

## **Award for Non-Academic Staff (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 Non-Academic Staff (Group) recognizes outstanding contributions of non-academic, full-time staff who support student learning experiences at a departmental, faculty and/or institutional level. Eligible staff may include, but are not limited to, administrative, advising, library, student services or technical staff. **There will be one group award available annually. The award for group contributions will be given in the name of the group. Evidence must be provided to demonstrate the collaborative contributions of all group members.**

This award may not be conferred each year, depending on whether qualifying nominations are received. The Award for Non-Academic Staff (Group) may not be awarded to the same group more than once unless the re-nomination is based on a distinctly different contribution.

### **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 learning experiences of our students and the teaching experiences of faculty members. Although there will be diverse ways that non-academic staff support outstanding contributions to learning and teaching, nominations for the University of Calgary Teaching Award for Non-Academic Staff (Group) will be assessed based on evidence of the nominee or nominees' contributions in one or more areas that may include, but are not limited to:

- Collaborate to use their role in the university to make positive contributions to successful teaching and learning experiences. For team nominations, please specify how team members collaborated to make positive contributions.
- Collaborate to generate innovative solutions that address the challenges experienced by learners or teachers in ways that result in improvements to administrative processes, technical support, access to learning materials and experiences, more effective use of university resources or student success.

- Collaborate to make an outstanding contribution to the University’s education mission by supporting student learning in labs, libraries, learning support, advising and other contexts where meaningful learning experiences take place.
- Collaborate to contribute significantly to the impact of committees, working groups or task forces on teaching and learning environments, program development, curriculum or accreditation reviews at the University of Calgary.
- Collaborate to demonstrate exemplary professionalism and teamwork and contributing to positive morale and engagement.
- Collaborate to demonstrate commitment to teaching and learning by contributing beyond the requirements of his/her job responsibilities.

### **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**

Non-academic staff make diverse contributions to learning and teaching experiences at the University of Calgary, and consequently, the evidence of outstanding contributions through their roles can take many different forms. 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):

- **Philosophy statement (1-page)**  
The philosophy statement explains the rationale that guides your group's activities, and provides information about your context, approaches and contributions to enriching student learning.
- **Descriptions of specific educational activities**  
Detailed descriptions of one or more examples of specific educational activities your group has undertaken that had an impact on the learning or teaching experiences of others.
- **Evidence based on the perspectives of others**  
Evidence about the impact of your group's educational activities on others or on the learning experiences of students. Evidence could include data collected from students 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 of information included in your dossier to put it in context, highlight how they connect to your philosophy and practices, and identify future areas for growth.
- **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 an academic staff member, an undergraduate student or a graduate student, and three support (AUPE) staff, management or professional staff (MaPS) or postdoctoral scholar representatives, 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.