

<b>TYPE:</b>	Employment-Related
<b>TITLE:</b>	New Full-Time Faculty Development Program
<b>NO.:</b>	EMPL-312
<b>RESPONSIBILITY:</b>	Chief Administrative Officer and Executive Vice-President, Academic
<b>APPROVED BY:</b>	Durham College Leadership Team
<b>EFFECTIVE DATE:</b>	February 2023
<b>REVISED DATE(S):</b>	
<b>REVIEW DATE:</b>	February 2026

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## 1. Introduction

Durham College's (DC) core business is teaching and learning. Excellence in teaching involves active engagement of students in learning through a stance of inquiry that allows them to gain new knowledge, skills, values and behaviours, and supports their transition from novice to expert. DC requires 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 the 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 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. DC recognizes 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.

## 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/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 the 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 (in addition to the Human Resources new employee orientation);
  - b) Completion of three mandatory, customized in-house credit courses of 42 hours each during their 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
  - c) An individualized professional development plan created collaboratively with the Executive Dean/Dean/Associate Dean which may include, but is not limited to:
    - i. External professional development 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; and/or
    - iii. Other professional development opportunities offered by the CTL.
- 5.4. New full-time faculty will also participate in DC's three-semester Faculty Mentorship program, as outlined in the Faculty Mentorship Program Manual.
- 5.5. Participation in the New Full-Time Faculty Development Program will be attributed 4 hours per week of complementary time on a SWF during semesters with teaching contact hours (which may not be consecutive), 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 the CTL, with notification provided by CTL to the appropriate Executive Dean/Dean/Associate Dean.
- 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/Dean/Associate Dean to review and confirm completion of the New Full-Time Faculty Development Program, and to develop a professional development plan for the next year.

## **6. Roles and responsibilities**

- 6.1. It is the responsibility of the Chief Administrative Officer and Executive 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/Associate Dean to: attribute faculty member SWF time and/or workload memo assignments appropriately and adjust based on any prior learning exemptions; notify the CTL of new full-time faculty hires; schedule new full-time faculty members to facilitate participation in the program; collaboratively review participation in and completion of the program with new full-time faculty members; and to support the creation of new full-time faculty professional development plans.
- 6.3. It is the responsibility of the CTL to: coordinate scheduling of the program with Executive Deans/Deans/Associate Deans; to assess prior learning for credit course exemptions and notify the relevant Executive Dean/Dean/Associate Dean of such; and develop and deliver professional development opportunities for faculty.
- 6.4. It is the responsibility of new full-time faculty members to advance their instructional practice through completion of the New Full-Time Faculty Development Program; request exemptions for prior learning in a timely manner; and collaborate with their Executive Dean/Dean/Associate Dean on the creation of their 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 Multi-Year Accessibility Plan.

## **8. 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.

## **9. Related forms, legislation or external resources**

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