

Accreditation of faculty initial professional development - an international collaboration

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Summary

- Windsor University (CA) used SEDA's Professional Development Framework (UK) to develop and have accredited a new faculty program
- We reflect on how this worked as an international collaboration
- We evaluate its success so far
- We suggest this might be a model for international/ICED standards for faculty programme development

The authors

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SEDA's Professional Development Framework

- Accrediting faculty programmes since 1992
- Updated 2001 as a framework of 'named awards' for accrediting programmes for all HE staff
 - 54 programmes accredited, 600 certificates annually
- Three 'named awards' relevant to teachers:
 - Supporting Learning
 - Learning , Teaching and Assessing
 - Leading and Developing Academic Practice
- Web: www.seda.ac.uk/pdf.html

The SEDA-PDF recognition process

- Supportive and developmental
- Mentoring by a SEDA PDF ‘recogniser’/accreditor
- Completion of mapping forms and supporting evidence that participants (will) demonstrate:
 - The professional six values
 - The four core outcomes (professional development)
 - The specialist outcomes of the particular named award
- Two SEDA recognisers study the evidence and recommend approval to the Committee

The Canadian context

- No national accreditation scheme or threshold standards for university teaching
- STLHE introduced to concept at annual conferences (mixed response)
- The Windsor context: an opportunity for capacity-building, emphasis on formal teaching enhancement, national leadership
- SB a Visiting Fellow at Windsor in 2009 while acting as the SEDA mentor for PDF recognition

University Teaching Certificate

Three Levels of the Programme

Three SEDA Awards

1. Fundamentals of University Teaching

Supporting Learning

2. Theory and Practice of Scholarly Teaching

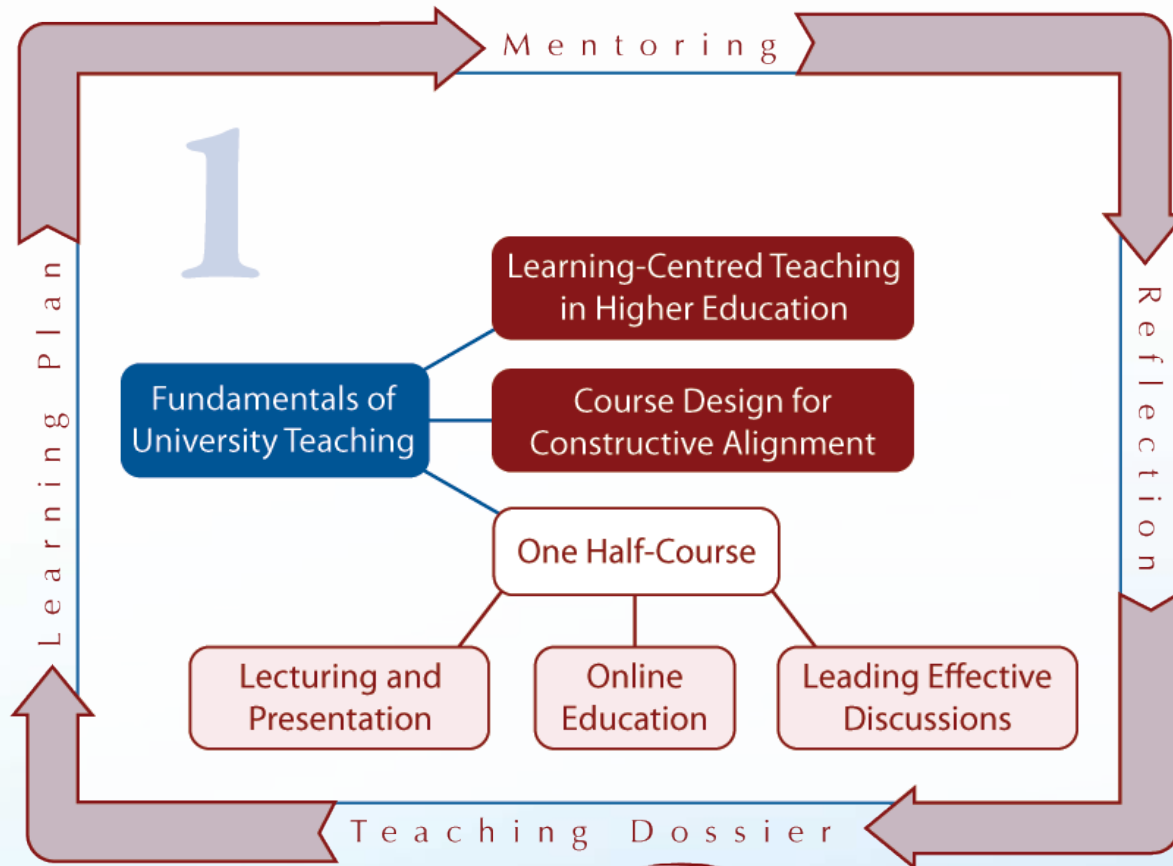
Learning, Teaching and Assessing

3. Leadership in University Teaching

Leading & Developing Academic Practice

University Teaching Certificate

Level 1



University Teaching Certificate

Mid-course Feedback

What are the strengths of the programme for you?

- Focus on reflection and application
- Value of mentoring
- Diversity of Participants
- Coherent programme structure supports connection making
- Flexibility of time frame

International issues for the accreditation

- SEDA PDF is UK based even though it accredits overseas; there are similarities and differences
- Inter-cultural issues
 - Language – different terms used
 - Processes – things work differently, but...
 - Underlying similarities in HE context and direction
 - Explanation/translation is a good medium for critical reflection on understandings and goals
 - Synergism between generic/specific; SEDA/Windsor

What did we achieve?

- For Windsor and programme participants
 - Status of the programme
 - Course feedback and evaluations
- A way forward for Canadian universities?
- A model for international standards of initial and continuing professional development for teaching faculty using SEDA PDF?
- Should there be an ICED standard?

Questions to consider

- Does your institution provide/require initial professional development in teaching?
- Does your country have a national scheme of accreditation or have a standards description?
- Could you use SEDA PDF as a basis for:
 - Developing a new programme?
 - Accrediting an existing programme?
 - Developing a national scheme?

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