

TYPE:	Employment-Related
TITLE:	New Full-Time Faculty Development Program
NO.:	EMPL-312
RESPONSIBILITY:	Vice-President, Academic and Students
EFFECTIVE DATE:	April 2026

1. Introduction

Durham College's core business is teaching and learning. The College requires full-time faculty members to demonstrate a commitment to honing their instructional practice as well as engaging in pedagogy that supports a culture of scholarship to achieve academic excellence in the development, delivery and assessment of learning experiences for students.

2. Purpose

The purpose of this policy and procedure is to establish instructional practice expectations and requirements for completion of the New Faculty Development Program.

3. Definitions

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

4. Policy statements

- 4.1. The development of high-quality instructional practice is a shared responsibility between the College and its faculty.
- 4.2. The New Full-Time Faculty Development Program is a commitment to promoting high-quality instructional practice in new full-time faculty.
- 4.3. Participation in the New Full-Time Faculty Development Program is a probation requirement of all new full-time faculty at the College.

5. Procedure

- 5.1. All new full-time faculty members will be registered in the New Full-Time Faculty Development Program by their Executive Dean/Associate Dean. Names of new full-time hires will be provided to the Centre for Teaching and Learning (CTL) by the appropriate Faculty Office.
- 5.2. In collaboration with CTL, every effort will be made by the Faculty Office to arrange scheduling to facilitate faculty member participation in the program.

5.3. The New Full-Time Faculty Development Program consists of:

- a) Attendance at a three-day new faculty orientation;
- b) Completion of three mandatory courses from the five-course College Teaching Certificate (CTC) during the first 12 months of employment (this timeframe may be extended in exceptional circumstances). The three mandatory credit courses are:
 - EDUC 1100 – Teaching and Learning Principles for the College Classroom
 - EDUC 1101 – Course and Curriculum Development at the College Level
 - EDUC 1102 – Assessment and Evaluation in College Courses

Following completion of their first year of full-time employment, faculty are encouraged to seek approval from their Associate Dean to complete the final two courses of the CTC as part of an ongoing commitment to professional development.

- c) An individualized professional development plan created collaboratively with the Executive Dean/Associate Dean that may include, but is not limited to:
 - i. External professional development opportunities focused on enhancing their teaching practice;
 - ii. Teaching Squares; and/or
 - iii. Other professional development opportunities offered by CTL.

5.4. New full-time faculty will also participate in DC's Faculty Mentorship program.

5.5. Participation in the mandatory CTC courses and mentor program will be noted on the complementary section of a SWF during semesters with teaching contact hours, and noted on workload memos in semesters without teaching contact hours.

5.6. New full-time faculty may receive credit for prior learning for one or more of the credit course requirements in the program. Credit course exemption for prior learning must be approved by CTL, with notification provided by CTL to the appropriate Executive Dean/Associate Dean, and in accordance with the College's Prior Learning Assessment and Recognition Policy and Procedure.

5.7. Prior to the end of their first 12 months of employment, all new full-time faculty members will meet with their respective Executive Dean/Associate Dean to review and confirm completion of the New Full-Time Faculty Development Program, and to prepare a professional development plan for the next year.

5.8 CTL will share an orientation and CTC completion report for all new full-time faculty with the Faculty offices once per year.

6. 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 Multi-Year Accessibility Plan.

7. Non-compliance implications

Non-compliance with this policy may negatively impact student learning, the advancement of instructional practice among faculty, the outcome of Durham College's Quality Assurance Audit Process and academic quality as outlined in Durham College's Academic Plan.

8. Related forms, legislation or external resources

- Class Observation and Personal Reflection Tool
- Mentor/Mentee Checklist