Award for Team Teaching

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 Team Teaching recognizes the teaching excellence of teams of two or more academic staff on Continuing, Contingent and Sessional appointments who have contributed to the development and teaching of a team-taught course in disciplinary or interdisciplinary contexts, in online, blended or face-to-face formats.

The University of Calgary Teaching Award for Team Teaching may not be awarded to the same team more than once. The award may not be conferred each year, depending on whether qualifying nominations are received. There will be one award available annually.

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 Team Teaching recognizes the contributions of two or more academic staff colleagues who integrate their substantive and pedagogical knowledge in a single course to create an outstanding learning experience for students. Although there will be specific ways in which teachers demonstrate the qualities of scholarly teaching in a team-taught course, nominations will be assessed based on the evidence of the nominees' demonstrated abilities to use their combined expertise to:

- Leverage team teaching strategies to motivate students' interest and learning, and establish relevance of subject matter.
- Set clear goals and expectations for learning in courses and individual learning activities.
- Collaborate to design learning experiences that actively engage students, and encourage collaboration.
- Collaborate to challenge learners to develop their critical thinking and independent learning abilities.
- Collaborate to design student assessment strategies that enhance learning, and are appropriately aligned with intended learning.
- Collaborate to design strategies to facilitate feedback (e.g., instructor, self, and/or peer) on students' learning to motivate and support progressive learning and growth.
- Exhibit respect for students, which includes showing interest in students' inquiries and ideas.

- Collect feedback, engage in professional learning activities, and reflect on teaching, in order to strengthen their teaching practices and improve student learning in team-taught environments.

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 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 team-teaching practice, and provides information about your context, approaches and contributions.

- **Descriptions of specific strategies**
  You should provide description of specific team-teaching strategies you use in your 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 team-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.