Faculty development program: piloting of a mixed model

York University
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Outline

• A pilot of a mixed model for Faculty development
  • Background
  • York’s current program and what we have achieved
  • What we have learned so far
  • Steps forward
Background

• The changing university
• Recent attention on enhancing teaching quality and competency based education
• Under-utilizations of Faculty development programs in universities
Models of professional development

• Centralized systematic supporting system
  • Workshops and courses
  • NFOs
  • accredited program on University teaching

• De-centralized model
  • Professional learning community (PLC)
Some data about York University and TC

York University

- Around 80,000 total student population
  - Around 40,000 undergraduate students
  - 6,000 graduate students
- 1,480 full time faculty members
- 1,616 contract faculty members
- 2,000 Teaching assistants

Teaching Commons

- From September 2012
- 1 director, 2 educational developers, 2 research associates

Our current program – a mixed approach

• Centralized programs
  • Course design institute
  • eLearning boot camp
  • eLearning @York course (SEDA accredited)
  • Experiential learning @ York course
  • Supervising graduate student course (SEDA accredited)
  • Instructional skill workshop (ISW)
  • TA orientation
  • TA certificate in Teaching (TACT) (SEDA accredited)
  • Course design for graduate students
  • Senior TA program (SEDA accredited)
  • Teaching in focus conference
  • Support teaching at York (STAY) symposium
Our current program – a mixed approach

- Faculty specific workshops and events
  - Teaching 1000 level course workshop series at Faculty of LAPS
  - Faculty specific TA orientations
  - Faculty specific teaching and learning series (learning outcomes and assessment/teach large classes)
  - Faculty Peer mentoring scheme
  - Faculty teaching observation scheme
- Faculty learning community (group)
  - First year experience
  - Journal club
- Individual consultations
What we have achieved so far

Teaching staff supported (workshops and courses)

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty members</th>
<th>Teaching assistant</th>
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<tbody>
<tr>
<td>2012-2013</td>
<td>344</td>
<td>484</td>
</tr>
<tr>
<td>2013-2014</td>
<td>427</td>
<td>878</td>
</tr>
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Participants satisfaction and impacts on practice

- 28 % rated our programs “excellent”
- 80 % rated our programs “good” to “excellent”
- 29 % thought they were able to change their teaching as a result of taking the program
- 43% indicated that their views on T&L had evolved as a result
What we have learnt so far

Motivation

• Mandatory or voluntary?
  • Strongly recommended by the academic units
  • Funding opportunities (AIF, Ontario online initiative, CIG)
  • Professional accreditation and program cyclical review
  • Certificate
  • Do we charge for the program?
• Centralized but embedded in Faculty
  • Discipline specific
  • Tailor to faculty’s needs (accreditation/review/challenges)
  • Community of practice (university wide one didn’t work for us)
Steps forward

Working towards an accredited Professional develop program

• SEDA learning, teaching and assessment accreditation
• Required (course design, eLearning, and experience learning) and selective courses
• 30 hours in 2 years
• Teaching dossier

Dedicated educational developers for each faculty

University policy on teaching and learning (eLearning process map)
Q & A

Thanks for coming!