

In order to direct faculty professional development activities and to assist Durham College in maintaining program quality, the following list of skills and abilities for faculty has been created. This list is intended to provide a guide for faculty and a framework for developing a competency-based model of faculty professional development. This list is not intended as an evaluative tool but as a definition of the skill set that faculty members would strive to develop during their teaching careers.

A Durham College faculty member strives to

Design curriculum

- Craft course learning outcomes that support and reflect the related program learning outcomes
- Design teaching and evaluation methods that support the achievement of course learning outcomes

Respect and accommodate the different learning styles of the learners

- Incorporate a variety of teaching and learning strategies into the course delivery designed to meet the needs of the learners
- Appreciate and accommodate diversity in all its forms
- Use Universal Design for Learning strategies to support the course learning outcomes

Engage and motivate learners in active and collaborative learning

- Actively encourage learners to solve problems, answer questions, discuss, explain, or brainstorm
- Engage learners in team work designed to ensure positive collaboration and individual accountability
- Foster effective and timely communication

Incorporate effective assessment/evaluation strategies

- Provide timely feedback on progressive mastery of course content
- Implement appropriate assessment strategies to determine the learner's ability to achieve the stated course learning outcomes

Use technology in teaching and learning

- Provide course material online, encouraging the learner to fully prepare in advance for an instructional session
- Guide learners to relevant online resources
- Enhance communication between the learner and the professor, as well as between learners, through the use of synchronous and/or asynchronous tools
- Use appropriate technological tools that support the learning environment and engage learners in active learning

Engage in reflective practice and ongoing faculty development opportunities

- Engage in scholarly teaching, by reflecting on his/her teaching practice and by seeking continuous improvement
- Seek solutions to professional challenges such as classroom management issues, teaching large classes, disruptive behaviours, plagiarism, and more
- Share successes with colleagues in order to build an ongoing collaborative learning environment.
- Remain current in his/her field of knowledge and in the field of education.
- Engage in the scholarship of teaching and learning through formal action research, including the dissemination of results to the educational community

Assess your development with respect to these skills and find resources to support your growth at our Self Assessment Site: <http://innovation.durhamcollege.ca/facultysa/>