

## Durham College Faculty Skills and Abilities Competency Matrix

The ability of our faculty to demonstrate committed professionalism and a high degree of competence in teaching has made Durham College what it is today. The importance of a highly skilled and knowledgeable faculty cannot be overstated. The following matrix provides a framework for the development of competencies by faculty through ongoing learning and continuous improvement across one's teaching career.

**Recruitment Criteria:** These skills and attitudes will be assessed via the hiring interview process, and represent a foundational level of competence and awareness necessary for future success as a college educator

**End-of-probation Indicators of Success:** The knowledge, skills, and attitudes listed in this column will be developed within the probationary period via orientation sessions, teaching certificate courses, Focus on Learning participation, and teaching experience. They will be measured through grading within the teaching certificate courses, and through established faculty evaluation procedures

**Established professor indicators of success:** In addition to the knowledge, skills, and attitudes measured by the end of probation, a professor beyond the probationary period will develop the additional indicator behaviours described in this column. These can be developed through further education, participation in professional development activities, completion of additional teaching certificate courses, teaching experience, and self-study.

These indicators/competencies will be measured through the faculty performance review process and, ideally, the creation and maintenance of teaching portfolio on the part of the faculty member.

Skills and Abilities	Recruitment Criteria	End-of-probation Indicators of Success	Established Professor Indicators of Success (in addition to the column at left)
1. Respects and supports Durham College's mission, vision, values and goals	Is aware of the existence of the Durham College mission, vision, values, and goals, and can articulate their primary messages	Considers the mission, vision, values, and goals when interacting with students and staff, and planning curriculum	Integrates the mission, vision, values, and goals into everyday tasks and all faculty responsibilities
2. Designs curriculum that supports learning and prepares graduates for success	Acknowledges the importance of curriculum documents, policies, and procedures in guiding teaching and insuring quality	Recognizes the need for curriculum to reflect current and leading edge sector requirements	Designs curriculum that responds to a variety of internal and external factors according to established policies and procedures
	Recognizes the need to approach courses in the context of a program of study	Incorporates curriculum that assists students in understanding the scope and culture of their chosen career	May act as an advisor to students as they near graduation Crafts course learning outcomes that support the related program learning outcomes
	Recognizes that curriculum design must address the development of student learning and employability skills	Ensures that course learning outcomes are taught and evaluated at appropriate levels and in ways that support student learning  Incorporates teaching and evaluation methods that support the growth of Essential Employability Skill	Designs curriculum that supports the growth of Essential Employability Skills
		Contributes to ongoing quality assurance processes such as Annual Curriculum Renewal and Program Review and Renewal	May take a leadership role in ongoing quality assurance processes such as Annual Curriculum Renewal and Program Review and Renewal

3. Respects, accommodates, and supports the diverse learning needs of their learners	Recognizes the role of classroom climate in supporting student learning	Creates a safe, supportive, and inclusive climate for learning within and outside of the classroom	Consistently creates a safe and supportive climate for learning within and outside of the classroom
	Acknowledges that people learn in a variety of ways, and is aware of his/her own learning style	Incorporates a variety of teaching and learning strategies into the course delivery in order to meet the varying needs of the learners	Consistently incorporates a variety of teaching and learning strategies into the course delivery in order to meet the varying needs of the learners
	Expresses comfort with diversity	Recognizes and exemplifies a respect for diversity inside and outside the classroom	Consciously strives to design teaching and learning in ways that celebrate diversity in all its forms
	Expresses the need to address special learning needs in an equitable manner and is aware of college resources designed to support learners at risk	Incorporates a Universal Design for Learning (UDL) approach through the implementation of UDL principles and guidelines, but also, where needed, refers learners at risk to additional College resources	Consistently uses Universal Design for Learning strategies when designing and delivering curriculum and directs learners at risk to additional College resources
4. Engages and motivates learners in active and collaborative learning	Recognizes that learning is best supported through active engagement with the content	Incorporates learning activities that engage students actively in the course content	Develops innovative learning activities or supports that support learning of the course content
	Recognizes the role of education in developing learners' thinking skills	Includes activities that develop learners' thinking skills	Actively encourages learners to solve problems, answer questions, discuss, explain, or brainstorm in ways that connect program curriculum across courses

	Acknowledges the need for students to develop team work skills	Includes opportunities for learners to build team work skills	Engages learners in team work consistent with principles of active learning and cooperative learning
	Recognizes the need to facilitate robust communication to, from, and among students using both face-to-face and electronic methods	Fosters effective and timely communication to, from, and among students	Utilizes multiple approaches to foster effective and timely communication to, from, and among students
	Identifies the role of applied research in the college environment	Supports applied research activities in advanced course curriculum	Seeks opportunities to embed applied research activities into advanced course curriculum
5. Incorporates effective assessment and evaluation strategies	Recognizes the need to provide feedback on practice during the process of learning	Provides timely feedback on progressive mastery of course content	Design curriculum that ensures the provision of ongoing formative feedback on progressive mastery of course content
	Recognizes the relationship between learning outcomes and evaluation	Implements relevant and authentic evaluation strategies to assess the learner's progress toward achievement of the stated course outcomes	Implements relevant and authentic evaluation strategies to assess the learner's progress toward achievement of the stated course and program learning outcomes
	Recognizes the need to design evaluation strategies in the context of program outcomes	Recognizes his/her role in ensuring that all program outcomes and Essential Employability Skills are reliably evaluated in the program	Collaborates with the program team to ensure that all program outcomes and Essential Employability Skills are reliably evaluated in the program

	Recognizes the need to offer evaluation strategies that address the diversity of student learning styles	Where appropriate, adapts or offers alternative evaluation strategies to address the diversity of student learning styles	Consciously seeks ways to evaluate learning in ways that maximize learners' strengths while still addressing learning outcome requirements
6. Uses the College's LMS and other educational technology to support teaching and learning	Recognizes the integral role of technology in the delivery of college education, and exhibits a foundational level of competence with computers	Provides course material that enables the learner to keep track of course sequence and requirements, and fully prepare in advance for instructional sessions Guides learners to relevant online resources	Delivers course material online in a way that consistently establishes a positive climate for learning
	Acknowledges the need to develop skills in the effective use of educational technology	Supports communication between the learner and the professor as well as between learners through the use of synchronous and/or asynchronous tools	Provides enhanced and extended course material that enables the learner to expand his/her knowledge beyond the minimal course requirements
	Recognizes the potential of flexible delivery formats in the delivery of college education	Uses appropriate technological tools to support the learning environment and engage learners in active learning. Incorporates online and hybrid teaching models as appropriate	Enhances communication between the learner and the professor as well as between learners through the use of synchronous and/or asynchronous tools  Uses current and emerging technological tools to support the learning environment and engage learners in active learning.  Analyzes and selects the most appropriate course delivery model by considering content, audience and program needs.

7. Engages in reflective practice and ongoing development in support of professional currency	Recognizes the need to engage in continuous learning as he/she makes the transition to the role of professional educator	Engages in reflection on his/her teaching and in continuous improvement activities	Demonstrates evidence of continuous improvement of teaching practice. May choose to develop a teaching portfolio illustrating scholarly teaching and continuous improvement
	Acknowledges the need to base practice on established and emerging educational theory	Seeks solutions to teaching/learning challenges through the use of evidence-based and accepted best practices	Seeks out evidence-based and best practices in support of ongoing professional development
	Values the potential of engaging in a professional community of practice	Shares successes with colleagues in order to build a collaborative learning environment	Participates actively in communities of practice.
	Recognizes the ethical and professional responsibilities of a teacher of adults	Acts in an ethical manner that respects the rights of learners, colleagues, and the College community	Actively champions ethical and responsible practice on the part of learners, educators, and the College
		Engages in updating and upgrading activities with respect to his/her discipline and the field of education	Contributes to the ongoing quality of teaching and learning at Durham College, and the reputation of the college system
		Recognizes and supports the role of formal scholarship in the field of education	Engages in the scholarship of teaching and learning. May choose to participate in formal action research, including the dissemination of results to the educational community and at conferences.
			Maintains currency of professional practice in his/her

			discipline.
			To advance professional practice, participates in internal college committees and/or committees and taskforces of external professional organizations.