

## Outcomes and Indicators of Performance for Effective College Teaching

This template is intended to reflect outcomes and indicators at various levels of teaching. It is recognized, however, that not all outcomes may be applicable to all areas of instruction at the college. Additionally, not all functions related to the role of a professor may be assigned or mutually agreed upon for some time periods; thus some outcomes may not be applicable during these times. It is also recognized that in order for faculty to effectively meet outcomes identified, physical and human resource support may be necessary.

<i>Area</i>	<i>Outcome:</i>	<i>Indicators of Performance for Effective College Teaching</i>		
		<i>Level 1 (Year 1)</i>	<i>Level 2 (Year 2)</i>	<i>Level 3 (Year 5)+</i>
<i>The Design, Revision, and Updating of Courses</i>	Consulting with program and course directors and other faculty members, advisory committees, accrediting agencies, potential employers and students	<ul style="list-style-type: none"> <li>Participates in the review of program and course content, ensuring that it is relevant and current</li> <li>Participates on advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>Reviews program and course content, ensuring that it is relevant and current</li> <li>Participates on advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>Leads the review and design of program and course content, ensuring that it is relevant and current</li> <li>Participates on advisory committee</li> </ul>
	Defining course objectives and evaluating and validating these objectives	<ul style="list-style-type: none"> <li>Works with mentor/team to develop and validate course objectives ensuring college policies are met (General Education, Essential Employability Skills, Vocational Skills)</li> </ul>	<ul style="list-style-type: none"> <li>Develops and evaluates/validates course objectives ensuring college policies are met (General Education, Essential Employability Skills, Vocational Skills)</li> </ul>	<ul style="list-style-type: none"> <li>Leads the revision, evaluation/validation of course objectives ensuring college policies are met (General Education, Essential Employability Skills, Vocational Skills)</li> </ul>
	Specifying or approving learning approaches, necessary resources, etc.	<ul style="list-style-type: none"> <li>Identifies appropriate learning approaches* and resources through consultation with coordinator and other faculty</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to the development of learning approaches* and identifies necessary resources, etc</li> </ul>	<ul style="list-style-type: none"> <li>Leads the development of learning approaches and identifies necessary resources, etc</li> </ul>
	Developing individualized instruction and multi-media presentations where applicable		<ul style="list-style-type: none"> <li>Develops and modifies individualized instruction and multi-media presentations to meet student needs in consultation with mentor/team</li> </ul>	<ul style="list-style-type: none"> <li>Develops and modifies individualized instruction* and multi-media presentations</li> </ul>
	Selecting or approving textbooks and learning materials	<ul style="list-style-type: none"> <li>Works with mentor/team to understand the criteria for assessing appropriate textbooks and/or learning materials</li> </ul>	<ul style="list-style-type: none"> <li>Understands the criteria for assessing appropriate textbooks and/or learning materials and makes recommendations to program coordinator/team</li> </ul>	<ul style="list-style-type: none"> <li>Recommends and/or selects appropriate textbooks and learning materials</li> </ul>

\* see glossary for definition

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		<i>Level 1 (Year 1)</i>	<i>Level 2 (Year 2)</i>	<i>Level 3 (Year 5)+</i>
<i>The Teaching of Assigned Courses</i>	<b>Ensuring student awareness of course objectives, approach and evaluation techniques</b>	<ul style="list-style-type: none"> <li>• Distributes (hard copy or online) and discusses course objectives with students within one week of the start of classes</li> <li>• Distributes (hard copy or online) and discusses evaluation expectations and processes within the first week of classes</li> <li>• Relates course content to course objectives regularly</li> <li>• Discusses evaluation techniques regularly</li> <li>• Uses the course objectives as the basis for lesson planning</li> <li>• Covers all course objectives within allotted course time</li> <li>• Adheres to evaluation expectations and processes as outlined</li> </ul>	<ul style="list-style-type: none"> <li>• Distributes (hard copy or on line) and discusses course objectives with students within one week of the start of classes</li> <li>• Distributes (hard copy or on line) and discusses evaluation expectations and processes within the first week of classes</li> <li>• Relates course content to course objectives regularly</li> <li>• Discusses evaluation techniques regularly</li> <li>• Uses the course objectives as the basis for lesson planning</li> <li>• Covers all course objectives within allotted course time</li> <li>• Adheres to evaluation expectations and processes as outlined</li> </ul>	<ul style="list-style-type: none"> <li>• Distributes (hard copy or on line) and discusses course objectives with students within one week of the start of classes</li> <li>• Distributes (hard copy or on line) and discusses evaluation expectations and processes within the first week of classes</li> <li>• Relates course content to course objectives regularly</li> <li>• Discusses evaluation techniques regularly</li> <li>• Uses the course objectives as the basis for lesson planning</li> <li>• Covers all course objectives within allotted course time</li> <li>• Adheres to evaluation expectations and processes as outlined</li> </ul>
	<b>Carrying out regularly scheduled instruction</b>	<ul style="list-style-type: none"> <li>• Attends all scheduled classes, respecting the 50 minute hour.*</li> <li>• Notifies designated College contact of absences in a timely manner</li> <li>• Manages class time (starts and stops on time, uses class time effectively)</li> </ul>	<ul style="list-style-type: none"> <li>• Attends all scheduled classes, respecting the 50 minute hour.*</li> <li>• Notifies designated College contact of absences in a timely manner</li> <li>• Manages class time (starts and stops on time, uses class time effectively)</li> </ul>	<ul style="list-style-type: none"> <li>• Attends all scheduled classes, respecting the 50 minute hour.*</li> <li>• Notifies designated College contact of absences in a timely manner</li> <li>• Manages class time (starts and stops on time, uses class time effectively)</li> </ul>

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	<b>Tutoring and academic counseling of students</b>	<ul style="list-style-type: none"> <li>• Assists students with academic advisement. <ul style="list-style-type: none"> <li>- Works with coordinator/mentor to ensure advising is appropriate</li> <li>- Becomes familiar with College academic policies, program offerings</li> <li>- Communicates availability of self to students</li> </ul> </li> <li>• Communicates with students in a respectful and professional manner</li> </ul>	<ul style="list-style-type: none"> <li>• Assists students with academic advisement. <ul style="list-style-type: none"> <li>- Advises independently</li> <li>- Ensures message is consistent with respect to a team environment</li> <li>- Communicates frequently with the coordinator and team</li> <li>- Communicates availability of self to students</li> </ul> </li> <li>• Communicates with students in a respectful and professional manner</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates receptiveness to assist students with academic advisement. <ul style="list-style-type: none"> <li>- Advises independently</li> <li>- Ensures message is consistent with respect to a team environment</li> <li>- Communicates frequently with the coordinator and team</li> <li>- Communicates availability of self to students</li> </ul> </li> <li>• Communicates with students in a respectful and professional manner</li> </ul>
	<b>Providing a learning environment which makes effective use of available resources, work experience and field trips</b>	<ul style="list-style-type: none"> <li>• Explores a variety of teaching strategies and resources to reflect individual learning styles and intellectual styles*</li> <li>• Makes effective and appropriate use of assigned textbooks and/or learning resources</li> <li>• Explores strategies to create a learner-centred* environment</li> <li>• Follows &amp; reinforces policy and procedure regarding conduct (e.g. harassment, discrimination, student code of conduct). <ul style="list-style-type: none"> <li>- Consistently models appropriate behaviours relating to personal conduct</li> <li>- Acts on inappropriate student behaviour.</li> <li>- Manages conflict situations effectively</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Uses and evaluates the effectiveness of various teaching strategies and resources to reflect individual learning styles and intellectual styles*</li> <li>• Makes effective and appropriate use of assigned textbooks and/or learning resources</li> <li>• Uses and evaluates strategies to create a learner-centred* environment</li> <li>• Follows &amp; reinforces policy and procedure regarding conduct (e.g. harassment, discrimination, student code of conduct). <ul style="list-style-type: none"> <li>- Consistently models appropriate behaviours relating to personal conduct</li> <li>- Acts on inappropriate student behaviour.</li> <li>- Manages conflict situations effectively</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Effectively utilizes a variety of teaching strategies and resources to reflect individual student learning styles and intellectual styles*</li> <li>• Makes effective and appropriate use of assigned textbooks and/or learning resources</li> <li>• Effectively utilizes strategies to create a learner-centred* environment</li> <li>• Follows &amp; reinforces policy and procedure regarding conduct (e.g. harassment, discrimination, student code of conduct). <ul style="list-style-type: none"> <li>- Consistently models appropriate behaviours relating to personal conduct</li> <li>- Acts on inappropriate student behaviour.</li> <li>- Manages conflict situations effectively</li> </ul> </li> </ul>

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		<i>Level 1 (Year 1)</i>	<i>Level 2 (Year 2)</i>	<i>Level 3 (Year 5)+</i>
	<b>Evaluating student progress / achievement and assuming responsibility for the overall assessment of the student's work within assigned courses</b>	<ul style="list-style-type: none"> <li>• Recognizes and responds to students experiencing difficulty meeting course objectives <ul style="list-style-type: none"> <li>- Seeks guidance/assistance from coordinator/mentor</li> <li>- Meets with student to discuss strategies to increase understanding</li> </ul> </li> <li>• Evaluates student learning consistent with College standards*</li> <li>• Consistently monitors student progress and gives timely feedback <ul style="list-style-type: none"> <li>- Seeks guidance from mentor as needed</li> <li>- Adheres to published evaluation scheme</li> <li>- Returns assignments/tests prior to subsequent assignment/test</li> <li>- Provides adequate constructive feedback</li> </ul> </li> <li>• Works with mentor* to develop evaluation tools that are appropriate for course outcomes <ul style="list-style-type: none"> <li>- Designs tests/assignments that are clear, grammatically correct and consistent with course objectives</li> <li>- Develops evaluation criteria or guidelines that clearly define expectations given to students</li> </ul> </li> <li>• Ensures evaluation is consistent among sections</li> <li>• Keeps accurate student records* with suitable backup and seeks guidance from mentor where necessary</li> <li>• Evaluates basic literacy skills (communications, mathematics, information technology) as part of course outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and responds to students experiencing difficulty meeting course objectives</li> <li>• Evaluates student learning consistent with College standards*</li> <li>• Consistently monitors student progress and gives timely feedback <ul style="list-style-type: none"> <li>- Adheres to published evaluation scheme</li> <li>- Returns assignments/tests prior to subsequent assignment/test</li> <li>- Provides adequate constructive written feedback</li> </ul> </li> <li>• Develops effective and appropriate evaluation tools <ul style="list-style-type: none"> <li>- Designs tests/assignments that are clear, grammatically correct and consistent with course objectives</li> <li>- Develops evaluation criteria or guidelines that clearly define expectations given to students</li> </ul> </li> <li>• Ensures evaluation is consistent among sections</li> <li>• Keeps accurate student records* with suitable backup , and seeks guidance from mentor where necessary</li> <li>• Evaluates basic literacy skills (communications, mathematics, information technology) as part of course outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and responds to students having difficulty meeting course objectives</li> <li>• Evaluates student learning consistent with College standards*</li> <li>• Consistently monitors student progress and gives timely feedback <ul style="list-style-type: none"> <li>- Adheres to published evaluation scheme</li> <li>- Returns assignments/tests prior to subsequent assignment/test</li> <li>- Provides adequate constructive written feedback</li> </ul> </li> <li>• Develops effective and appropriate evaluation tools <ul style="list-style-type: none"> <li>- Designs tests/assignments that are clear, grammatically correct and consistent with course objectives</li> <li>- Develops evaluation criteria or guidelines that clearly define expectations given to students</li> </ul> </li> <li>• Ensures evaluation is consistent among sections</li> <li>• Keeps accurate student records* with suitable backup</li> <li>• Evaluates basic literacy skills (communications, mathematics, information technology) as part of course outcomes</li> </ul>

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		<i>Level 1 (Year 1)</i>	<i>Level 2 (Year 2)</i>	<i>Level 3 (Year 5)+</i>
<i>Provision of Academic Leadership</i>	Provide guidance to instructors* relative to their teaching assignments  * We do not currently have instructors on staff, however in the event that instructors are hired, this area will be referenced			
	Participate in the work of curriculum and other consultative committees (e.g. Academic Council, Advisory, Faculty Evaluation, Health and Safety, School/Program) as assigned or mutually agreed.	<ul style="list-style-type: none"> <li>Attends meetings and participates on College committees and works effectively as a team member</li> </ul>	<ul style="list-style-type: none"> <li>Attends meetings and participates on College committees and works effectively as a team member</li> </ul>	<ul style="list-style-type: none"> <li>Attends meetings and participates on College committees and works effectively as a team member</li> </ul>
Areas ancillary to role of professor – as assigned or mutually agreed.	Student recruitment and selection	<ul style="list-style-type: none"> <li>Participates in student recruitment activities</li> </ul>	<ul style="list-style-type: none"> <li>Participates in student recruitment activities</li> </ul>	<ul style="list-style-type: none"> <li>Participates in student recruitment activities</li> </ul>
	Time-tabling	<ul style="list-style-type: none"> <li>Participates in timetabling design consistent with college operating practices and in consultation with program coordinator/team</li> </ul>	<ul style="list-style-type: none"> <li>Follows operating practices in relation to timetabling of student activity</li> </ul>	<ul style="list-style-type: none"> <li>Follows operating practices in relation to timetabling of student activity</li> </ul>
	Facility design	<ul style="list-style-type: none"> <li>Participates in facility design by making appropriate recommendations that considers the needs of students and program requirements</li> </ul>	<ul style="list-style-type: none"> <li>Participates in facility design by making appropriate recommendations that considers the needs of students and program requirements</li> </ul>	<ul style="list-style-type: none"> <li>Participates in facility design by making appropriate recommendations that considers the needs of students and program requirements</li> </ul>

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	<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Works with supervisor to develop professional development plan</li> <li>Develops a professional portfolio which identifies learning needs and planned actions</li> </ul>	<ul style="list-style-type: none"> <li>Creates an annual professional development plan</li> <li>Maintains a professional portfolio to facilitate recognition and action of individual learning needs. Shares with Dean upon request</li> </ul>	<ul style="list-style-type: none"> <li>Creates an annual professional development plan</li> <li>Maintains a professional portfolio to facilitate recognition and action of individual learning needs. Shares with Dean upon request</li> </ul>
	<b>Student Employment</b>	<ul style="list-style-type: none"> <li>Provides references for students and graduates when requested, ensuring legal requirements are met (e.g. Freedom of Information) Seeks assistance from coordinator/mentor if necessary.</li> <li>Identifies and contacts prospective employers</li> </ul>	<ul style="list-style-type: none"> <li>Provide references for students and graduates when requested, ensuring legal requirements are met (e.g. Freedom of Information)</li> <li>Identifies and contacts prospective employers</li> </ul>	<ul style="list-style-type: none"> <li>Provides references for students and graduates when requested, ensuring legal requirements are met (e.g. Freedom of Information)</li> <li>Identifies and contacts prospective employers</li> </ul>
	<b>Control of supplies and equipment</b>	<ul style="list-style-type: none"> <li>Makes recommendations regarding capital needs and physical resources following college process</li> <li>Ensures currency of equipment and resources.</li> <li>Reports need for equipment repair</li> </ul>	<ul style="list-style-type: none"> <li>Makes recommendations regarding capital needs and physical resources following college process</li> <li>Ensures currency of equipment and resources.</li> <li>Reports need for equipment repair</li> </ul>	<ul style="list-style-type: none"> <li>Makes recommendations regarding capital needs and physical resources following college process</li> <li>Ensures currency of equipment and resources.</li> <li>Reports need for equipment repair</li> </ul>
	<b>Prior Learning Assessment and Recognition</b>	<ul style="list-style-type: none"> <li>Works with coordinator to conduct Prior Learning Assessment and Recognition (PLAR)* when requested.</li> <li>Understands PLA process</li> </ul>	<ul style="list-style-type: none"> <li>Conducts PLAR and makes recommendations for the coordinators consideration.</li> </ul>	<ul style="list-style-type: none"> <li>Conducts PLAR and plans appropriate action based on recommendations</li> </ul>
	<b>Other - as assigned and mutually agreed to (outcomes and indicators must be specified and mutually agreed upon)</b>			

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