



## **FACULTY SUPPORT AND DEVELOPMENT POLICY**

Authorizer: Vice President, Academic/Student Affairs & Human Resources

Version: V1

Effective Date: 01/13/2020

### **POLICY STATEMENT:**

Professional development activities help provide faculty with the skills and knowledge to execute their responsibilities as educators. This policy identifies the responsibilities of stakeholders related to ongoing faculty professional development.

### **SCOPE:**

This procedure applies to all part-time and full-time faculty at Conestoga.

### **POLICY ELABORATION:**

#### **Professional Development**

- Professional Development will facilitate use of professional development funds and tuition assistance for faculty development initiatives and scholarly activities.
- Professional Development will clarify professional development fund procedures for faculty and chairs.
- Professional Development will encourage and recognize employee innovation through awards (e.g., Aubrey Hagar Award).

#### **Teaching and Learning**

- Teaching and Learning will support faculty in teaching and development through appropriate opportunities.
- Teaching and Learning will update and offer mandatory orientation workshops to new faculty at the start-up of each semester.
- Teaching and Learning will provide timely faculty development opportunities.
- Teaching and Learning will, in consultation with chairs, academic administration, student services, the international office, student engagement, faculty, and other stakeholders, create and offer training to meet the evolving needs of faculty.
- Teaching and Learning will provide opportunities for faculty to learn about innovative practices and technologically-enhanced teaching.

- Teaching and Learning will conduct observations of teaching for new full-time faculty during their first semester of teaching and for a number of new part-time faculty each semester.

### **Institutional Research and Planning**

- Institutional Research & Planning will conduct SATs during the first semester of teaching, and then every two years for full time faculty and as appropriate for part time faculty to develop teaching skills.

### **Human Resources**

- Human Resources will ensure faculty provide acceptable evidence of their highest academic credentials and any required professional credentials.

### **Faculty**

- Faculty will participate in all mandatory professional development offerings in a timely fashion.
- Faculty will identify their own professional development needs and avail themselves of opportunities provided by the College for ongoing development, including PD Days, PD workshops, and College-provided Certificates and Symposiums as appropriate for their growth as subject matter experts and educators.
- Faculty will maintain their professional designation(s), as identified on hiring and maintain currency in area of expertise at their own expense.
- Faculty will update and provide CVs for the purpose of program reviews and accreditation renewal processes, as required.
- Full-time faculty will pursue opportunities to contribute to their professional community through research, presentations at professional conferences or other activities as appropriate to their discipline.
- Full-time faculty will set professional development goals on a bi-yearly basis and reflect on their progress towards those goals as part of a performance appraisal process.
- Full-time faculty will attend the training outlined in the hiring letter.
- Full-time faculty will enhance academic capability through ongoing professional development.
- Full-time faculty will participate in internal and external opportunities to enhance and share professional practice.
- Full-time faculty will enhance quality and innovativeness of teaching and learning practices.

**Chairs**

- Chairs will, through consultation and planning, ensure program faculty teams possess the necessary knowledge, skills and credentials to deliver programs effectively.
- Chairs will clarify standards and review faculty performance, including Student Appraisal of Teaching, in accordance with established practices at Conestoga.
- Chairs will define the academic and professional credentials required of faculty teaching in a degree or accredited program.
- Chairs will advise faculty of the expectations of faculty teaching in a degree or accredited program.
- Chairs will collaborate with college stakeholders to identify relevant professional development supports for faculty.
- Chairs will discuss professional development goals with full-time faculty at each performance appraisal, which will take place once every two years after successful completion of probation.
- As required, Chairs will consult with Program Advisory Committees and relevant accrediting bodies to identify professional credentials required for their respective programs, revisiting the credential expectations during Comprehensive Program Reviews and as new programs are developed.
- Chairs will clarify professional credential standards and professional development expectations with faculty at the time of hiring.

**REFERENCES:**

Evaluation of Student Learning Policy  
Evaluation of Student Learning Procedure  
Program Advisory Committee Procedure

**REVISION LOG:**

<b>Revision Date</b>	<b>Summary of Changes</b>
November 20, 2019	Academic Forum - Original
January 13, 2020	Academic Coordinating Committee