جامعة الإمام عبدالرحمن بن فيصل
IMAM ABDULRAHMAN BIN FAISAL UNIVERSITY
عمـــادة تطويــر التعلــيم الجـامعــي
Deanship of Academic Development

Professional Fellowship In University
Teaching & Learning For Faculty Members

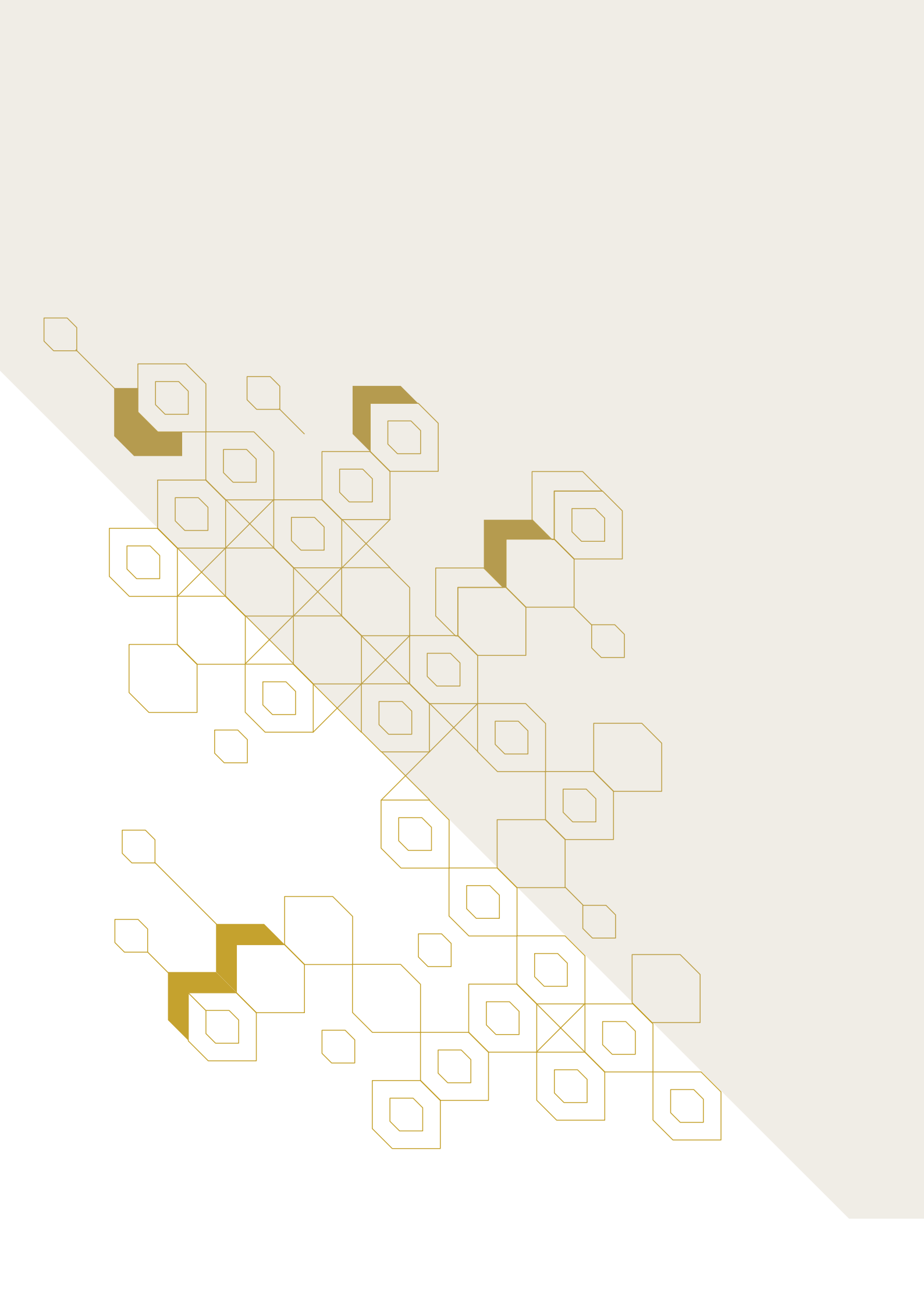## Informational Handbook
PFUTL@IAU | 2021 - 2022

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What is the PFUTL@IAU?

الـزمـالـة الـمـهـنـيـة
Professional Fellowship
فـي الـتـعـلـيـم والـتـعـلـم الـجـامـعـي
in University Teaching & Learning

The Professional Fellowship in University Teaching and Learning at Imam Abdulrahman Bin Faisal University (PFUTL@IAU), approved by the University Council (88) dated 07/17/1442 AH, is a one-academic-year, professional program intended to advance teaching and learning knowledge, skills, and practice for university educators. The program consists of focused professional development, reflective activities and assessments, and evidence-based practice leading to an advanced recognition in Saudi higher education.

Current international standards and trends, stakeholder surveys and focus groups, and current national quality standards clearly show that trainings and workshops alone, while beneficial, no longer fully satisfy the demand or meet the standards and needs of teaching and learning in Saudi higher education. Advancing academic development requires programs that are more impactful, support the needs of educators and are aligned with local workforce needs. The PFUTL@IAU offers a professional, cohesive program of development sessions, assessment, reflection and evidence-based practice that will meet national and institutional standards as well as community needs within the Saudi context.

This informational guide presents the main highlights of the PFUTL@IAU including its overview, advantages, foundation, program design, application timeline and process, and answers to important program questions.

Welcome to the PFUTL@IAU!

- Recognizing Excellence, Leading Impact in Higher Education -

Why is this program important?

Simply stated, evidence-based teaching and learning reflection and recognition of impactful practice, as offered through this program, is a positive step forward to enhance a faculty member's professional career. Specifically, there are several reasons for and advantages to joining the PFUTL@IAU program, both as an individual professional and as a member of the academic community:

As an individual professional:

National and International Recognition:

The PFUTL@IAU is an approved academic development program at Imam Abdulrahman Bin Faisal University. University educators who complete the program will receive a certificate of "Professional Fellowship in University Teaching and Learning" from Imam Abdulrahman Bin Faisal University in collaboration with and certified by the University of Türku, Finland, who support the program through program review and consultation.

Improvement in Teaching and Learning Practice:

Each learner will progress from a foundation of key values and knowledge to evidenced practice in classrooms and within their academic community. Each of the four modules builds on the previous culminating in a final application that illustrates varied teaching and learning skills and competences within each participant's reflective best practice.

Increasing Demand for University Teaching and Learning Credentials:

Professional teaching and learning knowledge and expertise are now considered essential for higher education educators in the 21st century. Thus, professional certification is increasingly becoming a standard for employment and/or promotion in higher education internationally. The PFULT@IAU program meets the demand for high-quality teaching and learning while also offering a credential for teaching excellence.

As a member of the academic community:

Supporting the Vision of Higher Education:

Saudi Vision 2030 has emphasized the importance of education at all levels, including higher education, as a foundation for societal and economic transformation. The PFUTL@IAU supports the national vision of positively impacting higher education by integrating educators' discipline-specific knowledge with innovative practice in university teaching and learning.

Professionalization of Teaching and Learning in the Saudi Context:

Intensive workshops and programs and professionalization of teaching and learning have become the norm in academic development around the world in the last decade. While international programs are essential, professional faculty development, just as teaching and learning for students, should be culturally relevant and engrained within institutional and national values, culture, and practices. The PFULT@IAU program design and practice activities are based on an academic development framework and program outcomes related to and aligned within the Saudi higher education context.

A Growing Community of Fellows:

The PFUTL@IAU program offers, facilitates, and encourages opportunities for not only individual recognition and professional growth but membership in a growing community of fellows within the general and discipline-specific academic community. The program offers several meetings for future fellows to come together, mentorship support from already-recognized Fellows, and opportunities for reflection, learning, and sharing within the community.

For these reasons and more, the PFUTL@IAU offers professional educators in Saudi Arabia a program that aims to facilitate innovation and positive change, elevate current practice, and recognize dedicated University educators for teaching and learning excellence.

The PFUTL Foundation

Vision:
Empower and recognize university educators as positive change agents in teaching and learning.

Mission:
Engage professional educators in focused academic development, evidence-based core competencies, and reflective practice to advance successful academic careers in higher education and promote excellence in university teaching and learning.

Professional Objectives:

The professional fellowship objectives (PFO) for the PFUTL@IAU program focus on important aspects of the intended role of Fellows in their careers in higher education:

1. Demonstrate the core beliefs, values, and ethics of professional educators for the development of the institution and society.
2. Apply evidence-based educational knowledge, principles, and methods to advance successful academic careers in higher education.
3. Facilitate critical, impactful instructional and educational research competences and skills to serve the needs of the academic and professional communities.
4. Exhibit recognized commitment to lifelong learning, sustained shared practice (community), and academic leadership as positive change agents in teaching and learning.
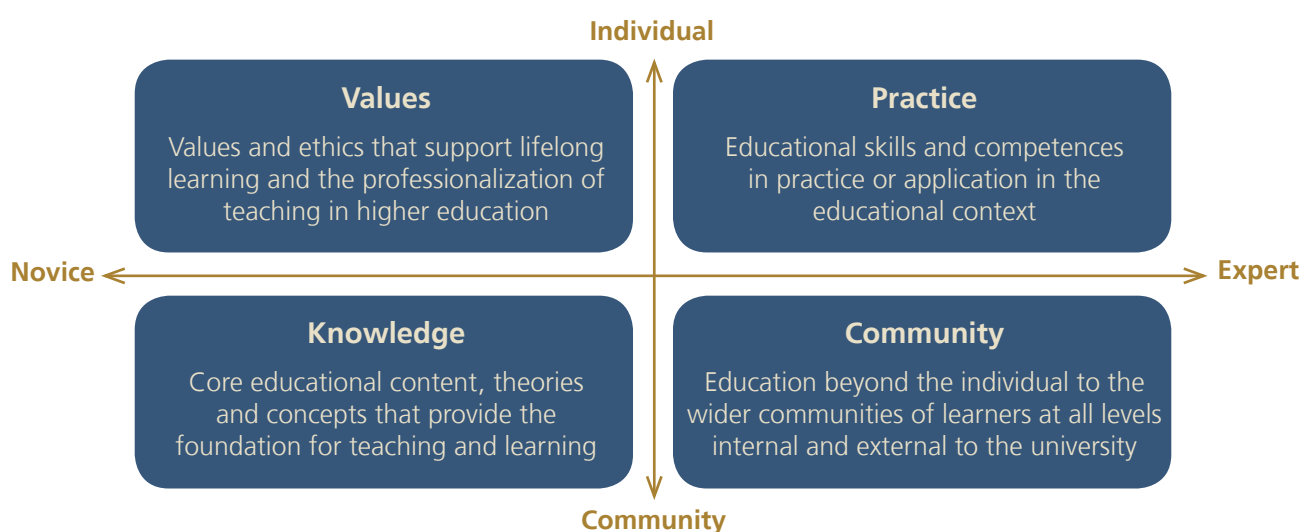
Intended Learning Outcomes:

The program outcomes are aligned with the objectives above and reflect what Fellows will value, know, and be able to do in practice both individually and collectively by completion of the program:

1. Demonstrate a clear understanding of the values and beliefs of professional educators and the concept of professional education in reflection and practice.
2. Apply advanced and critical foundations of educational theories and best practices in teaching and learning.
3. Consistently evaluate and innovate teaching and learning practice and activities based on scholarly evidence and reflection.
4. Design curriculum elements that are relevant and reflect high standards of values, quality, and inclusion.
5. Accurately align learning outcomes, assessment, and instructional practice with institutional and national needs and relevant frameworks (Saudi Vision 2030).
6. Skillfully engage in educational research and knowledge-sharing that is interdisciplinary and contributes to the Scholarship of Teaching and Learning (SoTL) in higher education.
7. Exemplify transformative leadership skills as an educator through practice and reflection individually and within the community of the academic discipline.
8. Independently pursue extended opportunities for teaching and learning development and advancement in their respective fields.

Program Conceptual Framework

The PFUTL@IAU program is grounded in the Academic Development Conceptual Framework (Figure 1). The framework consists of four overarching domains or key areas of professional academic development.

Individual

Values
Values and ethics that support lifelong learning and the professionalization of teaching in higher education

Practice
Educational skills and competences in practice or application in the educational context

Novice ← → **Expert**

Knowledge
Core educational content, theories and concepts that provide the foundation for teaching and learning

Community
Education beyond the individual to the wider communities of learners at all levels internal and external to the university

Community

Professional Fellowship E - Portfolio and Presentation

Figure 1. PFUTL@IAU Conceptual Framework and Related Activities.

Program Design and Calendar 2021 - 2022

With assistance and guidance from professional mentors, PFUTL@ IAU participants will complete development sessions, reflective tasks, and practical activities within in each of the four domains culminating in and evidenced by a reflective portfolio and presentation reviewed by a PFUTL Review Team. A summarized version of the program is illustrated in Table, and a detailed version of the module descriptions and requirements are included in the Appendix.

		Module 1: Value Module				
1	Program Preparation for Admitted Applicants	Information Session on the PFUTL (All-Cohort Session 1)				Oct 24 - 31
		Professional Mentor Match				Oct 24 -31
		PFUTL Program Officially Begins				Nov 1
		Individual Program Plans Completed				Nov 1 -7
2	Program Modules and Final Application	Value Module	Total Hours: 24	Contact Hours: 6-8	Independent Hours: 16-18	Nov-Dec 2021
			Main Evidence 1.Teaching and learning value professional development certificates 2.Teaching philosophy statement			
		Knowledge Module	Total Hours: 36	Contact Hours: 30	Independent Hours: 6	Nov-Dec 2021
			Main Evidence 1. Teaching and learning knowledge professional development certificates 2. Discipline-specific professional development certificates 3. Passing (75%) on Knowledge Assessment Quiz			
		Mid-Program	Progress Check-In, Feedback, and Discussion Session (All-Cohort Session 2)			January 2022
		Practice Module	Total Hours: 60	Contact Hours: 10	Independent Hours: 50	Jan-April 2022
			Main Evidence 1.Peer observation of teaching or microteaching 2.Action research project and poster			
		Community of Practice Module	Total Hours: 24	Contact Hours: 18	Independent Hours: 6	Jan-April 2022
			Main Evidence 1.Discipline-specific community service in teaching and learning 2.Project share of action research in the Action Research Poster Exhibition (TLEX)			
		PFUTL Final Application	Total Hours: 24	Contact Hours: 1-3	Independent Hours: 21-23	April-May 2022
			Main Evidence 1.E-Portfolio of combined evidence from all four modules 2.Presentation including reflection on the fellowship journey and its impact on practice			
	Program Summary	Summary of Learning Hours	Total Estimated Hours: 168	Required Contact Hours: 65		Estimated Independent Hours: 103
3	PFUTL Closure	Final Review and Certification				May-June 2022
		Certification Event: Recognition of Professional Fellows in University Teaching and Learning (All-Cohort Session 3)				June 2022

Professional Guidance and Learning Environment

Qualified Mentors

The mentor-learner relationship is key to the success of the PFUTL@IAU journey. Each participant will work with a professional mentor, who is a recognized Fellow, to support their program needs from the beginning to the end of the journey. This trained mentor will support and guide the future fellow in designing the participant's individual program plan, through each module's workshops, reflective activities and tasks, and finally through the application process through review and consultation.

Learning Environment

There are two primary learning environments in the PFUTL@IAU program: the workshop/activities environment and the course management or virtual learning environment.

Professional Development Workshops and Activities

The Deanship of Academic Development building (D27 on Rakkah Campus) is the main program location and facilitator for in-person teaching and learning workshops. Discipline-specific knowledge workshops and practical activities, such as peer observations, may be done in the participants' departments or other professional venues. Virtual workshops, up to 10 hours, and non-IAU professional development are also accepted to fulfill the program workshop requirements. Please see 'Important Q/A' for more details.

Virtual Learning Environment

The program materials and required documents and tasks for each module and stage of the PFUTL@IAU program will be uploaded on the Blackboard virtual learning environment at IAU. The Blackboard VLE will provide convenient, centralized access to all materials and program communication, assessments, and feedback.

Admission and Fees 2021-2022

The PFUTL@IAU program will begin taking applications for its first cohort in September 2021. The Application Period will run for 14 days with final admission decisions to be announced in October. As shown in the timeline below, the program is set to officially begin November 1, 2021. The following outlines the timeline, admission process, application requirements, and program fee schedule.

Tentative Application and Admission Timeline

PFUTL Information Meetings	August 24 – September 23
Call for Applications	September 1 – September 9
Application Period via the Admission Portal	September 9 – September 23
Application Confirmation and Review by PFUTL Admission Team	September 26 – October 7
Candidates Notified and Approved Candidates' Final Requirements Submitted	October 10 – October 17
Announcement of the 2021-2022 Cohort of the PFUTL	October 17 – October 24
All-Cohort Information Meeting and Mentor Match	October 24 - October 31
Program Officially Begins	November 1
Candidates' Program Plans Completed	November 1 – November 7

Apply Here (admission portal homepage):
 https://pfutl.iau.edu.sa

Admission Process:

1. The 2021-2022 program will be open for application from all eligible faculty members in higher education. For consideration, all applicants must have completed the following:
- A degree/s in any recognized specialization at the graduate level (i.e., master's or doctoral degree)
- One full year of higher education experience at the time of application
- Completion of all application requirements including documentation
2. If the full application is not completed via the Admission Portal within the two weeks of the Call for Applications, due to limited seats, the application will not be considered for the 2021-2022 cohort of the program.
3. Once the Call for Application is closed, the PFUTL admission team will assess each completed application ensuring that final applicants meet the criteria of the program.
4. Final selection of candidates will be based on several criteria including the following:
1) Thoroughness of completed application documents with emphasis on the applicant's reasons for applying to the program, recommendation letter, and demonstrated interest in continuous professional development.
2) Diversity and inclusion to ensure the cohort represents the wider academic community including varied institutional affiliations, genders, academic specializations, years of experience, and academic rank.
5. Once the review process is completed, all applicants will be notified of their application status.
6. Approved applicants will be considered as PFUTL program candidates upon completion of the signing of the Candidate Agreement.
7. In the event an approved candidate cannot continue before the program begins or declines admission, an applicant from the waiting list will take the available seat.

Application Requirements*

1	Completed application form	o
2	Evidence (e.g., certificate) of highest earned degree (Masters or Doctoral level)	o
3	Evidence of at least 1 year of higher education experience from highest earned degree	o
4	Completed CV form with teaching and learning emphasis including a 300 to 500 - word personal statement	o
5	Recommendation letter from direct supervisor (preferred) or senior colleagues focused on candidate's teaching and learning practice and experience (PDF)	o
6	Certificates of previously-attended teaching and learning professional development (one PDF file of maximum 10 certificates)	o
7	*Upon admission approval, signed Candidate Agreement describing expectations and proof of fee payment	o

*All application documents will be completed and uploaded via the Admission Portal.

Fee Schedule

As an in-depth professional development program and certification, the tuition fee for the PFUTL@IAU is 10,000 SAR (non-refundable). IAU faculty members will receive a 50% discount for a total of 5,000 SAR for the program. For non-IAU applicants, the program fee can be paid in two installments: 1) upon accepting admission into the program, and 2) by January 1, 2022.

For this fee, successful applicants will receive a guided program plan suited to their individual academic needs, 40+ professional development hours provided by Imam Abdulrahman Bin Faisal University, access to resources and materials through the virtual learning environment, mentoring throughout the stages of the program by a senior faculty member, a reserved seat in any external (international) professional development workshop sponsored by IAU within the academic year, and an award of Professional Fellowship in University Teaching and Learning from IAU certified by the University of Turku, Finland.

Important Q/A

Do I really have to do all of the teaching and learning hours to complete the PFUTL?

The total teaching and learning hours, as shown in the program design, are estimated to be around 168. However, as shown in each module, there are contact hours and independent hours. The contact hours reflect the required hours requiring evidence, e.g., certificates or completed tasks. The independent hours are self-paced; thus, the actual number of hours spent on those activities and tasks are self-directed and determined by the pace of the individual participant.

Can I do virtual training as well or must all hours be in-person?

Understanding that professional educators have busy schedules, several of the program meetings will be available virtually as well as in-person. For the professional development workshops, up to 10 hours or about 25% of the required workshops, can be virtual.

Do I have to complete all of the hours this academic year?

No. While the overall requirements, evidence, and application for the program must be submitted within the current academic year, the professional development workshop hours can include any teaching and learning hours from within the last three years from the date of application. For more details, please see the next questions about workshops and certificates..

Where can I attend workshops for the program?

Workshops can be from within IAU or external entities as per the guidelines below:

1. Workshop hours and certificates used as module evidence* must be PFUTL program-approved i.e., from an IAU teaching and learning entity (e.g., Deanship, College, Department) or an accredited external university/conference/entity focused on professional teaching and learning at the university level.

2. Evidence of certificates must be current*, teaching and learning related, and include the following:

a. Provider name and details (University, Deanship, etc.)

b. Date and duration of event (number of hours)

c. Workshop description or abstract (for non-IAU certificates only)

d. d. Title of workshop/event

e. signature and stamp

*Certificate evidence accepted for the PFUTL must be from the current academic year or within the last three years from the program application date. For example, for the current cohort of the PFUTL, which will begin accepting applications in early September, the certificates used as evidence cannot be dated before September 2018—three years prior to the application.

In what language can I complete the program?

The program participants will have the choice of completing the PFUTL@IAU and all of its requirements in Arabic or English as per the participant's choice. It is recommended to take the program in the participant's academic language, i.e., the language of instruction, as completing the requirements and reflecting in the educator's discipline-specific language is also part of the professional development process.

How can I register for this program?

Unlike other Deanship of Academic Development programs, as the PFUTL@IAU program is one academic year and has limited seats, there is an application timeline, review and process. All applicants will be notified of their status throughout the process. If an applicant cannot be admitted into the current cohort, applicants are encouraged to reapply for future cohorts.

How can I get more assistance?

You may contact the Deanship of Academic Development (D27) at 013 333 2850, or ded@iau.edu.sa

Appendix:

Program Design in Detail

Module 1: Value Module

Value Module Description	This module will introduce participants to the important values in higher education and faculty members' roles in higher education including the key driving forces of being a successful University teacher; professional values and the inner motivation that makes a difference to teaching practice. What does it mean to be a professional in teaching and what values are brought into the classrooms? Through reflection and self-evaluation, participants will formulate their own teaching and learning philosophy statement – a key sets of values that will underpin their practice across all modules.
Alignment with Program Outcomes	Fellowship Intended Outcomes 1,7,8 1. FIO.1 Demonstrate a clear understanding of the values and beliefs of professional educators and the concept of professional education in reflection and practice. 2. FIO.7 Exemplify transformative leadership skills as an educator through practice and reflection individually and within the community of the academic discipline. 3. FIO.8 Independently pursue extended opportunities for teaching and learning development and advancement in their respective fields.

Value Module Due Date	December 31, 2021	**Value Module Total Hours Required**	24	

No.	Module Requirement (Task or Activity)	Brief Description	Tentative Assessment or Evidence	Hours Allocated	
				Contact	Independent
1	Professional Values / Foundational Workshops	Exploring profession and vocation of being a faculty member in Saudi Arabia: 1. What makes a great teacher? 2. What is expected of teachers in 21st Century Saudi Arabia? 3. Engage in reflecting on personal values and beliefs and relation to teaching 4. Motivation to learn, lead, and teach as change agents	Workshop certificates in IAU value workshops or equivalent for a total of 4 hours.	4	16-18 self-paced hours for preparation, value reflection, and writing the TPS*
2	Values in a global world and university graduate attributes	1. Embedding values in discipline-specific practice 2. Exploring diversity and inclusion in the KSA classroom	Workshop certificate in IAU attributes/global values or equivalent for a total of 2 hours.	2	
3	Teaching Philosophy Statement (TPS)	Drawing upon materials and values covered in workshops, participants write a 750-1,000-word teaching philosophy statement	1. Completed Teaching Philosophy Statement (TPS) 2. Workshop certificate* on writing the TPS (2 hours) *Workshop is optional for this requirement if participants wish to immediately write the statement	0*-2	

Module 2: Knowledge Module

Knowledge Module Description	The knowledge module builds on and engages with the value module by laying a theoretical and applied foundation for teaching and learning practice within Saudi higher education. In this module, participants will gain and update their teaching and learning knowledge and seek professional development in their own fields. Participants will be encouraged to reflect on the latest knowledge in professional teaching and learning and how it relates to their own practice, within their learning environments, and their disciplines.
Alignment with Program Outcomes	Fellowship Intended Outcomes 3, 5, 8 1. FIO 3. Consistently evaluate and innovate teaching and learning practice and activities based on scholarly evidence and reflection. 2. FIO 5. Accurately align learning outcomes, assessment and instructional practice with institutional and national needs and relevant frameworks (Saudi Vision 2030). 3. FIO 8. Independently pursue extended opportunities for teaching and learning development and advancement in their respective fields.

Knowledge Module Due Date	December 31, 2021	Knowledge Module Total Hours Required	36

No.	Module Requirement (Task or Activity)	Brief Description	Tentative Assessment or Evidence	Hours Allocated	
				Contact	Independent
1	Teaching and Learning Knowledge Professional Development	PD knowledge-focused events/ workshops on the main content areas in teaching and learning in higher education, including but not limited to: 1. Learning theories 2. Assessment and constructive feedback 3. Teaching methods and skills 4. Classroom management/ learning environment 5. Integrating technology into teaching 6. Curriculum Alignment 7. Student support 8. Learner diversity and inclusion 9. Lesson design and planning 10. Microteaching	1. Workshop certificates in at least five (out of the mentioned 10 content areas) from IAU or equivalent for a total of 20 hours* 2. One of the workshops must be a two-hour workshop in curriculum alignment and/or lesson planning 3. Passing of at least 75% on Knowledge Quiz**. If candidates do not reach 75%, the quiz can be retaken one time after 30 days. * The IAU Core Competencies Program can be used to fulfill this 20-hour requirement. **For those who fulfilled the knowledge requirement with previous certificates within the last three years, passing the knowledge quiz is still required.	20	6 Total self-paced hours for preparation and the knowledge assessment
2	Discipline-Specific Teaching and Learning Professional Development	PD events/workshops focused on teaching and learning knowledge including theories, strategies, techniques, assessment, etc. in the participants' discipline, e.g., engineering, nursing, science, etc.	Workshop certificates from IAU/college-approved or accredited external workshops for a total of 10 hours	10	

Module 3: Practice Module

Practice Module Description	This module focuses on educational skills and competencies in practice and application in the educational context. In the PFTUL practice module, the candidate will combine their updated values and knowledge and apply them in teaching and learning practice. Candidates are encouraged to innovate with newly-formed ideas, experiment through action research, and find their own best practice in this module to work toward teaching and learning excellence and leadership in their classrooms.
Alignment with Program Outcomes	Fellowship Intended Outcomes 2, 3, 4, 6 1. FIO2. Apply advance and critical foundations of educational theories and best practices in teaching and learning. 2. FIO 3. Consistently evaluate and innovate teaching and learning practice and activities based on scholarly evidence and reflection. 3. FIO 4. Design curriculum elements that are relevant and reflect high standards of values, quality, and inclusion. 4. FIO 6. Skilfully engage in educational research and knowledge sharing that is interdisciplinary and contributes to scholarship of teaching and learning in higher education.

Practice Module Due Date	March 15, 2022	**Practice Module Total Hours Required**	60

No.	Module Requirement (Task or Activity)	Brief Description	Tentative Assessment or Evidence	Hours Allocated	
				Contact	Independent
1	Peer Observation of Teaching (POT) / Microteaching	Teaching observation describes the practice of sitting in on another teacher's class to observe, learn and reflect. A Peer Observation of Teaching is a transparent, formative process where peers observe each other's teaching and offer feedback. Microteaching can serve as a brief, 'mini' lesson, often 10-20 minutes, with colleagues, who then provide feedback to the teacher—suitable for those new to teaching in higher education or for experimenting with new teaching strategies.	1. Workshop certificate in IAU POT workshop or equivalent for a total of two hours 2. POT completed form as observer for a minimum total of 2 hours 3. POT completed form as observed with brief action plan for improving teaching and learning practice for a minimum total of 2 hours 4. Reflection of teaching: 400-500-word reflection on the microteaching/peer observation of teaching as both peer observer and instructor. *Recommended for new teaching faculty: Microteaching with colleagues before POT in the classroom can also be substituted for two hours.	6 *Minimum of 2 hours as POT Observer / minimum of 2 hours as observed	10 Self-paced hours for discussion and debriefing with mentor/ consultations with expert
2	Action research project	A 6-8 week problem-based educational research including objectives, outcomes, procedures and showing a positive impact in the participant's classroom/ learning environment.	1. Action research workshop certificate in IAU/college-approved or accredited external workshop for a total of 4 hours 2. Action Research Poster	4	40 self-paced hours for 6-8 weeks of action research and poster creation

Module 4: Community of Practice Module

Community of Practice Module Description	The Community of Practice Module combines the values, knowledge, and individual practice of the previous modules and emphasizes education beyond the individual to the wider community of professionals in higher education focusing on evidence-based teaching and contribution to the Scholarship of Teaching and Learning (SoTL). In this module, participants will take a more transformative leadership role in teaching and learning as they will demonstrate a contribution to the teaching and learning of their colleagues and disciplines.				
Alignment with Program Outcomes	Fellowship Intended Outcomes 6,7,8 1. FIO 6: Skillfully engage in educational research and knowledge-sharing that is interdisciplinary and contributes to the Scholarship of Teaching and Learning (SoTL) in higher education. 2. FIO 7: Exemplify transformative leadership skills as an educator through practice and reflection individually and within the community of the academic discipline. 3. FIO 8: Independently pursue extended opportunities for teaching and learning development and advancement in their respective fields.				
Community of Practice Module Due Date	April 15, 2022		Community of Practice Module Total Required Hours		24

No.	Community of Practice Module Target/Outcome	Task or Activity Description	Tentative Assessment or Evidence	Hours Allocated	
				Contact	Independent
1	Discipline - specific community service aimed at improving teaching and learning practice for the professional and/or scholarly community.	Complete discipline-specific community service in teaching and learning - project or research, such as: 1. Present a teaching and learning presentation to higher education professionals within the field to improve practice. 2. Complete educational documents/videos aimed at T & L in the discipline. 3. Educational publication in the field (e.g., computer education, nursing education, English education, business education)	Evidence of minimum of 10 hours of discipline-specific educational community service*, such as: a. PDF of PowerPoint presentation b. Scopus or WOS research article focused on disciplinary teaching and learning (in press is accepted) dated within the last three years from the program application c. Other materials used in the community service, brochures, videos/documents, etc. *Evidence should demonstrate a minimum of 10 hours and must be community-based. Therefore, activities such as one-to-one consultation, correspondence or written support, and mentoring will not meet this module's criteria.	10	6 total hours of self-paced preparation for community service/project share
2	Participation in aninterdisciplinary educational action research exhibition	Full attendance and participation in the PFUTL annual exhibition with action research poster.	At least 5-7 pictures or 1-2 minute video or equivalent documentation of presentation/project share at the action research event uploaded into e-portfolio	8	

Final Application and Certification

PFUTL Final Application	The capstone e-portfolio and presentation demonstrate the cumulative effort and advanced professional teaching and learning of the candidate. The e-portfolio provides evidence of the candidates' progression through and understanding of teaching and learning values, knowledge, practice all within the wider academic community. The oral presentation allows the new Professional Fellow to reflect on their journey toward fellowship and its impact on their university teaching and learning practice.		
E-Portfolio and Presentation	April 2022 (Exact Date TBD)	**Final application total hours**	24
Final Due Date for Final Application and Presentation	May 2022 (Exact Date TBD)		

No	Application Requirement	Brief Description	Tentative Evidence or Assessment Required	Hours Allocated	
				Contact	Independent
1	E-Portfolio	An e-portfolio of all evidence combined into one final e-document.	E-Portfolio with all combined evidence from four modules and required documents	0 - 2*	16-18 self-paced hours to create e-portfolio
2	Oral Presentation	15-minute PowerPoint presentation of the candidate's work throughout the program with clear reflection on his / her teaching and learning practice.	1. PowerPoint presentation 2. 15-minute oral presentation	1 hour for presentation and feedback	5 self-paced hours for reflection and preparation of presentation