



The Innovative Georgian Faculty Competency Framework

DESIGNER (DE) competency

Key criteria:

| intentional | innovative | guide / way finder | cultivator |



Innovative faculty are DESIGNERS. They design courses, classes, teaching and learning activities, and assessments to facilitate student learning. They recognize the importance of mapping courses for students and use evidence-informed pedagogy/andragogy to inform their practice. They recognize the importance of universal design, creating spaces of belonging, and sharing with peers to positively impact the teaching ecosystem. Faculty who are developing competence in their designer role may do the following kinds of things.

Exemplar performance descriptors

Please note that these descriptors are not exhaustive. Faculty demonstrate this competency in numerous ways, all of which are key to innovative teaching.

Faculty who are DESIGNING at an EMERGING level (DE-E) might demonstrate the following:

- *Identify characteristics of students that may impact their learning.*
- *Define what innovative teaching practice looks like, feels like, sounds like.*
- *Recognize the importance of mapping a course to support student learning.*
- *Identify components of integrated course design.*

Faculty who are DESIGNING at a PERFORMING level (DE-P) may do the following:

- *Intentionally create universally designed teaching and learning activities.*
- *Integrate innovative teaching practices into the learning environment.*
- *Facilitate student learning with scaffolded, mapped and woven experiences.*
- *Cultivate student learning by using evidence-informed, authentic opportunities for practice.*

Faculty who are DESIGNING at a TRANSFORMING level (DE-T) may do the following:

- *Participate openly in dialogue with peers about inclusive course design.*
- *Demonstrate commitment to improving practice through risk taking in course design*
- *Mentor others in transformative course design.*
- *Curate and share high impact practices to engage students.*



Innovative faculty are RESEARCHERS. They inspire curiosity and motivate students to ask questions. They offer opportunities to practice critical analysis and problem solving. They explore evidence and best practices in their disciplines and in the profession of teaching. Faculty use research to stay connected and to keep current and transform the experiences of students and peers by sharing their experiences. Faculty who are developing competence in their role as researchers may do the following kinds of things.

Exemplar performance descriptors

Please note that these descriptors are not exhaustive. Faculty demonstrate this competency in numerous ways, all of which are key to innovative teaching.

Faculty who are RESEARCHING at an EMERGING level (RE-E) might demonstrate the following:

- *Recognize the importance of curiosity for learning.*
- *Note the importance of connecting current research to practice.*
- *Identify ways to critique information.*
- *Identify approaches for incorporating new information and practices.*

Faculty who are RESEARCHING at a PERFORMING level (RE-P) may do the following:

- *Integrate opportunities for students to engage in critical inquiry and problem solving.*
- *Seek credible, relevant information to authentically appeal to students.*
- *Guide students in critical appraisal.*
- *Embed new learning into existing teaching practice.*

Faculty who are RESEARCHING at a TRANSFORMING level (RE-T) may do the following:

- *Share innovative solutions for integrating research in teaching practice.*
- *Share the impact of knowledge seeking and research on the faculty role.*
- *Contribute to a culture of critical curiosity to grow research practices.*
- *Share specific research-related stories with relevant communities.*



Innovative faculty are INCLUSIVE PRACTITIONERS. They are emotionally attuned to the needs of learners and use empathy as a lens for their practice. They plan teaching and learning experiences with integrity and work to identify and reduce inequities and injustices that may impact student success. They inhabit a growth mindset space and are open to knowledge outside of their disciplines to empower students. They understand the importance of equity, diversity, inclusion and belonging work and see indigenization as a key priority to transform post-secondary education. Faculty who are developing competence in their role as inclusive practitioners may do the following kinds of things.

Exemplar performance descriptors

Please note that these descriptors are not exhaustive. Faculty demonstrate this competency in numerous ways, all of which are key to innovative teaching.

Faculty who are PRACTISING INCLUSION at an EMERGING level (IP-E) might demonstrate the following:

- *Recognize the diversity of learners when developing effective learning environments.*
- *Respect all learners.*
- *Recognize the importance of vulnerability and uncertainty in the faculty role.*
- *Recognize the power and possibility they hold.*

Faculty who are PRACTISING INCLUSION at a PERFORMING level (IP-P) might do the following:

- *Use a growing array of skills to respond to a multi-faceted learning environment that ensures space for safety, challenge and growth.*
- *Foster a commitment to community standards and values while maintaining empathy and fairness.*
- *Cultivate opportunities and model risk taking in their teaching practice.*
- *Foster a learning environment where all are empowered to have their own agency and voice.*

Faculty who are PRACTISING INCLUSION at a TRANSFORMING level (IP-T) might do the following:

- *Inspire and mentor others to invest in their own inclusive practice and commitment towards change.*
- *Seize opportunities to model values in decision making in their work.*
- *Be transparent and humble in reflecting the uncertainties and course corrections of their professional journey.*
- *Empower peers to be allies and agents of inclusive practice.*



Innovative faculty are CHANGEMAKERS. They approach their interactions with students using an empathetic lens. In their courses, they support students in using this lens to identify inequities and other “wicked” problems in our communities. From this perspective, faculty offer opportunities for collaboration and leadership as students practice changemaking to support the growth of graduates who are not only amazing practitioners but also amazing community members. Faculty who are developing competence in their role as changemakers may do the following kinds of things.

Exemplar performance descriptors

Please note that these descriptors are not exhaustive. Faculty demonstrate this competency in numerous ways, all of which are key to innovative teaching.

Faculty who are CHANGEMAKING at an EMERGING level (CH-E) might do the following:

- *Define empathy and consider its role in teaching and learning.*
- *Connect relationship building to their field and teaching practice.*
- *Explore the various competencies associated with leadership.*
- *Identify ways to be a changemaker.*

Faculty who are CHANGEMAKING at a PERFORMING level (CH-P) might do the following:

- *Use empathy when creating course-related materials, course schedule, and teaching and learning activities.*
- *Cultivate student ability to collaborate by intentionally focusing on relationships.*
- *Scaffold opportunities for your students to practice sharing leadership.*
- *Embed experiential learning opportunities for students to practice changemaking.*

Faculty who are CHANGEMAKING at a TRANSFORMING level (CH-T) might do the following:

- *Model the use of an empathetic lens in the community.*
- *Collaborate with peers to solve a problem and affect positive change.*
- *Demonstrate sharing leadership in their teaching profession and/or field.*
- *Share ideas about how to incorporate changemaking into teaching.*

DIGITAL NAVIGATOR (DN) competency

Key criteria:

| learner-centered | innovative | ethical | connected |



Innovative faculty are DIGITAL NAVIGATORS. In their work, they create opportunities for learning that are innovative and supportive of learners' needs. They seek out digital solutions that best fit each teaching context. Tools are chosen with purpose and with consideration for all aspects of learning. These faculty share their skills in the support of peers thereby impacting the teaching and learning digital ecosystem of Georgian. Faculty who are developing competence in their role as digital navigators may do the following kinds of things.

Exemplar performance descriptors

Please note that these descriptors are not exhaustive. Faculty demonstrate this competency in numerous ways, all of which are key to innovative teaching.

Faculty who are DIGITAL NAVIGATORS at an EMERGING level (DN-E) might do the following:

- *Consider the impact of principles of equity on choice of educational technology.*
- *Explore digital teaching solutions using a course design lens.*
- *Recognize ethical considerations when using digital tools in teaching and learning.*
- *Identify digital tools that are available at Georgian College.*

Faculty who are DIGITAL NAVIGATORS at a PERFORMING level (DN-P) might do the following:

- *Skillfully incorporate ed tech based on careful consideration of pros and cons from learners' perspectives.*
- *Iterate digital solutions and try again when something doesn't work.*
- *Make decisions about learning technologies based on ethical considerations.*
- *Leverage education technologies available to connect and/or engage students.*

Faculty who are DIGITAL NAVIGATORS at a TRANSFORMING level (DN-T) might do the following:

- *Share success and failure stories in implementing educational technologies.*
- *Support others in their digital journey.*
- *Share ethical vision and mentor peers in their ed tech choices.*
- *Actively engage in connection-making around the use of educational technology.*



Innovative faculty are COLLABORATORS. In classrooms, faculty promote collaboration and teamwork to share knowledge and improve student learning. As professional educators, faculty connect with peers in professional learning opportunities and in institutional teams and utilize a growth mindset for professional growth and development that spans their entire career. They connect with partners within and outside of Georgian to create exciting opportunities for students. Faculty who are developing competence in their role as collaborators may do the following kinds of things.

Exemplar performance descriptors

Please note that these descriptors are not exhaustive. Faculty demonstrate this competency in numerous ways, all of which are key to innovative teaching.

Faculty who are COLLABORATING at an EMERGING level (CO-E) might do the following:

- *Recognize the value of connection and collaboration.*
- *Connect emotional intelligence to successful collaboration.*
- *Note the importance of a growth mindset to improving teaching practice and faculty-student relationships.*
- *Recognize the importance of active listening for collaboration.*

Faculty who are COLLABORATING at a PERFORMING level (CO-P) might do the following:

- *Establish positive and trust-based relationships among students and colleagues.*
- *Weave emotional intelligence into course design and delivery.*
- *Engage in collaborations and gather feedback to grow teaching practice.*
- *Offer opportunities for students to practice respectful communication.*

Faculty who are COLLABORATING at a TRANSFORMING level (CO-T) might do the following:

- *Network with a variety of professional learning communities to enhance professional growth.*
- *Share stories about the impact of emotions on collaboration.*
- *Set ambitious goals that challenge established practices that impede growth.*
- *Share communication strategies that promote successful collaborations.*



Innovative faculty are REFLECTORS. In their work they will invest time in thinking about their teaching practice. Faculty will explore aspects of their teaching and plan for productive and transformative change. In this work, they prioritize evaluating the changes they have enacted to continually develop and grow their practice. They will also share their successes and failures to help peers. Faculty who are developing competence in their role as reflectors may do the following kinds of things.

Exemplar performance descriptors

Please note that these descriptors are not exhaustive. Faculty demonstrate this competency in numerous ways, all of which are key to innovative teaching.

Faculty who are REFLECTORS at an EMERGING level (RF-E) might do the following:

- *Recognize the importance of feedback for a growth mindset.*
- *Consider ways to practice reflection.*
- *Identify areas for growing teaching practice.*
- *Understand the value of iteration (trying again) in teaching practice.*

Faculty who are REFLECTORS at a PERFORMING level (RF-P) might do the following:

- *Collect feedback about teaching practice as part of an ongoing cycle of reflection.*
- *Analyze feedback to set intentions and make changes.*
- *Prioritize and make changes in teaching practice.*
- *Intentionally incorporate reflection into their teaching practice.*

Faculty who are REFLECTORS at a TRANSFORMING level (RF-T) might do the following:

- *Help others see value in gathering feedback to transform teaching practice.*
- *Support peers in developing a system of reflective and analytical practice.*
- *Share stories of growth in teaching practice to support others in transforming their practice.*
- *Model the circular process of gathering feedback, analyzing it, revising and acting on it.*



Innovative faculty are MENTORS. They recognize the value of relationships and spend energy building relationships. Faculty who are mentors reach out to peers and across boundaries to engage with others in meaningful ways. Being a mentor means, at times, being a coach, a leader, and a sharer of knowledge. Faculty who are developing competence in their role as mentors may do the following kinds of things.

Exemplar performance descriptors

Please note that these descriptors are not exhaustive. Faculty demonstrate this competency in numerous ways, all of which are key to innovative teaching.

Faculty who are MENTORS at an EMERGING level (ME-E) might do the following:

- *Identify the importance of relationships to mentoring.*
- *Consider the importance of coaching to growth.*
- *Consider how leadership looks in teaching and learning and professional work.*
- *Recognize that sharing knowledge impacts teaching and learning.*

Faculty who are MENTORS at a PERFORMING level (ME-P) might do the following:

- *Actively engage in partnerships to enhance teaching and learning.*
- *Establish trust and facilitate goal setting.*
- *Engage in leadership opportunities.*
- *Practice sharing ideas.*

Faculty who are MENTORS at a TRANSFORMING level (ME-T) might do the following:

- *Share best practices to build relationships and break down barriers.*
- *Prioritize coaching to support peers.*
- *Model leadership for peers.*
- *Inspire peers by listening, collaborating and sharing wisdom.*