Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching

Strategic Plan Final Report

2019–2022

McMaster University

Message from the Director, Lori Goff

I am so pleased to be able to share the final accomplishments from the MacPherson Institute's 2019 – 2022 Strategic Plan. This strategy was the result of an incredible amount of work from our staff and many contributors who offered feedback, direction, and recommendations. It marked the culmination of exploring who we are and what we do, and became our formal commitment to a revised direction to deliver impact and value for our teaching and learning community.

In response to the recommendations from the 2018 external review on Teaching and Learning, this Strategic Plan also outlined a new vision, mission and mandate that would act as our guiding compass to reinvigorate collaboration and partnerships with our community. We could not have predicted how important this compass would be as we navigated the disruption and ongoing uncertainty of the pandemic beginning in March 2020. Many of the early initiatives completed in 2019 helped to create the roadmap for how we would offer instructional continuity support through the transition to remote teaching and learning in 2020—and importantly, how we would continue to deliver on our strategic initiatives.

In 2019 we set out to complete 59 strategic initiatives across 10 objective areas. I am happy to report that we have successfully delivered on 51 of those initiatives—with four more in progress and only four postponed due to the pandemic—and made substantial and impactful progress on all 10 of our overall objectives. This would be an incredible achievement on its own, but it is even more incredible given the circumstances we faced during a global health crisis that forever changed the way we teach and learn.

We would not be where we are today if not for the sincere feedback we received while developing the plan and the genuine collaboration with colleagues over the past three years to bring the plan to life. I am grateful to our Faculties, campus partners, and the many individual members of our teaching and learning community who have contributed to the design and delivery of these initiatives. I am also humbled by the engagement and support we received as we connected and reconnected throughout the past three years to ensure our compass was still pointing us in the right direction.

Please accept my deepest appreciation and gratitude for helping us further our vision to cultivate an environment where learning deeply matters and teaching is valued and recognized by the collective McMaster community.

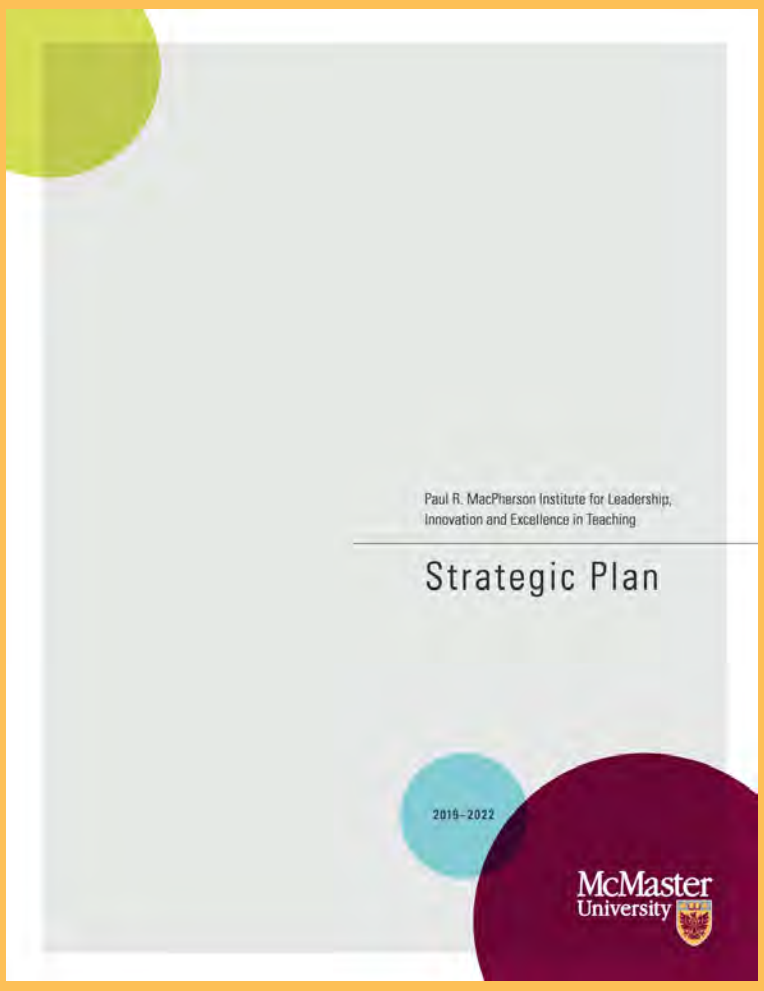
Lori Goff

Director, Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching.

Rationale for 2019-2022 Strategic Plan

Beginning in 2018, the MacPherson Institute worked in consultation with the then-Provost and now President of McMaster University, Dr. David Farrar, and his teaching and learning review advisory board to collect data from Deans, Associate Deans, instructors, staff and other campus partners in teaching and learning to complete a self-study. In addition, an external review, which included a site visit and the submission of a detailed report with recommendations, was performed by teaching and learning professionals from outside McMaster University.

The results of the self-study and the external review informed the development of our vision, mission, mandate, objectives and the various strategic initiatives that encompassed the MacPherson Institute Strategic Plan 2019-2022.



Mission

We collaborate to explore, enhance, support, and recognize teaching and learning experiences at McMaster.

Mandate

We partner with, support, and connect diverse groups of educators* by:

- Creating and delivering professional development that engages educators* throughout their careers in teaching and learning in order to enhance the student learning experience.
- Facilitating curriculum development and revision that fosters continuous enhancement and engagement in learning.
- Supporting, conducting, and recognizing teaching and learning scholarship** that has the capacity to develop, inform, and enhance educational initiatives and student learning.
- Encouraging and elevating the pedagogical use of educational technologies and creative solutions to enhance teaching and learning.

Vision

Cultivating an environment where learning deeply matters and teaching is valued and recognized by the collective McMaster community.

*Educators is intended to include, but is not limited to, community partners, faculty, graduate students, librarians, post-doctoral fellows, sessional instructors, staff, teaching assistants, and undergraduate students.

**Given the wide range of approaches to and understandings of teaching and learning inquiry, we use 'teaching and learning scholarship' here as an inclusive, umbrella term. It is intended to encompass all kinds of scholarly work focusing on teaching and learning, including (but not limited to) discipline-based and other forms of educational research, Scholarship of Teaching and Learning (SoTL), and scholarship of application and integration connected to teaching and learning.

Priority Areas

Partnerships

Connecting and collaborating with the McMaster communities.

Teaching and learning at McMaster is owned and shared by the community. To achieve the MacPherson Institute vision, the team must actively and responsibly cultivate relationships with our stakeholders and collaborate to create an environment where learning matters and teaching is valued. This priority area led to a focus on continuously improving partnerships and communication with the McMaster community.

Programs and Services

Supporting teaching through scholarship, supports and activities in order to foster positive student-centered learning.

The scholarship, programs, and activities at the MacPherson Institute are designed, delivered and evaluated with the aim of supporting the teaching and learning communities to enhance and enrich the student learning experience. This priority area focused on ensuring that the MacPherson Institute programs and services are meeting the needs of McMaster's educators, and ultimately, its students.

Process

Committing to procedures and policies that support the Strategic Plan and the culture of McMaster and the MacPherson Institute.

To do the work you value, the MacPherson team must continually assess and refine partnerships, programs, and services to ensure we are delivering on our promise to support and collaborate with the McMaster community. This priority area established new processes and refined existing processes to address the work and culture of the MacPherson Institute.

Each priority area included several strategic objectives, ten in total, that were comprised of thoughtfully constructed initiatives in the form of actionable projects or tasks. Initiatives related to the external review team's recommendations were prioritized for Year 1. Year 2 and Year 3 initiatives either evolved from existing Year 1 initiatives or were added as a result of new opportunities or challenges encountered throughout the course of the strategy. An overview of strategic initiatives and completion status can be found in the Appendix.

Partnership Accomplishments

1

Strategic Partnerships

Objective: Develop and foster key strategic partnerships across the institution. Establish, renew, maintain, and enhance partnerships and relationships with teaching and learning communities within and beyond McMaster.

Year One Accomplishments:

» Staff roles and responsibilities within MI* were assigned to cultivate partnerships with internal teaching and learning stakeholders to advance our mission and of McMaster University.

» The Inclusive Teaching Guidebook was developed with the Equity and Inclusion Office (EIO) and launched.

» In partnership with key institutional partners, MI contributed to new professional development opportunities that enable educators to foster positive learning spaces that support student mental health and wellness.

Year Two Accomplishments:

» Working relationships were formed based on three areas of collaboration: strategic, support and technology tools. An online proctoring steering committee featured collaboration between University Technology Services (UTS) and MI with both groups selecting and successfully implementing Respondus in October 2020.

» A web conferencing review was completed in May 2021, leading to consolidation of web conferencing options to simplify faculty and student choices.

» Avenue to Learn and Mosaic integration successfully connected the Human Resources (HR) module of Mosaic to Avenue to Learn and changed the frequency of updates to HR training from once a day to every fifteen minutes.

» The Course Outline Portal project was re-launched after a pause due to the pandemic and a needs analysis was completed. The portal will facilitate a centralized and consistent process for creating, storing, disseminating, accessing, and archiving course outlines.

Year Three Accomplishments:

» The procurement phase of the Course Outline Portal project was completed in November 2021 and an agreement was signed with the vendor, Simple Syllabus. A standard template, following the Undergraduate Course Management Policies, is being integrated into Simple Syllabus. All undergraduate instructors will be asked to use the portal beginning in Winter 2023 term. This initiative is still in progress.

» Working with EIO, MI began the process of increasing our ability to advise on topics related to equity, diversity, inclusion, and accessibility in teaching and learning. EIO provided three staff training sessions to all MI staff and continues to consult on how to embed anti-racist approaches into our work.

» The MI Curriculum Development team successfully led the revision of the IQAP policy. The policy revisions, approved by Senate in January 2022, included the incorporation of equity, diversity, inclusion, and accessibility considerations in the program review and new program proposal processes.

» MI and EIO also worked together to complete recruitment for new educational developer positions (accessibility, anti-racist pedagogies, and Indigenous andragogies).

» Strategic collaborations with other institutions on the use and evaluation of educational technologies and advances of digital pedagogies will continue pending further support from the eCampus Virtual Learning Strategy.

**MI refers to the Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching. Throughout the remainder of the report we will refer to the MacPherson Institute as "MI".*

Partnership Accomplishments

2

Shared understanding of the values of the Scholarship of Teaching and Learning (SoTL)

Objective: Collaboratively develop and communicate a shared understanding of the value of teaching and learning scholarship and why it is important for McMaster.

Year One Accomplishments:

» A network was developed that was comprised of individuals and units on campus already engaged in and valuing teaching and learning scholarship in all its forms.

Year Two Accomplishments:

» A survey was designed and used to understand the breadth of teaching and learning scholarship taking place across faculties at McMaster University. The goal was to identify the ways faculty and staff name and describe systematic inquiry into teaching and learning, how they engage with scholarly literature on teaching and learning, and how they are motivated to conduct research on teaching and learning.

Year Three Accomplishments:

» Through the analysis of the SoTL survey, and follow-up qualitative interviews conducted with instructors at McMaster, a working paper was completed. This process highlighted that teaching and learning scholarship is primarily recognized and valued as "Research on Teaching and Learning."

» Connected to the working paper, a statement on the significance of "Research on Teaching and Learning" was also developed. The paper and statement will help advocate for taking steps to embed the recognition of teaching- and learning-related research into policies and procedures at McMaster and across Faculties.

» Next steps include disseminating and presenting the key findings from the working paper with different stakeholder groups and campus partners to help ensure there is advocacy for valuing teaching and learning research at all levels across campus.

Partnership Accomplishments

3

Contribution to institutional teaching and learning strategies

While there are important institutional teaching and learning priorities that exceed the mandate of MI, there were opportunities for MI to contribute to these priority areas while the appointment of a Vice-Provost (Teaching and Learning) was pending.

Year One Accomplishments:

» A Teaching and Learning Advisory group was created by the Vice-Provost (Faculty) and the role of MI representatives were established.

» The McMaster Teaching and Learning Advisory group was consulted on the development and early implementation of the MI Strategic Plan and future initiatives were discussed.

Year Two Accomplishments:

» The Director of MI and the acting Vice-Provost (Faculty) created a Project Team and Steering Committee to begin the creation of a Teaching and Learning Strategy for McMaster.

» An environmental scan was conducted along with consultations with other universities, followed by consultations with over 300 people at McMaster to identify priority areas for McMaster's Teaching and Learning Strategy. With endorsement from President, Provost, Deans and Associate Deans the Partnered in Teaching and Learning (2021-2026) strategy was launched in May 2021.

» Stronger working relationships were developed between MI and its partners in the Library, McMaster Continuing Education (MCE), University Technology Services (UTS), Equity and Inclusion Office (EIO), Student Accessibility Services (SAS), Office of Community Engagement (OCE), Academic Integrity Office (AIO), and others. Some formal strategic work began through the Equity, Diversity, and Inclusion and Teaching and Learning Implementation Working Group, and through the Teaching and Learning Technology Committee and Tech Round Table.

» The McMaster Teaching and Learning Advisory met to provide input on the development of the Partnered in Teaching and Learning Strategy. The group reviewed its function and role, and it was recommended to become more closely aligned with the strategy implementation.

Year Three Accomplishments:

» While waiting on the Vice-Provost Teaching and Learning position to be determined, MI made some progress on reviewing how teaching and teaching development are supported, assessed, and recognized in faculty careers. An Evaluation of Teaching advisory group was created to articulate McMaster's desired culture around teaching and learning, to review current practices for evaluating teaching, and to propose recommended steps. Three implementation groups were subsequently launched to review and refine:

- McMaster's teaching portfolio guidelines to focus on reflective and scholarly teaching, teaching development goals, and progress;
- McMaster's end-of-term course evaluations to focus on student experience and feedback of their learning experiences, rather than evaluation of teaching;
- Processes to support the peer review, peer observation and peer feedback on teaching.

» A small project team from the Office of the Provost, UTS and MI began work on a Digital Learning Strategy in the Fall of 2021. The strategy will take a pedagogical and evidence-informed approach to make decisions around what pedagogies, modalities and technologies will optimize learning. The project team consulted with a wide variety of cross-campus groups during Phase 1 and 2 (Fall 2021 and Winter 2022) on refining the draft vision, principles and priorities of the strategy. A cross-representational steering committee has been formed to guide the development and prioritization of actions and initiatives over Spring 2022 with a goal of launching the strategy by Fall 2022.

» In April 2022, Kim Dej was announced as the new Vice-Provost Teaching and Learning. We will continue working closely on supporting the Partnered in Teaching and Learning Strategy.

Partnership Accomplishments

4

Communication

Objective: Implement a communication strategy for MI.

Year One Accomplishments:

» MI hired a Manager of Communications who developed a collaborative and consultative communications strategy for both internal and external stakeholders.

» A redesigned MI website was launched.

Year Two Accomplishments:

» A detailed content strategy was developed to address knowledge exchange initiatives and expand on other communications opportunities to share teaching recommendations (Teaching Tips of the Week), success stories (Focus on Teaching articles), best practices (How-To articles), announcements and promotional pieces. This content is regularly posted to the Teaching and Learning Blog and the strategy continues to evolve to include shared content between central communications and the Office of the Provost.

» The Communications team worked across mandate areas and with Faculty-based teams to identify and include performance metrics for the Strategic Plan progress report, Pandemic Response report, Deans' reports, and the Year in Review report.

» Website metrics, email campaigns, social media engagement and other activities continued to be monitored to ensure communications strategies were reaching the intended audiences. These activities were validated by qualitative data collected during the Fall Experience Survey, Staff Engagement Survey and Deans' meetings.

Year Three Accomplishments:

» To support the annual celebration of teaching and learning at McMaster, MI identified several new and existing events and conferences that helped to contribute to this initiative, including:

- Teaching and Learning Month was first established in 2020 as an opportunity for educators, faculty, instructors and staff to participate in professional development and celebrate teaching and learning through a variety of programming.
- The Innovations in Education Conference combined MI's Research on Teaching and Learning Conference and the Learning Technologies Symposium to create a single event that would allow educators and staff to explore current issues and trends in teaching and learning related to educational technologies and scholarly research.

Programs & Services
Accomplishments

1

Faculty Liaison Model

Objective: Provide embedded, collaborative teaching and learning support in diverse ways that are sensitive to the varied Faculty/Program contexts, while also enhancing access to MI resources.

Year One Accomplishments:

» A Faculty Liaison model of service delivery was designed and piloted to provide on-the-ground teaching and learning support within the faculties, departments, schools and programs.

» A communications plan was developed and implemented for the Faculty Liaison model.

Year Two Accomplishments:

» A comprehensive data collection process was undertaken for the Faculty Liaison model and a report was completed outlining strengths and challenges. Findings indicated the model had a very positive impact on MI's relationships with academic campus partners, particularly in terms of our ability to support faculties in remote teaching and learning conditions. Findings also indicated the need for some refinement to better define the roles of those involved with liaison work, enhance communication mechanisms, and consider the long-term implications of increased support pressures as a result of the pandemic.

Year Three Accomplishments:

» Refinements were made based on feedback in Year 2. MI continues to support the faculties using the Faculty Liaison model of service delivery with plans for regular assessment and refinement of processes and supports as an ongoing initiative.

Programs & Services
Accomplishments

2

Programs, Supports and Resources

Objective: Evaluate MI's broad range of program offerings and resources to ensure they provide a broad spectrum of support to a wide range of educators in flexible formats that lower barriers to engagement.

Year One Accomplishments:

» An online library was developed and curated to hold resources on a broad variety of teaching and learning topics, including educational technologies and teaching and learning scholarship.

» A mentorship program for new Faculty members was developed and piloted in the Faculty of Science.

» In partnership with other units, MI supported educators in embedding experiential and community-engaged learning in courses.

Year Two Accomplishments:

» A comprehensive review was conducted of the Educator Development programming including a self-study and in-depth stakeholder feedback from across campus. The Program Review Advisory Committee reviewed and endorsed recommendations for refinement, an Executive Summary was shared, and MI staff planned for implementation of recommendations in Year 3.

» A new "Professional Development for Teaching" course was developed to include 16 asynchronous, self-paced modules on topics such as: motivating and engaging students online, active learning, media creation skills, and more.

» A new "Learning to Teach Online" course was launched to provide foundational building blocks of an engaging online learning experience for educators.

Year Three Accomplishments:

» Based on the recommendations from the Educator Development program review, a new "pathways" model was developed to streamline existing MI activities across all central programming areas, to make programming more comprehensible and accessible to stakeholders. Changes were identified to streamline program activities (e.g., the Course Consultants Program merged with the Course (re)Design workshop), to balance synchronous and asynchronous professional development and to address promotion and scheduling barriers. Further improvements will occur as part of ongoing operational review and as conversations related to accessibility and equity in our own programming continue.

» After collecting feedback on the existing program review process, MI refined its program review process to take a more holistic approach, to continue to invite external stakeholders to engage in that review process, and to focus on mandate areas. The schedule of reviews was refined with a goal of completing all program reviews at the same time with project management and project support from the Associate Director (Central Programming). The next review of programs will take place in 2024.

» In responding to the readiness of the University for engagement with microcredentials, MI developed an online resource describing what microcredentials are and contextual factors at McMaster to consider in developing a microcredential. In a further effort to support the campus community we developed and offered a workshop on developing microcredentials that will continue to be available for groups and programs interested in exploring this work.

» In our next strategic plan, we will consider carrying forward initiatives to support educators in addressing the needs of international students and to develop a shared understanding across MI of the Calls to Action in the Truth and Reconciliation Commission and how best MI can contribute to this work.

3

Educational Technologies

Objective: Establish, renew, and maintain partnerships and relationships across the institution related to educational technology.

Year One Accomplishments:

» A project intake process was launched to enable campus users to request MI's support with online and blended course development and media production.

» A review was conducted of McMaster's Learning Management System (LMS), Avenue to Learn, and a plan was implemented to collect feedback and needs from instructors and students on an annual basis.

Year Two Accomplishments:

» Virtual training sessions and drop-in sessions, held throughout the year, were aimed at building instructor confidence and competency with online teaching and included such topics as:

- accessible document creation
- preparing to teach online
- facilitating online discussions
- teaching using the various institutionally and provincially-supported technologies

» More than 20 video resources and guidebooks related to teaching remotely were created to support online teaching.

» A new user-friendly Avenue to Learn home page was developed to provide enhanced organization and navigation for course instructors and students.

» MI partnered with UTS, Campus Classroom Technologies (CCT), EIO and others from across campus to build resources on the technical and pedagogical use of institutionally supported tools and the creation of accessible teaching materials.

» MI provided resources, guidance and support for provincially-licensed technologies including PressBooks, H5P and Hypothes.is.

» MI partnered with the Library and the Office of the Provost to support the creation, adaptation and use of Open Educational Resources (OER) within the McMaster community through the OER grant opportunity.

Year Three Accomplishments:

» In Year 3, after consideration and exploration of viability, it was determined that a business model for online and blended course development and media production support would not be pursued.

» The OER Grant opportunity distributed $42,000 in support of 8 creation and 3 adaptation projects in its first two years, with an additional $26,000 available for open education project proposals in the final year of its initial pilot.

4

Strategy and Programming for teaching and learning scholarship

Objective: Design, implement, and evaluate a strategy for supporting, conducting, and recognizing teaching and learning scholarship, and review and refine related programming available through MI.

Year One Accomplishments:

» Strategies for supporting, funding, conducting, and recognizing teaching and learning scholarship were further developed and refined within MI.

» The integration of the Leadership in Teaching and Learning (LTL) Fellowships Program into the MI's Scholarly Teaching team was finalized and MI's Grants and Fellowships were refined, streamlined, and enhanced.

» Strategies were developed for disseminating teaching and learning scholarship across campus including creating content for Staff Picks (research summaries written by Educational Developers), sharing knowledge exchange content in the Memo (MI's weekly e-newsletter), creating revisions to current Student Partners Program and Teaching and Learning Grants Annual Reports to include summaries of research, and exploring options for Google Scholar to highlight publications and grant activities.

Year Two Accomplishments:

» In collaboration with five student partners and three graduate Educational Development Fellows, MI led a series of knowledge exchange initiatives including the launch of MI Picks (short collections of summarized teaching and learning articles), the development of a knowledge exchange literature synthesis paper and updated knowledge exchange metrics and tracking.

» New metric tracking included updating annual reports for all grant recipients to track their knowledge exchange and scholarly contributions, adding publications to Google Scholar, uploading conference presentations to MacSphere and updating the MI website.

Year Three Accomplishments:

» To ensure MI's programming continues to closely align to the directions of the University, the priority areas for Teaching and Learning Scholarship were updated to align with the Partnered in Teaching and Learning Implementation Strategy for the following areas of focus:

- Partnered and Interdisciplinary Teaching and Learning
- Inclusive Excellence and Scholarly Teaching
- Active and Flexible Learning Spaces
- Holistic and Personalized Student Experience.

Process
Accomplishments

1

Organizational design and culture

Objective: Renew the organizational design and culture to align with the execution of the mission, mandate, vision and the Strategic Plan.

Year One Accomplishments:

» A collaborative, consultative process for organizational redesign was developed and implemented to incorporate staff input and coaching on change process.

» MI core values were embedded in hiring decisions, individual staff meetings and staff meetings.

» An external consultant was hired to help guide the initial development of a thriving leadership team that aims to cultivate a positive workplace environment for staff to work and contribute productively to MI's mission and mandate.

Year Two Accomplishments:

» A plan to reflect on and assess MI's organizational structure was implemented in May 2020. All staff were invited to provide input and feedback through informal pulse checks followed by a formal staff engagement survey. Results showed that MI had high levels of staff engagement, strength in supervisory relationships and positive workplace satisfaction. Results also identified the need to develop mechanisms for better feedback on work performance and recognition, refreshing core values, and enhancing communications. Short and longer-term plans were developed to improve the organizational design and culture.

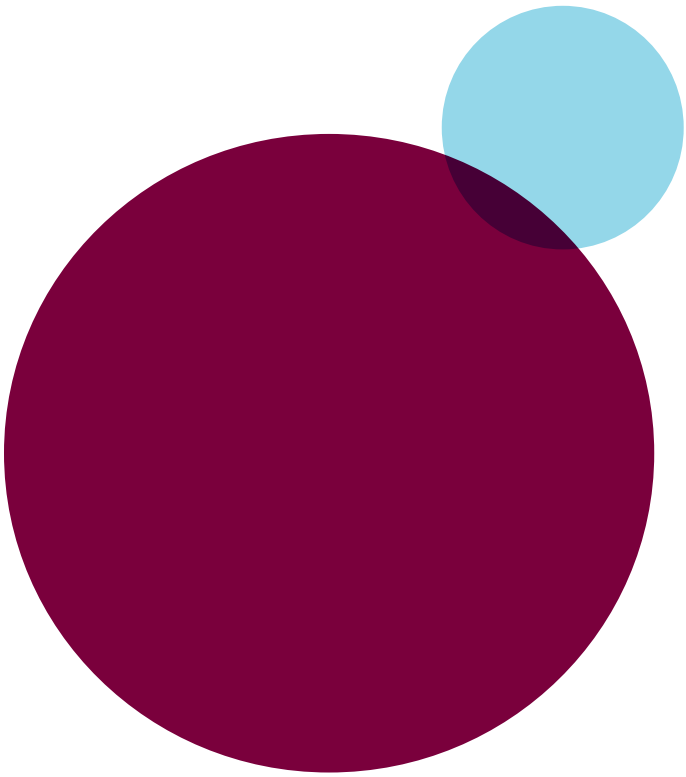
» Based on the 2018 external review, the leadership team was identified as a necessary structure to review to ensure it was aligned to the refined mandate. A new leadership team structure was proposed, and after consulting with and collecting feedback from staff, leads, Associate Directors, the Office of the Provost, UNIFOR, and HR, a refined leadership team structure was finalized and implemented.

Year Three Accomplishments:

» MI considered ways in which equitable and consistent approaches could be applied to all staff positions across MI, regardless of type of appointment. Two pressing areas were identified that were being implemented inconsistently at MI:

- Use of flexible time and flexible working arrangements
- Onboarding and offboarding processes

» As such, a Flexible Work Arrangements Guide was drafted, refined and launched to provide definitions and explanations of different types of flexible working arrangements, example scenarios, and considerations for communication. With the support of our HR Strategic Partner, a hiring and onboarding guide and an offboarding guide were created for use by all MacPherson Institute supervisors that includes checklists, flowcharts, and templates to bring consistency to the processes.



Process
Accomplishments

2

Mission, Mandate and strategic plan

Objective: Operationalize, communicate and evaluate MI's mission, mandate, vision and Strategic Plan.

Year One Accomplishments:

» After many consultations across campus, MI refined its vision, mission, mandate and built a 3-year strategic plan to address the external review team's remaining recommendations. This plan was launched in June 2019.

» A progress report for Year 1 accomplishments was prepared, published to the MI website, and initiatives for the remaining two years of the plan were finalized.

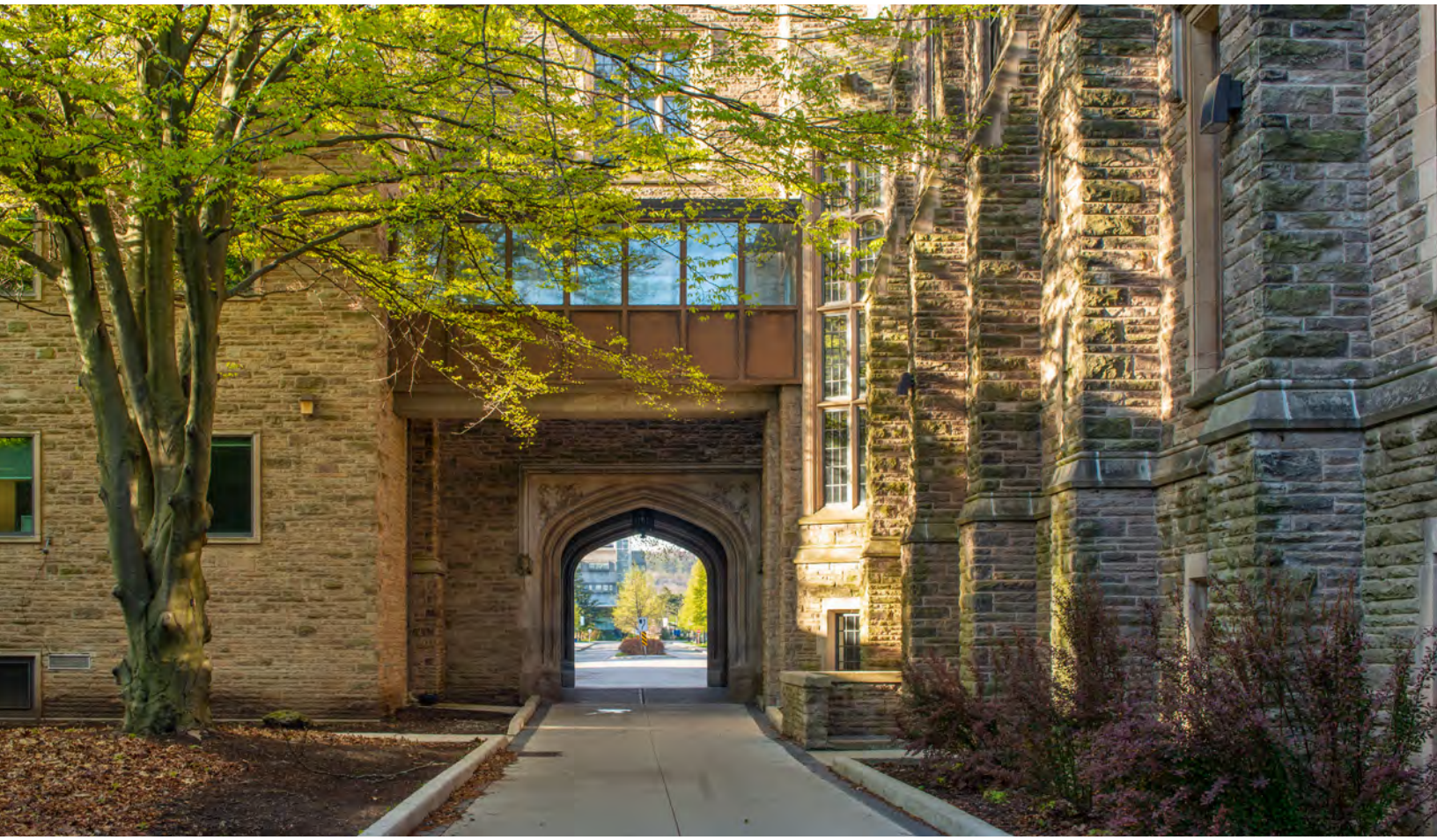
Year Two Accomplishments:

» MI reviewed methodologies to assess the impact of the Strategic Plan implementation and proceeded with plans to prepare the annual Strategic Plan Performance Report, the Year in Review report and the Deans' Reports to outline the impact of initiatives within the Strategic Plan.

» Operational activity continued with intentions to include a future metric that represents the reach of MI across the campus.

Year Three Accomplishments:

» Reporting on and communication of MI's progress towards meeting its overall strategic objectives and year 3 initiatives will be included in the Year in Review and Strategic Plan Final Performance Report.



Strategic Plan: Final Reflection

Developing a comprehensive and time-bound Strategic Plan was an enormous milestone for the MacPherson Institute. We took care in preparing a self-study of our operations, soliciting and analyzing both internal and external feedback, reviewing recommendations, considering strategic teaching and learning directions of other leading universities, listening and articulating the priority areas that needed attention, consulting with campus colleagues on draft versions of the strategic plan, and refining at each step in the process.

As I noted earlier, the MacPherson Institute 2019-2022 Strategic Plan was a critical compass in guiding our work over the past three years, but it has also been a helpful tool in explaining what the MacPherson Institute does for those we support in our teaching and learning community. Over the years we've had many names, many leaders and many different focus areas. In developing, implementing, and socializing our Strategic Plan, we found we were better able to define who we are and what we do—both for ourselves and for our stakeholders at McMaster.

Our clearly redefined mandate areas helped guide our work and organize our teams. Ensuring that we could report back to our stakeholders on our progress encouraged us to rethink how we collect and distribute success metrics. Identifying institutional core values has helped us make difficult decisions while leaning on trust, transparency and compassion. These are just some of the positive experiences we've encountered through the development and delivery of our first strategic plan.

Through this process of reflection, we are also identifying areas of improvement as we begin planning for our next Strategic Plan. There is still work to be done in refining our mandate as we experience the pressures of growth and new areas of focus like online learning, accessibility, and equity, diversity and inclusion. We must also acknowledge the challenges of change and the fatigue that can follow ongoing disruption—such as the dramatic shift in programming demands and resulting refinements to our organizational structures that we've seen through the pandemic. We also recognize there are many different strategic plans emerging at McMaster and we must determine the best places for us to lead and the best places for us to follow with support amongst our campus partners. We will continue to grow and nurture the great partnerships we've developed over these past few years and look forward to seeing how we can build on these in our next plan.

As we take time now to reflect on the accomplishments of the past three years and look ahead with plans for our next plan in 2023, we are very proud of all that we have contributed to the teaching and learning community here at McMaster so far, and we are inspired by the work still to come.

On behalf of Lori Goff and the entire MacPherson Institute staff, we thank you for your support

Appendix

Partnerships

Develop and foster key strategic partnerships	Y1	Y2	Y3
Assign roles and responsibilities within the MacPherson Institute to cultivate partnerships with internal	✓		
Contribute to the Inclusive Teaching Guidebook with the Equity and Inclusion Office	✓		
Contribute to the leadership of the Course Outline Portal with the Library and Humanities Media and Computing and seek IT Governance endorsement	↻	↻	↻
In partnership with key institutional partners, contribute to the professional development that enables educators to foster positive learning spaces that support student mental health and wellness	✓		
NEW In collaboration with UTS, consider, evaluate and leverage learning technologies and approaches that would enhance teaching with technology at McMaster: Avenue/Mosaic integration, Respondus, Web conferencing review.		✓	
Facilitate opportunities for inter-institutional teaching and learning scholarship, collaboration and dissemination.	||	||	||
Initiate collaborative projects with educational technology teams from other Ontario PSE institutions.			✓
NEW Continue to partner with EIO to enhance inclusive and accessible curriculum development and teaching capacity within the MacPherson Institute and across campus.			✓✓

Collaboratively develop and communicate a shared understanding of the value of SoTL	Y1	Y2	Y3
Develop a network of individuals and units on campus already engaged in and valuing teaching and learning scholarship in all its forms.	✓✓		
In collaboration with this network, design and conduct an environmental scan of how teaching and learning scholarship is currently recognized and perceived on campus and beyond.	↻	✓	
Develop a working paper that draws on the literature and the environmental scan and makes recommendations about addressing the value of teaching and learning scholarship at McMaster.	↻	||	✓
Communicate the working paper in different campus contexts and gather input about the roles and value of teaching and learning scholarship in these contexts.			✓
Create a statement on the significance of teaching and learning scholarship.			✓
Work with the McMaster Teaching and Learning Advisory group and Vice-Provost Teaching and Learning to integrate this statement into relevant policies.			||
Develop and implement a strategy for communicating this statement across campus.			↻

Contribute to institutional teaching and learning strategies	Y1	Y2	Y3
Establish the role of the MacPherson Institute representatives on the McMaster Teaching and Learning Advisory Board.	✓✓		
Communicate with the T&L Advisory about implementation of Strategic Plan and invite discussion on future objectives and initiatives.		↻	
Pending appointment, support the VP(T&L) in the: 1. development of an integrated institutional teaching and learning strategy. 2. review of how teaching, teaching and learning scholarship, and teaching development are supported, assessed and recognized in faculty careers 3. coordination of operational issues that involve support for teaching and learning that span multiple campus units		✓✓	
Contribute input on the function of the McMaster Teaching and Learning Advisory group.	↻	✓✓	
NEW Contribute to the development of a clear digital learning strategy that enhances and complements the face-to-face experience.			↻

Implement a communication strategy for the MacPherson Institute	Y1	Y2	Y3
Develop a collaborative and consultative communications strategy for both internal and external stakeholders.	✓		
Launch a redesigned MacPherson Institute website.	✓		
Review and refine communications strategies.		✓✓	
Plan an annual celebration of teaching and learning innovation, scholarship, enhancement and achievement.			✓✓

Programs & Services

Provide an embedded liaison model of service for each Faculty	Y1	Y2	Y3
Design and pilot a Faculty Liaison program that provides on-the-ground teaching and learning support within the Faculties, departments, schools and programs and discuss how the impact of this program will be evaluated.	✓		
Develop and implement a communications plan for the Faculty Liaison program.	✓		
Evaluate and refine the Faculty Liaison program.		✓✓	
Evaluate MI's broad ranges of program offerings and resources	**Y1**	**Y2**	**Y3**
Determine the methodology to conduct a review of existing programming and engage in comprehensive program review and evaluation and ensure clear communications with the campus community on our activities.	↻	↻	✓
Implement changes recommended by program evaluation activities.			✓✓
Develop and curate an online library of resources on a broad variety of teaching and learning topics, including educational technologies and teaching and learning scholarship.	✓✓		
Develop and pilot a mentorship program for new faculty.	✓✓		
In partnership with other units, support educators in embedding experiential and community-engaged learning in courses.	✓✓		
Develop online learning opportunities on a broad variety of teaching and learning topics.		✓✓	
Support educators in addressing the needs of international students.			‖
Consider support for micro-credentials, badging and digital certificates.			✓✓
In partnership, develop a shared understanding across the MacPherson Institute of the Calls to Action in the Truth and Reconciliation Commission and determine how the MacPherson Institute can best contribute to efforts to decolonize the academy.			‖
Establish and maintain partnerships across the institution in educational technology	**Y1**	**Y2**	**Y3**
Launch a project intake process for our support with online and blended course development and media production.	✓		
Conduct a review of McMaster's Learning Management System (LMS), Avenue to Learn, and plan for ongoing collection of instructor and student LMS needs.	✓		
Develop a business model for online and blended course development and media production support.	↻	‖	✕
In partnership with McMaster's Open Educational Resources Committee, foster awareness, use, and development of open educational resources, including the creation of an online repository of openly-licensed teaching and learning materials created at McMaster.		↻	✓✓
Develop workshops, resources, and consultative approaches and more to foster flexible, equitable, technology-enhanced learning options.		✓✓	
Implement a strategy for supporting, conducting, and recognizing SoTL	**Y1**	**Y2**	**Y3**
Further develop and refine MacPherson Institute strategies for supporting, funding, conducting, and recognizing teaching and learning scholarship.	✓		
Develop a network of McMaster scholars engaged in teaching and learning scholarship.	✓		
Finalize the integration of the LTL Fellowships Program into the MacPherson Institute Research Area and streamline and enhance Fellowships and Grants processes.	✓		
Develop strategies for disseminating teaching and learning scholarship across campus.	✓✓		
Develop initiatives that support engagement with and application of teaching and learning scholarship.		✓✓	
Review and renew priority areas for teaching and learning scholarship.			✓

Process

Renew MI's organizational design and culture	Y1	Y2	Y3
Launch and operationalize the Strategic Plan.	✓		
Develop a methodology to assess the impact of the Strategic Plan implementation.	↻	✓	
Report on year one initiatives of the Strategic Plan and finalize future initiatives.	✓		
Annually assess and communicate the impact of the Strategic Plan implementation and refine future initiatives as necessary.	↻	✓✓	
Refine assessment and communication strategies related to the impact of Strategic Plan implementation.		✓✓	

Operationalize and evaluate MI's mandate and strategic plan	Y1	Y2	Y3
Develop and implement a collaborative and consultative process of organizational design that incorporates staff input and coaching on change processes.	✓✓		
Embody the MI core values by embedding these in hiring decisions, individual staff meetings and all staff meetings.	✓✓		
Build a thriving leadership team that cultivates a positive workplace environment for staff to work and contribute to the Institute's core mission and mandate.	✓✓		
Review the balance of continuing and contractual positions with consideration for a broadly equitable and consistent approach across the MacPherson Institute.			✓
Reflect on organizational design changes and refine as necessary.		✓✓	

Icon Legend

- ✓ Completed: initiative fully complete
- ✓✓ Completed: initiative fully complete and continues operationally
- ↻ In Progress: initiative started and in progress
- NEW New: initiative not in original Strategic Plan
- || Paused: initiative paused due to pandemic or other unforseen circumstances
- ✕ Stopped: initiative stopped

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