



Faculty development program: piloting of a mixed model

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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)

Year	Faculty members	Teaching assistant
2012-2013	344	484
2013-2014	427	878

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!