

TITLE: FACULTY EDUCATIONAL DEVELOPMENT PROCEDURE

Date of Approval: January 25, 2018

Mandatory Review Date: August 1, 2021

Approved By: Provost and Vice-President, Academic

Effective Date: August 1, 2018

1. Purpose

The Faculty Educational Development Procedure outlines processes that support the requirements and expectations for participation in the Educational Development Academy's two programs *Teaching and Learning Fundamentals* and *Teaching and Learning Development*.

2. Scope

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

3. 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) comprised of the Teaching and Learning Fundamentals Program and the Teaching and Learning Development Program. Please refer to Related Documentation for a conceptual diagram outlining the Educational Development Academy's components.

“Educational Development Plan (EDP)”: an individualized educational development plan that outlines full-time faculty's requirements for completion of the Teaching and Learning Fundamentals Program's modules. Faculty reflective work and associated deliverables for the Teaching and Learning Fundamentals Program are supported by a learning portfolio tool.

“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 part-time, partial-load 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.

4. Procedure (Teaching and Learning Fundamentals Program)

The *Teaching and Learning Fundamentals Program* provides a grounding for the foundations of active, learner-focused teaching within Sheridan’s teaching and learning culture and for the main deliverables of the program. It aims to facilitate the development of teaching and learning competencies that support: a) ongoing critical reflection on one’s teaching practice; b) responsive and purposeful design of inclusive, learner-focused teaching; c) experimentation of new teaching approaches and design of innovations; d) scholarly connections to teaching and learning; and e) a research project in teaching and learning. In addition, the program creates an environment to form learning-based collaborations and supports communities of practice by providing a platform for sharing and disseminating teaching and learning questions, ideas, and innovations; ultimately, building capacity through peer-to-peer engagement.

The development of specific attributes, skills, competencies, and outcomes are outlined within the Academy’s components (and are subject to expansion and revision in response to Sheridan’s teaching and learning priorities). Faculty Development, CTL, is responsible for both curricular content and programming schedules for all modules, which will be summarized within each component’s respective course outlines.

1. New Full-Time Faculty:

The procedure outlines processes that support the relationship between the *Teaching and Learning Fundamentals’* learning priorities and outcomes, and its requirements and deliverables. It comprises three sub-components: a) Fundamentals of Learner-Focused Teaching, b) Fundamentals of Scholarly Teaching, and c) Research Project in Teaching.

a. Participation in the Program

Through the design of an Educational Development Plan (EDP), faculty will establish individualized educational pathways that outline their participation throughout the first component of the Teaching and Learning Fundamentals Program, *Fundamentals of Learner-Focused Teaching*; and support their ongoing reflection throughout the other two components. The design of EDPs is facilitated by the following processes:

- i. During the Teaching and Learning Fundamentals' preparatory intensive sessions (held in August and early January for Fall and Winter new hires respectively), faculty will participate in educational development activities to support the design of their individualized plans, which will include supported self-reflection and assessment (including information on the core and mandatory educational development modules).
- ii. From these self-reflective processes, faculty will determine and articulate their own educational development learning priorities and areas of interest and growth. With support from the educational development consultants, faculty will select modules that have learning outcomes that align with learning priorities identified.
- iii. By the end of the intensive, each faculty will submit his or her EDP to the Associate Dean, Teaching and Learning, and his or her own manager or Faculty Associate Dean. Upon review, the Associate Dean Teaching and Learning, may, as needed, suggest modules that will be of benefit for faculty. The approved copy of the EDP will be appended to the probationary tool as related documentation.

b. Requirements for Completion

- i. Faculty are expected to participate fully and to complete all of the modules outlined in their EDPs; and all modules in the second and third components. Faculty are expected to complete all of the Program's deliverables. Any proposed modifications to the faculty's module selections and/or needed extensions to any of the deliverables must be sent via email to the Associate Dean, Teaching and Learning, and the faculty's Associate Dean. In discussion with the Faculty Associate Dean, the Associate Dean, Teaching and Learning will approve these modifications.
- ii. The main deliverables for the first component, *Fundamentals of Learner-Focused Teaching*, are:
 - guided reflections on their teaching values, beliefs, and intentions throughout their completion of modules,
 - a personal teaching toolkit that summarizes their reflections and applications of the various teaching approaches, activities, and tools into their own teaching,
 - contributions to the cohort's collective teaching toolkit,

- and a new teaching philosophy statement.

iii. The main deliverables for the second component, *Fundamentals of Scholarly Teaching*, are ongoing reflections and a scholarly teaching plan; and for the third component, *Research Project in Teaching*, a research project including presentation at the annual Sheridan Creates event or equivalent.

iv. Guidelines and requirements for each of Fundamentals' deliverables will be outlined within each component's respective course outlines.

v. Completion data will be compiled by Faculty Development and sent to respective Associate Deans and the Centre for People and Organizational Development.

vi. Counsellors and librarians involved in the regular design and delivery of workshops for both students and faculty are strongly encouraged to participate in the first component of the Program, which includes the development of an EDP. The extent of participation is approved by the respective Manager and the Associate Dean, Teaching and Learning, and all information.

c. Supportive Reflection and Formative Feedback

i. At approximately the mid-point of the first component, *Fundamentals of Learner-Focused Teaching*, faculty will review their EDPs and will complete a mid-point reflection about their learning priorities and their learning experiences. Modifications to subsequent module selections can be made at this time. Formative feedback on faculty's learning experiences within the Program will also be collected at this point and at approximately the mid-point of the second component, *Fundamentals of Scholarly Teaching*. This information will inform subsequent session planning.

ii. Given the Program's role in supporting faculty reflective teaching development throughout their first year of hire, the Associate Dean, Teaching and Learning will provide formative written feedback to respective Associate Deans regarding faculty participation. The timing of this formative feedback will align with the fourth month and final review processes established for new full-time faculty during their first year of hire. Formative feedback will be sent to the Faculty Associate Dean in advance of their review meetings with their faculty. As completion of the Program is a requirement of hire during the first year of employment, the purpose of this formative feedback is to support the ongoing developmental processes established with the faculty and his or her Faculty Associate Dean. As needed, Faculty Associate Deans may seek additional consultation and input from the Associate Dean, Teaching and Learning. To further support these review meetings, faculty may choose to share aspects of their critical reflections from the Teaching and Learning Fundamentals Program. Additional resources to support any teaching assessment aspects of the

probationary tool's processes (e.g. teaching observation guidelines) can be accessed from the Centre for Teaching and Learning).

2. New Non-Full-Time Faculty

As the intent of the Program is to support educational development throughout their appointments at Sheridan, the Procedures set out processes that support both completion of the *Fundamentals of Learner-Focused Teaching* and access to ongoing programming.

a. Participation and Completion Requirements

i. Faculty are expected to participate fully and to complete all aspects of the *Fundamentals of Learner-Focused Teaching* within its offering. Faculty must complete the program within its session offering.

ii. To support a critically reflective and integrative learning experience, the main deliverable is a personal teaching toolkit that summarizes faculty reflections and applications of the teaching approaches, activities, and tools into their own teaching.

iii. Based on its pedagogical structure, faculty will have opportunity for critical exchange of ideas and input from their peers and the educational development consultant facilitator(s) throughout the *Fundamentals of Learner-Focused Teaching*.

iv. Faculty must complete the *Fundamentals of Learner-Focused Teaching* by the end of their third semester of teaching. Completion data will be compiled by Faculty Development and sent to respective Associate Deans and the Centre for Professional and Organizational Development. Each Faculty is responsible for verifying that its non-full-time faculty have completed the Fundamentals Program's requirements prior to a fourth semester of teaching. Once completed, they are eligible to participate in any sessions offered within the Teaching and Learning Development Program's offerings.

5. Procedure (Teaching and Learning Development Program)

To support their ongoing educational development and currency in their teaching practices, faculty will have opportunities to participate in curriculum (e.g. workshops, events, etc.) offered within the Teaching and Learning Development Program. Faculty may wish to note this participation within their Reflective Portfolios as part of the Formative Faculty Reflection Procedure. Non-full-time faculty are encouraged to participate in the Teaching and Learning Development Program's offerings once they have completed the Fundamentals Program.

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.

Responsible Executive:

Provost and Vice-President, Academic

6. Related Documentation/Links/Forms

Conceptual Diagram of Educational Development Academy (page 7 of this procedure)

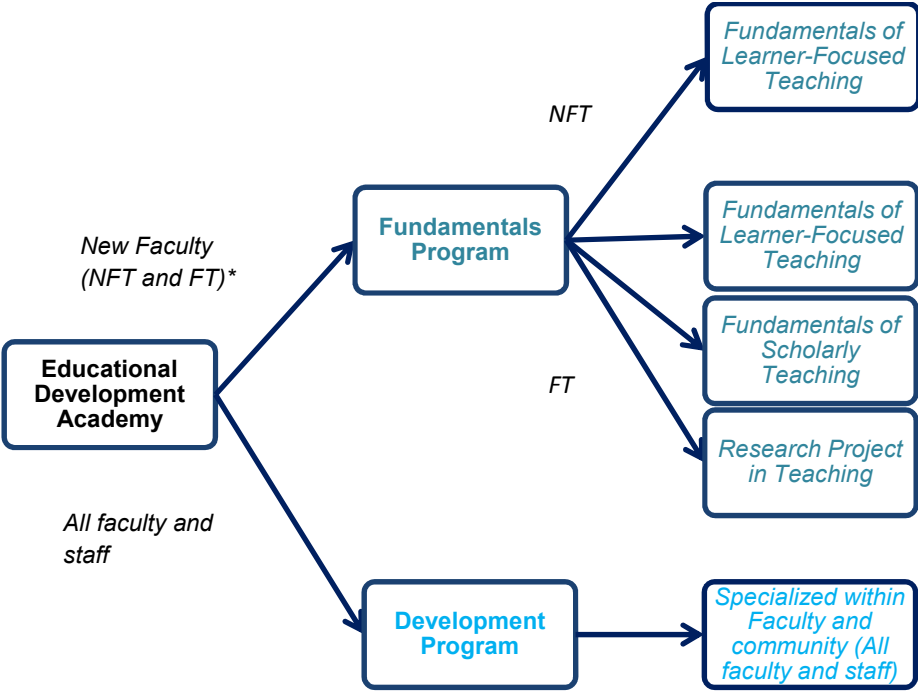
Educational Development Plan Form

[Faculty Educational Development Policy](#)

[Formative Faculty Reflection Procedure](#)

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

Conceptual Diagram of Educational Development Academy's Courses and Offerings



**Includes Librarians and Counsellors as appropriate*