Year in Review 2022-23

# Introduction

Explore our accomplishments from the 2022-23 fiscal year in our Year in Review.

**REPORT ON CENTRAL PROGRAMMING**

## **Professional Development for Teaching**

Professional Development in Teaching activities support all of McMaster’s 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 flexible teaching development activities that are relevant to instructors at different career stages and with unique disciplinary contexts.

### Key Statistics

* **Approximately 38% of all full-time faculty members reached from May 1, 2022 - April 30, 2023\***(*\*372 of 975 total full-time faculty members engaged in* ***meaningful pedagogical discussions or activities*** *during this period (includes consultations, workshops, events, Avenue and IQAP support.) Please note: this number is an estimate based on current tracking capabilities.)*
* **94%** of New Faculty (hired in summer and fall 2022) were contacted\*\*  
  (\*\***31** individual new faculty members were contacted across all Faculties)
* **495** Consultations, Meetings and Workshops were delivered to educators across all Faculties, Arts & Science and Campus Partners\*\*\*  
  (*\*\*\*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 who are involved in teaching in some capacity.)*
* **1,332** Teaching Assistants Completed 5 Hours of Mandatory TA Training
* **275** Graduate Students & Postdoctoral Fellows engaged with EDUCATN Courses
* **14** Participants in Instructional Skills Workshops
* **9** Teaching Refinements impacting 1300+ students
* **7** Course Observations completed with a total impact on 791 students
* **17** Participants in Course (re)Design with an impact on 750+ students
* **4** Participants in Assessment Development Workshop with an impact on 430+ students

## 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 the Quality Assurance process.

### **Institutional Quality Assurance Process Overview**

#### IQAP Cyclical Program Reviews 2022

|  |  |  |
| --- | --- | --- |
| **16**  **Graduate and Undergraduate Programs were reviewed in 2022 and are pending final approval of Final Assessment Reports** | **19**  **Graduate and Undergraduate Cyclical Review site visits during the 2023 winter/spring term** | **14**  **Graduate and Undergraduate Programs are currently developing their Self-Study report and will be reviewed in 2024** |

### Institutional Quality Assurance Updates

* [McMaster’s Policy on Academic Program Development](https://secretariat.mcmaster.ca/app/uploads/Academic-Program-Development-and-Review-%E2%80%93-Policy-on.pdf) was revised to align with the updated Quality Assurance Framework and was approved through university governance in January 2022
* [McMaster’s Policy on Academic Program Development](https://secretariat.mcmaster.ca/app/uploads/Academic-Program-Development-and-Review-%E2%80%93-Policy-on.pdf) has been ratified by Quality Council
* The Curriculum Development team continues to provide consultations for New Program Development related to the SAF awarded for interdisciplinary program development
* The Curriculum Development Team updated IQAP guidebooks, templates and the website to reflect the revised policy
* The Curriculum Development team welcomed two new Educational Developers in July 2022

### Faculty IQAP Support Plans for 2023

* Our new expanded team plans to offer increased supports for programs, particularly related to Anti-Racist Pedagogy and Indigenous Andragogies
* Partnering with our colleagues in the Equity and Inclusion Office, we also plan to offer additional supports related to Equity, Diversity and Inclusion considerations in IQAP cyclical reviews, new program development and curriculum modifications
* We plan to expand our current Curriculum Mapping survey

## **Digital Pedagogy**

Digital Pedagogy 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.

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

* **562** Total Pressbooks Created since 2018
* **810** Total Pressbook Accounts Created since 2018
* **McMaster University is the biggest user of Pressbooks across all post-secondary institutions in Ontario\***(*\*Source: eCampus - Most resources created and the largest number of accounts*)
* **18** NewParticipants in Learning to Teach Online Course
* **24** Resource Videos Viewed **500+** Times on Teaching Remotely MacVideo Channel
* **223** H5P Studio User Accounts

**MacVideo Usage** *(May 2022 – April 2023)*

* **8,928+** New Videos Uploaded to MacVideo by Users
* **Million** Videos Watched by MacVideo Users
* **520,000+** Video Views through Avenue to Learn Integration

### Learning Catalogue

In April 2023, the MacPherson Institute launched the [Learning Catalogue](https://mi.mcmaster.ca/learning-catalogue/), a collection of free, open-access teaching and learning modules that are available to instructors at any institution, anywhere and anytime. This online catalogue includes new content and revised learning modules that grant educators access to a variety of professional development education without enrolling in a course. Instructors can take a self-directed approach and engage with topics and content that interest them.

## **Learning Technology Systems**

The MacPherson Institute supports, administers and provides training for a number of Learning Technologies tools including McMaster University’s Learning Management System: Avenue to Learn. Learning Technologies continue to play an important role in the student experience as instructors adapt to hybrid learning environments and leverage media in their classrooms both in-person and online.

### Avenue to Learn

* **4,595** Support Ticket Responses
* **4,800+** Course Requests
* **99%** of Tickets Responded to within 24 Hours
* **110,000+** Avenuehelp.ca Page Views

## **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

* **86** Student Participants from all 6 Faculties and Arts & Science Program
* **152** Faculty/Staff Participants from all 6 Faculties and Arts & Science Program
* **78** Total Student Partners Program Applications
* **66** Successful Student Partners Program Applications
* **25** Participants in Student Partners Symposium (April 2023)

#### International Journal for Students as Partners

* **55** Manuscripts Published
* **66** Faculty Reviewers
* **25** Student Reviewers
* **29,500+** Downloads
* **38,500+** Abstract Views

## **Communities of Teaching**

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.

### Innovations in Education Conference

In 2022 the MacPherson Institute hosted the Innovations in Education Conference at McMaster University on December 8 and 9. Programming for the conference explored the Past, Present and Future of Teaching and Learning. Attendees participated in a variety of hybrid sessions to unpack how teaching has changed in the last 50 years, how it has stayed the same, and what we have lost and gained in the process. Two conference streams were available: Learning Technology and Research on Teaching and Learning.

* **201** Total Attendees
* **143** Participants from McMaster University
* **58** Participants from other post-secondary institutions
* **63** Total Presentations
* **24** Paper Presentations
* **14** Poster Presentations
* **7** Workshops
* **3** Panel Discussions
* **15** Scholarship of Teaching and Learning Sandbox Sessions
* **+3,550** Innovations in Education Website Views

### Teaching and Learning Month

Educators, faculty members, instructors and staff from across McMaster University have the opportunity to participate in professional development and celebrations of teaching as a professional practice. Teaching and Learning Month is an opportunity for many campus contributors to share teaching and learning events and programming during the month of May. The MacPherson Institute supports this initiative by coordinating and promoting these many events across different units into a month-long event series.

* **41** Total Events in May 2022
* **18** Events Offered by the MacPherson Institute
* **23** Events Offered by Campus Partners
* **452** Attendees
* **+1,500** Teaching and Learning Month Website Views

### Knowledge Translation

The MacPherson Institute encourages instructors to learn and incorporate new and innovative concepts and practices into their teaching and learning. During the period May 2022 – April 2023, staff contributed to research summaries, stories, events, and other activities that shared this knowledge with the teaching and learning community and beyond.

#### MI Blog Posts

* **+4,400** Page Views

#### Spotlight on SOTL

* **+860** Page Views

#### MacPherson Institute Memo

* **50** E-newsletters Sent to Educators at McMaster
* **35%** Open rate
* **2%** Click Rate

### Commemorating 50 Years of Teaching and Learning

In 2022, McMaster University celebrated 50 years of teaching and learning at the academy. Established first in 1972 as the Shell Canada Centre for Science Teachers, the MacPherson Institute is one of the first teaching centres in Canada to reach this 50-year milestone. This special occasion was recognized at the 2022 Innovations in Education Conference and with the publication of a commemorative anthology of teaching and learning stories titled “[Where learning deeply matters: Reflections on the past, present, and future of teaching and McMaster University](https://mi.mcmaster.ca/about-us/#tab-content-celebrating-50-years).”

### Grant & Award Recipients

The MacPherson Institute recognizes and celebrates teaching and learning through a variety of awards and grant opportunities.

### President’s Award for Outstanding Contributions to Teaching and Learning

In partnership with the President’s Office, the MacPherson Institute supports the [President’s Award for Outstanding Contributions to Teaching and Learning](https://teaching.mcmaster.ca/the-presidents-award-for-outstanding-contributions-to-teaching-and-learning/).

#### Award Winners 2022

* Sheila Harms, Faculty of Health Sciences
* Krista Howarth, Faculty of Science
* Amin Reza Rajabzadeh, Faculty of Engineering
* Sarah Symons, Faculty of Science
* Vanessa Watts, Faculty of Social Sciences

### Leadership in Teaching and Learning Fellows

The MacPherson Institute awards [Leadership in Teaching and Learning Fellowships](https://mi.mcmaster.ca/leadership-in-teaching-learning-fellowship/#tab-content-our-ltl-fellows) each year to faculty champions who act as leaders and mentors to advance improvement in teaching and learning and to enhance student learning experiences. The award for fellows is up to $15,000 over two years.

#### Fellows 2022

* Sharonna Greenberg, Faculty of Science
* Chad Harvey, Faculty of Science
* Seshasai Srinvasan, Faculty of Engineering
* Sandra VanderKaay, Faculty of Health Sciences

#### Fellows 2021

* Rashid Abu-Ghazalah, Faculty of Engineering
* Sarah Wojkowski, Faculty of Health Sciences
* Jennifer Nash, Faculty of Health Sciences
* Chris Sinding, Faculty of Social Sciences

### Petro-Canada-McMaster Young Innovator Award

The MacPherson Institute supports the [Petro-Canada-McMaster Young Innovator Award](https://mi.mcmaster.ca/petro-canada-mcmaster-university-young-innovator-award/) each year. This award builds on the connection between research and teaching by engaging undergraduate students in research to enhance the learning environment and recognizes an innovative scholar within the first eight years of their research career.

#### Award Winner 2022

* Selina Mudavanhu, Faculty of Humanities

### Open Education Resources Grant

In partnership with the University Library, the MacPherson Institute supports the [Open Education Resources Grant program](https://mi.mcmaster.ca/oer-grant/#tab-content-grant-recipients).

#### Grant Recipients 2021-2022\*

* Konstantinos Apostolou and Amin Rajabzadeh, Faculty of Engineering
* Mirna Carranza, Faculty of Social Sciences
* David Feinberg, Faculty of Science
* Chad Harvey, Faculty of Science
* Ali Hashemi, Faculty of Science
* Anne Holbrook, Faculty of Health Sciences
* Miroslav Lovric, Faculty of Science
* Antonio Paez, Faculty of Science

***\*****Time period July 1, 2021 – June 30, 2022*

### Partnered in Teaching and Learning Grants

In partnership with the Office of the Vice Provost (Teaching and Learning), the MacPherson Institute contributes funding and support for the implementation of the Partnered in Teaching and Learning Strategy.

* 20 [Seed Grant recipients](https://provost.mcmaster.ca/ptl-grants/2022-2023-seed-recipients/)
* 11 [Garden Grant recipients](https://provost.mcmaster.ca/ptl-grants/2022-2023-garden-recipients/)

# REPORT ON FACULTY CONTRIBUTIONS

Leveraging the liaison model of service delivery, the MacPherson Institute supports strategic and customized support for each of the six faculties and the Arts & Science program. A key contact from the MacPherson Institute works closely with stakeholders in these areas to understand the unique needs of their instructors and students. Strategic priorities are discussed each year and the MacPherson Institute reports back on the ways in which support and services have been provided. A few of these key projects are outlined below.

### Highlights from Arts & Science Program

* MacPherson Institute staff conducted pedagogical consultations, support for the cyclical review process and participated in discussions about interdisciplinary teaching and learning.

### Highlights from DeGroote School of Business

* In collaboration with the DeGroote School of Business’ Teaching & Learning Services, MacPherson Institute staff provided pedagogical training for sessional instructors. These instructors were paid to attend by the DeGroote School of Business.

### Highlights from the Faculty of Engineering

* MacPherson Institute staff continued to support pedagogical research for the “The Pivot” curriculum by having regular discussions with staff and faculty about scholarly frameworks for research and assistance in fostering connections with other teaching and learning communities.
* MacPherson Institute staff facilitated the annual Engineering Instructional Skills Workshop for new faculty.
* The MacPherson Institute supported a two-part workshop titled “Exploring the efficacy of the portfolio concept, and whether it is a valid tool for assessing achievements in teaching,” hosted by Professor Robert Fleisig and led by Katarina Winka of UMEA University, Sweden.

### Highlights from the Faculty of Health Sciences

* The MacPherson Institute continued to support the Faculty of Health Sciences Inclusive Teaching Community of Practice co-facilitated by Drs. Lawrence Mbuagbaw (Health Research Methods, Evidence, and Impact) and Sarah Wojkowski (School of Rehabilitation Sciences).
* The MacPherson Institute supported the design and facilitation of a retreat for the Indigenous Women’s Heart Health research program and has been supporting the development of new undergraduate programs including the medical laboratory technician program, music-health sciences program and integrated rehabilitation and humanities program

### Highlights from the Faculty of Humanities

* The MacPherson Institute supported the development of the Humanities Digital Learning Strategy.
* The MacPherson Institute collaborated with Humanities Media and Computing and Career Access Professional Services to pilot a captioning remediation program to make Humanities course content more accessible.
* The MacPherson Institute supported the interdisciplinary new undergraduate program in Integrated Rehabilitation and Humanities.

### Highlights from the Faculty of Science

* With the Office of the Dean, the MacPherson Institute relaunched the New Faculty Mentoring Program and conducted an Instructional Skills Workshop for the McCall McBain Postdoctoral Fellows Teaching & Leadership Program (open to postdoctoral fellows in all Faculties).
* The MacPherson Institute had the opportunity to engage with staff from the Science Career and Cooperative Education (SCCE) Office and the Office of the Associate Dean (Grad Studies) to collaborate on the planning and development of several graduate career and professional development events.
* The MacPherson Institute worked with the Dean’s Office to collect student, instructor, and staff feedback as part of a review of Level I Science experiences.

### Highlights from the Faculty of Social Science

* MacPherson Institute staff supported discussions of reflection-oriented practice in the co-op program curriculum and will be collaborating on the development of a reflection resource.
* The MacPherson Institute facilitated the New Faculty Mentorship Program kick-off session.
* The MacPherson Institute facilitated a professional development session on “Creating Respectful Graduate Student/Supervisor & Colleague Relationships.”

# REPORT ON STRATEGIC CONTRIBUTIONS

## Overview

The MacPherson Institute contributes to strategic initiatives that have a direct impact on teaching and learning within the unit and at McMaster University more broadly. The work of supporting, enhancing and collaborating on teaching and learning would not be possible without strong partnerships that play a critical role in the success of these activities happening across campus.

This past year the MacPherson Institute worked closely with the Office of the Vice-Provost, Teaching and Learning to identify areas and activities outlined within the [Partnered in Teaching and Learning Strategy](https://provost.mcmaster.ca/teaching-learning/strategy/), also recognized as *Priority 2: Teaching and Learning* within the [President’s Institutional Priorities and and Strategic Framework](https://president.mcmaster.ca/app/uploads/2021/05/Institutional-Priorities-and-Strategic-Framework_FINAL_5May21.pdf), that could be supported and enhanced with contributions and leadership from the MacPherson Institute. A few of these key projects are outlined below.

### [Partnered and Interdisciplinary Learning](https://provost.mcmaster.ca/teaching-learning/strategy/partnered-and-interdisciplinary-learning/)

The MacPherson Institute contributed to various activities that relate to exemplifying an environment that is inclusive of diverse perspectives across disciplines, engaging students as partners and eliciting curiosity beyond traditional disciplinary boundaries.

## In 2022, the MacPherson Institute enabled six programs (iSci, Religious Studies, PNB, Biology, Civil Engineering, and Sociology) to engage Student Curriculum Consultants with a range of tasks and activities.

* The MacPherson Institute began publishing a blog series in March 2022 titled “[Spotlight on Scholarship of Teaching and Learning](https://mi.mcmaster.ca/spotlight-on-sotl-getting-more-out-of-student-reflection-essays/).” This series continued to publish once a month offering a summary of a research article published by a McMaster educator or a national or international scholar. The aim of this content is to support educators in learning about research on teaching and learning across disciplines and to consider how to apply these techniques in their own teaching.
* The Office of the Vice-Provost, Teaching and Learning and the MacPherson Institute awarded over $340,000 in funding to the inaugural cohort of [Partnered in Teaching and Learning](https://provost.mcmaster.ca/ptl-grants/) grant recipients for the 2022-23 academic year. 31 grant projects were funded to support innovative thinking and novel approaches to teaching and learning within and beyond classrooms and within and across disciplines.

### [Holistic, Transformational and Personalized Student Experience](https://provost.mcmaster.ca/teaching-learning/strategy/holistic-and-personalized-student-experience/)

The MacPherson Institute contributed to various activities that relate to building a holistic student experience that extends beyond the classroom to promote personal growth, support health and well-being and enhance a sense of connectedness within the McMaster community.

* The Office of Academic Integrity worked alongside the MacPherson Institute in the adaptation of six online modules on “Academic Integrity for Undergraduate STEM students” to enhance their understanding of academic integrity topics and challenges.
* In July 2022, the MacPherson Institute filled three new and one reframed continuing educational developer positions: two focused on accessibility, one focused on anti-racist pedagogies, and one focused on Indigenous Andragogies. These positions have already made significant contributions to providing insight and guidance to faculties and instructors on implementing inclusive teaching practices.

### [Inclusive and Scholarly Teaching](https://provost.mcmaster.ca/teaching-learning/strategy/inclusive-and-scholarly-teaching/)

The MacPherson Institute contributed to various activities that relate to recognizing teaching as a foundational aspect of the McMaster experience and encouraging creativity, risk-taking, and originality in teaching practices.

* In Spring 2022, the MacPherson Institute concluded its 3-year (2019-2022) strategic plan that was launched following the [Teaching and Learning Review in 2018](https://mi.mcmaster.ca/app/uploads/2022/06/Reviewers_Report_Teaching_Learning_Review.pdf) and successfully delivered on [51 of 59 initiatives](https://mi.mcmaster.ca/app/uploads/2022/06/Strategic-Plan-Final-Performance-Report-June-2022-FINAL.pdf).
* In October 2022, with endorsement from the President, the Provost invited the external reviewers to return to the MacPherson Institute to complete a [progress review report](https://mi.mcmaster.ca/app/uploads/2023/01/October-2022_MacPherson-Instutite_Teaching-and-Learning-Progress-Review_Summary.pdf). During the visit the reviewers met with Deans, Directors, campus partners, instructors, students, staff at the university and staff at the MacPherson Institute. The reviewers provided a follow-up report that acknowledged the transformation the MacPherson Institute had undergone over the past few years and identified opportunities for next steps, particularly in identifying how the MacPherson Institute will work in partnership with the new Vice-Provost (Teaching and Learning).

## In partnership with the School of Graduate Studies and the Office of Community Engagement, the MacPherson Institute began researching different models of collaborative specializations for graduate students to take alongside their degree programs. Having made recommendations on possible models, the team is now designing pilot programming for a Collaborative Specialization in Scholarly Teaching, drawing from existing and new MacPherson Institute programming.

## The MacPherson Institute launched a new program called “Research Squares” that allowed recipients of a teaching and learning grant to receive peer support in their research on teaching and learning. Through facilitated meetings, educators share the goals and progress of their research programs as they relate to teaching and learning and share ideas and strategies for this work.

* An Evaluations of Teaching Advisory Committee with representation from many academic and central service units was established in 2021 to identify short- and long-term projects. Three implementation groups were formed, overseen by a smaller Advisory of the MacPherson Institute Director, the Vice-Provost, Teaching and Learning, and the McMaster University Faculty Association (MUFA) President. These groups focused on developing resources to support Peer Observations of Teaching, reframing Teaching Portfolios to emphasize reflection and development, adapting end-of-term student evaluations of teaching to be focused on student experience, refining the Record of Activities (ROA) form to include reflection and goals, and engaging in conversations with Chairs about the challenges of evaluating teaching.
* MacPherson Institute’s [Teaching and Learning Certificates of Completion](https://mi.mcmaster.ca/whoweworkwith/students/teaching-learning-certificates-of-completion-program/) were redesigned and relaunched in September 2022. Now open to all educators, including sessional instructors, graduate students and faculty, the Certificates of Completion offer flexible, self-directed opportunities for educators to explore principles of university instruction, scholarly teaching, and digital pedagogies, and to apply teaching/inquiry and practice/application in their own contexts. 2022 saw full enrollment in the six courses that comprise the Certificates of Completion, and for the first time, no significant bottlenecks in registration or participation.

### [Active and Flexible Learning Spaces](https://provost.mcmaster.ca/teaching-learning/strategy/active-and-flexible-learning-spaces/)

The MacPherson Institute contributed to various activities that relate to aligning learning spaces to learning outcomes with considerations for accessibility, inclusivity and formats for both educators and students.

## The MacPherson Institute provided administrative, communication, pedagogical and integration support for the duration of a pilot program funded by eCampus Ontario to implement PeerScholar and Hypothesis, educational technology tools that support peer evaluation and social annotation. For the pilot, 1,213 student licenses were requested for Hypothesis, and 1,423 student licenses were requested for PeerScholar. At the conclusion of the pilot, participating educators provided feedback on the impact to their teaching, with 92% expressing a desire to continue using the tools. The MacPherson Institute is developing a plan in partnership with University Technology Services for sustainable engagement with these tools.

* The MacPherson Institute prepared a series of online and hybrid course planning and review recommendations for Faculties and Departments. An online course quality checklist that distinguished between required items (e.g., AODA compliance) and suggested items (e.g., UDL, supplementary Avenue to Learn features) was also created. A review and refresh of the [Learning to Teach Online](https://mi.mcmaster.ca/learning-to-teach-online/) self-paced asynchronous course was also completed and is available to the campus community.
* The MacPherson Institute contributed to the development of the [Digital Learning Framework](https://provost.mcmaster.ca/teaching-learning/digital-learning-strategic-framework/), which officially launched on May 8, 2023. The framework, which is a core initiative within the Partnered in Teaching and Learning Strategy, addresses the need for a centralized philosophy for digital learning and offers a coordinated approach for online tools and technologies along with a plan for implementation.

# LOOKING AHEAD 2023-2024

### **Planned Contributions for Central Programming**

Central Programming work is designed to support a broad range of needs across different fields and disciplines. In the coming year, the MacPherson Institute will continue to support instructors with centralized programming in the core mandate areas. Many of the central programming programs and functions are consistent year after year, however, this work is always evolving and adapting to the needs of McMaster’s teaching and learning community.

In the 2023-24 year, the MacPherson Institute will be working on a number of initiatives to address these needs and a few of these key projects are outlined below.

### Professional Development for Teaching

* Review and refine support for sessional instructors
* Explore alternative assessment and generative artificial intelligence (AI)
* Develop Graduate Supervision resource
* Continue mandatory, paid TA training, teaching refinements and observations, teaching dossier reviews, EDUCATN courses and new faculty programming

### Curriculum Development

* Develop specific anti-racist framework and support for IQAP reviews and new program development
* Create new resources for Indigenous and anti-racist pedagogy
* Work with the Equity and Inclusion Office regarding essential learning requirements for Accessibility for Ontarians with Disabilities (AODA) and Protection from Sexual Exploitation and Abuse (PSEA)
* Continue support for self-study development and undergraduate site visits, student feedback sessions, new program proposals, and cohort learning sessions

### Scholarly Teaching

* Examine equity, diversity and inclusion best practices within awards criteria and processes
* Continue support for the Partnered in Teaching and Learning Grants
* Explore opportunities to promote Student Partners programming in the local context
* Continue support for research on teaching and learning study design and methods, courses on research on teaching and learning, Leadership in Teaching and Learning Fellowships and the Student Partners Program.

### Digital Pedagogy

* Develop new Ed Tech Discovery Stations and Engagement Series programming
* Provide guidance on developing quality online and blended courses as part of the Digital Learning Framework
* Provide consultation, guidance and mentorship for intensive online courses
* Continue support for open educational resources, MacVideo, the MI Studio and effective use of digital technology in teaching

### Learning Technologies

* Provide project support for a review of the institutional Learning Management System
* Support implementation of the Course Outline Portal project (Simple Syllabus)
* Complete renovations to the MacPherson Institute classroom space
* Explore the use of a chat service for implementation in Avenue to Learn
* Continue review and integrations of third-party tools with the LMS and support for users with the LMS.

### **Planned Contributions for the Faculties**

Every year the MacPherson Institute meetings with the deans or associate deans from each of the six faculties, the dean of Graduate Studies, and the director of the Arts & Science program. These meetings are an opportunity to report back on supports and services that have been provided to each of these stakeholders. This activity also presents an opportunity to discuss strategic initiatives within each faculty and program for the year ahead.

In the 2023-24 year, the MacPherson Institute will be working on a number of initiatives to address individual needs and customized support for these faculties and programs. Several of these key projects are outlined below.

#### Arts & Science Program

* Support the further pedagogical integration of equity and justice in the Arts & Science curriculum.

#### DeGroote School of Business

* Consult and collaborate on enhancing equity, diversity, inclusion, and accessibility in teaching and learning, particularly as they relate to assessment.

#### Faculty of Engineering

* Provide pedagogical research consultation support on The Pivot curriculum and for Engineering instructors more broadly.
* Facilitate an Instructional Skills Workshop for new instructors.

#### Faculty of Health Sciences

* Provide support for the application of universal design for learning in clinical and academic environments.
* Partner with McMaster Education Research, Innovation, and Theory Program (MERIT) to lead a session on generative AI in the next MERIT Rounds series.

#### Faculty of Humanities

* Collaborate with the Faculty to finalize the Humanities Digital Learning Strategy.
* Consult with departments and instructors on integrating universal design for learning into programs and courses.

#### Faculty of Science

* Lead the New Faculty Mentorship Program.
* Contribute to the Anti-Racism, Inclusion and Equity in the Science Undergraduate Curriculum Committee.

#### Faculty of Social Science

* Provide developmental support for programs and instructors seeking to build or update online courses.
* Advise on diverse approaches to the assessment of teaching beyond peer evaluation and student experience surveys.

#### School of Graduate Studies

* Provide support around the assessment of graduate teaching.
* Explore a collaborative specialization with the Teaching and Learning Certificates of Completion Program.

**Planned Contributions to the Partnered in Teaching and Learning Strategy**   
With the completion of the MacPherson Institute’s 2019-2022 Strategic Plan and with additional recommendations provided by the External Reviewers in the fall of 2022, the MacPherson Institute explored the many inter-connected strategies with connections to teaching and learning at McMaster University. This work has enabled the MacPherson Institute to identify areas where its support and partnership would be valuable. In collaboration and partnership with other units with strategic priorities connected to teaching and learning, the MacPherson Institute will explore opportunities to lead, partner, or contribute to particular projects and activities. Key strategic projects are outlined below.

### Partnered and Interdisciplinary Learning

#### Identify land-based educational opportunities for Indigenous learners.

* Conduct an environmental scan to assess the current and potential state of Indigenous-informed education and decolonization

#### Implement initiatives that respond to the intersection of equity, diversity and inclusion and teaching and learning strategies.

* Develop supports and workshops related to equity, diversity and inclusion in curriculum development, quality assurance and other areas of teaching and learning

Develop strategies to ensure diverse perspectives and expansive ways of knowing are respected and valued.

* Finalize and launch the Indigenous Education Primer and develop an implementation plan with accompanying resources

#### Design, implement and evaluate structures that enable students to be active partners in the learning process engaged through peer support, mentorship, teaching, research, and community learning.

* Consult with campus partners interested in adopting student partnership on the philosophy and parameters of student partnership
* Plan and prepare to host a local students as partners institute and build inter-institutional partnerships that can engage students as partners
* Explore models for increasing engagement of student partners at curriculum and program levels.

### Inclusive and Scholarly Teaching

#### Emphasize inclusive excellence in teaching.

* Update and launch a revised Inclusive Teaching website that includes resources on accessible teaching, anti-racist pedagogies and decolonization

#### Refine policies and processes to demonstrate that teaching is valued and recognized as a professional practice.

* Identify plans to support Faculty initiatives related to valuing and recognizing teaching and professional practices (e.g. faculty-specific teaching awards; updating or refining how teaching is evaluated at department or Faculty levels; advancement in teaching streams)

#### Review how teaching is evaluated and refine policies and processes to ensure a multi-faceted approach to evaluation is implemented.

* Research and revise the measurement tool for student course experience survey (previously student evaluations of teaching) and make recommendations on the implementation of that tool
* Provide input on ways in which teaching-related policies are at odds with valuing and recognizing teaching as a professional practice based on summaries of campus conversations, literature and expertise

#### Build a culture that values innovative, experimental and playful mindsets.

* Organize the Innovations in Education Conference in 2023 with a consideration to how risk-taking and experimentation could be incorporated and review existing grant and fellowship calls for opportunities to embed experiments and play
* Develop plans for an incubator space for experimentation with established and emerging educational technologies in online and physical teaching and learning environments
* Through an MI-Libraries partnership, McMaster OER Committee, expand grants and programming to encourage the exploration of new teaching approaches using OER and open pedagogies.

#### Develop meaningful, authentic assessments that promote learning and explore opportunities to reduce the use of high-stakes exams where appropriate.

* Design and deliver custom workshops and supports related to alternative assessment and impacts of AI-generated writing

### Active and Flexible Learning Spaces

#### Develop best practices for learning that are focused on the intentional consideration and integration of on-campus learning spaces (classrooms, labs, studios), online learning spaces, and community spaces for learning.

* Develop and implement individual and cohort training and support on the use of video and audio for teaching and learning using the MI studios

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#### Design new physical and virtual spaces to be universally accessible, meaning they are designed to be supportive, barrier-free, mental health positive, and adherent to policies relating to health, safety, accessibility, and inclusion while respecting diverse ways of knowing.

* Contribute to hybrid teaching technology classroom standards project

#### Develop and implement a clear Digital Learning Framework that enhances and complements the face-to-face learning experience.

* Recommend revisions to teaching and learning policies with respect to educational technology priorities (e.g. course modality language, implementation of lecture capture)
* Develop and publish an online, hybrid and in-person course quality checklist for self-directed use by educators
* Update the Blended Learning Guidebook to support integration of online and blended elements in curriculum
* Design an educational technology incubator program to support educators in experimenting with new technologies and modalities
* Propose a plan to support the continued development of high-quality online courses at McMaster

### Holistic and Personalized Learning Experiences

#### Expand adoption and continually enhance teaching development opportunities for educators around student mental health, inclusion, accessibility and safety needs (e.g., course design, compassionate response to student needs).

* Support the development of training for graduate supervisors and graduate students related to teaching and learning and mental health
* In partnership with the School of Graduate Studies, facilitate the development of a student-authored proposal to establish a disabled graduate student educator network