



# Teaching and Learning Fellows

## **1.1 Teaching and Learning Fellows Program**

The Teaching and Learning Fellows Program in the context of the Center for Teaching and Learning enhances teaching quality and innovation at Algoma University by bringing together a cohort of outstanding faculty members to provide educational leadership in their respective disciplines and the wider campus community.

## **1.2 What are Teaching and Learning Fellows?**

Teaching and Learning Fellows are academic staff members with tenure-track or tenured appointments who have demonstrated both commitment to excellence in their own teaching and willingness to champion the importance of teaching and learning development in the Algoma university community. Previous Teaching and Learning Fellow recipients may be considered for another two-year Teaching Fellowship term if it has been at least two years since the completion of their previous term.

Fellows receive a two-year appointment, funding to conduct their teaching innovations, and support from the educational developer and other staff in the Center for Teaching and Learning. One Teaching and Learning Fellow is appointed for/in Sciences, Social Sciences and Humanities, respectively. Furthermore, there will be an additional appointment as a Cross Cultural Teaching and Learning Fellow.

## **1.3 Roles and Responsibilities of Teaching and Learning Fellows**

Teaching Fellows will contribute directly to the achievement of the Center of Teaching and Learning's primary objectives to:

- Foster a community of practice in which teaching and learning are enriched and celebrated
- Extend Algoma University's commitment to a scholarship of teaching.
- Lead the integration of best teaching practices with new technology.
- Establish a process of generative evaluation that will inform, guide, and justify the continuing activities of the Center.

In reaching these objectives, Teaching Fellows are encouraged to be involved in some or all of the following Center of Teaching and Learning activities:

- Facilitating Learning Communities at Algoma University
- Workshop planning and organization
- Provide individual consultation with faculty members, including classroom feedback
- Establish the mentorship of small groups of new professors
- Develop, implement, and assess the impact of at least one unique teaching innovation over their term
- Design and conduct publishable research on the impact on their innovation.
- Deliver presentations at provincial, national, and international conferences.
- Engagement or contributions towards various ongoing Teaching and Learning Centre initiatives
- Other activities, as agreed upon in negotiation with the Associate Vice President, Academic and the Director, Center for Teaching and Learning

#### **1.4 In What Areas Can Teaching Innovation Projects Undertaken In?**

Teaching and Learning innovation projects may be undertaken in the areas of experiential learning, technology-enabled learning, curriculum innovation, international education, global learning, and interdisciplinary learning, to mention a few. In addition, fellows could consider researching and implementing a Peer Mentoring and Support initiative to help partner new faculty with experienced faculty so that they have a support structure for their teaching, looking at current course evaluation processes and practices across campus to help improve the process, or researching Open Access resource usage on campus and helping to identify the supports that are necessary to allow faculty to move to Open Access if they want to. These ideas are meant as suggestions, not limitations in any way. Projects can be guided by the creativity and interests of fellows who undertake them and the needs of the Algoma University teaching community.

### **1.5 Term of Appointment**

Teaching and Learning Fellows will be appointed for a two-year term. The first year of service will require the Teaching and Learning Fellows' presence at the monthly Center for Teaching and Learning Advisory Council meetings. The second year of service will be dedicated to performing the initiatives developed by the Teaching Fellow and/or the Advisory Council. An appointment as Teaching Fellow carries a one course teaching relief/academic year for the two-year period, normally to be applied during the term of appointment; the timing of the course relief is to be negotiated with the Dean of the Faculty/School.

### **1.6 Application Procedures**

The call for applications, identifying Teaching Fellow expectations and available terms of appointment, will normally be made in November of each year. Application deadline is the third Friday in January. From this list of nominees, the Advisory Council will select up to four Teaching Fellows for each academic year. Final decisions will be communicated to the Deans and applicants no later than the end of March. Appointments will start on July 1 of the subsequent academic year.

### **1.7 Application Dossier:**

Candidates for a Teaching and Learning Fellowship must submit an application package including the following components. As a guideline, please try to limit the content of your entire dossier to no more than the equivalent of 25 pages.

1. Letter of support from your Dean or Chair.
2. Curriculum Vitae
- 3 Evidence of teaching excellence
  - Innovative practices in teaching and/or assessment
  - Course evaluations from 5 recent courses
  - Other evidence beyond course evaluations (i.e. peer evaluations, letters of support, course outlines)
4. Philosophy of teaching/self reflection of teaching practice(maximum of 500 words)
5. Participation, contributions, and/or leadership in teaching development(maximum of 500 words)
6. Rationale for candidate's interest in serving as a Teaching and Learning Fellow – (rationale should support the strategic priorities of the Center for Teaching and Learning (and contributes to the improvement of teaching and learning) (maximum of 500 words).
7. All components of the application should be submitted electronically as a single PDF file