

Outlined in this report are the operational accomplishments from each of our mandate areas, pandemic response support initiatives and key highlights from the conclusion of our three-year Strategic Plan.

Metrics are reported based on the fiscal year (May 1, 2021 — April 30, 2022) unless otherwise noted.

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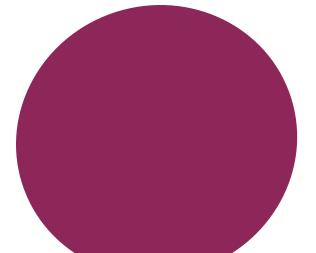
Message from the Director, Lori Goff

Our practices and approaches to teaching and learning continued to evolve through 2021 — 2022 as we worked through the fluidity of the pandemic. The fiscal year began with some signs of hope that we might be able to return to in-person learning spaces in the fall term. The summer months saw many preparing to deliver hybrid and flexible learning options to students in the fall, with plans to return to more in-person learning in the winter term. As the MacPherson Institute supported instructors and faculty members through these new transitions, we worked to deliver more consultative support and training opportunities through workshops, virtual drop-ins and online resources.

The start of winter term was briefly delayed as cases of the Omicron variant of COVID-19 increased substantially, and the government of Ontario introduced new restrictions. By February many students, faculty and staff had returned to the classroom for in-person learning. At the MacPherson Institute, we continued to support the teaching and learning community with our own flexible and hybrid programming formats as we navigated a return to campus for our own staff in late February. During this transition we took time to review our programming and assess the needs of our learners—who in many cases have found benefits to engaging with programming online. This led to intentional planning for the modality of our programming to ensure the best learning experience for participants was being considered.

Our liaison model of service, launched in 2019 and enhanced in 2020 and 2021, continued to demonstrate immense value for the teaching and learning community through the pandemic. As expected, when the model of service was designed, having a key contact with understanding of the unique contexts of each Faculty positioned us very well to respond to their individual needs with custom supports and resources. We continue to hear positive feedback from our campus partners about this approach and are deeply appreciative of the strong working relationships it has produced.

2021 also marked the official launch of the Partnered in Teaching and Learning Strategy. We worked in close collaboration with the Offices of the Provost and the President to ensure the Teaching and Learning Strategy aligned with the President's vision and institutional priorities to support teaching and learning. This exciting development will help guide and support our mandate areas at the MacPherson Institute and reinforces the commitment to and focus on teaching and learning in the academy.



Finally, 2022 marked the conclusion of our three-year Strategic Plan. With all that has happened over the past few years, it's hard to believe we were able to accomplish 51 of the 59 strategic initiatives we originally set out to complete. It has been a challenging three years, but immensely rewarding to see the results and impact of our work. Sincere thanks to McMaster's teaching and learning community and our many campus partners for supporting us and collaborating on these initiatives to bring them to life.

While much of the past few years has focused on adapting teaching and learning for remote and hybrid modalities to address the challenges imposed by the pandemic, 2022 is also an important year to think about how far we've come outside of the pandemic. This year we mark the 50-year anniversary of teaching and learning at McMaster. In that time the university has made tremendous progress to elevate teaching and learning. I am thrilled to see the support and recognition that the community is receiving as we implement new strategies and initiatives to support teaching and learning. Our team at the MacPherson Institute is excited to continue working closely with our campus partners to carry forward that momentum for another exciting 50 years.

Lori Goff

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

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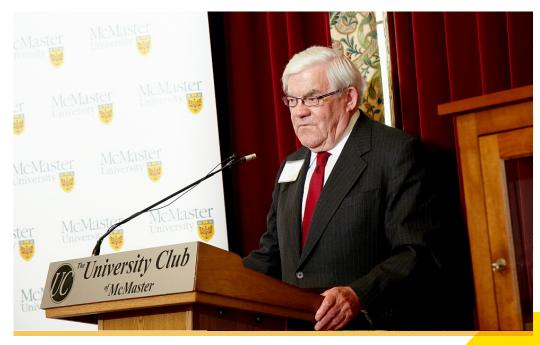
Remembering Paul R. MacPherson

Sadly, in 2021 we lost an important supporter of our teaching and learning community. Philanthropist Paul R. MacPherson passed away in August 2021—leaving behind a legacy of incredible impact. His support and generosity reached many students, instructors and staff at McMaster University and beyond.

Paul acknowledged that his own story of success was interwoven with the importance of education. His journey, from his academic career to business accomplishments, would seed the vision that would grow into his philanthropic passion. His roots inspired the Paul R. MacPherson Bursary to provide financial assistance to students from his high school hometown and his recognition of the role exceptional teachers played in his success would later translate to his generous donations to support teaching excellence at McMaster.

In 2016, following another donation from Paul, the "McMaster Institute for Innovation and Excellence in Teaching" was renamed the "Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching" in recognition of his ongoing support and generosity.

Over the past few years, as we've progressed through our strategic plan and re-focused our support on our teaching and learning community at McMaster, we have returned to Paul's original vision for guidance. The spirit of Paul's values and commitment to education remain embedded in the MacPherson Institute's vision statement:



Businessman, philanthropist, professor and McMaster grad Paul MacPherson '57 leaves a remarkable legacy – one that will continue to be felt at McMaster

for generations to come.



Click on image to read the tribute to Paul MacPherson.

to cultivate an environment where learning deeply matters, and teaching is valued and recognized at McMaster.

Paul's vision, shaped by his own life experience, has had a lasting and important impact on generations of students, instructors and staff at McMaster University and beyond. His generosity lives on through bursaries, fellowships and

donations that have allowed us to operate our Institute, but his legacy will live on in our work at the MacPherson Institute and in a thriving teaching and learning community at McMaster.

We are grateful to have known Paul and continue to be inspired by his vision, values, and generosity.

Professional Development in Teaching

Professional Development in Teaching activities support all McMaster educators (TAs, graduate students, postdoctoral fellows, instructors, faculty, and staff) as they strive to enhance their teaching and provide a positive student learning experience.

The MacPherson Institute designs and delivers a broad range of programming for educators throughout their careers from first time teaching assistants to those preparing for teaching awards. Our goal is to provide teaching development activities that are flexible, relevant to different teaching career stages and needs, and adaptable to unique disciplinary contexts.

380

Consultations, Meetings and Workshops across all Faculties, Arts & Science and Campus Partners.

Graduate Students & Postdoctoral Fellows engaged with EDUCATN Courses.

16

Participants in Instructional Skills Workshop.

894

Unique Faculty, Instructors, Staff and Graduate and Undergraduate Students reached through various programming and events.

9

Course Observations* completed with a total impact on

*Course
Observations
were opened up
to graduate
students in
winter term
2022.

537 students.

22

Participants in Course (re)Design with an impact on

3,000+ students

100% of New Faculty contacted from May 2021 – April 2022**

**92 individual new faculty members were contacted across all Faculties.

"The collaboration of units from all elements of the campus community to design and implement modern and necessary paid TA training was a huge success. While various offerings were available to certain TA groups prior to this initiative, being able to ensure campus-wide communication and training helps assure that both our TAs and the students they interact with will have the best possible experiences."

Doug Welch, Vice-Provost and Dean of Graduate Studies

"CUPE has long promoted paid TA training to ensure that TAs are well-equipped for in-class instruction. By securing access to paid TA training, over 3,000 TAs have finally obtained five hours of paid training to learn about their role in the classroom and understand teaching from an anti-oppressive lens. We're encouraged by this development and hope to build upon it and ensure that TAs have access to additional opportunities for paid TA training."

Chris Fairweather, CUPE President at McMaster University

Mandatory Teaching Assistant Training

Mandatory paid TA training launched at the start of the fall 2021 term. Teaching Assistants are now offered a combination of required and elective workshop topics through Avenue to Learn for a total of 5 paid hours of training. Workshops include TA Professionalism, Rights and Responsibilities Anti-Oppression, Indigenous Cultural Competency, Leading Effective Labs, Mental Health in the Classroom, Teaching Contentious Topics, An Overview of McMaster Supported Teaching Technologies, and more.

3,033

Teaching Assistants Completed 5 Hours of Mandatory TA Training

Curriculum Development

Curriculum Development activities focus on enhancing student learning experiences through academic program reviews and new program development. These supports are grounded in a philosophical approach that values student-centeredness and evidence-informed decision making.

Departments have access to support for the development and refinement of program learning outcomes, curriculum mapping, administration of site visits, coordination of the Student Curriculum Consultants program and guidance on the Quality Assurance and institutional curriculum approvals processes. Support can also be provided to programs as they implement areas of improvement or enhancement identified during Quality Assurance process.



252113

Graduate and Undergraduate Programs were reviewed in 2021 and are pending final approval of Final Assessment Reports.

Graduate and Undergraduate Programs are currently developing their Self-Study report and will be reviewed in 2023

Cyclical Review Site Visits planned for the 2022 winter/spring term.

Institutional Quality Assurance Updates

- In February 2021, the <u>Ontario Universities</u> <u>Council on Quality Assurance</u> updated the Quality Assurance Framework. In response, McMaster University revised its Institutional Quality Assurance Process policy. The revised policy included a new focus on equity, diversity and inclusion to encourage reflection on programs' EDI-related academic goals. Some examples might include Indigenous perspectives, international relevance, interdisciplinarity, intercultural competencies, social and environmental equity and sustainability.
- The Curriculum Development team provided consultations for New Program Development related to the recent Strategic Alignment Fund (SAF) Award.

Faculty IQAP Support Plans for 2022

- Once the IQAP policy has been re-ratified by Quality Council, the Curriculum Development Team will be updating IQAP guidebooks, templates and the website to reflect the revised policy.
- Along with our colleagues in the Equity and Inclusion Office, the Curriculum Development Team plans to offer increased supports for programs related to anti-racist pedagogies, Indigenous perspectives, and Equity, Diversity and Inclusion in teaching and learning.
- We continue to work with our colleagues in the Office of Institutional Research and Analysis to refine the annual in-program student surveys.

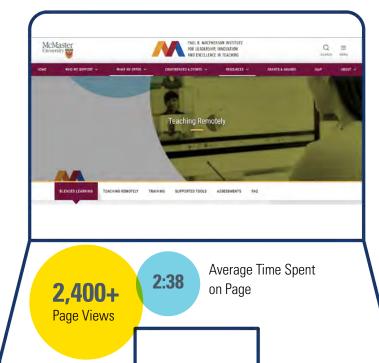
Digital Pedagogy

Digital Pedagogies activities connect the teaching and learning community at McMaster to approaches and skills to help transform teaching using digital methods, tools and media with a goal of accessible and engaging student learning experiences.

Support is provided for pedagogical training, guidance and expertise in online, blended and open learning design, as well as the integration and use of educational technologies. The MacPherson Institute also offers advice on the pedagogical use of institutionally supported educational technology tools, Open Educational Resources and tech-enabled teaching and learning grants.

Remote and Hybrid Teaching Support

From May 2021 — April 2022 the MacPherson Institute supported the teaching and learning community with various resources and workshops to assist with remote and hybrid teaching modalities.



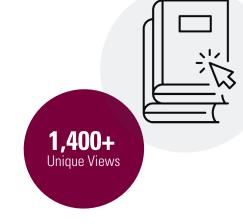
Teaching Remotely Website

The Teaching Remotely website has become a go-to resource for online and hybrid teaching information for faculty, instructors and staff.

Content includes important considerations for teaching modalities, details about supported technologies, recommendations for alternative assessments and frequently asked questions.

Teaching Remotely Resources

Various online resource guides have been created to support Faculty, instructors, staff and teaching assistants with remote and hybrid teaching considerations including modalities, technologies, accessibility, and testing.





Video Resources

A growing collection of videos created by the MacPherson Institute and campus partners aimed at supporting McMaster University instructors, students and staff with improving and enriching teaching and learning. Topics include: Open Educational Resources, engaging students online, Avenue to Learn training, active learning with Echo360, MacVideo workshops, and more.

- 23 Videos Viewed 700+ Times
- 409 Participants in Learning to Teach Online Course
- 51 Virtual Training Courses Offered to 796 participants on various remote teaching and learning topics

Support for Developing a Digital Learning Strategy

A small project team from the Office of the Provost, University Technology Services and the MacPherson Institute began work on a Digital Learning Strategy in fall 2021 in response to the evolving learning environments for educators and students. The strategy will take a pedagogical and evidence-informed approach to make decisions around what pedagogies, modalities and technologies will optimize learning. The aim is to enhance and complement the face-to-face learning experience as well as advance learning that takes place in digital environments. The goal is to launch the strategy in fall 2022.



Learning Technology Systems

The MacPherson Institute supports, administers and provides training for a number of Learning Technologies tools including Avenue to Learn, MacVideo, PressBooks, WebEx and more. This past year we saw continued demand for use of learning technologies as students and instructors adapted to hybrid learning environments.



MacVideo Usage

19,300+

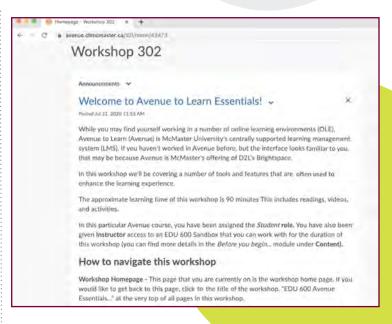
New Videos Uploaded to MacVideo by users.

(May 2021 - April 2022)

2 Million
Videos Watched by
MacVideo Users

1.1 Million

Video Views through Avenue to Learn Integration.



Avenue to Learn

5,276 Support Ticket Responses

5,000+ Course Requests

99.2% of Tickets Responded to within 24 Hours

120,000+ Avenuehelp.ca Page Views

Retiring Learning Portfolios Tool

In 2021, it was determined that McMaster University would conclude its contract agreement with PebblePad, a partner for our learning portfolios tool, at the end of winter term 2022. As a result of this decision, active users have been asked to download or transition their content to alternative platforms with additional support being provided by the MacPherson Institute to ease the transition.

Scholarly Teaching

Scholarly Teaching activities enhance teaching and learning by supporting, generating, disseminating, promoting and recognizing research that has the capacity to inform educational initiatives and student learning.

The MacPherson Institute's research successes over the past five years are attributed to the rapid uptake of the Student Partners Program; successful support for the Scholarship of Teaching and Learning (SoTL) capacity through grant funding, workshops, communities of practice, conferences and individual consultations; development of research programs focused on key areas of teaching and learning practice including equity and inclusion in higher education and student-faculty partnership; contributions to educational development in international contexts; and, the establishment of research collaborations and networks that support local and international research and practice more broadly.

Student Partners Program

The Student Partners Program (SPP) provides opportunities for faculty, staff, and students to collaborate on teaching and learning research, and/or course and curriculum design, re-design, or review.

Student Participants from all 6 Faculties and Arts & Science Program.

Faculty/Staff Participants from all 6 Faculties and Arts & Science Program.

"I felt like my opinions were valued and held to the same importance as their own. Being able to work as partners allowed us all to bring our own perspectives, experiences, and skills to the project, creating something more well-rounded than any of us could have created on our own."

Student Participant

"This was our second time working with students in the MacPherson Institute's Student Partners Program, and again it was a fantastic and mutually beneficial learning experience. The student partner brought valuable new perspectives to the project, especially coming from a slightly different educational background and experience than our previous partners. Their enthusiasm and insights helped to take this project in new directions, and to explore our results in a different way. We look forward to participating in the Student Partner Program again."

Student Participant

International Journal for Student as Partners

This free-to-publish, open access journal explores new perspectives, practices, and policies regarding how students and staff/faculty are working in partnership to enhance learning and teaching in higher education. It operates with a model of student-faculty partnership with an international editorial board and an International Advisory Group.

- 39 Faculty Reviewers
- 39 Manuscripts Published
- 17 Student Reviewers

26,800+ Downloads

31,000+ Abstract Views

Celebration of Teaching and Learning at McMaster: Events & Resources

- Teaching and Learning Month
- President's Retreat
- Shared Experiences Panel
- Focus on Teaching Stories
- Spotlight on SoTL Stories

In order to cultivate an environment where learning deeply matters and teaching is valued and recognized by the collective McMaster community, it is important for us to celebrate teaching and learning at McMaster through a variety of forms. Over the past year, the MacPherson Institute has led and contributed to a number of activities to enhance the appreciation for teaching at McMaster.



Teaching and Learning Month 2021

Educators, faculty members, instructors and staff from across McMaster University participate in professional development and celebrations of teaching and learning through a variety of programming each year in May.



12

events offered by the MacPherson Institute



events offered by campus partners



1,100+
Teaching and Learning Month website views.

Focus on Teaching & SoTL Spotlight

Starting in 2019, several knowledge exchange strategies were piloted at the MacPherson Institute. After reviewing and revising these approaches, two regularly scheduled content series were developed for publishing on the MacPherson Institute blog. These knowledge exchange initiatives also serve to support institutional priorities to share educational research and scholarly literature on teaching to support practical advances to teaching processes.

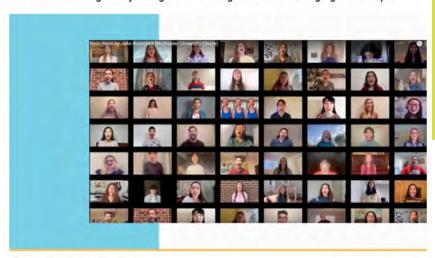
Spotlight on SOTL: The Power of Choice in Assessments



VANESSA WONG, MACPHERSON INSTITUTE POSTED ON MARCH 30, 2022



Focus on Teaching: Tracy Wong and Teaching Music in a Changing Landscape



BILJANA NJEGOVAN, MACPHERSON INSTITUTE POSTED ON DECEMBER 1, 2021



Focus on Teaching

These articles include interviews with educators at McMaster about a teaching and learning project or initiative.

5 stories with 350 views

Spotlight on SoTL

These articles include a summary of scholarly research with practical advice on implementation strategies for the classroom written by Educational Developers.

2 articles published with 170 views

President's Retreat 2021

The MacPherson Institute, in partnership with the Office of the Provost and the President's Office, hosted the 2021 virtual President's Retreat. The event brought together over 200 faculty, instructors and staff from McMaster's teaching and learning community to celebrate the recipients of the 2020 and the 2021 President's Award for Outstanding Contributions to Teaching and Learning and to explore the strategic areas of focus in the new Partnered in Teaching and Learning Strategy. Six unique sessions were delivered with over 200 registrants across four days of programming. 2020 and 2021 award recipients were celebrated together as the retreat was postponed due to the pandemic in 2020.



Innovations in Education Conference

In the past, the MacPherson Institute has offered separate conferences to address topics related to educational technologies and scholarly research on teaching.

In 2021, we reimagined our approach to acknowledge and address the important partnership between these two disciplines through the pandemic and beyond with the launch of a new event: Innovations in Education Conference.

- 124 participants from McMaster University
- 175 participants from other post-secondary institutions

299 total attendees

"I really liked the SoTL Sandbox. It was a great way to network and allowed engagement on different aspects of SoTL and research in a short amount of time."

2021 IEC Attendee





63
total unique
presentations

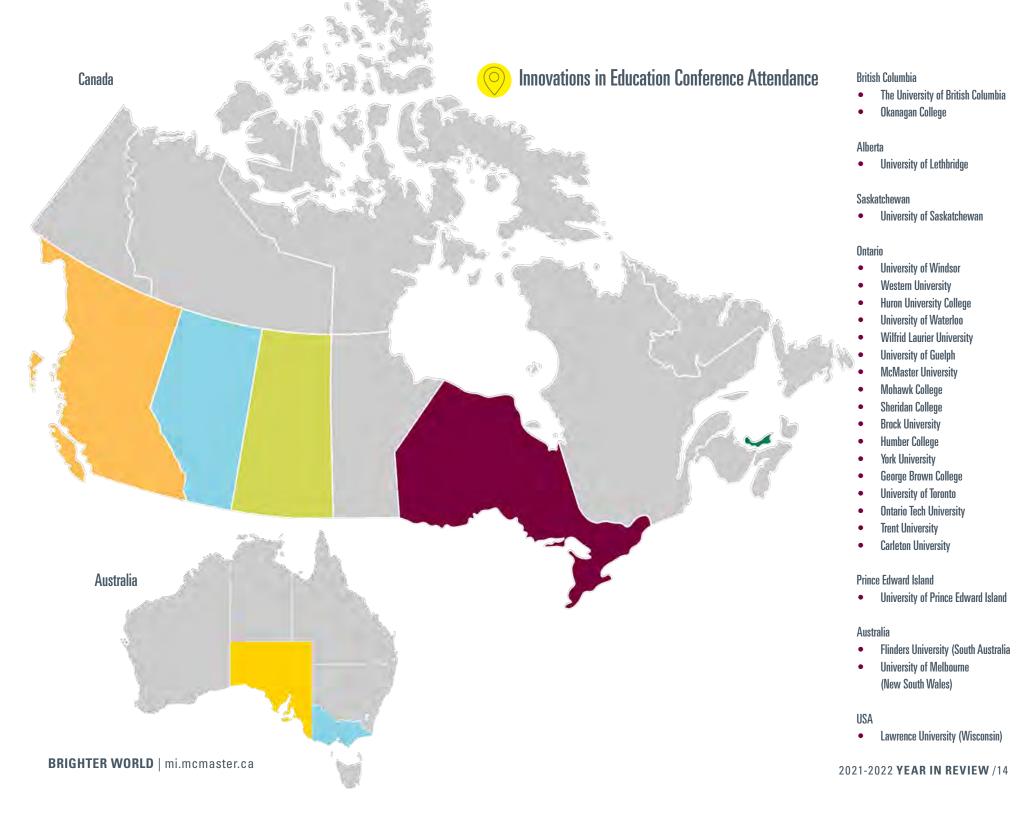
18
Paper presentations

21Poster presentations

8 Workshops

8
Panel discussions

8
SoTL sandbox sessions



Partnered in Teaching and Learning: Shared Experiences

This virtual panel series was developed in partnership with the Office of the Provost to explore and discuss shared challenges, successes and experiences as they engage with the new Partnered in Teaching and Learning Strategy. These meaningful and timely discussions allowed educators to reflect on what they have learned, what they can build upon and what initiatives can be nurtured in alignment with the strategy to advance teaching and learning at McMaster.



From May 2021 – April 2022, over 600 educators and staff participated in 9 virtual panel sessions to explore a variety of teaching and learning topics including:

- Interdisciplinary Teaching and Program Development
- Blended Pedagogical Environments
- The Importance of Reflection in Teaching Development
- Partnered in Teaching and Learning Strategy Overview
- Diverse and Expansive Ways of Knowing
- The Whole Student Experience
- Assessment and Evaluation of Learning
- Learning Spaces
- The Future of Learning at McMaster

Meet our Leadership in Teaching and Learning Fellows (2021 — 2023)

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 MacPherson Leadership in Teaching and Learning (LTL) Fellowship program is a 2-year program designed to engage faculty in leading change, practicing the scholarship of teaching and learning, and supporting faculty communities that provide mentorship and leadership in teaching and learning.

The LTL Fellowships were established in 2011 and supported by funding from Paul R. MacPherson—a reflection of his deep commitment to supporting teaching and learning.



Jennifer Nash
Collaborators: Shahad Al-Saqqar, Stacey Ritz,
Michael Wilson (Health Sciences)



Sarah Wojkowski
Collaborators: Jenna Smith-Turchyn, Jasdeep Dhir,
Patricia Miller (Health Sciences)



Rashid Abu-Ghazalah
Collaborators: Mei-Ju Shih, Gregory Van Gastel
(Engineering)



Chris Sinding
Collaborators: Amanda Kelly Ferguson,
Maddie Brockbank (Social Sciences)

Priority Areas of Learning and Teaching Grants

- Bosco Yu & Gerald Tembrevilla, Faculty of Engineering
- Kyle Ansilio, Faculty of Engineering
- Tara Packham, Faculty of Health Sciences
- Anita Acai, Faculty of Health Sciences
- Deborah DiLiberto, Faculty of Health Sciences
- Kaitlin Debicki, Faculty of Humanities
- Krista Madsen, Faculty of Science
- Katie Moisse, Faculty of Science
- Juliet Daniel, Alpha Abebe & Faith Ogunkoya, Faculty of Science
- Sarah Clancy, Faculty of Social Sciences
- Scott Martin, Faculty of Social Sciences

Small Teaching and Learning Grants

- Katie Moisse, Faculty of Science
- Patrick Clancy, Faculty of Science
- Frances Tuer, DeGroote School of Business

While the Priority Areas of Learning and Teaching and the Small Teaching and Learning Exploration Grants were awarded in 2021, McMaster also launched the new Partnered in Teaching and Learning Strategy. The Office of the Provost and the MacPherson Institute have committed to establishing new grants to support implementation of the various objectives outlined in new strategy. As a result, the Small Teaching and Learning Exploration Grant and the Priority Areas of Learning and Teaching Grant will be temporarily on hold and funds will be reallocated to the new Partnered in Teaching and Learning Grants.

Meet our Teaching and Learning Grant Recipients

The MacPherson Institute provides financial support to encourage scholarly investigations and the development or implementation of a project that enhances McMaster students' educational experiences.



Inclusion, Diversity, Equity, Accessibility and Sustainability Grants

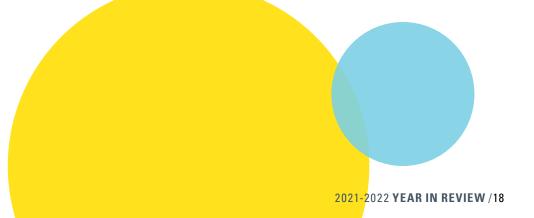
Launched in 2020, the MacPherson Institute and the Equity and Inclusion Office partnered to provide small grants of up to \$4,000 to McMaster instructors seeking to make their courses more accessible and equitable.

- Jenna Smith-Turchyn, Faculty of Health Sciences
- Suzanne Archie, Faculty of Health Sciences
- Sandra VanderKaay, Faculty of Health Sciences
- Ruth Chen & Iris Mujica, Faculty of Health Sciences
- Rebecca Gewurtz & Evelyne Durocher, Faculty of Health Sciences
- Brenda Vrkljan, Faculty of Health Sciences
- Stephanie Springgay & Peter Cockett, Faculty of Humanities
- Katie Moisse & Tahmina Shamsheri, Faculty of Science
- Rodrigo Narro Perez & Kalaichellvi Saravanamuttu, Faculty of Science
- Maddie Brockbank, Chris Sinding & Renata Hall, Faculty of Social Sciences

Open Educational Resources Grant

The Open Educational Resource (OER) Grant program is funded through the MacPherson Institute, the Office of the Provost and the Vice-President (Academic), and the University Libraries. The program provides funding and staff support to McMaster instructors interested in adopting, adapting or creating OER for their courses. Applicants can also apply for an honorarium for the peer review of an existing open textbook.

- Felicia Vulcu & Caitlin Mullarkey, Faculty of Health Sciences
- Alexander Peace, Faculty of Science
- Zhen He, Faculty of Social Sciences



Virtual Learning Strategy

As part of the Virtual Learning Strategy announced by the Ontario government through eCampus in December 2020, McMaster University received over \$2.5 million to fund 28 projects proposed by faculty members, instructors and staff. The funding supported key priority areas for creating digital content, providing key skills to faculty and students, and identifying educational technologies to support online course and program offerings. eCampus also released a second call for applications in November 2021. McMaster University received \$90K to fund one additional project.

The MacPherson Institute supported to application and submission process on behalf of McMaster educators.

- Michael Thompson, Faculty of Engineering
- Emil Sekerinski, Faculty of Engineering
- Shahin Sirouspour, Faculty of Engineering
- Cameron Churchill, Faculty of Engineering
- Michael Justason, Faculty of Engineering
- Shelir Ebrahimi, Faculty of Engineering
- Stephen Veldhuis, Faculty of Engineering
- Teresa Chan, Faculty of Health Sciences (multiple grants)
- Joanna Pierazzo, Faculty of Health Sciences
- Matthew Sibbald, Faculty of Health Sciences
- Anne Holbrook, Faculty of Health Sciences
- Felicia Vulcu, Faculty of Health Sciences
- Catherine Anderson, Faculty of Humanities
- Claude Eilers, Faculty of Humanities
- Alexander Peace, Faculty of Science
- Patrick Clancy, Faculty of Science
- John MacLachlan, Faculty of Science
- Randy Walinga, DeGroote School of Business
- Dave Heidebrecht, Office of Community Engagement
- Sandeep Raha, McMaster Children and Youth University
- Kerri Latham, Student Success Centre
- Daniel Piedra, McMaster Continuing Education
- Lorraine Carter, McMaster Continuing Education
- Joanne Kehoe, Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching

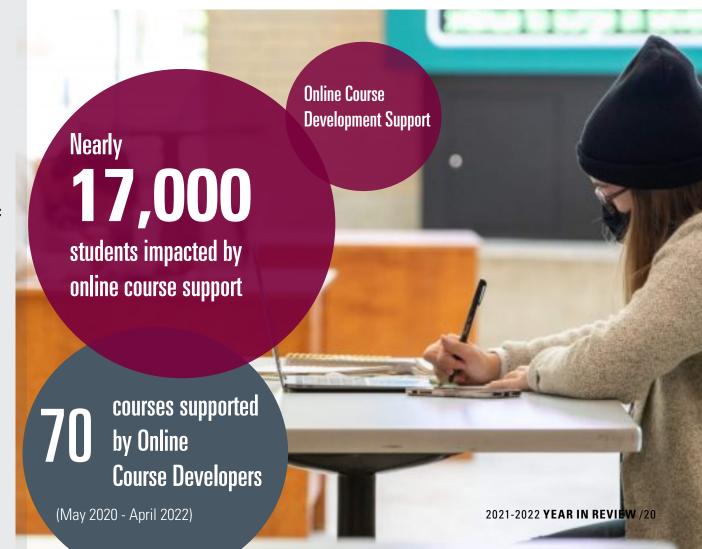
Pandemic Response

As a result of the global pandemic, in April 2020 the MacPherson Institute proposed a plan to offer a variety of supports to campus stakeholders in anticipation of virtual teaching and learning through fall 2020. The plan was approved and temporary funding from the Office of the Provost was provided to the MacPherson Institute to enhance its outreach to Faculties, to provide support for priority course development and to deliver various resources and training for techenhanced teaching and learning. As the pandemic continued into 2021 and 2022, the MacPherson Institute continued to provide these additional supports for remote and hybrid learning with temporary funding from the Office of the Provost that ends in June 2022.

Course Design Support

In response to the pandemic the Office of the Provost collaborated with the MacPherson Institute and Deans and Associate Deans to support priority courses that required dedicated course design and development to transition to an online format. Eight contract course designers were hired to help support course development, online learning design, consultations, optimization for student engagement, review of course content and assessments, and the creation of plans to refine future iterations of courses.

- 49 courses received course design support and impacted 9,600+ students (From May 2020 April 2021)
- 21 courses received course design support and impacted 7,200+ students (From May 2021 April 2022)





Highlights from Strategic Plan Accomplishments

In 2019 we set out to complete 59 strategic initiatives across 10 objective areas.

The MacPherson Institute is proud to report that 51 of those initiatives were successfully completed, with four more in progress and only four postponed due to the pandemic. Additionally, substantial and impactful progress was made on all 10 overall objectives.

This would be an incredible achievement on its own, but it is even more incredible given the circumstances faced during a global health crisis that dramatically and abruptly changed teaching and learning.

The size and scope of strategic initiatives was widely varied—some will or have already had an immediate impact, others may take time to see measurable outcomes. In our three years of progress to complete our strategic initiatives, these are just a select few of the highlights. For more detailed descriptions of the accomplishments, please refer to the MacPherson Institute's Strate-gic Plan Final Report.

Partnerships

- Partnered with UTS to review and consolidate web conferencing tools
- Partnered with UTS, Library, Faculties, and others to develop Course Outline Portal
- Partnered with EIO to revise IQAP policy
- Partnered with faculty engaged in SoTL to prepare position paper on "Research on Teaching and Learning"
- Launched Partnered in Teaching and Learning Strategy after very consultative process with university stakeholders
- Built stronger relationships with MCE, UTS, EIO, SAS, OCE, AIO and others.
- Partnered with UTS and Provost's office, and consulted with all tech groups and beyond to develop Digital Learning Strategy (Target launch: Fall 2022)
- Launched new annual reports to Faculties (Deans' Reports) and campus community (Year in Review)
- Established Teaching and Learning Month in 2020 and Innovation in Education Conference in 2021 in partnership with other T&L support units.

Programs & Services

- Launched Faculty liaison model of service
- Established Program Review process for all MI programming
- Reviewed and refined teaching development program offerings
- Created online resources for microcredentials
- Established project intake process for requesting MI support
- Offered hundreds of training sessions on topics related to online and blended learning
- Developed new Avenue to Learn homepage template
- Established OER grant opportunity for faculty to build OERs
- Integrated Leadership (LTL) program integrated into Scholarly Teaching mandate
- Tested and refined various strategies for knowledge exchange initiatives

Process

- Implemented a comprehensive organizational redesign
- Established MI core values
- Completed staff engagement survey and implemented workplace improvements based on feedback
- Updated process documents and guidance for hiring, onboarding, offboarding, flexible work arrangements within MI

Looking ahead

With another academic year behind us and significant accomplishments made from our three-year Strategic Plan, we find ourselves with an opportunity to look back at how far we've come since embarking on our journey to revitalize the MacPherson Institute with renewed purpose and vision.

As part of this reflection, in 2022-2023, we will meet with our external reviewers to share an update on our Strategic Plan accomplishments and to provide insights into how we've navigated both planned and unplanned changes through the pandemic.

While we've made great progress building awareness about our supports and enhancing partnerships across campus, our work to refine our mandate areas continues as we evolve with the needs of our community to support equitable, inclusive, accessible, and technology-enhanced teaching and learning experiences.

We have also seen many of our campus partners develop and begin implementing their own strategic plans. These will also serve as important guideposts in our future teaching and learning work and will help us remain closely united with our partners to achieve our collective and institutional goals. Our task now becomes collaborating with our partners to find alignment and connections between these strategies and to support each other as initiatives begin to take shape. Exploration of our role and contributions in these new strategic plans is underway and we expect to incorporate relevant areas of support in our next strategic plan in 2023.

Looking ahead to chart our path for the future also requires looking across campus at the emerging considerations that have been voiced by our educators, students and staff within our own teaching and learning community. Some emerging priority areas for future support include: Indigenous andragogies, EDI (equity, diversity and inclusion), accessibility, student partnerships, interdisciplinarity and experiential learning, digital pedagogies and educational technologies, and more. While these priorities are still being discussed and refined, our most important focus for the future will continue to be fostering strong partnerships within our teaching and learning community.

We will continue to utilize our vision, mission and mandate statements to help guide our work—these statements highlight the importance of partnerships, both in the work that we do and within the community that we serve. Our vision, "to cultivate an environment where learning deeply matters and teaching is valued and recognized by the collective McMaster community," is only possible if we partner together to celebrate and champion the amazing work happening in our teaching and learning community. Our team is eager to work alongside our educators to explore opportunities to push boundaries, take risks and seek innovative approaches in the classroom.

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