



MacPherson Institute

Educator Development Program Review: Executive Summary



PAUL R. MACPHERSON INSTITUTE
FOR LEADERSHIP, INNOVATION
AND EXCELLENCE IN TEACHING





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2018 Teaching & Learning Review

In 2018, the Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching led a review of teaching at McMaster University. As a result of the review, one of the recommendations was to evaluate the broad (but fragmented) range of program offerings [within the MacPherson Institute] to ensure that they: 1) provide a broad spectrum of support to a wide range of faculty members in flexible formats that lower barriers to engagement, and 2) form a coherent and connected suite of activities, events, initiatives and programs.

2021 Educational Development Program Review and Recommendations

At the MacPherson Institute, the Educator Development Program delivers professional development in teaching that engages educators throughout their careers (TAs, graduate students, postdoctoral fellows, instructors, faculty, and staff) in order to enhance the student learning experience. The program consists of 12 core activities: 1) Teaching & Learning Forum, 2) Teaching and Learning Certificates of Completion Program, 3) Educational Development Fellows Program, 4) Departmental Retreats and Workshops (non-IQAP focused), 5) New Faculty Programming, 6) Faculty Mentorship Programming, 7) Teaching and Learning Networks, 8) Educator Enhancement Program, 9) Instructional Skills Workshop / Facilitator Development Workshop, 10) Course Refinements and Observations, 11) Resource Development, and 12) Consultations with a Pedagogical Focus.

To review these activities, MacPherson Institute staff examined data related to participation, satisfaction, and opportunities for enhancement and developed a comprehensive program

review report. This report was shared with representatives from various stakeholder groups, as well as an advisory committee, for their feedback and recommendations. Based on these consultations, the following recommendations were put forward:

1. Streamline the program's activities.
2. Continue to balance synchronous and asynchronous professional development in teaching offerings to meet the needs of broad stakeholders. With the likely return to campus for some instructors and students in the Fall 2021 term, it is also recommended that professional development in teaching offerings be developed on and for hybrid learning.
3. Make the connection within programming more visible by providing a pathways model that depicts the program activities and outlines how stakeholder groups may most sensibly engage in the activities.
4. Address the communications and promotion barriers identified by the stakeholders, including making the value of engaging in educational development more explicit.
5. Address the time and scheduling barrier identified by the stakeholders (e.g., schedule activities when stakeholder groups are most available).
6. Increase consultation and collaboration with campus partners.
7. Further recognize and address issues related to accessibility, equity, diversity, inclusion, and decolonization in programming, and strengthen ties with associated campus partners.

Over the next year, the MacPherson Institute will be implementing changes to the Educator Development Program, based on the above recommendations, to enhance programming.

Sincere thanks to the MacPherson Institute staff, stakeholder representatives, and advisory committee members who shared their thoughts, reflections, and recommendations to enhance the Educator Development Program.