

Award for Librarians, Archivists and Curators

The University of Calgary Teaching Awards recognize excellence in varied learning contexts by individuals and teams. 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.

1.0 Eligibility

The University of Calgary Teaching Award for Librarians, Archivists and Curators recognizes outstanding contributions to student learning experiences by individual, full-time librarians, archivists and curators on Continuing, Contingent and Limited-Term academic staff appointments. There will be one award available annually. 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 exemplified by characteristics of scholarly teaching that cross teaching and learning contexts. Librarians, archivists and curators contribute to student learning experiences in many ways and diverse contexts. In the complex information landscape, learners at all levels benefit from formal and informal instruction provided by librarians, archivists and curators in identifying, organizing, evaluating and integrating existing information, scholarship and creative works in their academic work. Although there will be diverse ways in which individual librarians, archivists and curators support learning, nominations will be assessed based on evidence of the nominee's demonstrated ability to:

- Actively support and facilitate learners in identifying and evaluating information relevant to their academic work.
- Assist in establishing a culture of learning based on the specific information needs of the learning communities they serve.
- Assess and respond to the experiences, skill levels and learning needs of learners in a given situation.
- Contribute to information skill-building across diverse groups of learners.
- Assist in the establishment of meaningful programs and partnerships across campus communities through integrated instruction.
- Develop and assist in enhancing the overall impact of instruction on community learning needs.
- Contribute to the use of innovative practices that support effective identification, evaluation and use of scholarly, creative, historic and artistic works.

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, any staff member within Libraries and Cultural Resources, 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 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.

Guidance on writing effective nomination letters is available through the Taylor Institute for Teaching and Learning.

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.
- **Evidence based on the perspectives of others**
Evidence about the impact of your contributions to teaching and student learning. 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 of information included in your dossier to put it into context. It should highlight you connect your teaching philosophy and practices and identify future areas for growth.

3.3 Letters of support

Two signed letters of support that complement and align with 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 students (undergraduate and/or graduate), 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 through consensus-based discussion with reference to the criteria for the award.

5.0 Recognition

Recipients will be presented with their awards at the Celebration of Teaching event. Their successes will be celebrated 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.