UNIVERSITY OF CALGARY | Taylor Institute for Teaching and Learning

TEACHING AWARDS PROGRAM REPORT

September 30, 2019

Executive Summary

Since 2014, the University of Calgary Teaching Awards have recognized and celebrated outstanding contributions to teaching and learning. The awards recognize excellence in diverse learning contexts, by individuals and teams, and through curriculum design and educational leadership. The awards showcase the value of teaching and learning to our university and external communities, raise the profile of teaching excellence, and position recipients and nominees to be successful in national award competitions.

The University of Calgary Teaching Awards are comprised of 13 categories. A University of Calgary Teaching Award is a distinguished honour for members of our university community who, through their commitment and expertise, create deep and lasting learning experiences.

The University of Calgary Teaching Awards program has shown its commitment to enriching the quality and breadth of learning. Since 2014, University of Calgary students, faculty and staff have submitted 375 nominations, and 116 awards (10 shared) were received across 20 faculties and units. University of Calgary Teaching Award recipients are honored at the annual Celebration of Teaching, hosted by the Provost and Vice-President (Academic) in the Taylor Institute for Teaching and Learning. On average, over 118 people attend the Celebration of Teaching every year. Since 2017, over 1,300 members of the academic community have participated in the Program, as nominators, nominees, and adjudicators, demonstrating the breadth of engagement across the University of Calgary. Online resources related to the program receive thousands of views and downloads each year, confirming the Program's impact beyond the University of Calgary.

In August 2019, a robust program evaluation survey was conducted to assess nominator and nominee perceptions of the University of Calgary Teaching Awards Program. The survey was distributed to over 400 nominees and nominators (2014-2018). It sought feedback on the nomination process and was designed to evaluate the influence of the program, in accordance with program goals. Survey results confirm the positive impact that these awards are having on the University of Calgary.

- 76% of respondents felt that the program recognizes outstanding contributions to student learning and 71% or respondents felt that the Awards program strengthened the University's teaching and learning community.

- 96% of award recipients felt that the Awards program helped them reflect on their teaching and learning practices, while 84% felt that the program increased their confidence in teaching and learning and encouraged them to share their teaching expertise with colleagues.

Data also suggest there are opportunities to improve the program. Key recommendations include reducing the nomination requirements for the program, creating a cyclical process to review the criteria for each award category, and continuing to raise the profile of the University of Calgary Teaching Academy to ensure award recipients are best able to share their teaching expertise across the academic community.

Introduction

The University of Calgary Teaching Awards recognize and celebrate outstanding contributions to teaching and learning. The awards recognize excellence in diverse learning contexts, by individuals and teams, and through curriculum design and educational leadership. The awards showcase the value of teaching and learning to our university and external communities, raise the profile of teaching excellence and position recipients and nominees to be successful in national award competitions. This report will focus on short-term program outcomes captured from our program evaluation survey and internal administrative reports.

Background

At the time of the submission of the University-Level Teaching Awards Program to the General Faculties Council (GFC) in 2013, the University of Calgary did not take an intentional, comprehensive approach to university-level teaching awards. The University of Calgary Teaching Awards Program is based on an extensive discussion at the Teaching and Learning Committee (TLC) at (GFC) regarding the results of a survey conducted by TLC members of current practices and a review of the *Eyes High* Strategy, Academic Plan and the Integrated Framework for Teaching and Learning. The proposal was also informed by the literature on effective teaching awards and, to a lesser extent, by effective practices in other Canadian universities.

In spring 2017, the university launched an energized *Eyes High* Strategy (2017-22). Like the original *Eyes High* Strategy, enriching the quality and breadth of learning is one of its foundational commitments. This is further reflected in the *2018-23 Academic Plan Priority: Prioritizing People, 1.3 Recognize and Reward People*.

Program Scope

The University of Calgary Teaching Awards is an annual awards program that recognizes the contributions of in 13 award categories, including individual and group awards, and broadly represent strategic teaching and learning priorities.

The Teaching Awards are comprised of the following categories:

- Award for Continuing and Professional Education
- Award for Curriculum Development
- Award for Educational Leadership (Group, Individual Formal, Individual Informal)
- Award for Experiential Learning Initiatives
- Award for Full-Time Academic Staff
- Award for Graduate Assistants (Teaching)
- Award for Graduate Supervision
- Award for Librarians, Archivists and Curators
- Award for Non-Academic Staff (Group and Individual)
- Award for Sessional Instructors
- Award for Teaching in Online Environments
- Award for Team Teaching
- Award for Workplace-Integrated Education

Program Goals

The University of Calgary Teaching Awards was established to showcase the value of teaching and learning to our university and external communities, raise the profile of teaching excellence and position recipients and nominees to be successful in national award competitions. Specific program objectives include:

- Encouraging teaching excellence and recognizing outstanding contributions to student learning
- Promoting the sharing of knowledge and meaningful conversations about teaching and learning practices
- Strengthening the university's teaching and learning community
- Positioning members of the university community for external teaching awards
- Promoting reflective teaching practices

Evaluation and Impact

2019 University of Calgary Teaching Awards Program Evaluation Survey

In August 2019, a robust program evaluation survey was conducted to assess nominator and nominee perceptions of the University of Calgary Teaching Awards Program. The survey was distributed to over 400 nominees and nominators (2014-2018) and sought feedback on the nomination process and asked respondents to evaluate the influence of the program. Approximately 123 nominators and nominees responded to the survey. All faculties, except the School of Architecture, Planning and Landscape were represented in the results, with the highest portion of respondents from the Werklund School of Education (18%), Cumming School of Medicine (16%), and Faculty of Arts (14%).

Encouraging Teaching Excellence and Recognizing Outstanding Contributions to Student Learning

Most of the respondents (67% -76%) felt that the Teaching Awards program encourages teaching excellence, strengthens the university's teaching community, and recognizes outstanding contributions to student learning. Of the three areas of impact, most respondents felt the award recognized instructors who significantly contributed to student learning at the University of Calgary (76%).
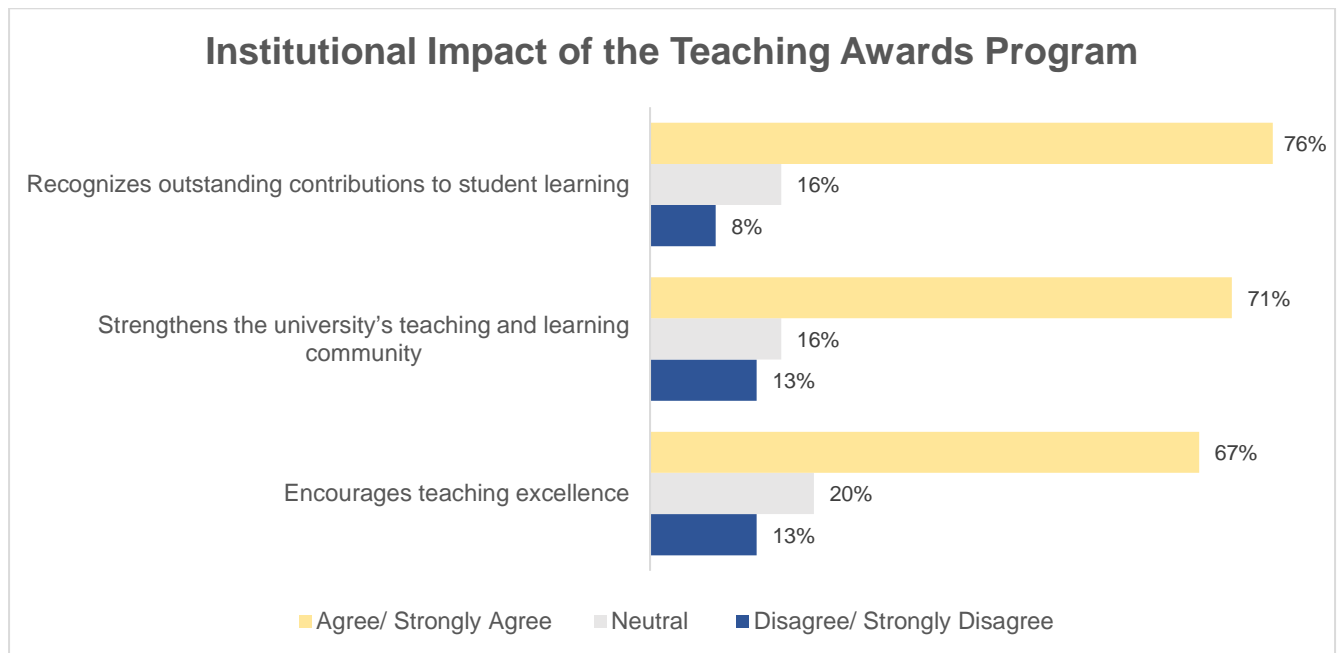

Figure 1: Summary of respondents' perception of the institutional impact of the award program in accordance with the program goals.

Respondents acknowledged the positive impact of the awards program through comments such as:

"The impacts of the Teaching Awards program have been extremely significant to increasing the quality of teaching in each unit, and we will see more benefits over time (sometimes the benefits take a few years to come to fruition)."

"I think the teaching awards are a wonderful aspect of the University of Calgary and how they recognize their own teachers. Bravo!"

Respondents – 2019 University of Calgary Teaching Awards Program Evaluation Survey

Total Number of Nominations and Awards

Since 2014, University of Calgary students, faculty and staff have submitted 375 nominations, and 116 awards (10 shared) were given to 20 faculties and units. The Werklund School of Education (26) received most of the awards, followed by the Faculty of Science (23), the Faculty of Arts (22) and the Cumming School of Medicine (12). It can generally be seen that there is an association between the number of nominations a faculty or unit submits, and the number of awards received.

Faculty/Unit Nominations and Awards since 2014

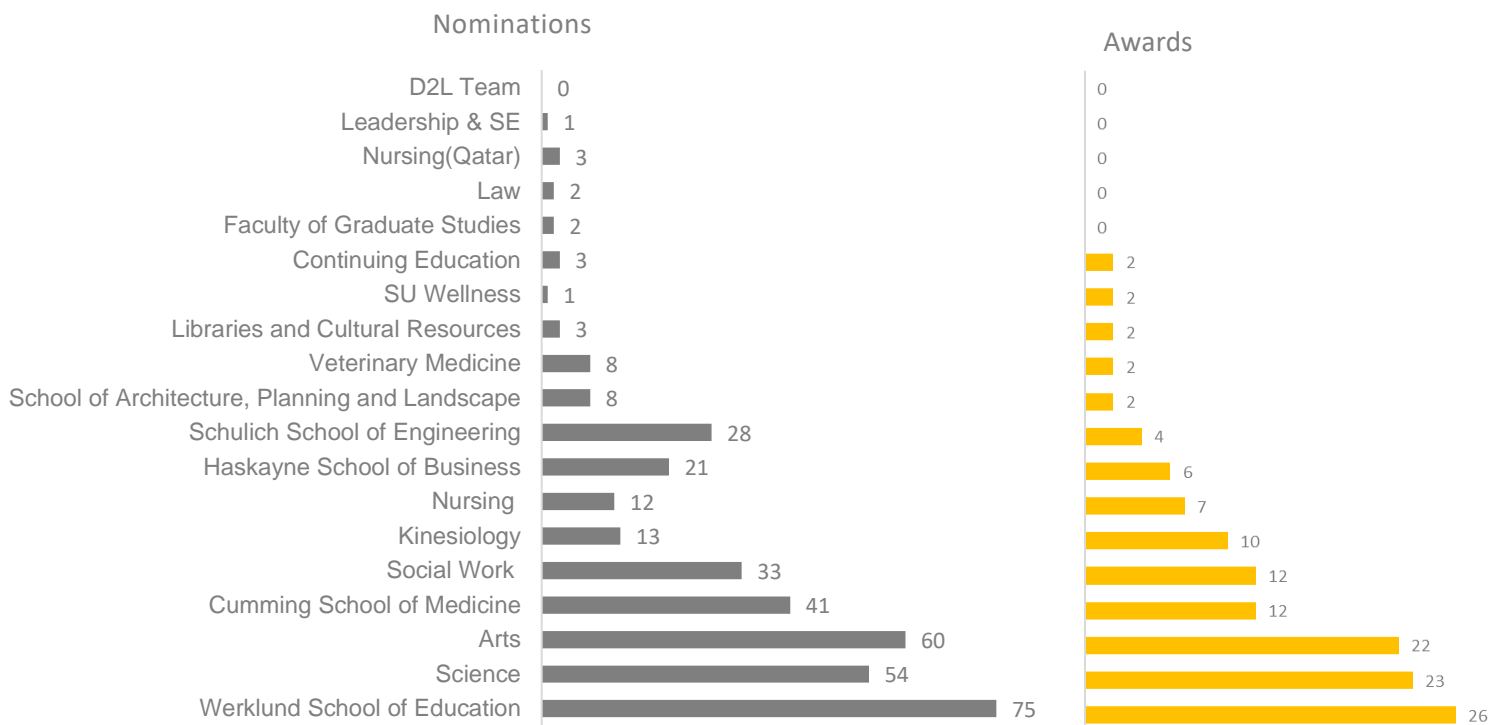| Faculty/Unit	Nominations	Awards
D2L Team	0	0
Leadership & SE	1	0
Nursing(Qatar)	3	0
Law	2	0
Faculty of Graduate Studies	2	0
Continuing Education	3	2
SU Wellness	1	2
Libraries and Cultural Resources	3	2
Veterinary Medicine	8	2
School of Architecture, Planning and Landscape	8	2
Schulich School of Engineering	28	4
Haskayne School of Business	21	6
Nursing	12	7
Kinesiology	13	10
Social Work	33	12
Cumming School of Medicine	41	12
Arts	60	22
Science	54	23
Werklund School of Education	75	26

Figure 2: Faculty or Unit Nominations and Awards since 2014

Awards by Category

There are 13 award categories, but there are several subcategories within each wider award category. Since 2014, University of Calgary students, faculty and staff have submitted 368 nominations to different award categories and 117 awards were given within multiple award categories. A maximum of 26 awards could potentially be awarded annually however the average award given annually is 20. Most categories receive between three and four nomination packages per award every year. Some categories such as the Awards for Sessional Instructors and Graduate Assistants (Teaching) usually receive more than ten nomination packages every year; however, both of those categories offer up to three awards to strong nominees. In more specialized categories such as the Award for Curriculum Development or the Award for Workplace Integrated Education, it is common to receive up to three nomination packages annually.

In the 2019 University of Calgary Teaching Awards program evaluation survey most respondents (76%) shared that the current 13 award categories adequately captured the contributions that faculty,

"If a university values teaching, then recognizing good teaching is important…I appreciate the variety of awards because it enables us to value people at different stages and in different roles."

Respondent – 2019 University of Calgary Teaching Awards Program

graduate students, and staff contribute to the wide variety of teaching and learning contexts across the institution. However, a small proportion (4%) expressed that the award categories could be improved. Practical suggestions for improving the award categories include: ensuring groups are eligible for the Award for Experiential Learning Initiatives and ensuring there is an award for Clinical Teaching (which is currently included in the Work-Integrated Education Award).

Table 3 provides data on the number of nominations received by award category per year.

Celebration of Teaching

University of Calgary Teaching Award recipients are honoured at the annual Celebration of Teaching, hosted by the Provost and Vice-President (Academic) in the Taylor Institute for Teaching and Learning. 110 to 125 people attend the Celebration of Teaching every year, including: award recipients and one guest, principal nominators, adjudication committee chairs, TI staff members, department heads of recipients, deans, members of the ELT/SLT, members of Senate, members of the Board of Governors, the Taylor Family and the President and Vice-Chancellor.

Figure 3: Image from the Annual University of Calgary Teaching Celebration, hosted in the Taylor Institute for Teaching and Learning

Table 2. Nominations and awards by faculty per year

Faculty	2014 Nominations	2014 Awards	2014 Shared Awards	2015 Nominations*	2015 Awards	2015 Shared Awards	2016 Nominations	2016 Awards	2016 Shared Awards	2017 Nominations	2017 Awards	2017 Shared Awards	2018 Nominations	2018 Awards	2018 Shared Awards	2019 Nominations	2019 Awards	2019 Shared Awards	Total Nominations	Total Awards	Total Shared Awards
Arts	8	2	-	17	3	2	19	7	1	4	3	-	2	0	-	10	4	-	60	19	3
Haskayne School of Business	5	1	-	1	1	1	3	0	-	3	0	-	4	1	-	5	2	-	21	5	1
Werklund School of Education	10	4	-	15	6	1	15	0	-	13	3	1	8	3	1	14	7	-	75	23	3
Schulich School of Engineering	2	0	-	5	1	0	2	1	-	4	0	-	6	1	-	9	1	-	28	4	0
School of Architecture, Planning and Landscape	4	2	-	4	0	0	0	0	-	0	0	-	0	0	-	0	0	-	8	2	0
Graduate Studies	0	0	-	0	0	0	0	0	-	1	0	-	1	0	-	0	0	-	2	0	0
Kinesiology	2	1	-	5	2	1	2	0	-	1	1	1	2	2	1	1	1	-	13	7	3
Law	1	0	-	0	0	0	0	0	-	0	0	-	0	0	-	1	0	-	2	0	0
Cumming School of Medicine	3	0	-	9	0	0	9	3	-	8	5	-	2	2	-	10	2	-	41	12	0
Nursing	3	2	-	4	2	1	3	0	-	1	1	1	0	0	-	1	0	-	12	5	2
Nursing (Qatar)	0	0	-	0	0	0	0	0	-	0	0	-	0	0	-	3	0	-	3	0	0
Science	9	4	-	11	4	0	10	3	1	10	2	-	9	7	-	5	2	-	54	22	1
Social Work	0	0	-	1	0	0	8	2	-	14	4	1	7	4	-	3	1	-	33	11	1
Veterinary Medicine	2	1	-	2	1	0	1	0	-	2	0	-	0	0	-	1	0	-	8	2	0
Libraries	0	0	-	0	0	0	0	0	-	1	1	-	1	0	-	1	1	-	3	2	0
SU Wellness Centre	0	0	-	0	0	0	0	0	-	1	1	-	0	0	-	0	0	-	1	1	0
Leadership and Student Engagement	0	0	-	0	0	0	0	0	-	0	0	-	0	0	-	1	0	-	1	0	0
Continuing Education	0	0	-	0	0	0	0	0	-	2	1	-	1	1	-	0	0	-	3	2	0
D2L team	0	0	-	0	0	0	0	0	-	0	0	-	0	0	-	0	0	-	0	0	0
Total	49	17	N/A	74	20	N/A	72	16	N/A	65	22	N/A	43	21	N/A	65	21	N/A	368	117	NA

Table 3. Nominations and awards by category

Award	2014 Nominations*	2014 Awards	2015 Nominations	2015 Awards	2016 Nominations	2016 Awards	2017 Nominations	2017 Awards	2018 Nominations	2018 Awards	2019 Nominations	2019 Awards	Total Nominations**	Total Awards
Continuing and Professional Education	N/A	0	0	0	0	0	3	1	1	1	1	1	5	3
Curriculum Development	N/A	1	3	1	3	1	1	1	2	1	1	0	10	5
Educational Leadership														
Educational Leadership (Group)	N/A	0	0	0	2	0	3	1	2	1	1	1	8	3
Educational Leadership (Individual, Informal)	N/A	0	6	1	1	0	3	1	2	1	3	1	15	4
Educational Leadership (Individual, formal)	N/A	1	2	1	4	1	7	1	3	1	3	1	19	6
Experiential Learning Initiatives	N/A	1	3	1	2	1	4	1	2	1	1	1	12	6
Full-Time Academic Staff														
Instructor	N/A	1	3	1	4	1	1	0	3	1	6	1	17	5
Senior Instructor	N/A	1	2	1	2	0	5	1	2	1	2	1	13	5
Teaching Professor	N/A	0	0	0	0	0	0	0	2	1	0	0	2	1
Assistant Professor	N/A	1	4	1	2	1	2	1	2	1	4	1	14	6
Associate Professor	N/A	1	5	1	5	1	4	1	1	1	3	1	18	6
Professor	N/A	1	3	1	2	1	1	1	1	1	3	1	10	6
Graduate Assistants (Teaching)	N/A	3	9		13	3	8	3	5	3	13	3	48	15
Graduate Supervision	N/A	1	7	1	7	1	6	1	3	1	5	1	28	6
Librarians, Archivists and Curators	N/A	1	1	1	0	0	1	1	1	0	1	1	4	4
Non-Academic Staff														
Non-Academic Staff (Group)	N/A	0	1	1	1	1	1	0	0	0	1	0	4	2
Non-Academic Staff (Individual)	N/A	1	6	1	13	1	5	1	3	1	3	1	30	6
Sessional Instructors	N/A	1	11	3	10	2	5	2	3	1	8	2	37	11
Teaching in Online Environments	N/A	1	2	1	1	0	2	1	3	1	3	1	11	5
Team-Teaching	N/A	1	3	1	0	0	1	1	1	1	1	1	6	5
Work-Integrated Education	N/A	0	0	0	0	0	1	1	0	0	3	1	4	2
Total	49	17	71	18	72	15	64	21	42	20	66	21	364	112

Nomination Process

Most respondents (81%) felt that the selection criteria for receiving an award were made clear in the call for nominations. A few respondents felt that some of the award criteria were "too prescriptive" and should be "loosened" and "simplified," while others noted that they were in line with "other programs."

One of the most common areas of feedback we have received from various members of the academic community is that the nomination requirements are excessive, and that these requirements create a barrier to being nominated. The current requirements for the awards include: one or more nominations letters (5-page maximum), a nomination dossier (10-20 pages in length), and 2-3 letters of support from students and/or colleagues. Respondents were asked if the nomination requirements should be reduced to: One nomination letter (2-page maximum) that briefly outlines how the nominee meets the award criteria, and one nomination dossier (10-page maximum) that provides evidence from multiple perspectives (nominee, students, colleagues) of how the nominee meets the award criteria. Most respondents (78%) supported this proposed change, with only 14% disagreeing. Despite this majority, there were some mixed responses regarding this change, as represented by respondents' comments below:

> *"Compiling the dossier etc. was a helpful activity and I have used the work I completed for the award in multiple other instances. On the other hand you may receive more nominations if the submission criteria were reduced".*

> *"…I would argue that time in the nominations is time well spent. A few faculty are currently submitting promotion and tenure applications and are relieved to know that they have a foundation dossier from their teaching [award] nomination".*

> *"I know that there is significant work required to prepare and evaluate the nomination packages. However, I think it is also important that sufficient information is provided to allow for the selection committee to evaluate the applications".*

> *"Both the nominee's dossier and the nominating letter were far too labour intensive. If the university wants to encourage recognition for teaching, the nomination process should be simple and straightforward".*

> *"I do think the awards are a great idea, but I do think we could get the same message across with less work…so I strongly agree with reducing the workload".*

> *"I appreciate the reduction of effort for the nomination – it still upholds the criteria".*

Promote the Sharing of Knowledge and Meaningful Conversations about Teaching and Learning Practices

Most of the respondents (52% -55%) shared that the Teaching Awards program encourages meaningful conversations and promotes the sharing of knowledge about teaching and learning practises. The majority felt that receiving a University of Calgary Teaching Award is valued by their faculty or unit (76%). In terms of knowledge sharing, multiple respondents felt that they, "would like to see more done with the award recipients – have them share their knowledge at several points throughout the year in different mediums." They felt that it would be helpful for, "award winners to host a workshop so that others can learn from their outstanding contributions," especially within their departments and faculties.
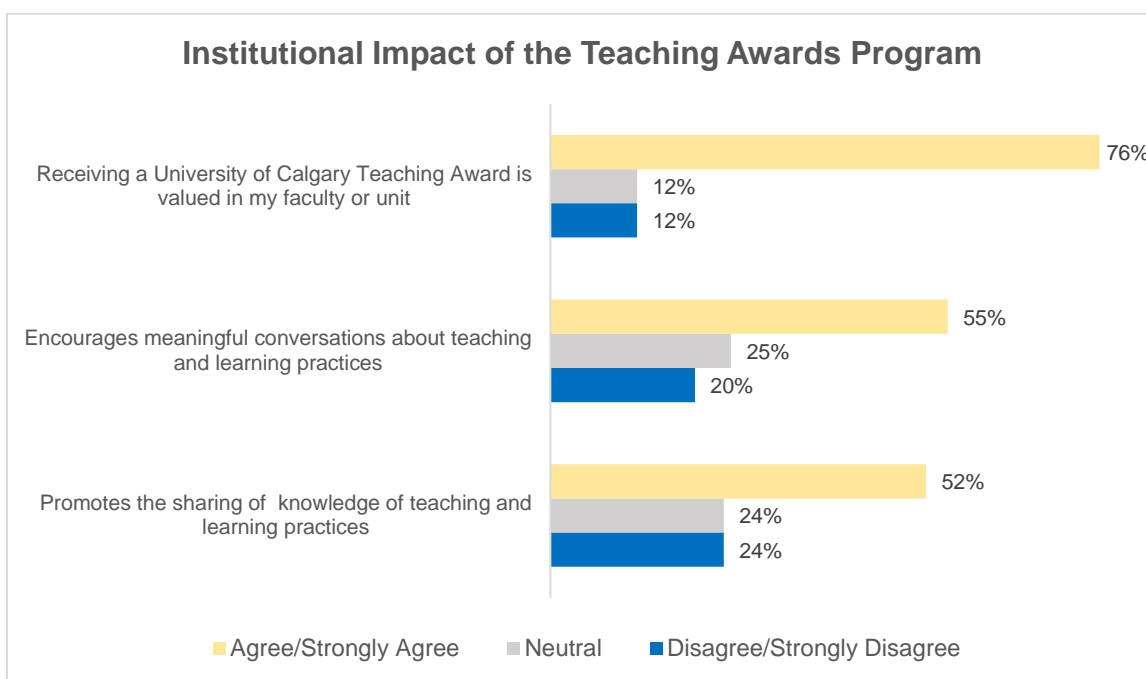

Figure 4: Summary of respondents' perception of the institutional impact of the award program in accordance with the program goals. Findings are represented as percent response for each indicator. Source: 2019 University of Calgary Teaching Awards Program Evaluation Survey

Teaching Academy

The Teaching Academy is a community of instructors who have received University of Calgary Teaching Awards in recognition of their exemplary contributions to teaching and learning. The Teaching Academy operates as a working group of on-the-ground professionals who are interested in supporting the development of individual and collective teaching practices on our campus.

In support of the University of Calgary's Eyes High vision, the Teaching Academy is committed to communicating the importance of teaching, modeling the potential for teaching and research integration and investing in a positive teaching and learning environment on campus.

The University of Calgary Teaching Academy was established concurrently with the awards program to help ensure that award recipients had an opportunity to share their expertise with the academic community. The Teaching Academy has contributed to initiatives such as Open Classroom Week, Teaching Days, numerous workshops, themed conversations, has supported consultations on preparing a nomination dossier, and authored the recently published TI Guide on Mentorship.

Adjudication

The University of Calgary faculty, staff, students and postdoctoral scholars support the Teaching Awards program by volunteering as an adjudicator and/or supporting the development of nomination packages. Over 60 people (see table 4) volunteer as adjudicators on 10 – 11 adjudication committees structured and coordinated by the Taylor Institute for Teaching and Learning every year. Adjudication occurs over one week in late February. Adjudicators report spending an average of 8 to 12 hours reading the nomination packages, filling out the rubrics and participating in a three-hour committee meeting and a one-hour training session on implicit bias.

Adjudication committees are chaired by a faculty member. In 2019, many of the committees were chaired by faculty outside of the Taylor Institute for the first time. Chairs receive an orientation to support them in ensuring a transparent and collaborative decision-making process is conducted for each award category. Committee composition varies according to the award category. In general, a committee may be structured as follows:

- (01) Committee chair (faculty member)
- (02) Academic staff members
- (01) Undergraduate student
- (01) Graduate student
- (01) AUPE staff member, MaPS or postdoctoral scholar

As highlighted in Table 4, most adjudicators are academic staff (27 avg.) followed by graduate students (11 avg.) and undergraduate students (8 avg.).

Table 4. Adjudicator participation by type per year

Adjudicator type	2017	2018	2019
Academic staff	27	26	29
Undergraduate students	8	7	9
Graduate students	9	13	12
AUPE staff	5	6	4
MaPS	2	2	5
Postdoctoral scholars	0	4	3
Total	51	58	62

Table 5 shows the representation of adjudicators by faculty/unit per year. Most adjudicators are from the Taylor Institute, followed by the Faculty of Arts, the Cumming School of Medicine, the Haskayne School of Business, Nursing and Science. In 2017, changes were made to the composition of adjudication committees to allow for greater faculty representation and inclusion of multiple groups across campus.

Anecdotally, many adjudicators find themselves inspired by the philosophies and strategies shared in the nomination packages. They also report enjoying the opportunity to think reflectively about teaching and learning as a practice and learning from the perspectives of other adjudicators during the committee meetings.

Table 5. Adjudicator participation by faculty/unit per year

Faculty/Unit	2017	2018	2019
Arts	7	7	11
Haskayne School of Business	3	5	5
Werklund School of Education	2	5	4
Schulich School of Engineering	3	5	3
School of Architecture, Planning and Landscape	0	1	1
Graduate Studies	1	1	1
Kinesiology	3	3	2
Law	1	0	1
Cumming School of Medicine	4	3	6
Nursing	8	3	5
Science	2	7	5
Social Work	0	5	2
Veterinary Medicine	0	0	1
Libraries	1	0	3
Financial Aid	0	0	0
International	0	1	0
Students' Union	0	0	1
Office of the Provost - Finance	0	0	1
Continuing Education	0	0	0
Student Success Centre	0	0	1
Taylor Institute	16	12	9
Total	51	58	62

Resources and Support

<u>Workshops</u>

The Taylor Institute for Teaching and Learning offers comprehensive support options for the development of nomination dossiers. Starting in October or November every year, the institute provides the following sessions to assist both nominees and nominators in creating dossiers:

- Creating Your Teaching Philosophy
- Developing Your Nomination Dossier for the University of Calgary Teaching Awards
- Preparing a Strong Nomination Letter for the University of Calgary Teaching Awards
- Teaching Awards Drop-in Sessions (3 – 5 sessions)

These sessions receive an average of 10 – 20 participants (see Table 6). Since 2016, over 220 faculty and staff have benefited from these workshops.

During drop-in sessions, nominees and nominators receive a one-on-one consultation with an Educational Development Consultant or member of the University of Calgary Teaching Academy. Taylor Institute Educational Development Consultants also meet one-on-one with nominees throughout the fall semester.

"Compiling the dossier etc. was a helpful activity and I have used the work I completed for the award in multiple other instances."

Respondent – 2019 University of Calgary Teaching Awards Program Evaluation Survey

Nominees who do not receive awards are encouraged to schedule meetings after the Celebration of Teaching with Educational Development Consultants to receive feedback on how to improve their nomination package and reapply.

Table 6. University of Calgary Teaching Awards support workshop participation by year

Workshop title	2017	2018	2019	Total
Creating Your Teaching Philosophy	15	43	21	79
Developing Your Nomination Dossier for the University of Calgary Teaching Awards	12	6	7	25
Preparing a Strong Nomination Letter for the University of Calgary Teaching Awards	20	9	10	39
Teaching Awards Drop-in Consultations	33	22	22	77
Total	80	80	60	220

<u>Online Resources</u>

In addition to in-person consultations and support sessions, the Taylor Institute provides substantial online resources that have been development in support of the Teaching Awards program. Online resources take the form of blog posts, webpages, a guide and sample teaching philosophy statements.

Blog posts such as Writing an Educational Leadership Philosophy Statement (2016) received 10,311 pageviews (8,548 unique) and Tips for Writing a Strong Letter of Support for a University of Calgary Teaching Awards Nomination received 7,808 pageviews (7,313 unique).

The Sample Teaching Philosophy Statements webpage received 42,800 views (22,827 unique) since 2016. This is even higher than the TI homepage. Analytics suggest that a large percentage of these views are organic search traffic, meaning that the page is performing well in terms of Search Engine Optimization (SEO). Sample philosophy statements from well-regarded faculty members such as Heather Addy and Fabiola Aparicio-Ting have been downloaded 735 and 458 times respectively.

The Taylor Institute Guide on Teaching Dossiers and Philosophies has been downloaded 470 times since it's publication in 2018. These data suggest the impact of the Program extends much beyond the University of Calgary.

Communications and Engagement

In most years, between 350 – 500 people across campus engage in the University of Calgary Teaching Awards by writing letters of nomination or support, adjudicating or applying for awards. Since 2017, the Taylor Institute has captured data on the number of people engaged by stakeholder type (Table 7).

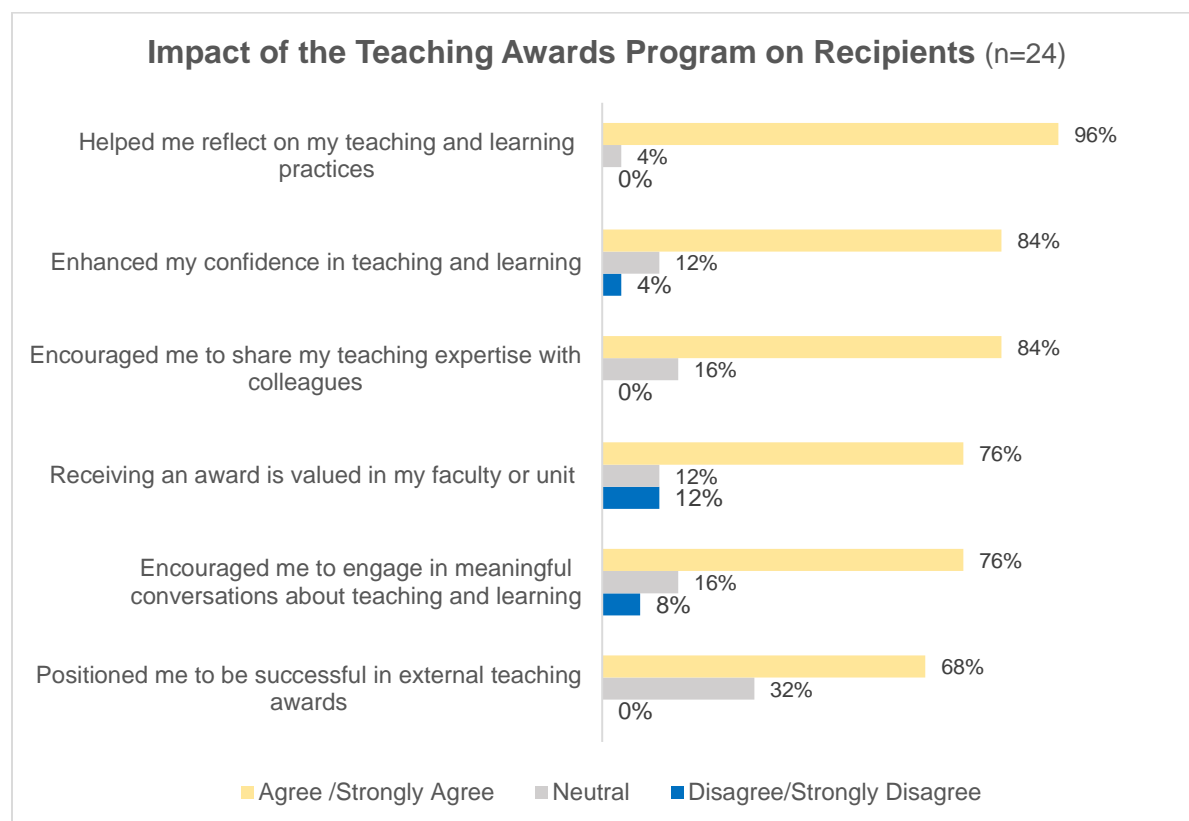**Table 7.** Engagement by stakeholder type per year

Stakeholder type	2017	2018	2019	Total
Nominators and supporters	349	243	365	957
Adjudicators	51	58	62	171
Recipients	33	29	28	90
Unsuccessful nominees	52	31	44	127
Total	485	361	499	1345

Engagement in the Celebration of Teaching and Teaching Awards Program is also tracked on the Taylor Institute Twitter account. Over 120 tweets and retweets were published by diverse members of the campus community to celebrate of the recipients of 2019 Teaching Awards on the April 2 Celebration of Teaching. These tweets generated 45 comments and more than 500 likes, making the Teaching Awards the Taylor Institute's most successful annual social media campaign. See Appendix B for more communications samples and content related to the Teaching Awards.

Impact of the University of Calgary Teaching Awards Program on Award Recipients

Awards recipients, particularly, felt the impact of the University of Calgary Teaching Awards. Most Teaching Award recipients (84-96%) felt that the University of Calgary Teaching Awards enhanced their confidence in teaching and learning, encouraged them to share their teaching expertise, and helped them reflect on their teaching practices. Also, among recipients there is broad agreement (76%) that the awards encouraged them to have meaningful conversations about teaching and learning, and that receiving a University of Calgary Teaching Award was valued within their unit. Many of the Award

Recipients (68%) felt that receiving an award had positioned them to be successful for external teaching awards.

Impact of the Teaching Awards Program on Recipients (n=24)

Statement	Agree/Strongly Agree	Neutral	Disagree/Strongly Disagree
Helped me reflect on my teaching and learning practices	96%	4%	0%
Enhanced my confidence in teaching and learning	84%	12%	4%
Encouraged me to share my teaching expertise with colleagues	84%	16%	0%
Receiving an award is valued in my faculty or unit	76%	12%	12%
Encouraged me to engage in meaningful conversations about teaching and learning	76%	16%	8%
Positioned me to be successful in external teaching awards	68%	32%	0%

■ Agree /Strongly Agree   ■ Neutral   ■ Disagree/Strongly Disagree

"I felt most honored and with this privilege felt a strong responsibility to continually share and assist".

"As a non-academic staff member it was a wonderful opportunity to be recognized"

Respondents – 2019 University of Calgary Teaching Awards Program Evaluation Survey

Figure 3: Summary of award recipient responses to the impact of the teaching awards program.

Despite the low response rate on this area, these are convincing findings that the awards are having a strong impact on recipients. They expressed the following:

Conclusion and Recommendations for Improvement

Since 2014, the University of Calgary Teaching Awards have recognized and celebrated outstanding contributions to teaching and learning. The awards recognize excellence in diverse learning contexts, by individuals and teams, and through curriculum design and educational leadership. The awards showcase the value of teaching and learning to our university and external communities, raise the profile of teaching excellence and position recipients and nominees to be successful in national award competitions.

The data generated through the program evaluation survey and administrative documents suggest that the University of Calgary Teaching Awards Program is having a positive impact on University of Calgary teaching and learning community, and an even stronger positive impact on award recipients. Despite these results, data also suggest there are opportunities to improve the program. The following improvements are recommended based on these findings:

1. Reduce the nomination requirements for the University of Calgary Teaching Awards to: One nomination letter (2-page maximum) that briefly outlines how the nominee meets the award criteria, and one nomination dossier (10-page maximum) that provides evidence from multiple perspectives (nominee, students, colleagues) of how the nominee meets the award criteria.
2. Create a cyclical process (e.g. every 2-3 years) to review the criteria associated with each award category.
3. Maintain the current award categories, and ensure groups are eligible for the Award for Experiential Learning Initiatives and increase awareness of the Work-Integrated Education Award, which includes an award for Clinical Teaching.
4. Ensure communications clearly articulate that this is a University of Calgary Teaching Awards program, approved and governed by the General Faculties Council.
5. Raise the profile of the University of Calgary Teaching Academy and ensure there are increased opportunities for these teaching awards recipients to share their teaching expertise across the academic community, especially within their departments and faculties.

Appendix A

List of award recipients 2019

Award for Full-Time Academic Staff Instructor
Samantha Thrift
Faculty of Arts - Department of Communication, Media and Film

Award for Full-Time Academic Staff
Senior Instructor: Todd Hill
Cumming School of Medicine - Department of Family Medicine

Assistant Professor: Anusha Kassan
Werklund School of Education

Associate Professor: Kristine Bauer
Department of Mathematics and Statistics

Professor: Shelly Russell-Mayhew
Werklund School of Education

Award for Graduate Assistants (Teaching)
Suzanne Chew
Department of Geography

Anna Ordog
Department of Physics and Astronomy

Monica Jean Henderson
Department of Communication, Media and Film

Award for Graduate Supervision
Colleen Kawalilak
Werklund School of Education

Non-Academic Staff
Naor Cohen
Haskayne School of Business

Award for Librarians, Archivists and Curators
Michele Hardy
Nickle Galleries, Libraries and Cultural Resources

Award for Educational Leadership
Formal: Scott Radford
Haskayne School of Business

Informal: Uttandaraman Sundararaj
Schulich School of Engineering
Group: Manitoba First Nations Edu

Group: Manitoba First Nations Education Resource Centre Inc. (Lorne Keeper, Margaret Scott, Shirley Myran and Derek Courchene) and Werklund School of Education (Meadow Schroeder, Erica Makarenko, Jac J.W. Andrews)

Award for Experiential Learning Initiatives
Annette Tézli
Department of Sociology

Award for Workplace-Integrated Education
Rachel Veronica Grimminck
Department of Psychiatry, Cumming School of Medicine

Award for Teaching in Online Environments
Rachael Crowder
Faculty of Social Work

Award for Sessional Instructors
Cari Din
Faculty of Kinesiology
Mary-Ann Mitchell-Pellett
Werklund School of Education

Award for Continuing and Professional Education
Cyndie Baum
Werklund School of Education

Award for Team-Teaching
Stephanie Bartlett and Erin Quinn
Werklund School of Education

List of award recipients 2018

Award for Curriculum Development
Nanoscience Minor Program
David Cramb, Elmar Prenner, Darryl Barber, Ron Dyck,
Max Anikovskiy, Simon Trudel and Hagar Labouta
Faculty of Science

Award for Full-Time Academic Staff
Instructor: Fabiola Aparicio-Ting
Cumming School of Medicine

Senior Instructor: Brent Snider
Haskayne School of Business

Assistant Professor: Hanan Bassyouni
Cumming School of Medicine

Associate Professor: David Nicholas
Faculty of Social Work

Professor: Larry Katz
Department of Computer Science, Faculty of Kinesiology

Teaching Professor: Jalal Kawash
Faculty of Science

Award for Graduate Assistants (Teaching)
Colby Regel
Department of Biological Sciences, Faculty of Science

Mehrnoos h Tahani
Department of Physics and Astronomy, Faculty of Science

Elizabeth Watt
Department of Physics and Astronomy, Faculty of Science

Award for Educational Leadership
Individual, Formal Role: Ellen Perrault
Faculty of Social Work

Award for Educational Leadership
Individual, Informal Role: Isabelle Barrette-Ng
Department of Biochemistry, Faculty of Science

Group: Health Champions Committee (Shelly
Russell-Mayhew, Tina Gabriele, Alana Ireland,
Kerri Murray, Gavin Peat)
*Werklund School of Education, Faculty of
Kinesiology, Ever Active Schools*

Award for Graduate Supervision
Shelly Russell-Mayhew
Werklund School of Education

Award for Experiential Learning Initiatives
Rajeev Nair
Department of Geoscience, Faculty of Science

Award for Teaching in Online Environments
Aubrey Hanson
Werklund School of Education

Award for Sessional Instructors
Robbie Babins-Wagner
Faculty of Social Work

Award for Non-Academic Staff (Individual)
Maria Soos-Gonczol
Faculty of Social Work

Award for Continuing and Professional Education
Marina Fischer
Continuing Education

Award for Team Teaching
Milana Trifkovic, Elise Fear and Laleh Behjat
Schulich School of Engineering

List of award recipients 2017

Award for Continuing and Professional Education
Vivian Hansen
Continuing Education

Award for Curriculum Development
Advancing Healthy and Socially Just Schools and Communities (Lana Wells, Lynn Corcoran, Tonya Callaghan, Darren Lund, Deinera Exner-Cortens, Kim Campbell)
Faculty of Social Work, Werklund School of Education

Award for Educational Leadership
Formal role: Kevin Busche
Cumming School of Medicine

Informal role: Reed Ferber
Faculties of Kinesiology and Nursing

Group: Roots of Resilience Facilitation Team (Russell Thomson, Jennifer Thannhauser, Ashley Fox, Ninfa Garay, Alex Klassen, Pearl Niuewenhuis, Zoe Say)
Student Union Wellness Centre

Award for Experiential Learning Initiatives
Aaron Williams
Department of Geography, Faculty of Arts

Award for Full-Time Academic Staff
Professor: Sally St. George
Faculty of Social Work

Associate Professor: Lee Carruthers
Department of Communication, Media and Film, Faculty of Arts

Assistant Professor: Catherine Burwell
Werklund School of Education

Senior Instructor: Mayi Arcellana-Panlilio
Cumming School of Medicine

Award for Graduate Assistants (Teaching)
AnneMarie Dorland
Department of Communication, Media and Film, Faculty of Arts

Taryn M. Graham
Cumming School of Medicine

Khobaib Zaamout
Department of Computer Science, Faculty of Science

Award for Graduate Supervision
Ray Turner
Department of Biological Sciences, Faculty of Science

Award for Librarians, Archivists and Curators
Don MacMillan
Libraries and Cultural Resources

Award for Non-Academic Staff (Individual)
Mike Paget
Cumming School of Medicine

Award for Sessional Instructors
Patricia DesJardine
Cumming School of Medicine

Katherine Mueller
Werklund School of Education

Award for Teaching in Online Environments
Jessica Ayala
Faculty of Social Work

Award for Team Teaching
Les Jerome and Linda Kreitzer
Faculty of Social Work

Award for Workplace Integrated Education
Jim Reilly
George MacDougall High and the Werklund School of Education

List of award recipients 2016

Award for Curriculum Development
Glen Bodner and Joshua Bourdage
Curriculum Review Leads, Department of Psychology,
Faculty of Arts

Award for Educational Leadership (formal role)
William Pelech
Faculty of Social Work

Award for Experiential Learning Initiatives
Lisa Stowe
Department of Communication, Media and Film,
Faculty of Arts

Award for Full-Time Academic Staff
Professor: Brian Smith
School of Creative and Performing Arts, Faculty of Arts

Associate Professor: David Hansen
Department of Biological Sciences, Faculty of Science

Assistant Professor: Heather Jamniczky
Department of Cell Biology and Anatomy, Cumming
School of Medicine

Instructor: Lorraine Letkeman
Faculty of Social Work

Award for Graduate Assistants (Teaching)
Jess Nicol
Department of English, Faculty of Arts

Sarah Anderson
Cumming School of Medicine

Mark Mahadeo,
Department of Biological Sciences
Faculty of Science

Award for Graduate Supervision
Jeffrey Dunn
Department of Radiology
Cumming School of Medicine

Award for Non-Academic Staff
Individual: Chris Simmon
Department of Electrical and Computer Engineering,
Schulich School of Engineering

Team: Academic Turnaround Program

Award for Sessional Instructors
Joe Kadi
Women's Studies Program
Faculty of Arts

Rod Squance
School of Creative and Performing Arts
Faculty of Arts

List of award recipients 2015

Award for Curriculum Development
Bachelor of Education

Award for Educational Leadership
Formal role: Jennifer Lock
Werklund School of Education

Informal role: Ken MacMillan
Department of History

Award for Experiential Learning Initiatives
Willem Wildering
Department of Biological Sciences

Award for Full-Time Academic Staff
Professor: Jo Towers
Werklund School of Education

Associate Professor: Reed Ferber
Faculties of Kinesiology and Nursing

Assistant Professor: Adam McCrimmon,
Werklund School of Education

Senior Instructor: Norm Bartley
Schulich School of Engineering

Instructor: Kyla Flanagan
Department of Biological Sciences

Award for Graduate Assistants (Teaching)
Ashley Bromby
Department of Chemistry

Award for Graduate Assistants (Teaching)
Muhammad Khan
Department of Mathematics and Statistics

Yang (Flora) Liu
Werklund School of Education

Award for Graduate Supervision
Nancy Moules
Faculty of Nursing

Award for Non-Academic Staff
Individual: Bill Richardson, Faculty of Kinesiology

Team: Staff of the Department of Anthropology
and Archaeology

Award for Sessional Instructors
Susanne Cote
Department of Anthropology and Archaeology

Award for Teaching in Online Environments
Barb Brown
Werklund School of Education

Award for Team Teaching
Søren Boysen and Serge Chalhoub
Faculty of Veterinary Medicine

List of award recipients 2014

Award for Curriculum Development
Faculty of Veterinary Medicine

Award for Educational Leadership
Leslie Reid
Faculty of Science

Award for Experiential Learning Initiatives
Derek Hassay
Hayskayne School of Business

Award for Full-Time Academic Staff
Ken MacMillan
Faculty of Arts

Janet Groen
Werklund School of Education

Andrew Estefan
Faculty of Nursing

Heather Addy
Faculty of Science

Isabelle Barrette-Ng
Faculty of Science

Award for Graduate Assistants (Teaching)
Marie-Andree Langlois
Faculty of Science

Award for Graduate Assistants (Teaching)
Carmen Braden
Faculty of Arts

Jared Fletcher
Faculty of Kinesiology

Award for Graduate Supervision
Peggy Patterson
Werklund School of Education

Award for Academic Librarians, Archivists and Curators
Barbara Brydges, Doucette Library
Werklund School of Education

Award for Non-Academic Staff
Craig LeBlanc
Faculty of Environmental Design

Award for Sessional Instructors
Francisco Alaniz Uribe
Faculty of Environmental Design

Award for Teaching in Online Environments
Meadow Schroeder
Werklund School of Education

Award for Team Teaching
Tracey Clancy and Rita Lisella
Faculty of Nursing

Appendix B

Figure 1. 2019 Call for Nominations tweets

Figure 2. 2019 Celebration of Teaching tweets