

Award for Workplace-Integrated Education

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 Workplace-Integrated Education recognizes the teaching excellence of an individual teaching in workplace-based settings, including full or part-time academic staff, adjunct and clinical appointees, and professional practitioners who have had a sustained impact on student learning in workplace settings. **Nominees must have experience over three or more years with the University of Calgary teaching in a workplace setting.**

No individual may receive the University of Calgary Teaching Award for Workplace-Integrated Education more than once. Not all awards will be conferred each year, depending on whether qualifying nominations are received. There will be two awards available annually:

- Workplace-Integrated Education (Clinical Teaching)
- Workplace-Integrated Education (Practicum and Internship Programs)

2.0 Award Criteria

Teaching excellence at the University of Calgary is exemplified by characteristics of scholarly teaching that cross teaching and learning contexts. The University of Calgary Teaching Award for Workplace-Integrated Education recognizes outstanding contributions to student learning by individual instructors and practitioners. Although there will be many ways in which individual teachers demonstrate these qualities, nominations will be assessed based on evidence of the nominee's demonstrated ability to:

- Motivate students' interest and learning, and establish relevance in a particular subject area and/or clinical setting.
- Set clear goals and expectations for learning in workplace settings and individual learning activities.
- Design learning experiences that actively engage students, encourage collaboration, and that reflect the work of the discipline.
- Challenge learners to develop their critical thinking, decision-making and independent learning abilities.

- Design student assessment strategies that enhance learning, and are appropriately aligned with intended learning in a workplace setting.
- Design strategies to facilitate feedback (e.g. instructor, self, and/or peer) on students' learning to motivate and support progressive learning and growth in a workplace setting.
- Challenge learners to actively apply theory to practice in an applied, workplace-based setting.
- Exhibit respect for students, which includes showing interest in students' inquiries and ideas.
- Act as a positive role model, exemplifying professional values and practice.
- Make sustained, long-term contributions to student learning in workplace-based settings.
- Collect feedback, engage in professional learning activities, and reflect on teaching, in order to strengthen their teaching practices and improve student learning in workplace settings.

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

Teaching excellence is a multidimensional and complex task that required 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. 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):

- **Teaching philosophy statement (1-page)**
The teaching philosophy statement explains the rationale that guides your practice, and provides information about your context, approaches and contributions.
- **Descriptions of specific strategies**
You should provide description of specific strategies you use in your teaching practice and include some indication of impact on learning.
- **Summary of data from student feedback**
A summary of data from student feedback and representative samples of student comments received across multiple learning contexts and years. It is recognized that these data may not be available or appropriate, depending upon the learning context (e.g. in small class sizes or in courses with sections taught by multiple instructors).
- **Reflective summary statement**
A brief critical reflection and summary of information included in your dossier to put it into context. It should highlight how you connect your teaching 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 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.