

# The Journey of a Faculty Member in Post-Secondary Education



## Student Engagement and Learning

Engaging students in meaningful experiences through strategies focusing on successful student learning. This part of the journey is focused on an educator making changes to practice that result in changes in student engagement and learning through a set of new strategies, methods and/or activities.

## Scholarly Reflection and Inquiry



Demonstrating excellence in scholarly teaching practices, critical reflections on practice and inquiry into enhancing student learning. This part of the journey demonstrates development of self and an enabling of colleagues to engage in continual professional learning and scholarly activity.

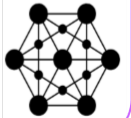


Designing classes and courses that provide students with authentic and deep learning opportunities. This part of the journey is focused on the educator making changes to practice that result in significant changes in student learning through innovative design of a course or many courses.

## Design of Learning Experiences

Engaging in leadership, community engagement and contributions to teaching and learning across the institution and to the discipline while working to create more inclusive and engaged classrooms. This part of the journey is about influence and dissemination of new knowledge to peers and to the wider campus community.

## Leadership and Community



**Explanation:** Faculty have a journey that is much like an infinity circle: often looping around and around as they progress through the various stages of their career. Many faculty begin focusing on engaging students in learning about course components. Engaging students requires making changes to their practice and trying out new strategies, activities, or ideas. After some time, faculty members may look at the design of learning from a larger point of view. They may focus on how their course fits within the program or consider redesigning parts of or all parts of a course. The student engagement and design of learning stages might continue for several years oscillating back and forth. At some point, faculty members start looking at their practice from a scholarly reflection and inquiry point of view. They may invite colleagues into their classes for a peer observation activity or they may begin gathering evidence of student learning and consider publicly sharing their successes and failures. Scholarly reflection sometimes leads to faculty taking on leadership roles to onboard and mentor new colleagues, lead a program redesign initiative, or undertake an institutional role in enhancing teaching and learning. This is often characterized by faculty wanting to share and learn beyond their own program. They also might take on leadership roles in provincial and national teaching and learning communities.

