

Award for Graduate Supervision

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 Graduate Supervision recognizes excellence in graduate supervision. **Individual, full-time colleagues on Continuing, Contingent and Limited-Term appointments at any rank, who have five or more years' experience in graduate supervision at the University of Calgary are encouraged to apply.**

No individual may receive this award more than once in his or her career. One award will be available annually, but 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 exemplified by characteristics of scholarly teaching that cross teaching and learning contexts. The University of Calgary Teaching Award for Graduate Supervision recognizes outstanding contributions of individual full-time faculty to student learning through graduate supervision. The criteria for this award emphasize the practice and underlying philosophy of quality supervision. Although there will be many ways in which individual graduate supervisors demonstrate the qualities of scholarly teachers, nominations will be assessed based on evidence of the nominee's demonstrated ability to:

- Actively engage graduate students in their own learning and development as scholars .
- Contribute to a supportive graduate student learning experience over time, mentoring and providing thoughtful insights and feedback to enhance learning, and quality and productivity of research and creative work .
- Provide training in rigorous methodologies, theoretical and technical aspects of the processes of research and creative work .
- Provide formal and informal opportunities for graduate students to disseminate results of research or creative activities, and share the results of their work with fellow students and with the scholarly and larger communities, as appropriate .

- Encourage the career development of graduate students by providing leadership and support in academic matters such as presenting and publishing, building scholarly networks, and applying for funding.
- Foster a collegial work environment in which all participants conduct themselves with mutual respect in exchanging knowledge and conducting research and creative work.
- Create opportunities for graduate students to develop the full spectrum of competencies required for successful academic and/or professional careers.

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 graduate supervision 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. 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):

- **Graduate supervision philosophy statement (1-page)**
The graduate supervision 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 supervision practice and include some indication of impact on learning.
- **Evidence of perspectives of others**
Evidence about the impact of your contributions to graduate supervision. Evidence could include information and feedback from students and colleagues related to supervision activities, mentorship of students, knowledge sharing and dissemination, and impact on academic/career development of students.
- **Reflective summary statement**
A brief reflection and summary of information included in your dossier to put it into context, highlight how you connect your supervision 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, two graduate students, 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.