

## **Award for Educational Leadership (Group)**

The University of Calgary's *Eyes High* strategy inspires our university community to “enrich the quality and breadth of learning.” Acknowledging that outstanding contributions to this vision can take many different forms, the University of Calgary Teaching Awards recognize excellence in diverse learning contexts, by individuals and teams, and through curriculum design and educational leadership. A University of Calgary Teaching Award is a distinguished honor for members of our university community who, through their commitment and expertise, create deep and lasting learning experiences.

### **1.0 Eligibility**

The University of Calgary Teaching Award for Educational Leadership (Group) recognizes the outstanding educational leadership of groups that demonstrate formal or informal leadership in initiatives that have a significant and sustained impact on learning at a departmental, faculty and/or institutional level. There will be one group award available annually.

The University of Calgary Teaching Award for Educational Leadership (Group) recognizes the collective contributions to significant and sustained educational initiatives by groups of individuals. Groups may include any combination of faculty members, members of other employee groups, or students. **For group nominations, evidence must be presented that demonstrates that leadership was distributed and all members of the group collaborated on the initiatives highlighted. Group awards are given in the name of the group or team.**

The University of Calgary Teaching Award for Educational Leadership may not be awarded to the same individual or group more than once unless the re-nomination is based on a distinctly different contribution. This award may not be conferred each year, depending on whether qualifying nominations are received.

### **2.0 Award Criteria**

Teaching excellence at the University of Calgary is supported by the contributions of many members of our university community who enable and enhance the work of others by sharing their expertise with colleagues through mentoring or more formal presentations, participating in committees and working groups on teaching and learning, or leading initiatives that have an impact on the quality and breadth of learning experiences available to our students. Although there will be specific ways that excellence in educational leadership may be demonstrated, nominations will be assessed based on evidence of the nominees' demonstrated abilities in one or more areas that may include but are not limited to:

- Collaborate to lead specific initiatives that enhance student learning, the teaching development of colleagues, or administrative practices that recognize and reward teaching in faculty careers.
- Collaborate to make a significant and sustained impact on learning at the departmental, faculty and/or institutional level.
- Collaborate to demonstrate commitment to teaching and learning by making substantial contributions above and beyond their normal roles and responsibilities.
- Collaborate to share teaching or curriculum development expertise with others through mentoring or more formal workshop or program initiatives.
- Collaborate to actively engage colleagues in enhancing their teaching practices and/or scholarship.
- Collaborate to contribute teaching and learning expertise in ways that have influence beyond one's own teaching practice, including sharing knowledge and research with others.
- Collaborate to demonstrate critical reflection on the effectiveness of teaching and learning and responding to the challenges identified in ways that engage others in understanding and improving student learning.

### **3.0 Nomination Package**

The nomination should be coordinated between the nominator(s) and the nominee. Nominations may be submitted by up to three nominators, who may include any combination of former students, faculty and/or instructor colleagues or academic administrators, and ideally across groups.

The nomination package should include:

- A brief nomination letter (2-page maximum) outlining how the nominee meets the award criteria. Contributed by an individual nominator, or co-written by nominators;
- A nomination dossier (10-page maximum, excluding letters of support); and
- A cover page verifying that the nominee meets all eligibility requirements and that all recommended nomination components have been included in the submission.

#### **3.1 Nomination Letter**

A nomination letter outlining how the nominee meets (or exceeds) the award criteria may be contributed by an individual nominator, or be co-written by 2-3 nominators. A well-crafted co-written nomination will in no way disadvantage a nominee. Nomination letters are not included in the dossier page count; the letter should be a maximum of two pages.

“Well-crafted” nomination letters address the award criteria and provide examples to support the claims made. Guidance on writing effective nomination letters is available through the Taylor Institute for Teaching and Learning website.

### **3.2 Nomination Dossier**

Excellence in educational leadership is a multidimensional and complex task that requires multiple sources of evidence that can be triangulated to produce a robust assessment. While the quality of evidence is a critical aspect of a strong nomination, so is the alignment across data sources that may include peers, faculty, students and academic administrators. Support for creating a nomination package is available through the Taylor Institute for Teaching and Learning.

Your nomination dossier should be a **maximum of 10 pages** (excluding letters of support):

- **Educational Leadership Philosophy Statement (1-page)**  
The educational leadership philosophy statement describes the values, context and rationale underlying the leadership contributions undertaken.
- **Description of the leadership initiative**
- **Evidence of impact**  
Evidence about the impact of the group's leadership and/or leadership initiatives on others or on the learning experiences of students. Evidence could include data collected from students and colleagues through surveys or focus groups, measures provided by the Office of Institutional Analysis and/or comments from students or colleagues.
- **Reflective summary statement**  
A brief reflection and summary that provides context for the group's educational leadership contributions, the impact of these contributions on the University of Calgary teaching and learning environment, and future areas for growth and improvement.
- **Letters of support**  
Two signed letters of support that complement and align with claims made in the nomination dossier, and provide further evidence of impact.

### **4.0 Adjudication Process**

The selection process for each of the university-level teaching awards will be similar. Administrative processes surrounding communication, nomination and selection processes will be coordinated through the Taylor Institute for Teaching and Learning.

A committee, chaired by the Vice-Provost Teaching and Learning (or delegate) and consisting of two academic staff members, an undergraduate student, a graduate student, and a support (AUPE) staff, management or professional staff (MaPS) or postdoctoral scholar representative, will adjudicate the nomination files.

The committee will be guided in its adjudication by an assessment rubric based on the criteria for the award.

## **5.0 Recognition**

Recipients will be presented with their awards at a high-profile Celebration of Teaching event. Their successes will be celebrated in a lasting institutional record of teaching excellence on the Wall of Honour in the Taylor Institute for Teaching and Learning.

Award recipients will be invited (but not required) to join the University of Calgary Teaching Academy, from which honorees can volunteer to share their expertise through mentoring, facilitating educational development activities, or implementing initiatives of their own design.