2021 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. Through the generous donation of Paul R. MacPherson, we are able preserve this tradition by offering the Leadership in Teaching and Learning (LTL) Fellowship grant program. This 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 Teaching and Learning Grants Virtual Welcome Event in June this year and will also be invited to participate in the Annual Leadership Fellows Retreat. 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, the MacPherson Institute is proud to have a cohort of over 60 Leadership Fellows from diverse disciplines across McMaster's six faculties. This year, we look forward to welcoming up to six 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 could include but are not limited to evaluating the integration of technology in teaching; community-engaged learning; active learning in the classroom; and assessment effectiveness.

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 a recent Institutional Quality Assurance Process (IQAP) review. Examples could include but are not limited to changing the curriculum to include more diversity and inclusion; student retention; incorporation of peer mentorship initiatives; and scaffolding experiential learning opportunities throughout the degree program.

Projects are encouraged to align with one or more of the priority areas of interest outlined below (if possible). Applicants may want to consider these priority areas in the context of the pandemic and how it has changed the ways in which they approach teaching and learning.

A.   **Interdisciplinary Learning:** Creating opportunities for faculty collaboration across disciplines to promote student learning allowing students to expand their analytical and creative thinking skills while also preparing them for life.

B.   **Innovative Pedagogical Practices**: This priority area refers to how educators engage students in learning to foster student success particularly in an online/blended learning environment and/or through other high impact educational practices.

C.   **Indigenization**: Indigenization in higher education is the centring of Indigenous voices throughout the academy, including curriculum, pedagogies, research, ceremony, learning spaces, teaching practices and beyond.

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.   **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).

F.   **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

Fellowship Details
- Length of Fellowship: Two years
- Award amount: Up to $15,000 (max. $7.500/year) over two years
- Eligibility: LTL Fellows must be continuously employed by McMaster University for the duration of the Fellowship. Sessional instructors, graduate students, and other 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 MIgrants@mcmaster.ca no later than **Friday, April 16th, 2021 at 4:30PM.**

2. **Letter of Support from Department Chair:** The Letter of Support from the Department Chair should be submitted by the Chair **separately** from the Application Form to MIgrants@mcmaster.ca no later than **Friday, April 16th, 2021 at 4:30PM.**

Application Deadline
Deadline for submitting an application is: **Friday, April 16th, 2021 by 4:30PM.**

If you have any questions about the application or the submission process, please feel free to contact Melec Zeadin (MIgrants@mcmaster.ca).

Announcement of 2021-2023 Fellowship Recipients
Week of May 24th, 2021

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 Teaching and Learning Grants Virtual Welcome Event in June 2021 where grant recipients will be announced and celebrated.
- Submit a detailed annual report (template will be provided) at the end of year one as funding for year two of the Fellowship is contingent on this submission.
- Attend the **Leadership Fellows Retreat** in Summer 2021 and present their research project at a future **SoTL Symposium Network**.