# Sustainability Faculty Fellowship

Applications due by March 17, 2025. Submit to 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/priorities/teaching-strategies/sustainability.php)**.**  |

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

* Demonstrated the ability to meet commitments.
* A desire to embed 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
* Personal motivations

Applications Deadline: March 17, 2025

Interviews with Applicants and Leaders: March 17-31, 2025

#### Fellowship Timeline

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| **Term** | **What Faculty Fellows will focus on** |
| **Spring 2025****Summer 2027** | Designing a course where students are **taking action on sustainability**. The course will have constructive alignment that teaches the USask Student 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 2025****Winter 2026** | Implement the course design (teaching). Open reflecting and sharing about teaching on sustainability. Once a term meeting between Fellows and Academic Leadership.  |
| Up to $3,500 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 2026** | 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 2026****Winter 2027** | Working with academic leadership. Mentoring peers and facilitating workshops for colleges. Effecting the ‘how’ as needed (co-created solutions with GMCTL staff).  |
| Up to $3,500 funding is tied to completing spring programming and facilitating at least one faculty or departmental meeting in 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 2025 and regular follow-up meetings throughout 2025-2027. 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 evaluatiwon 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 2025 or Winter 2026
* Will be assigned duties in Fall 2026 or Winter 2027 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 $3,500 in the first year and up to $3,500 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 2026-2027 to be able to lead change processes

**Join an** [**online information session**](https://gmc-tomcat.usask.ca/eventsRegistration/public/viewCurrentMonth?showDefaultDate=02/18/2025) **on Tuesday February 18 at 12:30pm if you are interested in applying for the 2025-27 Sustainability Faculty Fellowship.**

Ways past Fellows have used funding:

* Provided subsidies for students to attend workshops with First Nation communities during an international gathering.
* Purchased UN Sustainable Development Goals (SDG) swag for classroom events, printed USask SDG Multiplier card decks for themselves and colleagues, and covered conference fees. Plans to use the remaining funds for sustainability-related teaching and research efforts.
* Hiring and training a Teaching Assistant (TA).
* Hiring and training a Research Assistant (RA) to help colleagues adjust course outlines.
* Used the funding to support gatherings, including food and gifts for speakers, to bring attention to the SDGs.

## Faculty Fellow Questions

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| **Name** |  |
| **Email** |  |
| **Position** **(Indicate faculty or sessional)** |  |
| **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)*
2. **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:  | *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** |   |

1. **How does your unit align with at least three of the following** [USask Student Competencies](https://teaching.usask.ca/priorities/usask-student-competencies.php#TheUSaskcompetencies) **for undergraduate students?** *(150-word limit)*

* Engaging in our intercultural society
* Nurturing successful relationships
* Leveraging technology
* Adaptive design and problem solving
* Communicating meaningfully
* Thoughtful resilience

1. **Current Status:** Where are you now regarding sustainability across the curriculum?*(100-word limit)*
2. **Impact of Funding:** What small step will the Fellow and the $3500 help to make tangible change in your unit?*(100-word limit)*
3. **Future Vision:** Knowing that there is additional funding through [Teaching and Learning Innovation Fund](https://teaching.usask.ca/awards-and-funding/funding/teaching-innovation.php), if needed, what’s the blue sky for your unit?*(100-word limit)*
4. **Goals and Priorities:** What are your other goals and priorities (Academic Review?) on the horizon for 2025-2027? Help us understand your current context.*(100-word limit)*