

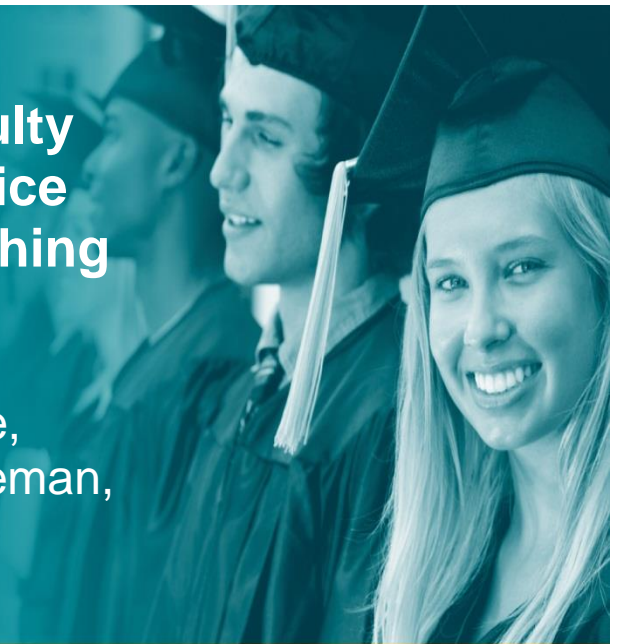


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# The Effects of a Required Faculty Development Program on Novice Faculty Self-Efficacy and Teaching – Appendix

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# Appendix A – Durham College Faculty Teaching Skills and Abilities

## Durham College Faculty Skills and Abilities Competency Matrix

The ability of our faculty to demonstrate committed professionalism and a high degree of competence in teaching has made Durham College what it is today. The importance of a highly skilled and knowledgeable faculty cannot be overstated. The following matrix provides a framework for the development of competencies by faculty through ongoing learning and continuous improvement across one's teaching career.

**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 will 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/competencies will be measured through the faculty performance review process and, ideally, the creation and maintenance of teaching portfolio on the part of the faculty member.

Skills and Abilities	Recruitment Criteria	End-of-probation Indicators of Success	Established Professor Indicators of Success (in addition to the column at left)
1. Respects and supports Durham College's mission, vision, values and goals	Is aware of the existence of the Durham College mission, vision, values, and goals, and can articulate their primary messages	Considers the mission, vision, values, and goals when interacting with students and staff, and planning curriculum	Integrates the mission, vision, values, and goals into everyday tasks and all faculty responsibilities
2. Designs curriculum that supports learning and prepares graduates for success	Acknowledges the importance of curriculum documents, policies, and procedures in guiding teaching and insuring quality	Recognizes the need for curriculum to reflect current and leading edge sector requirements	Designs curriculum that responds to a variety of internal and external factors according to established policies and procedures
	Recognizes the need to approach courses in the context of a program of study	Incorporates curriculum that assists students in understanding the scope and culture of their chosen career	May act as an advisor to students as they near graduation Crafts course learning outcomes that support the related program learning outcomes
	Recognizes that curriculum design must address the development of student learning and employability skills	Ensures that course learning outcomes are taught and evaluated at appropriate levels and in ways that support student learning  Incorporates teaching and evaluation methods that support the growth of Essential Employability Skill	Designs curriculum that supports the growth of Essential Employability Skills
		Contributes to ongoing quality assurance processes such as Annual Curriculum Renewal and Program Review and Renewal	May take a leadership role in ongoing quality assurance processes such as Annual Curriculum Renewal and Program Review and Renewal
3. Respects, accommodates, and supports the diverse learning needs of their learners	Recognizes the role of classroom climate in supporting student learning	Creates a safe, supportive, and inclusive climate for learning within and outside of the classroom	Consistently creates a safe and supportive climate for learning within and outside of the classroom
	Acknowledges that people learn in a variety of ways, and is aware of his/her own learning style	Incorporates a variety of teaching and learning strategies into the course delivery in order to meet the varying needs of the learners	Consistently incorporates a variety of teaching and learning strategies into the course delivery in order to meet the varying needs of the learners
	Expresses comfort with diversity	Recognizes and exemplifies a respect for diversity inside and outside the classroom	Consciously strives to design teaching and learning in ways that celebrate diversity in all its forms
	Expresses the need to address special learning needs in an equitable manner and is aware of college resources designed to support learners at risk	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	Consistently uses Universal Design for Learning strategies when designing and delivering curriculum and directs learners at risk to additional College resources
4. Engages and motivates learners in active and collaborative learning	Recognizes that learning is best supported through active engagement with the content	Incorporates learning activities that engage students actively in the course content	Develops innovative learning activities or supports that support learning of the course content
	Recognizes the role of education in developing learners' thinking skills	Includes activities that develop learners' thinking skills	Actively encourages learners to solve problems, answer questions, discuss, explain, or brainstorm in ways that connect program curriculum across courses

	Acknowledges the need for students to develop team work skills	Includes opportunities for learners to build team work skills	Engages learners in team work consistent with principles of active learning and cooperative learning
	Recognizes the need to facilitate robust communication to, from, and among students using both face-to-face and electronic methods	Fosters effective and timely communication to, from, and among students	Utilizes multiple approaches to foster effective and timely communication to, from, and among students
	Identifies the role of applied research in the college environment	Supports applied research activities in advanced course curriculum	Seeks opportunities to embed applied research activities into advanced course curriculum
5. Incorporates effective assessment and evaluation strategies	Recognizes the need to provide feedback on practice during the process of learning	Provides timely feedback on progressive mastery of course content	Design curriculum that ensures the provision of ongoing formative feedback on progressive mastery of course content
	Recognizes the relationship between learning outcomes and evaluation	Implements relevant and authentic evaluation strategies to assess the learner's progress toward achievement of the stated course outcomes	Implements relevant and authentic evaluation strategies to assess the learner's progress toward achievement of the stated course and program learning outcomes
	Recognizes the need to design evaluation strategies in the context of program outcomes	Recognizes his/her role in ensuring that all program outcomes and Essential Employability Skills are reliably evaluated in the program	Collaborates with the program team to ensure that all program outcomes and Essential Employability Skills are reliably evaluated in the program
	Recognizes the need to offer evaluation strategies that address the diversity of student learning styles	Where appropriate, adapts or offers alternative evaluation strategies to address the diversity of student learning styles	Consciously seeks ways to evaluate learning in ways that maximize learners' strengths while still addressing learning outcome requirements
6. Uses the College's LMS and other educational technology to support teaching and learning	Recognizes the integral role of technology in the delivery of college education, and exhibits a foundational level of competence with computers	Provides course material that enables the learner to keep track of course sequence and requirements, and fully prepare in advance for instructional sessions Guides learners to relevant online resources	Delivers course material online in a way that consistently establishes a positive climate for learning
	Acknowledges the need to develop skills in the effective use of educational technology	Supports communication between the learner and the professor as well as between learners through the use of synchronous and/or asynchronous tools	Provides enhanced and extended course material that enables the learner to expand his/her knowledge beyond the minimal course requirements
	Recognizes the potential of flexible delivery formats in the delivery of college education	Uses appropriate technological tools to support the learning environment and engage learners in active learning. Incorporates online and hybrid teaching models as appropriate	Enhances communication between the learner and the professor as well as between learners through the use of synchronous and/or asynchronous tools  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.

7. Engages in reflective practice and ongoing development in support of professionalism	Recognizes the need to engage in continuous learning as he/she makes the transition to the role of professional educator	Engages in reflection on his/her teaching and in continuous improvement activities	Demonstrates evidence of continuous improvement of teaching practice. May choose to develop a teaching portfolio illustrating scholarly teaching and continuous improvement
	Acknowledges the need to base practice on established and emerging educational theory	Seeks solutions to teaching/learning challenges through the use of evidence-based and accepted best practices	Seeks out evidence-based and best practices in support of ongoing professional development
	Values the potential of engaging in a professional community of practice	Shares successes with colleagues in order to build a collaborative learning environment	Participates actively in communities of practice.
	Recognizes the ethical and professional responsibilities of a teacher of adults	Acts in an ethical manner that respects the rights of learners, colleagues, and the College community	Actively champions ethical and responsible practice on the part of learners, educators, and the College
		Engages in updating and upgrading activities with respect to his/her discipline and the field of education	Contributes to the ongoing quality of teaching and learning at Durham College, and the reputation of the college system
		Recognizes and supports the role of formal scholarship in the field of education	Engages in the scholarship of teaching and learning. May choose to participate in formal action research, including the dissemination of results to the educational community

# Appendix B – Description of Teaching Perspectives from the TPI

## **The Philosophies**

The following descriptions outline the teaching perspectives that the TPI identifies. These were taken from the TPI website at <http://teachingperspectives.com/drupal/tpi/summary-five-perspectives> (Pratt & Collins, 2013).

## **Transmission**

Good teaching means having mastery of the subject matter or content. Teachers' primary responsibilities are to represent the content accurately and efficiently. Learner's responsibilities are to learn that content in its authorized or legitimate forms. For many learners, good transmission teachers are memorable presenters of their content.

## **Apprenticeship**

Effective teaching is a process of socializing students into new behavioural norms and ways of working. Good teachers are highly skilled practitioners of what they teach. Whether in classrooms or at work sites, they are recognized for their expertise. Teachers must reveal the inner workings of skilled performance and must translate it into accessible language and an ordered set of tasks which usually proceed from simple to complex.

## **Developmental**

Effective teaching must be planned and conducted "from the learner's point of view." Good teachers must understand how their learners think and reason about the content. The primary goal is to help learners develop increasingly complex and sophisticated cognitive structures for comprehending the content. The key to changing those structures lies in a combination of two skills: (1) effective questioning and (2) 'bridging'.

## **Nurturing**

Effective teaching assumes that long-term, hard, persistent effort to achieve comes from the heart, not the head. People become motivated and productive learners when they are working on issues or problems without fear of failure. Learners are nurtured in knowing that (a) they can succeed at learning if they give it a good try; (b) their achievement is a product of their own effort and ability, rather than the benevolence of a teacher; and (c) their learning efforts will be supported by both teacher and peers. Assessments of learning consider individual growth as well as absolute achievement.

## **Social Reform**

Effective teaching seeks to change society in substantive ways. From the Social Reform point of view, the object of teaching is the collective rather than the individual. Good teachers challenge the status quo and encourage students to consider how learners are positioned and constructed in particular discourses and practices. Students are encouraged to take critical stances to give them power to take social action to improve their own lives and the lives of others. Critical deconstruction, though central to this view, is not an end in itself (Pratt & Collins, 2013).



## Appendix C – Interview Questions

**Semi-Structured Interview Guide** for interviews to be conducted in the late May/June period, when participants are nearing the completion of all three mandatory courses in the College Teaching Program. Assure the interviewee that his/her responses will remain anonymous, and will have no effect on his/her progress in the Durham College Teaching Certificate or his/her probationary status.

Remind the interviewee that there are no wrong answers and that honest answers are desired by the researchers.

1. Please list a few words or phrases to encapsulate what you would judge to be “effective teaching” at a postsecondary level.
2. Please describe your level of experience in college teaching, prior to your being hired as a full-time professor by Durham College. In particular, please describe how confident you felt about your ability to design and deliver effective teaching, prior to starting at Durham full-time.
3. Please describe your *current* level of confidence in your ability to design and deliver effective teaching as described in q. 1. If this has changed from question #2, please explain what has influenced or caused the change, in your opinion. In particular, please comment on the effect (if any) of the College Teaching coursework on your level of confidence.
4. Please briefly describe your teaching philosophy when you began as a full-time professor at Durham College. In particular, please comment on what influenced the development of that philosophy.
5. Please briefly describe your teaching philosophy now. In particular, please comment on what influenced the development of that philosophy, with specific reference (if applicable) to the College Teaching course experience.

Record the answers in as much detail as possible while providing attentive listening. As much as possible, ensure that no identifying information is included in the data. Submit the resulting interview record to the researcher.

## Appendix D – Interview Transcript Analysis

### Transcript Analysis #1 Maureen Wideman (RA)

Interview date: June 20, 2012

It is evident from the interview that the participant has experienced a change in her thinking around what it means to be an instructor. This person was already a conscientious teacher, someone who cared about her students and their learning. However, she did not have the tools to identify problems or implement solutions. Her attitudes are evolving and although the change is not drastic, it is a widening of her perspective on teaching and the role of the instructor.

The participant discusses her experiences as an instructor before she went through the program. She has a Bachelor of Education and was confident in her subject areas – math and physics – and it sounds like she had little difficulty in teaching those courses. However, when she was in the position of teaching a course in which she was not a subject matter expert, her confidence was low. She knew there were problems with the course, but she did not have the knowledge or experience to adequately identify and therefore resolve those issues. She did not understand how a course was developed – i.e., the relationship of content to program outcomes – and was not able to adequately determine how to teach the curriculum (which sounds like it was poorly developed). The course outline she was to follow was taken directly from the textbook and did not reflect students' prior learning. As such, there was repetition, information delivered on the fly, and assessments that did not fully reflect the students' learning. She knew the course had problems but was not adequately prepared to resolve them.

*I wasn't feeling confident because I was teaching... it wasn't interactive, it wasn't as engaging.*

She stated that the faculty training program's curriculum development (CD) course was the piece she needed to really address the issues in this course. CD enabled her to see the big picture – how the ministry sets program learning outcomes, how course outcomes were connected and how assessments should reflect those outcomes and lead to the successful completion of the program learning outcomes. After the CD and the assessments course, she was able to make adjustments to the course, such as changing the group work assignment to better reflect the students' learning and provide more integrity to the course. The program gave her the tools to identify problems, make some adjustments and, in addition, increase her confidence level.

*The difference from how I feel about teaching that course when I first taught it and now that I've gone through my professional development is 100 times better.*

Her teaching philosophy has evolved from the original as “coach” to “coach and facilitator”. The participant does not have the arrogance many instructors have when they become subject matter experts. She knows her material, but understands that her role is to provide students with the information and practice in order to learn. She gained this view as a teenager in the class with a poor teacher whose bullying teaching methods led to students feeling mystified by the subject.

With this program, and Focus on Learning<sup>1</sup> she sees that her role has evolved from being a coach to also being a facilitator. She feels now that not all the learning must come from her, but that there is much that

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<sup>1</sup> Focus on Learning is an additional one-week residential professional development experience, completed in the company of new faculty from Ontario's Eastern Region Colleges prior to the start of teaching.

students can learn from each other. Her role is to give up some of that power as the one who knows all and provide a learning environment where students can explore and learn in many other ways. In this way, she sets the stage for their learning, puts in the right supports and guides them to their learning goal.

*...what we do in the classroom, ideally, should be facilitating – creating that environment but it is not just the person at the front of the class that creates the learning, it's everybody in the classroom that does it.*

It is evident from the transcript that she has a good understanding of the program. She uses appropriate language and is able to explain her growth well. She uses terms like engagement, actively participate, demonstrating mastery of learning outcomes, and lesson planning. She states that a good instructor is one who engages students' thinking: *"it's more letting go of that and trying to get them to get the idea that they should become content experts."* When describing her frustration with a course, the program enabled her to clearly identify the issue with the course, *"I inherited a course outline I don't think aligned [as] well with the program."* This was followed by how she put measures in place to try and address the issues as best she could considering the circumstances.

In discussing the program with the participant one could feel her sense of relief as she is able to describe how she went from a teaching experience which was extremely frustrating to one where she had more control. Not control over her students, but control in the sense of being able to carefully analyze the course curriculum, determine the problems and put steps in place to address the issues. As a conscientious instructor, one could sense her conflict in knowing that she was not servicing her students as well as she could be. The program provided her with a set of tools that enabled her to resolve many of her teaching issues, and in doing so, better prepare her students.

### **Transcript Analysis #2 – Maureen Wideman (RA)** **Interview Date: September 19, 2012**

This faculty member is one who finds comfort in theory and research. As a result, the faculty development program he participated in added to his comfort level by providing him with theories to which he could pin his strategies. He would quote educational researchers and philosophers and use phrases directly related to his research. It is not surprising that he felt most enlightened by the "golden chain"<sup>2</sup> or the alignment of outcomes with learning activities and assessments. Although he was confident in his teaching ability before he was hired by Durham College, he had never incorporated the theory of the "golden chain" to any of his practices. The "golden chain" enabled him to understand that teaching and learning are integrated with assessment and that for all to work, each must support the other. This faculty member provided an example of how he applied the golden chain to one of his courses to improve an assessment. Feedback from peers and his students enabled him to acknowledge that this was an assignment that worked, but it also provided the skills for him to recognize gaps and put in place some improvements for next year.

He also found the program to be a humbling experience in that although he was confident in his abilities as a teacher, he found there was still room for improvement. He came into the program with ten years of varied teaching experience, but the theoretical foundation for course design provided him with the skills and insight to design and improve his materials and methods. He used the example of the applied component of an assignment which is encouraged in college curriculum. Rather than just teaching the theory and handing in an assignment, students were to actually apply the theories in a real life situation and report back on that

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<sup>2</sup> The "golden chain" refers to the alignment between learning outcomes, evaluation strategies and teaching methods.

experience. The response from his students was very positive and it was affirming for him that this was a good method for learning.

Another aspect of the program that he felt was valuable and that added to him being a better teacher was the fact that it was held concurrently with his teaching. As such, playing the role of both a student and an instructor enabled him to experience the stress and other pressures that his students feel. He used the phrase that you change behaviour when you change your role and felt that a return to the classroom as a student was extremely valuable and added to his bond with his students.

This faculty member's teaching philosophy was also confirmed by participating in the program. He believes teaching is a holistic endeavour, where a faculty member is responsible for improving students' capacity and integrity. In this way, a teacher can help improve the character of the student and instill a sense of trust – something very important in the “helping” professions like firefighting, policing and social services. He referred to both Parker Palmer and Stephen Brookfield<sup>3</sup> when discussing the importance of modeling – where teachers should be modeling the behaviour they expect to see in their students. He sees the role of the teacher as one to help students or draw out of students their greatest potential. He does not use the language typically found in faculty development such as “facilitator”.

This is a faculty member who is confident in his abilities and content knowledge. He found the program to be reaffirming of his personal beliefs around teaching and learning. His paradigm shift came when he was told to remove his professional hat and put on a teaching hat, and although he had about a decade of experience in teaching, the teaching hat reinforced his commitment and responsibilities to his students. He found the program to be excellent and sees its impact reaching beyond just the faculty members to students and the institution.

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<sup>3</sup> These are theorists that are discussed in the course.

## Appendix E – Focus Group Questions

Please list a few words or phrases that encapsulate what you would now consider to be “effective teaching” at a postsecondary level.

1. Please describe the effect (if any) that taking the courses in the Durham College Teaching Certificate Program has had on your level of confidence in your ability to design and deliver effective teaching in a postsecondary environment.
2. Please describe the effect (if any) that taking the courses in the Durham College Teaching Certificate Program has had on your teaching philosophy.
3. Please briefly describe how you have (or have not) applied your learning from the Program in your second year of teaching.
4. Please list a number of words or phrases to indicate STRENGTHS of the Durham College Teaching Certificate Program.
5. Please indicate areas in which the Durham College Teaching Certificate Program could improve.

## Appendix F – Focus Group Responses

Focus group responses to the following questions:

1. Please indicate how many courses in the College Teaching Certificate you have completed by checking the appropriate boxes below.
  - Teaching Methodologies – 6
  - Curriculum Design & Development – 6
  - Assessment & Evaluation – 6
  - Diversity in Teaching & Learning – 6
  - Professionalism & Scholarship – 6
  - I have been granted PLAR for the following courses – N/A
2. Please list a few words or phrases that encapsulate what you would now consider to be “effective teaching” at a postsecondary level.
  - Assessment – formative and summative evaluation, reflection, student feedback, technology, patience, humour, organization, “golden chain”
  - Effective teaching is ensuring the process of cycle of reflection and action never stop
  - Active learning
  - UDL, invitational, active learning, golden chain, teaching and assessment linked to program learning outcomes
  - Engaging student, challenging student, authentic assessment of students
  - Experiential, authentic, organized, objectives-based, planned
  - Effective learning facilitation
3. Please describe the effect (if any) that taking the courses in the Durham College Teaching Certificate Program has had on your level of confidence in your ability to design and deliver effective teaching in a postsecondary environment.
  - It’s 100% changed my confidence. I thought making the move from elementary to postsecondary would be so different but the course filled in all the gaps for me.
  - Taking these courses has dramatically improved my confidence as a teacher. When we started in August 2011, I was a subject matter expert and I had ideas of what it meant to teach. After taking these courses I feel as though I am a teacher of my subject matter. These courses have helped me make the change to teacher.
  - The certificate program has boosted my confidence enormously. I also know how or have appreciation for the areas which I need to improve, with help from research, the CAFÉ and student feedback.
  - Knowing how the college process works. I have a more holistic approach. I implemented strategies as they were taught.
  - Very positive. Provides structure, framework, context, support, rationale. It has increased my confidence in both my ability to develop and deliver content in an effective way. It has also increased my sense of myself as a professional educator – I feel more aware of current research, trends and “lingo”. I feel I can communicate about my ideas and practice in a more professional manner.
4. Please describe the effect (if any) that taking the courses in the Durham College Teaching Certificate Program has had on your teaching philosophy.

- I think I see the whole picture of teaching more clearly – I understand the connection between curriculum and assessment. I'm also incorporating postsecondary into my philosophy-before it was only elementary school.
  - When I started teaching I mimicked the teaching style of was taught i.e. lecture & listen. What these courses have shown me is that learning is some much more complicated and simply lecturing will not help all students learn.
  - My teaching philosophy has largely stayed the same, but I feel that I have the practical basis and assess to resources to live my philosophy consistently.
  - My philosophy has not changed.
  - Has not changed significantly – still student-focused but it has more thought & based on more insight.
  - My philosophy has become more road and better articulated. The most profound shift has been around the area of remaining myself from the expert provider of information role.
5. Please briefly describe how you have (or have not) applied your learning from the Program in your second year of teaching.
- Far more reflective feedback from student and my assessment practise are stronger. I make sure students have a chance to practice anything they will be assessed on.
  - I find myself applying my learning in these course to course development changing curriculum and making it more diverse for different learners.
  - The certificate courses have impacted my approach to the lesson plan, writing my course outlines, developing my assignments, and approaching diversity in my classroom. Every single task I undertake as a Durham professor has been impacted by the certificate course.
  - More active learning strategies in the class/lesson planning. More formative assessment.
  - Used several teaching techniques, curriculum development theory of principles, elements of diversity, assessment structure.
  - It has impacted both the development and delivery of all the courses I teach to a moderate degree.
6. Please list a number of words or phrases to indicate STRENGTHS of the Durham College Teaching Certificate Program.
- Clarity, technology, the instructors, the organization, hybrid format, helped me see the “big picture.”
  - Innovative, support, creation of a teaching community among schools.
  - Cohort, inspiration, foundational knowledge, forced reflection, access to resources
  - Learning takes practice and practice takes time. Apprenticeship, authentic.
  - Comprehensive, practical, insightful, enlightening, confidence building, valuable. I'd make all five courses mandatory.
  - Thorough, student learner-centred, practical, helps to develop sense of self as a professional
7. Please indicate areas in which the Durham College Teaching Certificate Program could improve.
- I have a few complaints – some classes felt like filler – videos, etc. Diversity course was too constructivist. We needed more guidance.
  - Timing of courses & workload although I enjoyed this stream. In my first years of teaching it was very overwhelming. Perhaps begin in summer not Sept. of first year.
  - Diversity course should not be so constructivist or self-led. More training and instruction could be better. New profs should be swf'd for the final two courses. Online part should be evaluated more heavily to encourage participation – online portion perhaps could also be

pitched a little higher, the exercises seemed a little too easy, more like make work projects – best learning both place face to face.

- I see the whole package as very complete and intentional. I have no specific changes.
- This is difficult. I cannot identify any, but I would say that great care should be taken when selecting the next set of instructors since Ruth will be difficult to replace and the expectation level of the class is high.
- Either the expectations for the assignments / evaluative components need to be decreased OR we should be swf'd/prepared for the fact that it will require more than 3 hours a week of our time. I would prefer/suggest the latter.





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