

TITLE: FACULTY EDUCATIONAL DEVELOPMENT POLICY

Date of Approval: January 25, 2018

Mandatory Review Date: August 1, 2021

Approved By:

Board of Governors

Executive Committee

Senate

Effective Date: August 1, 2018

Purpose

The Sheridan College Institute of Technology and Advanced Learning (Sheridan) is committed to creating learning environments for its students that foster curiosity, openness to growth and learning, reflection, perseverance, fun, and a sense of purpose that are supported by outcomes- and skills-focused curriculum of the highest quality (Academic Plan 2017 - 2022).

Sheridan is committed to supporting educational development through active, reflective, and scholarly practices that sustain the development of learner-focused teaching skills and competencies.

This policy and its related Procedure outline the requirements for new faculty, counsellors, and librarians' participation in Sheridan's Educational Development Academy's *Teaching and Learning Fundamentals Program* during their first two years of hire; and it supports their ongoing development and currency in the Academy's *Teaching and Learning Development Program* throughout their careers at Sheridan.

1. Scope

All full-time and non-full-time faculty, including counsellors, and librarians (as applicable).

2. Definitions

“Counsellors”: responsible for assisting students and potential students to function effectively as learners and as individuals by helping them understand, prevent or overcome personal, social or educational problems that may hinder learning or their ability to cope with everyday living (Academic Employees Collective Agreement, 2014-17).

“Educational Development”: the facilitation of knowledge acquisition, skills and competency development for faculty, staff, and administrators with respect to teaching and learning.

“Educational Development Academy”: the entire portfolio of educational development curricular programming offered by Faculty Development (i.e., courses, workshops, and

seminars) within the Teaching and Learning Fundamentals Program and the Teaching and Learning Development Program.

“Full-Time Faculty”: faculty employed on a full-time, ongoing basis under the terms of the Academic Employee Collective Agreement.

“Librarians”: members of an academic community who share with faculty colleagues in the responsibility of imparting life-long learning skills to students and are responsible for the collection, dissemination, and organization of bibliographic and learning resources in the College (Academic Employees Collective Agreement, 2014-17).

“Non-Full-Time Faculty”: faculty hired contractually on a partial-load, part-time, or sessional basis.

“Teaching and Learning Fundamentals Program”: educational development curricular modules for new full-time and non-full-time faculty, including counsellors and librarians (as applicable). For full-time, it is comprised of three sub-components: a) Fundamentals of Learner-Focused Teaching, b) Fundamentals of Scholarly Teaching, and c) Research Project in Teaching. For non-full-time, it is comprised of a compressed version of the Fundamentals of Learner-Focused Teaching.

“Teaching and Learning Development Program”: ongoing regular educational development curricular programming and events.

3. Policy Statement

Sheridan values the knowledge and expertise that faculty hold with respect to creating significant learning experiences with and for their students, and places high value on cultivating an organizational learning environment that fosters currency in teaching and learning through critical inquiry, reflection, feedback, experimentation, collaboration, and scholarship within their design of learner-focused pedagogy throughout their careers at Sheridan.

The Educational Development Academy’s (*Teaching and Learning Fundamentals* and *Teaching and Learning Development* programs) set out learning experiences for faculty that reflect foundational and advanced approaches to teaching and learning that commence during the first years of hire and are supported in subsequent years through regular learning opportunities and formative reflective processes.

1. New Faculty

a. Full-Time Faculty

As a requirement upon hire, new faculty must complete the Teaching and Learning Fundamentals Program.

b. Non-Full-Time-Faculty

As a requirement upon hire, new non-full-time faculty must complete the required course within the Teaching and Learning Fundamentals Program. Once completed, non-full-time faculty, while teaching, are permitted to register for any of the regular modules offered in the Faculty Development's Teaching and Learning Development Program.

c. Counsellors and Librarians

New full-time counsellors and librarians are expected to complete assigned components of the Teaching and Learning Fundamentals Program as determined with their managers and the Associate Dean, Teaching and Learning. New Counsellors and Librarians involved in regular design and delivery of workshops for both students and faculty are strongly encouraged to participate in the first component of the Teaching and Learning Fundamentals Program.

Please refer to the Faculty Educational Development Procedure for the requirements related to participation and completion of the Teaching and Learning Fundamentals' Program.

2. Continuous Educational Development

Sheridan is dedicated to supporting the currency of faculty by providing ongoing educational development opportunities for critical reflection and the development of new teaching and learning skills and competencies. To that end, the Formative Faculty Reflection Policy and Procedure acts as an extension of the Faculty Educational Development Policy, outlining expectations, procedures, and guidelines for faculty educational development beyond their first years of hire. All faculty are encouraged to participate in programming (e.g. workshops and events) and to seek out one-on-one consultations. In collaboration with the faculty's Associate Dean (and as needed, with guidance from the Associate Dean, Teaching and Learning) faculty are expected to maintain currency in their teaching practices and are encouraged to enroll in programming that supports teaching and learning priorities outlined in their Reflective Portfolios as part of the Formative Faculty Reflection process.

Responsible Executive:

The Responsible Office for this Policy shall be the Provost and Vice-President, Academic.

5. Related Documentation (Procedures/Additional Policies/Forms)

[Prior Learning Assessment and Recognition \(PLAR\) Procedure for Fundamentals of Learner-Focused Teaching \(Non-Full-Time-Faculty\)](#)

[Faculty Educational Development Procedure](#)

[Formative Faculty Reflection Policy](#)

[Formative Faculty Reflection Procedure](#)

Responsible Office:

The Sheridan Centre for Teaching and Learning will interpret and apply the policy and has the responsibility to draft any associated procedures. The Provost and Vice President Academic has the responsibility to approve any associated procedures.