# Durham College Faculty Skills & Abilities Competency Matrix

**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 are expected to 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 will be measured through faculty evaluation procedures and, ideally, the creation and maintenance of a teaching portfolio on the part of the faculty member.

| **Category** | **Recruitment Criteria** | **End-of-probation Indicators of Success** | **Established Professor Indicators of Success (in addition to the end-of-probation indicators at left)** |
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| 1. Respects and supports Durham College’s mission, vision, values and goals | <p>Is aware of the existence of the Durham College mission, vision, values, and goals, and can articulate their primary messages</p> | <p>Considers the mission, vision, values, and goals when interacting with students and staff, and planning curriculum | <p>Integrates the mission, vision, values, and goals into everyday tasks and all faculty responsibilities</p> |
| 1. Designs curriculum that supports learning and prepares graduates for success | <p>Acknowledges the importance of curriculum documents, policies, and procedures in guiding teaching and insuring quality</p>  <p>Recognizes the need to approach courses in the context of a program of study</p>    <p>Recognizes that curriculum design must address the development of student learning and employability skills</p> | <p>Recognizes the need for curriculum to reflect current and leading edge sector requirements  <p>Incorporates curriculum that assists students in understanding the scope and culture of their chosen career  <p>Ensures that course learning outcomes are taught and evaluated at appropriate levels and in ways that support student learning  <p>Incorporates teaching and evaluation methods that support the growth of Essential Employability Skills  <p>Contributes to ongoing quality assurance processes such as Annual Curriculum Renewal and Program Review and Renewal | <p>Designs curriculum that responds to a variety of internal and external factors according to established policies and procedures</p>  <p>May act as an advisor to students as they near graduation</p>  <p>Crafts course learning outcomes that support the related program learning outcomes</p>  <p>Designs curriculum that supports the growth of Essential Employability Skills </p>  <p>May take a leadership role in ongoing quality assurance processes such as Annual Curriculum Renewal and Program Review and Renewal</p> |
| **Category** | **Recruitment Criteria** | **End-of-probation Indicators of Success** | **Established Professor Indicators of Success (in addition to the end-of-probation indicators at left)** |
| 1. Respects, accommodates, and supports the diverse learning needs of their learners | <p>Recognizes the role of classroom climate in supporting student learning</p>  <p>Acknowledges that people learn in a variety of ways, and is aware of his/her own learning style</p>  <p>Expresses comfort with diversity</p>  <p>Identifies the need to address special learning needs in an equitable manner and is aware of college resources designed to support learners at risk</p> | <p>Creates a safe, supportive, and inclusive climate for learning within and outside of the classroom  <p>Incorporates a variety of teaching and learning strategies into the course delivery in order to meet the varying needs of the learners  <p>Recognizes and exemplifies a respect for diversity inside and outside the classroom  <p>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 | <p>Consistently creates a safe and supportive climate for learning within and outside of the classroom</p>  <p>Consistently incorporates a variety of teaching and learning strategies into the course delivery in order to meet the varying needs of the learners</p>  <p>Consciously strives to design teaching and learning in ways that celebrate diversity in all its forms </p>  <p>Consistently uses Universal Design for Learning strategies when designing and delivering curriculum, but is fully aware of and accesses College resources for learners at risk</p> |
| **Category** | **Recruitment Criteria** | **End-of-probation Indicators of Success** | **Established Professor Indicators of Success (in addition to the end-of-probation indicators at left)** |
| 1. Engages and motivates learners in active and collaborative learning | <p>Recognizes that learning is best supported through active engagement with the content</p>  <p>Recognizes the role of education in developing learners’ thinking skills</p>  <p>Acknowledges the need for students to develop team work skills</p>  <p>Recognizes the need to facilitate robust communication to, from, and among students using both face-to-face and electronic methods</p>  <p>Identifies the role of applied research in the college environment</p> | <p>Incorporates learning activities that engage students actively in the course content  <p>Includes activities that develop learners’ thinking skills  <p>Includes opportunities for learners to build team work skills    <p>Fosters effective and timely communication to, from, and among students  <p>Supports applied research activities in advanced course curriculum | <p>Develops innovative learning activities or supports that support learning of the course content</p>  <p>Actively encourages learners to solve problems, answer questions, discuss, explain, or brainstorm in ways that connect program curriculum across courses</p>  <p>Engages learners in team work designed to ensure positive collaboration and individual accountability</p>  <p>Utilizes multiple approaches to foster effective and timely communication to, from, and among students</p>  <p>Seeks opportunities to embed applied research activities into advanced course curriculum</p> |
| **Category** | **Recruitment Criteria** | **End-of-probation Indicators of Success** | **Established Professor Indicators of Success (in addition to the end-of-probation indicators at left)** |
| 1. Incorporates effective assessment and evaluation strategies | <p>Recognizes the need to provide feedback on practice during the process of learning</p>  <p>Recognizes the relationship between learning outcomes and evaluation</p>  <p>Recognizes the need to design evaluation strategies in the context of program outcomes</p>  <p>Recognizes the need to offer evaluation strategies that address the diversity of student learning styles</p> | <p>Provides timely feedback on progressive mastery of course content  <p>Implements relevant and authentic evaluation strategies to assess the learner's progress toward achievement of the stated course outcomes  <p>Recognizes his/her role in ensuring that all program outcomes and Essential Employability Skills are reliably evaluated in the program  <p>Where appropriate, adapts or offers alternative evaluation strategies to address the diversity of student learning styles | <p>Design curriculum that ensures the provision of ongoing formative feedback on progressive mastery of course content</p>  <p>Implements relevant and authentic evaluation strategies to assess the learner's progress toward achievement of the stated course and program learning outcomes</p>  <p>Collaborates with the program team to ensure that all program outcomes and Essential Employability Skills are reliably evaluated in the program</p>  <p>Consciously seeks ways to evaluate learning in ways that maximize learners’ strengths while still addressing learning outcome requirements</p> |
| 1. Uses the College’s LMS and other educational technology to support teaching and learning | <p>Recognizes the integral role of technology in the delivery of college education, and exhibits a foundational level of competence with computers</p>  <p>Acknowledges the need to develop skills in the effective use of educational technology</p>  <p>Recognizes the potential of flexible delivery formats in the delivery of college education</p> | <p>Provides course material that enables the learner to keep track of course sequence and requirements, and fully prepare in advance for instructional sessions  <p>Guides learners to relevant online resources  <p>Supports communication between the learner and the professor as well as between learners through the use of synchronous and/or asynchronous tools  <p>Uses appropriate technological tools to support the learning environment and engage learners in active learning.  Incorporates online and hybrid teaching models as appropriate | <p>Delivers course material online in a way that consistently establishes a positive climate for learning</p>  <p>Provides enhanced and extended course material that enables the learner to expand his/her knowledge beyond the minimal course requirements</p>  <p>Enhances communication between the learner and the professor as well as between learners through the use of synchronous and/or asynchronous tools</p>  <p>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</p> |
| **Category** | **Recruitment Criteria** | **End-of-probation Indicators of Success** | **Established Professor Indicators of Success (in addition to the end-of-probation indicators at left)** |
| 1. Engages in reflective practice and ongoing development in support of professionalism | <p>Recognizes the need to engage in continuous learning as he/she makes the transition to the role of professional educator </p>  <p>Acknowledges the need to base practice on established and emerging educational theory</p>  <p>Values the potential of engaging in a professional community of practice</p>  <p>Recognizes the ethical and professional responsibilities of a teacher of adults</p> | <p>Engages in reflection on his/her teaching and in continuous improvement activities  <p>Seeks solutions to teaching/learning challenges through the use of evidence-based and accepted best practices    <p>Shares successes with colleagues in order to build a collaborative learning environment.  <p>Acts in an ethical manner that respects the rights of learners, colleagues, and the College community  <p>Engages in updating and upgrading activities with respect to his/her discipline and the field of education  <p>Recognizes and supports the role of formal scholarship in the field of education | <p>Demonstrates evidence of continuous improvement of teaching practice.  May choose to develop a teaching portfolio illustrating scholarly teaching and continuous improvement  <p>Seeks out evidence-based and best practices in support of ongoing professional development  <p>Participates actively in communities of practice, and provides mentoring to novice faculty and other colleagues  <p>Actively champions ethical and responsible practice on the part of learners, educators, and the College  <p>Contributes to the ongoing quality of college professors, and the reputation of the college system  <p>Engages in the scholarship of teaching and learning.  <p>May choose to participate in formal action research, including the dissemination of results to the educational community |