

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

<p><b>1. The Professor of the 21<sup>st</sup> Century models professional practice within the discipline of teaching.</b></p> <ol style="list-style-type: none"> <li>1. Identifies his/her own learning style and how it affects his/her teaching</li> <li>2. Locates and uses resources that support teaching practice</li> <li>3. Engages in ongoing development to remain current in one's own subject area and in the discipline of teaching</li> <li>4. Identifies the impact of his/her own teaching on student learning</li> <li>5. Contributes to a learning culture that encourages continuous learning, reflective practice and peer support</li> <li>6. Works within ethical, legal and College guidelines</li> </ol>		
<p><b>Recruitment Criteria</b></p>	<p><b>End-of Probation Indicators of Success</b></p>	<p><b>Established Professor Indicators of Success</b></p>
<p>On hiring, new professors can</p> <ul style="list-style-type: none"> <li>• Describe how their team-building skills contribute to their work at Algonquin College.</li> <li>• Acknowledge that teaching is a profession sustained by a body of knowledge that can inform the novice practitioner.</li> <li>• Identify that there are ethical, legal, and institutional guidelines governing teaching practice.</li> <li>• Commit to a professional development plan, beginning with the Focus on Learning program.</li> </ul>	<p>By the end of probation, professors can</p> <ul style="list-style-type: none"> <li>• Participate as effective team members in working groups at Algonquin College.</li> <li>• Describe their own learning style and its impact on their teaching style.</li> <li>• Describe various student learning styles and put into practise teaching techniques to facilitate student</li> <li>• Participate in professional development activities at Algonquin College relevant to their own needs as a teacher.</li> <li>• Locate and use college resources (information, services and support networks) that contribute to their teaching practice.</li> <li>• Use available tools to document successful achievement of the end-of -probation competencies in <i>The Professor of the 21<sup>st</sup> Century</i>.</li> <li>• Create and use a personal action plan that enhances professional practice.</li> <li>• Use College directives and guidelines as they pertain to ethical and legal issues</li> </ul>	<p>Established professors are able to</p> <ul style="list-style-type: none"> <li>• Function as effective team leaders for a variety of working groups/projects at Algonquin College. *(c)</li> <li>• Engage in ongoing professional development activities to remain current in the theory and practice of the profession of teaching and in their subject area. (c)</li> <li>• As established teachers, share professional experiences and knowledge with fellow faculty through such activities as workshops, coaching and mentoring. (c)</li> <li>• Use a problem-solving model to resolve a range of ethical issues. (c)</li> <li>• Consistently apply college directives and guidelines in their teaching practice.(c)</li> <li>• Document advanced professional practices, including those identified as core in <i>The Professor of the 21<sup>st</sup> Century</i>. (c).</li> <li>• Evolve a professional development plan that plots avenues for sustained professional growth.(c)</li> <li>• Contribute to the discipline of teaching and learning through applied research and writing. **(o)</li> <li>• Contribute to academic leadership through the coordination of fellow faculty. (o)</li> </ul> <p>*(c) Core competency            **(o) Optional area of specialization</p>

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**2. The Professor of the 21<sup>st</sup> Century creates engaging learning environments for individuals and groups and supports learners at risk.**

1. Establishes rapport with a variety of learners
2. Establishes and maintains learning environments that help students learn
3. Promotes and sustains learner motivation
4. Identifies and supports learners "at risk"

Recruitment Criteria	End-of Probation Indicators of Success	Established Professor Indicators of Success
On hiring, new professors can <ul style="list-style-type: none"> <li>• Discuss general techniques that can be used to motivate learners with respect to their subject area.</li> <li>• Explain the relevance of their subject expertise for college students.</li> <li>• Discuss general strategies for supporting learners at risk.</li> </ul>	By the end of probation, professors can <ul style="list-style-type: none"> <li>• Use ice-breaking activities to create class cohesiveness.</li> <li>• Create an inviting atmosphere of trust that encourages all learners to share information and ask questions.</li> <li>• Use classroom-management techniques to maintain an atmosphere within face-to-face environments that is conducive to learning</li> <li>• Use a limited repertoire of techniques to motivate learners to be engaged in learning.</li> <li>• Follow college protocols to ensure that the physical environment is conducive to learning</li> <li>• Apply a strategy to identify and support learners at risk.</li> <li>• Assume the first line of intervention with learners who are in crisis.</li> <li>• Locate and be comfortable recommending student support resources within the college.</li> </ul>	Established professors are able to <ul style="list-style-type: none"> <li>• Demonstrate the ability to establish and maintain rapport with a wide variety of learners, including multicultural learners, in both face-to-face and online environments. (c)</li> <li>• Coach/mentor novice faculty, modelling strategies for maintaining both face-to-face and online environments that are conducive to learning. (c)</li> <li>• Use a variety of motivational techniques to excite both students and faculty about learning in their subject area. (c)</li> <li>• Recognize the value of peer-based learning and provide opportunities for peer-based learning in their face-to-face and online learning environments. (c)</li> <li>• Act as academic advisors to students within their program or service area. (c)</li> <li>• Apply and contribute to program-level and college level strategies for supporting learners at risk. (c)</li> <li>• Demonstrate leadership when responding to individuals and groups of learners in crisis. (o)</li> </ul> <p>(c) Core competency (o) Optional area of specialization</p>

**3. The Professor of the 21<sup>st</sup> Century uses a variety of teaching/learning strategies.**

1. Applies an understanding of how people learn to plan lessons and learning experiences
2. Acquires and maintains a repertoire of teaching/learning strategies
3. Assesses the strengths/weaknesses of a variety of teaching/learning strategies
4. Selects and uses the teaching/learning strategy appropriate to the learning activity and learners involved
5. Evaluates the effectiveness of the teaching/learning strategy used

Recruitment Criteria	End-of Probation Indicators of Success	Established Professor Indicators of Success
On hiring, new professors can	By the end of probation, professors can	Established professors are able to
<ul style="list-style-type: none"> <li>• Discuss a number of ways in which the subject content can be presented to learners</li> <li>• Indicate what their preferred teaching strategies are</li> <li>• Demonstrate their ability to communicate their subject matter to novice learners through a short, organized teaching presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply a basic knowledge of the principles of adult learning, and of one learning styles framework to guide their teaching practice.</li> <li>• Use at least one teaching/learning model beyond the lecture model to facilitate student learning                             <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>• Select and use a limited repertoire of tools and techniques to effectively facilitate learning within the framework of the models</li> <li>• Choose the most effective teaching/learning model and tools and techniques for the learner/teacher/context/resources milieu.</li> <li>• Engage in ongoing monitoring, documentation and evaluation of the models, tools and techniques used in face-to-face settings</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the influence of recognized learning theories, such as behaviourism, humanism, and cognitive science, and constructivism, and of learning styles frameworks on a range of teaching models, tools and techniques. (c)</li> <li>• Incorporate a variety of teaching models into his/her teaching practice. (c)</li> <li>• Select the teaching model at any point in time that is most appropriate for the teacher/learner/context/resources milieu. (c)</li> <li>• Acquire and use a comprehensive repertoire of tools and techniques to effectively facilitate learning within the framework of different models. (c)</li> <li>• Create new tools and techniques and/or adapt current tools and techniques to facilitate learning. (o)</li> <li>• Engage in ongoing monitoring, documentation and evaluation of the models, tools and techniques used in face-to-face and hybrid learning environments (c) and wholly online environments (o)</li> <li>• Coach/mentor effective teaching strategies for novice teachers. (c).</li> </ul> <p>(c) Core competency (o) Optional area of specialization</p>

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4. The Professor of the 21 <sup>st</sup> Century evaluates learning using a variety of valid and reliable tools and techniques.		
Recruitment Criteria	End-of Probation Indicators of Success	Established Professor Indicators of Success
On hiring, new professors can	By the end of the probation, professors can	Established professors are able to
<ul style="list-style-type: none"> <li>• Discuss the purpose of evaluation.</li> <li>• Describe a number of evaluation tools that the faculty member has used in various situations and comment on their effectiveness.</li> <li>• Give constructive feedback that is specific and relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Create assessments that are aligned with the course learning requirements and the learning activities based on those requirements.</li> <li>• Use a limited repertoire of assessment tools with confidence.</li> <li>• Assess the strengths and weaknesses of a variety of evaluation tools, including performance-based evaluation.                             <ul style="list-style-type: none"> <li>○ Analyze evaluation tools for validity and reliability.</li> </ul> </li> <li>• Clearly communicate assessment criteria prior to or at the beginning of the learning activity.</li> <li>• Provide constructive, personalized ongoing feedback to students on their performance.</li> <li>• Maintain confidentiality with respect to student assessments.</li> <li>• Participate effectively in program promotion meetings.</li> <li>• Identify and follow college directives that guide assessment and evaluation practices at Algonquin College.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct and assess appropriate PLA challenges at the course level. (c)</li> <li>• Incorporate peer-based assessment and self-assessment into a broad repertoire of evaluation tools and techniques. (c)</li> <li>• Adapt evaluation tools to accommodate students with special needs. (c)</li> <li>• Coach/mentor faculty in the creation and ethical use of evaluation tools and techniques. (c)</li> <li>• Assess demonstrations of techniques applied in lab settings and/or clinical settings (o)</li> <li>• Construct and assess appropriate PLA challenges at the program level. (o)</li> </ul> <p>(c) Core competency (o) Optional area of specialization</p>

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**5. The Professor of the 21<sup>st</sup> Century works independently and with others to develop and /or adapt learning materials to help different learners achieve learning goals.**

1. Locates learning resources, matches learning materials to the needs, interests and abilities of learners
2. Assesses and selects appropriate learning materials
3. Contributes to the work of interdisciplinary instructional design teams
4. Creates learning materials (print, electronic, audio-visual) that help learners achieve learning outcomes
5. Works within legal and ethical guidelines when creating learning materials.

Recruitment Criteria	End-of Probation Indicators of Success	Established Professor Indicators of Success
<p>On hiring, new professors can</p> <ul style="list-style-type: none"> <li>• Describe how subject matter experts can use their team-building skills to facilitate group work with their learners.</li> <li>• Explain the general impact of copyright law in Canada relating to the reproduction of electronic and print materials.</li> </ul>	<p>By the end of probation, professors can</p> <ul style="list-style-type: none"> <li>• Locate learning materials that promote both lower order and higher order thinking skills associated with the course learning requirements.</li> <li>• Select the most appropriate learning materials for the learners' stage of development and 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 their own progress.</li> </ul> </li> <li>• Apply basic design principles to create a variety of visual aids.</li> <li>• Use a level of language in all learning materials that is appropriate for the learner.</li> <li>• Apply applicable copyright legislation and 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 the higher order thinking skills required for course learning requirements and program outcomes. (c)</li> <li>• Both individually and in teams, adapt and create learning materials appropriate for the learners' stage of development and a variety of learning styles. (c)</li> <li>• Work individually and in project teams to create publishable learning materials for internal and/or external use. (o)</li> <li>• Participate in instructional design teams to produce new multimedia learning resources appropriate for Algonquin programs and/or external accrediting bodies. (o)</li> <li>• Lead instructional design teams that produce publishable learning materials or resources. (o)</li> </ul> <p>(c) Core competency (o) optional area of specialization</p>

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<p><b>6. The Professor of the 21<sup>st</sup> Century uses technology to enhance productivity and help students learn.</b></p> <ol style="list-style-type: none"> <li>1. Selects the technological tool most appropriate to the task</li> <li>2. Uses technology to facilitate communication with and among learners</li> <li>3. Uses technology to enhance the presentation of information</li> <li>4. Uses technology to produce learning materials</li> <li>5. Uses technology to access, select, collect, organize and display information</li> <li>6. Assists learners to use technology as a tool to support their learning</li> </ol>		
<p><b>Recruitment Criteria</b></p>	<p><b>End-of Probation Indicators of Success</b></p>	<p><b>Established Professor Indicators of Success</b></p>
<p>On hiring, new professors can</p>	<p>By the end of probation, professors can</p>	<p>Established professors are able to</p>
<ul style="list-style-type: none"> <li>• Discuss ways in which technology generally can enhance learning.</li> <li>• Use a word processing package to produce learning material.</li> <li>• Use a slide presentation package to present learning material.</li> <li>• Use email to communicate with members of the college community, both learners and staff.</li> <li>• Upload, download, and manage files with confidence.</li> <li>• Collect relevant information from the Internet to support learning.</li> <li>• Explain the general impact of copyright law in Canada relating to the reproduction of electronic and print materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Word and specialized computer software to support an effective work and learning environment.</li> <li>• Use the College’s electronic courseware system (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> </ul> </li> <li>• Provide learners with sources of support for their elearning at Algonquin College.</li> <li>• Help learners to access, document and assess electronic sources acquired through the library and directly from the web</li> <li>• Use eclassrooms and electronic peripheral devices with comfort and confidence.</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 Learning Resource Centre and data storage options at Algonquin College to access, store and retrieve information for courses, programs and professional development.</li> </ul>	<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.). (c)</li> <li>○ Construct electronic assessments such as surveys and quizzes. (c)</li> <li>○ Use formatting and organizational guidelines that enhance navigation, readability, interactivity, and visual appeal of online learning materials.</li> </ul> </li> <li>• Create/contribute to web sites that support both faculty and student learning. (c)</li> <li>• Evaluate interactive educational software and web sites. (c)</li> <li>• Coach/mentor faculty with the use of technology in face-to-face and hybrid learning environments. (c)</li> <li>• Coach/mentor faculty with the use of technology in wholly online learning environments. (o)</li> <li>• Use specialized programs to produce stand-alone interactive learning objects/learning materials. (o)</li> </ul> <p>(c) Core competency (o) optional area of specialization</p>

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<b>7. The Professor of the 21<sup>st</sup> Century designs and develops effective curriculum.</b>		<ol style="list-style-type: none"> <li>1. Identifies a curriculum planning process</li> <li>2. Uses principles of curriculum design to develop courses.</li> <li>3. Contributes to program planning and review</li> <li>4. Develops a coherent curriculum plan that ensures a match between expected learning outcomes, needs, interests, and abilities of the learners learning activities, learning resources and the evaluation plan</li> </ol>
Recruitment Criteria	End-of Probation Indicators of Success	Established Professor Indicators of Success
On hiring, new professors can	By the end of probation, professors can	Established professors are able to
<ul style="list-style-type: none"> <li>• Explain how their subject expertise relates to a program curriculum.</li> <li>• Identify the contribution of course descriptions, course outlines and weekly schedules as communication tools for their students.</li> </ul>	<ul style="list-style-type: none"> <li>• Use established course outlines to plan a course and communicate expectations to learners.</li> <li>• Create a weekly schedule as a planning document for students</li> <li>• Use current curriculum planning principles to design lessons and units.</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 learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Use established principles of curriculum planning to develop, monitor and revise courses. (c)               <ul style="list-style-type: none"> <li>○ Manage the elements of continuity, scope and sequence 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. (c)               <ul style="list-style-type: none"> <li>○ Identify and work within approved standards.</li> <li>○ Solicit and interpret feedback from a variety of source</li> <li>○ Participate in regular program self-assessment processes</li> </ul> </li> <li>• Use established principles of program planning develop new programs. (o)               <ul style="list-style-type: none"> <li>○ Conduct a needs assessment</li> <li>○ Identify college resource and learner needs</li> <li>○ Establish program outcomes</li> <li>○ Establish program of studies</li> <li>○ Prepare and present a proposal to internal/external bodies</li> </ul> </li> <li>• Provide leadership in program planning and program reviews. (o)</li> <li>• Identify a number of curriculum planning models and link these models to underlying philosophies, learning theories and beliefs about teaching and learning. (o)</li> <li>• Represent the program/service area on internal work groups dealing with curriculum issues. (o)</li> <li>• Represent the program/college on external committees dealing with curriculum issues. (o)</li> </ul> <p>(c) Core competency (o) Optional area of specialization</p>