



## 2020 Call for Proposals

McMaster's rich tradition of pedagogical leadership depends upon faculty champions who act as leaders and mentors to advance improvement in teaching and learning and to enhance student-learning experiences. The Leadership in Teaching and Learning (LTL) Fellowship program is a 2-year program designed to engage faculty in leading change, practice the scholarship of teaching and learning, and support faculty communities that provide mentorship and leadership in teaching and learning. In partnership with the MacPherson Institute, LTL Fellows will: (1) plan and implement a pedagogical project within one of two streams: Evaluating Course Impact and Implementing Program Change (details below); (2) participate in a network of LTL Fellows; (3) provide mentorship and feedback to peers; and (4) disseminate project outcomes both within and beyond their departments.

Fellows will be formally announced at a Welcome Ceremony Reception in May and will participate in the Annual Leadership Fellows Retreat in year two. In the first year, Fellows will focus on designing and implementing their projects. In the second year, Fellows will focus on community and mentorship development, as projects are completed and disseminated. To date, MacPherson is proud to have a cohort of 55 Leadership Fellow from diverse disciplines across McMaster's six faculties. This year, we look forward to welcoming up to nine new Fellows to join this existing community.

### **Fellowship Program Streams**

**1) Evaluating Course Impact:** This stream is intended for faculty members teaching in a variety of lab and classroom settings who are interested in evaluating the use of high impact educational practices within their courses. Examples of past successful applications have focused on the integration of technology, community engagement, active learning, assessment etc.

**2) Implementing Program Change:** This stream is intended for faculty members who are interested in leading or implementing change focused on curriculum and/or enhancing their academic programs. Projects may align with recommended areas of improvement stemming from the outcomes of the Institutional Quality Assurance Process (IQAP). Examples of past successful applications have focused on diversity and inclusion, student retention, mentorship programs, experiential learning etc.

**Projects are encouraged to align with one or more of these priority areas of interest where possible:**

- A. **Experiential Learning:** *a teaching philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience (in and outside of the classroom) and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities (adapted from the Association for Experiential Education).*
- B. **Internationalization:** *The internationalization of education can be defined as the process of integrating international, intercultural, and global dimensions and perspectives into the*

*purpose, functions and delivery of education. [It] aims to educate students as global citizens, including attributes of openness to and understanding of other worldviews, empathy for people with different backgrounds and experience to oneself, the capacity to value diversity, and respect for indigenous peoples and knowledge*

- C. **Indigenization:** *Description coming soon!*
- D. **Inclusive Excellence:** *In the context of teaching and learning, this means focusing on student intellectual and social development while attending to the broad “cultural differences learners bring to the educational experience and that enhance the enterprise”, as well as creating “a welcoming [learning] community that engages all of its diversity in the service of student learning.”*
- E. **Innovative Pedagogical Practices:** *This priority area refers to how educators engage students in learning to foster student success. Example may include but are not limited to the implementation of [high impact educational practices](#), interdisciplinary education and/or the incorporation of technology in the classroom.*

### **Fellowship Details**

- Length of Fellowship: Two years
- Award amount: Up to \$15,000 over the two years
- Eligibility: LTL Fellows must be continuously employed by McMaster University for the duration of the Fellowship. Sessional instructors, graduate students, and others appointments that do not continuously span the full duration of the grant may be co-applicants.

### **Application Requirements**

1. **Completed Application Form:** Proposals must be submitted in a single document to [zeadinm@mcmaster.ca](mailto:zeadinm@mcmaster.ca) no later than 5:00PM on Friday, March 13<sup>th</sup>, 2020.
2. **Letter of Support from Department Chair (*new this year*):** The Letter of Support from the Department Chair should be submitted by the Chair separately from the Application Form to [zeadinm@mcmaster.ca](mailto:zeadinm@mcmaster.ca) no later than 5:00PM on Friday, March 13<sup>th</sup>, 2020.

### **Application Deadline**

Deadline for submitting an application is: Friday, March 13<sup>th</sup>, 2020 by 5:00 p.m.

### **Grants Drop In Consultation Session**

Drop-in to receive assistance with your application, ask questions, and more.

**Where:** Mills Library, MacPherson Institute Boardroom (Room L516)

**When:** Friday, January 31<sup>st</sup> (9:00am – 11:00am)

Thursday February 13<sup>th</sup> (1:00pm – 3:00pm)

Tuesday March 3<sup>rd</sup> (10:00am – 12:00pm)

If these times don't work for you, please feel free to contact Melec Zeadin ([zeadinm@mcmaster.ca](mailto:zeadinm@mcmaster.ca), ext. 20797).

## **Announcement of 2020-2022 Fellowship Recipients**

Week of April 20<sup>th</sup>, 2020

### **Expectations of LTL Fellowship Recipients**

All successful applicants must be able to commit to the following expectations before they apply for an LTL Fellowship:

- Implement the proposal as approved (adhering to budget, evaluating impact on learning, following the timeline, disseminating, etc.), unless changes requested in writing are approved by the Grant administrators.
- Meet regularly with an assigned MacPherson Institute Educational Developer to provide project updates, request supports etc.
- Work with a Student Partner (McMaster undergraduate or graduate student) to design and implement the project in the first year of the Fellowship (this may extend into the second year of the Fellowship if you choose).
- Participate in the Leadership in Teaching and Learning monthly Community of Practice.
- Attend the SoTL Series, Equity & Inclusion and other workshops.
- Attend the annual *Grants Welcome Reception* on May 26<sup>th</sup>, 2020 where award winners will be announced and celebrated.
- Submit a detailed annual report (template will be provided) at the end of year one as funding for year 2 of the Fellowship is contingent on this submission.
- All those awarded funding must also be willing to attend the *Leadership Fellows Retreat* in May 2021 and present their research project at the 2021 *SoTL Symposium Network*.