program outcomes</li> <li>◦ Establish a program of studies</li> <li>◦ Prepare and present a proposal to internal/external bodies</li> </ul> </li> <li>• Provide leadership in program planning and PQR</li> <li>• Identify a number of curriculum planning models and link these models to underlying philosophies, learning theories and beliefs about teaching and learning</li> <li>• Represent your program/service area on internal work groups dealing with curriculum issues</li> <li>• Represent your program/College on external committees dealing with curriculum issues</li> </ul>	