# 2024-26 Sustainability Faculty Fellowship

Applications due by April 15, 2024. Submit to [gmctl@usask.ca](mailto:gmctl@usask.ca)

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| **In Search Of: Academic units that are willing to adopt broader change with the help of an appointed Sustainable Faculty Fellow in the domains of** [**Learning for Sustainability (LfS)**](https://teaching.usask.ca/curriculum/sustainability.php)**.** |

**The application package must include:**

* Responses to Faculty Fellow questions  (pg. 3)
* Responses to Academic Leader questions  (pg. 4)
* Faculty Fellow’s proposed course syllabus (please attach)

#### The Sustainable Faculty Fellow is an individual who has:

* Demonstrated the ability to meet commitments.
* A desire to embed open and sustainability within their own course such that students are taking action towards sustainability and the Sustainable Development Goals (SDGs).
* The qualities of an amplifier: clear philosophy on teaching and positionality, empathy for others’ lived realities, ability to have difficult conversations with peers, open to new ways of doing and being, and the explicit support and commitment of their academic unit.
* The support of academic leadership to pursue this work.

#### The Faculty Fellow is looking to:

* Develop their academic leadership skills
* Act on internal motivations for a more sustainable and just world
* Bridge their teaching and scholarship
* Engage with a community of practice

#### Fellowship Timeline

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| **Term** | **What Faculty Fellows will focus on** |
| **Spring 2024**  **Summer 2025** | Designing a course where students are **taking action on sustainability**. The course will have constructive alignment that teaches the USask competencies. The sustainable action should be shared openly so that it can help others move towards the SDGs. Expect 10–20-hour time commitment of meetings and facilitated learning May 15-June 30. |
| **Fall 2024**  **Winter 2025** | Implement the course design (teaching). Open reflecting and sharing about teaching on sustainability. Once a term meeting between Fellows and Academic Leadership. |
| $2000 funding is tied to completing the spring programming, one openly shared reflective piece about embedding sustainability, and completing regular check-ins with academic leadership (September, January, April) | |
| **Winter 2025** | Facilitation and change management skills. Action plan for change. Catalyzing others. Creating support materials for faculty. Designing opportunities for other faculty. Plan for 4-6 hours of scheduled facilitated learning. |
| **Spring 2025 Winter 2026** | Working with academic leadership. Mentoring peers and facilitating workshops for colleges. Effecting the ‘how’ as needed (co-created solutions with GMCTL staff). |
| $2000 funding is tied to completing spring programming and facilitating at least one faculty or departmental meeting for your home unit and regular meetings with academic leadership | |

#### For Faculty Fellow Candidates:

The applicant agrees that if this application is successful, they will:

* Attend all sessions, approximately 20 hours in Spring-Summer 2024 and regular follow-up meetings throughout 2024-2025. Dates and times will be mutually decided.
* Produce a new or revised course design as evidenced by a course syllabus and blueprint that must be submitted prior to the start of the course.
* Set and enact a meaningful course evaluation plan for selected elements of the course
* Create a reflective piece, written or otherwise, related to the course and will share it with the USask teaching and learning community.
* Any new materials created for this course, such as a lab manual, or other materials shared with students will be released under an open license, unless a compelling reason exists to not release materials under these terms
* Teach a course that embodies principles of Learning for Sustainability in Fall 2024 or Winter 2025
* Will be assigned duties in Fall 2025 or Winter 2026 to engage meaningfully with faculty and peers on other course design opportunities.

#### For Academic Unit Leaders:

The home unit of the Faculty Fellow of Sustainability and Open Pedagogy will receive up to $2000 in the first year and up to $2000 in the second year.  Academic unit leaders must indicate how the funds will be used in support of teaching and learning for this course and future programmatic change aligned with the proposed undergraduate competencies.

Examples may include:

* TA support
* materials, equipment, licenses relevant to teaching and learning
* scholarship of teaching and learning-related research support
* travel and conference support for the applicant
* stipend or transfer to the applicant, etc.
* Buy-out of teaching time in 2025-2026 to be able to lead change processes

Application Deadline: April 15, 2024

Interviews with Applicants and Leaders April 15-30, 2024

## Faculty Fellow Questions

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| **Name** |  |
| **Email** |  |
| **Position (indicate faculty role or sessional instructor)** |  |
| **College and department** |  |

1. **Why do you want to be part of this two-year fellowship? Include in your answer ways this may benefit your teaching, students’ learning, programmatic or curricular impacts, etc.** *(250-word limit)*

1. **What do you see as the biggest challenges that you face embedding LfS into your course?** *(100-word limit)*

1. **How might you impact change regarding LfS  in your college or department?** *(100-word limit)*
2. **We are asking you to show us your alignment - how will you help us work towards the undergraduate student competencies?** You may use the table below if helpful or write your responses below. *Please keep the total response to 250-500 words.*

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| As an institution, these are our student undergraduate competencies in sustainability: [(more info here)](https://teaching.usask.ca/curriculum/sustainability.php) | *To be completed by Faculty Fellow candidates*  **As an instructor, please describe how you align with at least three (3) of these priorities.** |
| Engaging in our intercultural society |  |
| Nurturing successful relationships |  |
| Leveraging technology |  |
| Adaptive design and problem solving |  |
| Communicating meaningfully |  |
| Cultivating well-being |  |

## Academic Leader Questions

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| **Academic Unit Leader Name** |  | |
| **Leader’s Email** |  | |
| **Department Financial Analyst**  **Name and Email** |  | |
| As an institution, these are our student undergraduate competencies in sustainability: [(more info here)](https://teaching.usask.ca/curriculum/sustainability.php) | *To be completed by the unit leader.*  **At the unit level, how do you align with at least 3 of these priorities?** |
| Engaging in our intercultural society |  |
| Nurturing successful relationships |  |
| Leveraging technology |  |
| Adaptive design and problem solving |  |
| Communicating meaningfully |  |
| Cultivating well-being |  |

You can anticipate receiving up to $2000 for 2024-25 and again in 2025-26.

These funds are to be used to learning for sustainability at the institutional level (NOT for one individual course or instructor’s benefit)

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| How do you anticipate using the funds to effect tangible change in your unit? | Actions we will take as a unit… |
| Design and articulate the progression of undergraduate competencies  in a specific program over time. |  |
| Assess the extent to which programs provide students with experiential learning about sustainability (including feedback and reflection) and refine programs based on what they find. |  |
| Create and support structures which allow for collegial conversations about designing authentic experiences and explicitly teaching skills. |  |
| Set aside time for faculty fellows to work with teams and individuals on embedding undergraduate competencies, considering this time within assignment of duties. |  |
| Communicate and support alignment with existing priorities, including sustainability. |  |
| Promote opportunities for sharing and reflection on teaching and learning, such as SoTL, conference proceedings, podcasts, blogposts, etc. |  |
| Identify and address risks or threats to ongoing success to progressing on goals of the [Sustainability Strategy](https://sustainability.usask.ca/documents/usask-sustainability-strategy-2021-2030.pdf). |  |
| Establish and support teaching partnerships institutionally and externally. |  |