

TYPE:	Employment-Related
TITLE:	New Full-Time Faculty Development Program
NO.:	EMPL-312
RESPONSIBILITY:	Chief Administrative Officer and Vice-president, Academic
APPROVED BY:	Durham College Leadership Team
EFFECTIVE DATE:	February 2020
REVIEW DATE:	February 2023

1. Introduction

Durham College's core business is teaching and learning. In fulfilling its mission, Durham College requires faculty members who are committed to mastering teaching skills and pedagogy that support a culture of scholarship and Durham College's academic vision of excellence in the development, delivery and assessment of learning experiences for students.

2. Purpose

The purpose of this policy and procedure is to establish standards and expectations for the development of teaching skills and abilities of newly hired full-time faculty that are aligned with the Durham College's Faculty Teaching Skills and Abilities.

Durham College recognizes that faculty development is a shared responsibility between the organization and its faculty. The College has the responsibility to encourage and support the development of faculty members' skills and abilities as teachers. Each faculty member has the responsibility to advance their teaching skills and abilities to create the opportunities, capacity and motivation for learning to occur. The goal of excellence in teaching is to actively engage students in learning through a stance of inquiry that helps students move from novice to expert and allows them to gain new knowledge, skills, values and behaviours.

3. Definitions

Refer to [Durham College's Standard Definitions](#).

4. Policy statements

- 4.1. The New Full-Time Faculty Development Program is an investment in new full-time faculty whose teaching performances serve as an important factor to the College succeeding in its mission.

5. Procedure

- 5.1. All new full-time faculty members will be registered in the New Full-Time Faculty Development Program by their hiring Executive Dean/Dean.
- 5.2. The New Full-Time Faculty Development Program consists of the following:
 - a) A three-day new Faculty orientation (in addition to the Human Resources half day new employee orientation);
 - b) Three customized in-house credit courses (42 hours each) during their first year of employment. The three mandatory credit courses are:
 - Teaching Methodologies;
 - Curriculum Design and Development; and
 - Assessment and Evaluation.
 - c) An individualized professional development plan developed collaboratively with the Executive Dean/Dean, Associate Dean which may include:
 - i. External Professional Development (PD) opportunities focused on pedagogy and curriculum offered by the Eastern Region PD committee and/or provincial groups including the Curriculum Developers Affinity Group and Educational Technology Committee
 - ii. Teaching Squares
 - iii. Other PD opportunities offered by the Centre for Academic and Faculty Enrichment (CAFE)
- 5.3. New full-time faculty will participate in Durham College's Faculty Mentorship program as outlined in the Faculty Mentorship Program Manual.
- 5.4. New Full-time Faculty Development will be recognized on the faculty member's Standard Workload Formula (SWF) with four complementary hours per week for each of two semesters (which may not necessarily be consecutive).
- 5.5. New full-time faculty may receive credit for prior learning for a portion or all of the requirements stated in this policy. This prior learning must be approved by the Executive Dean/Dean and the Dean, CAFE.
- 5.6. Prior to the second year of employment, new full-time faculty members will meet with their Executive Dean/Dean to develop a PD plan for their second year.

- 5.7. Prior to the end of their first year of employment, new full-time faculty will meet with their Executive Dean/Dean to review and confirm completion of the components of this policy.

6. Roles and responsibilities

- 6.1. It is the responsibility of the Chief Administrative Officer and Vice-President, Academic to ensure that the New Full-Time Faculty Program Development policy and procedure is fully implemented.
- 6.2. It is the responsibility of the Executive Dean/Dean to review the SWF allocation of complementary hours and adjust based on PLAR exemption.
- 6.3. It is the responsibility of the Executive Dean/Dean to schedule new full-time, probationary faculty members to ensure they are available to attend the orientation sessions and the mandatory, in-house credit courses during the academic year.
- 6.4. It is the responsibility of the Executive Dean/Dean to review the new full-time faculty member's participation in the mandatory, in-house credit courses and the policies and procedures pertaining to faculty performance/evaluation to assess growth and development of faculty skills.
- 6.5. It is the responsibility of CAFE to develop and deliver professional development opportunities for faculty.
- 6.6. It is the responsibility of new full-time faculty to participate fully in professional development plans.

7. Accessibility for Ontarians with Disabilities Act considerations

Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this policy and procedure and it adheres to the principles outlined in the College's commitment to accessibility as demonstrated by the Accessibility Plan (ADMIN-203).

8. Non-compliance implications

Non-compliance with this policy may result in lack of progression of probationary faculty to non-probationary status, negatively impact the outcome of Durham College Quality Assurance Audit Process and the academic quality as outlined in Durham College's Academic Plan.

9. Communications plan

- A message will be posted on ICE alerting employees when new or revised policies and procedures are added to ICE.
- A message will be posted on MyCampus alerting students when new or revised policies and procedures are added.

10. Related forms, legislation or external resources

- Durham College Academic Plan
- Durham College's Faculty Professional Standards
- Ministry of Training Colleges and Universities– Minister's Binding Directive on Framework for Programs of Instruction