



## 2022 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 to preserve this tradition by offering the Leadership in Teaching and Learning (LTL) Fellowship grant program. The Leadership in Teaching and Learning Fellowship draws funding from "The Paul MacPherson Teaching Fellowship" trust with a goal of supporting the teaching and learning research activities of faculty at McMaster. 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 Welcome Event in August this year and will also be invited to participate in the Annual Leadership Fellows Retreat in November. Throughout the duration of their fellowship, they will participate in regular update meetings with their LTL peers as a mechanism to "lead from within". In the first year, Fellows will focus on designing and implementing their projects, and consider how they will plan to share the results and impacts of their projects with various communities. In the second year, Fellows will focus on disseminating the results/impacts of their project with stakeholder communities as a mechanism to "lead beyond" their LTL cohort group. In doing so, fellows will work to share and guide the adoption and implementation of their work with others at McMaster University.

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 four 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 are encouraged to align their project ideas to the four priority areas of the Partnered in Teaching and Learning Strategy. Please see ***McMaster's Partnered in Teaching and Learning Strategy*** for more information:

<https://provost.mcmaster.ca/app/uploads/2021/06/McMaster-TLStrategy-Web-final.pdf>.

Here are a few examples/project inspirations that might be helpful to consider:

### 1. Partnered and interdisciplinary teaching and learning

- What does it mean to be a 'partner' in teaching and learning?
- How might we (inspire curiosity by) engage(ing) students as active partners in learning?
- What are the obligations within partnership?
- When is interdisciplinary learning helpful and when does it cause challenges to teaching and learning?
- How might teaching and learning incorporate expansive ways of knowing?
- How has experience-based learning changed the role of post-secondary institutions?
- How might an institutional definition for "experience-based learning" help enhance and expand experience-based opportunities across a post-secondary institution?
- What land-based education opportunities are finding success at post-secondary institutions?
- Or your own unique question

### 2. Inclusive and scholarly teaching

- What does inclusivity look like in online, blended, and face-to-face classroom settings?
- How can teaching practices foster a sense of belonging in students?
- How might we remove barriers that limit instructors' willingness to take risks in their teaching practices?
- What approaches can post-secondary institutions use to support innovative and research-based teaching practices?
- How might we incorporate authentic assessment in blended and online learning environments?
- What benefits does a multi-faceted approach to teaching evaluation offer?
- Or your own unique question

### 3. Active and flexible learning spaces

- How can scheduling be adapted to be more aligned with pedagogical best practices and our changing learning environment?

- What necessary shifts need to occur in our understanding of “learning spaces” to make them more accessible (i.e. barrier-free; supportive; aligned with policies)?
- How can a Digital Learning Strategy be used to improve both online and face-to-face learning experiences across campus?
- What barriers exist for technology integration in the classroom?
- What is the impact of online and virtual learning environment on the student experience?
- How can a course be designed as truly hybrid?
- Or your own unique question

#### 4. Holistic and personalized student experience

- What are some “just in time” strategies for supporting students making the transition to post-secondary studies?
- How might we extend post-secondary supports beyond the first-year student experience?
- How can we increase student belonging after a period of remote learning?
- What does it mean to engage students holistically?
- How can we remove barriers to create opportunity for personalized educational experiences for post-secondary students?
- How can we reimagine “campus life” to include a more holistic picture of the student (e.g. students’ families, communities, and virtual lives)?
- What does it mean to foster belonging, dignity, and safety for our learners?
- Or your own unique question

### 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 instructors or faculty continuously employed by McMaster University for the duration of the Fellowship and teaching within one of McMaster’s Faculties (Business, Engineering, Science, Humanities, Social Sciences, Health Science and/or Arts & Science). LTL Fellows and are encouraged to apply as a primary applicant. Sessional instructors, graduate students, and other appointments may be supporting collaborators. Previous/current LTL Fellows may reapply for another LTL Fellowship only once they have successfully completed and disseminated their project outcomes as outlined in their initial LTL proposal submission.
- **Candidacy Considerations: Strong candidates will prepare applications that demonstrate their interest and plans for developing their educational leadership capacity. This should include ideas for how the fellow will practice and grow as an educational leader at McMaster University through the implementation of their project plans**

### Application Requirements

1. **Completed Application Form:** Proposals must be submitted in a single document to [MIgrants@mcmaster.ca](mailto:MIgrants@mcmaster.ca) no later than **Wednesday, June 22<sup>th</sup>, 2022 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](mailto:MIgrants@mcmaster.ca) no later than **Wednesday, June 22<sup>th</sup>, 2022 at 4:30PM.**

## Application Deadline

Deadline for submitting an application is: **Wednesday, June 22<sup>th</sup>, 2022 by 4:30PM.**

If you have any questions about the application or the submission process, please feel free to contact Kris Knorr ([MIgrants@mcmaster.ca](mailto:MIgrants@mcmaster.ca)).

## Announcement of 2021-2023 Fellowship Recipients

Week of July 20<sup>th</sup>, 2022

## Expectations of LTL Fellowship Recipients

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

- Attend the Teaching and Learning Grants Welcome/Orientation Event in August 2022 where grant recipients will be announced and celebrated.
- 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.
- 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).
- Meet regularly with an assigned MacPherson Institute Educational Developer/MI Grants Team/Designated Research Square to provide project updates, request supports etc.
- Attend the **Leadership Fellows Retreat** in Fall 2022 and present their research project at a future **Innovations in Education Conference**.
- Participate in the Leadership in Teaching and Learning Research Square/other research/cohort opportunities.
- Attend workshops within MI or at McMaster to help advance project progress (i.e. connected to MI's Certificate of Completion program/campus workshops).
- 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.
- Participate in the Leadership in Teaching and Learning Writing Workshop in May 2024.

## Defining Research at McMaster:

- Please see *McMaster's Research Accounts Policy, Appendix B "Research vs. Operating Activities"*, page 6 to review which activities count as research vs. operational:  
<https://research.mcmaster.ca/app/uploads/2019/06/Research-Accounts-Policy2.pdf>