UNIVERSITY OF
CALGARY

Community Report
2021

**Taylor Institute
for Teaching and Learning**

Together we are transforming how we teach and learn

We are so grateful to be part of collaborative initiatives across the university. Our staff and partners throughout the campus community inspire us with their dedication to transforming how we teach and learn every day.

This past year has been challenging and complex, as we've continued to respond to the uncertainty of the global pandemic. Through all of this, we've fostered connection with our colleagues across UCalgary to navigate and support our academic community. We've worked to listen to and meet the needs of educators and learners across disciplines.

We continue to be guided by our unit's strategic priorities. We launched the Flanagan Foundation Project, a three-year initiative to catalyze and set a bold new vision for blended and online learning on campus. We developed new programs, networks, and resources to better support meaningful online learning experiences across a variety of contexts. We also took important steps to advance the priorities identified in UCalgary's Experiential Learning Plan, by exploring barriers and improving access to experiential and work-integrated learning and undergraduate research opportunities for our students.

We've implemented new initiatives to help academic staff move towards more inclusive and equitable teaching practices. We've come together to work with the academic community to help decolonize, transform, and incorporate Indigenous perspectives into Taylor Institute programs and initiatives, as well as UCalgary's teaching and learning culture. We are honoured and inspired by the wisdom, expertise, experience, and guidance of all those who support this important work.

As we step into 2022, we would like to share our sincere gratitude for all the people — our colleagues, supporters, leaders, and students — who consistently come together to create meaningful teaching and learning experiences across UCalgary. We could not do this work without you!

Dr. Leslie Reid, PhD
Vice-Provost (Teaching and Learning)

Dr. Natasha Kenny, PhD
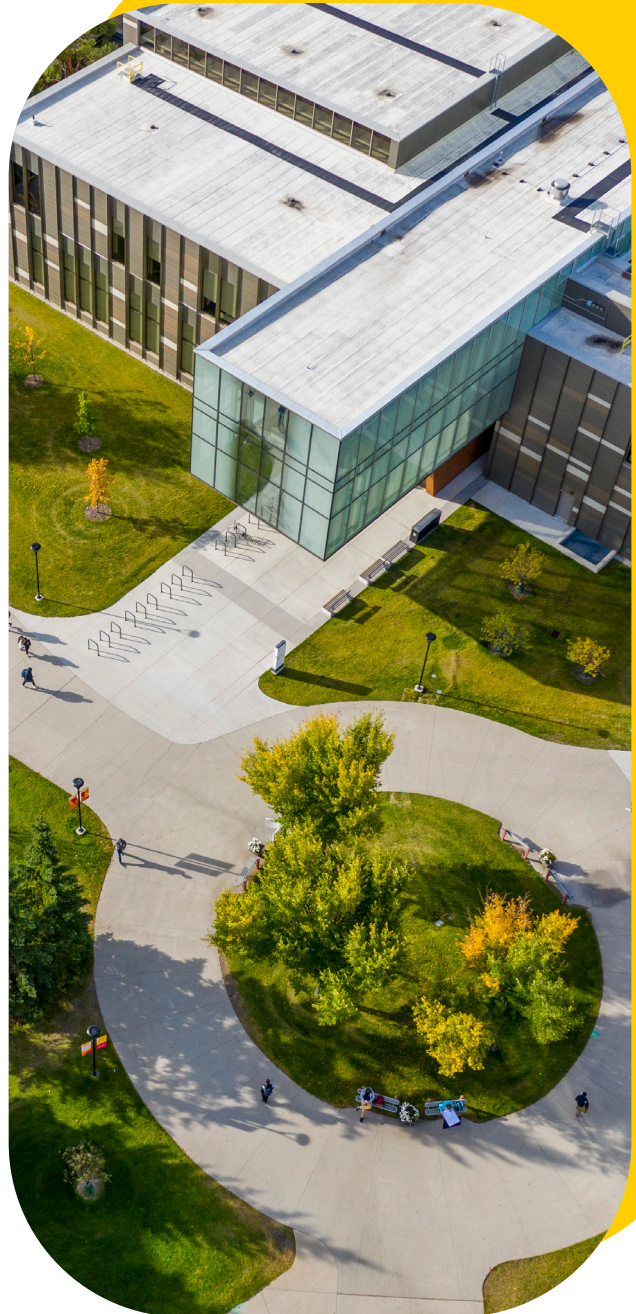**Senior Director, Taylor Institute for Teaching and Learning**

Together we create extraordinary student learning experiences

Since the inauguration of the Taylor Institute in 2016, our campus community's unparalleled commitment to enriching the quality and breadth of learning has driven expansive growth in teaching and learning programming, research, and initiatives.

We support our university with future-focused program delivery and new initiatives in online and blended learning, experiential and work-integrated learning, program innovation, equity, diversity and inclusion, and Indigenous Ways of Knowing. We partner with others within and beyond UCalgary to strengthen teaching and learning communities, cultures, and practices locally, nationally, and internationally.

At the Taylor Institute, we recognize that most learning about teaching — what it means and how we do it — happens during significant conversations among small networks of trusted colleagues (Roxå & Martensson, 2009). We aim to create meaningful opportunities to link networks of educational leaders, academic staff, postdoctoral scholars, students, and staff, and to encourage knowledge exchange, collaboration, and relationship-building across multiple levels of our institution. We offer scholarly programs, workshops, resources, and events on diverse topics for all experience levels. We strive to provide flexibility and access across multiple learning modalities and platforms, and we value the lived experiences of educators, encouraging reflection, dialogue, learning, and growth. We create multiple points of engagement for those new to teaching and then provide ongoing activities to develop expertise, community, and leadership.
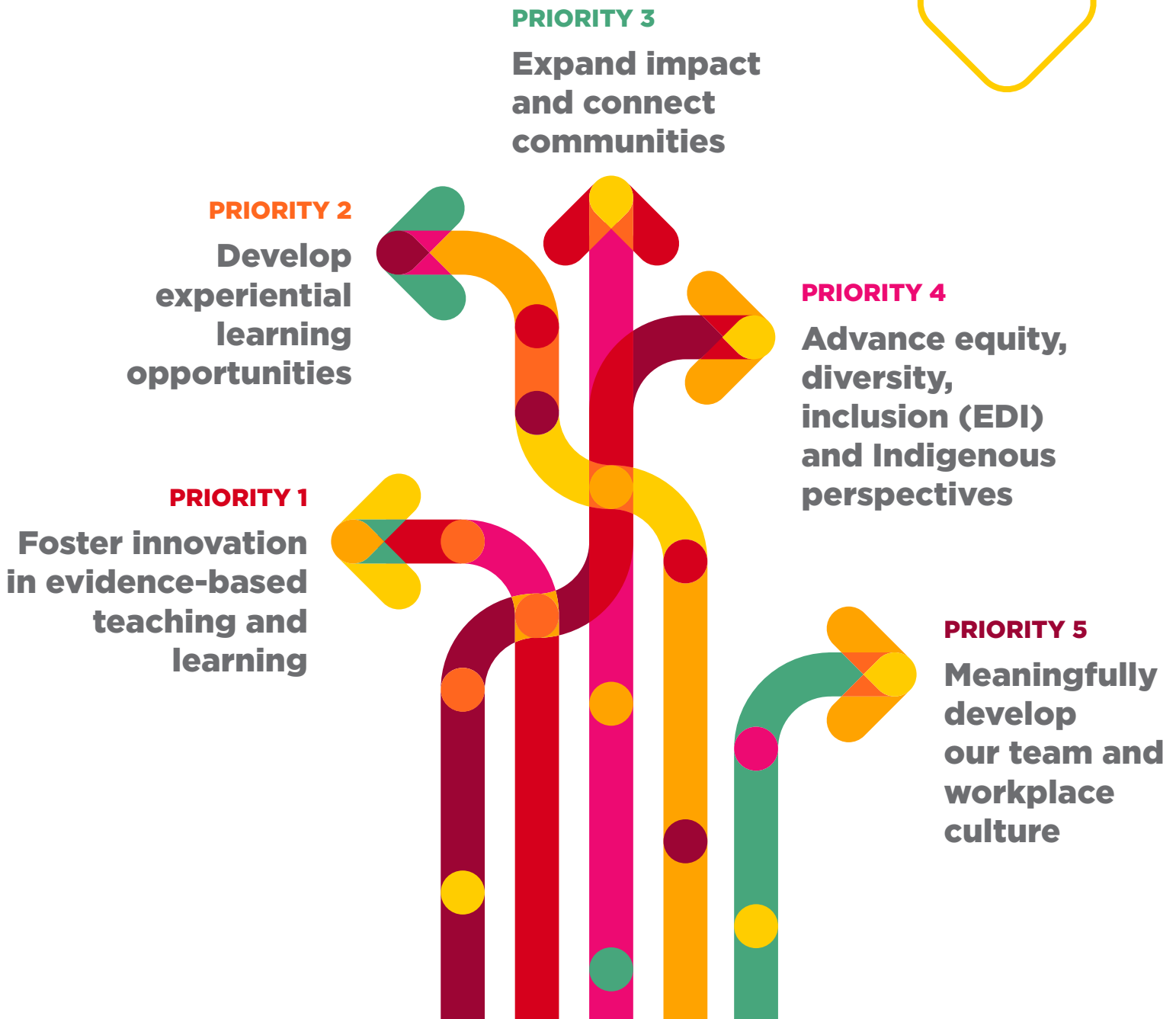
Roxå, T., & Mårtensson, K. (2009). Significant conversations and significant networks–exploring the backstage of the teaching arena. *Studies in Higher Education, 34*(5), 547-559.

The Taylor Institute for Teaching and Learning was made possible by a generous $40 million donation from the Taylor Family Foundation.

Sparking curiosity, transforming learning

The Taylor Institute Unit Plan (2020-25) identifies five key priorities that guide our activities and that are reflected in this report.

PRIORITY 3

Expand impact and connect communities

PRIORITY 2

Develop experiential learning opportunities

PRIORITY 4

Advance equity, diversity, inclusion (EDI) and Indigenous perspectives

PRIORITY 1

Foster innovation in evidence-based teaching and learning

PRIORITY 5

Meaningfully develop our team and workplace culture

Learning from the transition to emergency remote teaching and online learning

UCalgary received a generous $1,000,000 investment from the Flanagan Foundation, providing us with a unique opportunity to catalyze and set a bold new vision for blended and online learning. The Flanagan Foundation Project: Advancing Blended and Online Learning launched in January 2021.

Between November 2020 and January 2021, we facilitated conversations with over 50 informal and formal educational leaders from the Learning Technologies Advisory Committee, associate deans (teaching and learning), and members of the 2019-20 Online Course Project about how the goals of the Flanagan Project could best meet the needs of the campus community. Through this consultation, we developed a three-year plan to identify how innovation has occurred in blended and online learning since the onset of the pandemic, create new online and blended courses and programs across disciplines, and empower faculty to create engaging learning opportunities using the latest technology.

Learning Technologies Production Coaches Program

Since May 2020, graduate student learning technology production coaches provided hands-on and timely support to **help academic staff integrate educational technologies into their courses and access video recording and editing expertise.** The program's success inspired Memorial University in Newfoundland to implement a similar initiative, with UCalgary coaches offering peer support and training. The coaches collaborated with the Leadership and Student Engagement team to create a learning technologies handbook for the 2021 Fall Faculty Orientations. The handbook was used across faculties and supported more than 100 facilitators.

1,500

consultations were provided by coaches to academic staff

35

support sessions were facilitated by coaches in the Taylor Institute, Werklund School of Education, and Schulich School of Engineering

"They responded promptly to my call for help and patiently led me through the process. Most importantly, they left me with the knowledge to do it myself next time."
- UCalgary academic staff

Online Large Enrolment Courses Community of Practice

In Spring 2021, we developed a bi-weekly community of practice to provide a space for academic staff, who teach large enrolment courses, to share experiences, strategies, and resources. **There are 24 community members from six faculties.** Efforts from the community of practice have resulted in consultations for support with blended and online learning, a conference presentation, and the development of a new Blended and Online Learning Large Enrolment series in January 2022.

Teaching Online Program

The Teaching Online Program is an immersive six-week, cohort-based online learning program, **engaging approximately 15 graduate students, postdoctoral scholars, and academic staff members each semester.** It familiarizes educators with the online learning experience and provides opportunities to practice online teaching strategies with their peers.

Blended and Online Workshop Series

The Blended and Online Workshop Series are **interactive workshops that focus on research-informed practices of blended and online learning.** Series topics include foundations, assessments, course design, learning technologies, academic integrity, and equity, diversity and inclusion.

137
participants have engaged in the series impacting up to 60 academic courses

"The most valuable thing I learned in this course were strategies for more interactive class activities. I plan to revise my class activities right away!"
- Participant evaluation feedback

Taylor Institute for Teaching and Learning

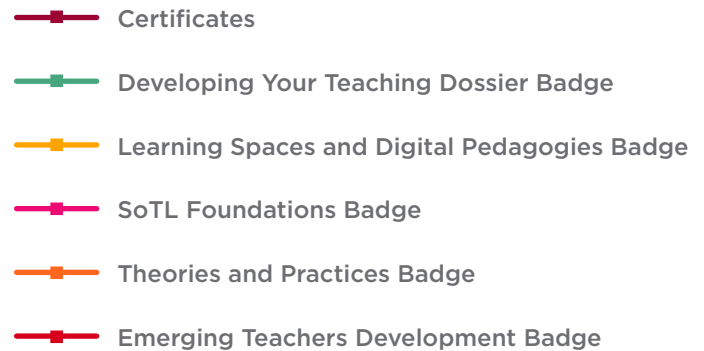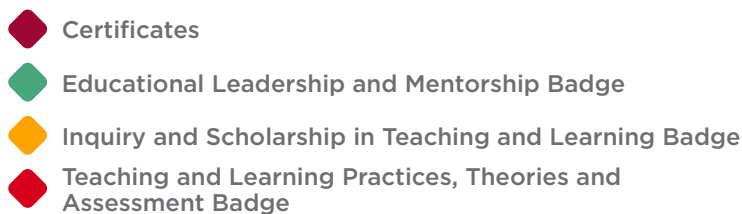# Growing practice through university teaching certificates

The Certificates in University Teaching and Learning provide participants with an opportunity to develop scholarly teaching expertise and skills that are relevant across disciplines in post-secondary education.

To complete a certificate, participants must earn a series of badges. These micro-credentials provide a visual record of achievement and can be combined with a portfolio to allow participants to demonstrate their learning.
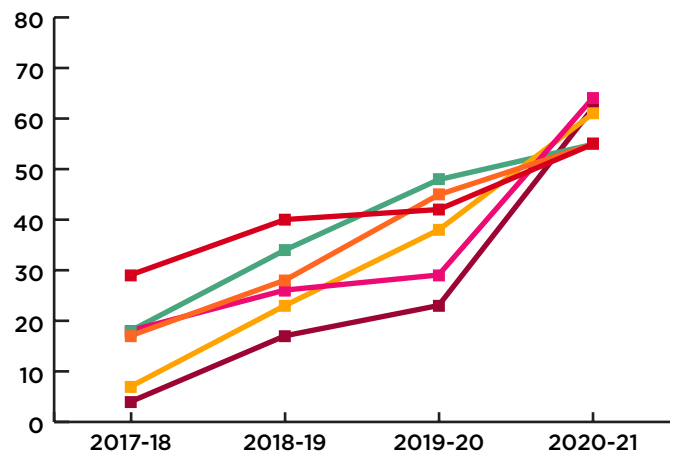
The Certificates in University Teaching and Learning pioneered the use of micro-credentials in non-credit stackable certificate programs at UCalgary when the program launched in 2017 for graduate students and postdoctoral scholars.

In 2019, we developed a new Certificate in University Teaching and Learning, specifically for the needs of academic staff. In 2021, we created a new course on Blended and Online Pedagogy and Practice with support from the Flanagan Foundation Project. The 12-week course will prepare educators to conceptualize, design, and deliver blended and online courses in diverse contexts.
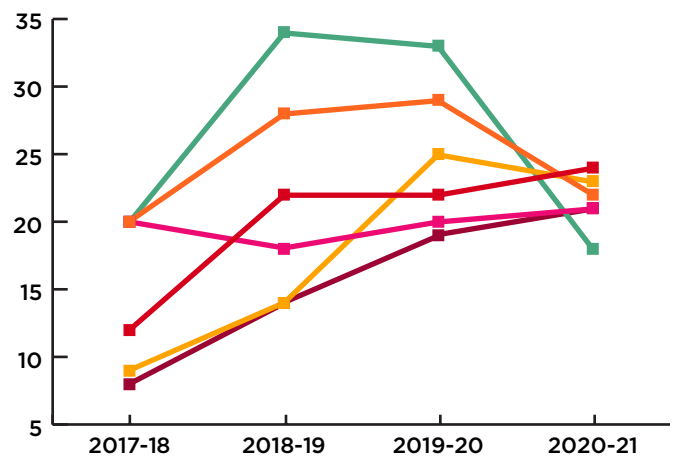
Academic staff

- ◆ Certificates
- ◆ Educational Leadership and Mentorship Badge
- ◆ Inquiry and Scholarship in Teaching and Learning Badge
- ◆ Teaching and Learning Practices, Theories and Assessment Badge

Legend:
- — ■ Certificates
- — ■ Developing Your Teaching Dossier Badge
- — ■ Learning Spaces and Digital Pedagogies Badge
- — ■ SoTL Foundations Badge
- — ■ Theories and Practices Badge
- — ■ Emerging Teachers Development Badge

Graduate students

Postdoctoral scholars

Academic Staff Certificate in University Teaching and Learning geared toward evidence-based teaching expertise

We know that collaboration enhances learning, but what role does it play in teaching?

The importance of community underlines the Academic Staff Certificate in University Teaching and Learning. Focused on sessions geared toward developing evidence-based teaching expertise, this program allows its participants to collaborate and engage with faculty across campus.

For Lisa Silver, associate professor in the Faculty of Law, this is one of the certificate's most valuable offerings. "Often, the work done both before entering the classroom and while in the classroom is done alone," she says. "This course assured me that I was not alone. In fact, it taught me the importance of educational community, which is found across campus and across disciplines."

Dr. Fabiola Aparicio-Ting, PhD, senior instructor in the Department of Community Health Sciences, echoes this sentiment. "The most valuable part of this program is the opportunity to learn with and from others who are passionate about teaching from across campus," she says.

"The sharing of ideas, different approaches and debates enriched my learning and reflections far more strongly than any one particular session or reading," she continues. "Learning about pedagogical approaches and teaching strategies used by other disciplines has given me ideas of how I can refresh my own teaching practice. Most importantly, I now have friends and colleagues across campus with whom I can discuss teaching and learning, and a group who can support each other."

Dr. Kim Grant, PhD, program lead for the Academic Staff Certificate, says the Taylor Institute developed the program in response to numerous requests from academic staff.

"The main aim of the Academic Staff Certificate is to enhance the skills and confidence of academic staff members as they continue to support excellent student

Dr. Kim Grant, PhD, program lead for the Academic Staff Certificate

learning experiences at the University of Calgary," she says. "Post-secondary teaching and learning are complex, and, in the words of the Academic Plan, we want to 'encourage pedagogical innovation and evidence-based teaching practices' for all academic staff members."

Silver went above and beyond the certificate requirements to complete all three of the original courses. She looks back on the experience fondly, observing the many professional benefits it has afforded.

"The courses are a safe place to experiment, voice differing perspectives and innovate. The classes are well-organized and thought-provoking," she says. "I have implemented many of the strategies into my courses. I successfully implemented an educational leadership initiative in my faculty as a result of this program, which allowed me to share my experiences and learnings with my colleagues. If there were a part two of this certificate program, I would sign up without hesitation!"

By Mike Thorn for the Taylor Institute, originally published in UToday, August 16, 2021.

Creating open-access digital resources

We strive to create a vibrant knowledge base of shared, open-access digital resources through the Taylor Institute Resource Library and eLearn.

Digital resources provide our campus community with accessible, scholarly content written by teaching and learning experts on diverse topics. They complement our programming and expand our reach to academic communities beyond the University of Calgary.

Resource Library

We developed the Resource Library to provide the campus community with access to our growing base of teaching and learning content. We migrated and created over 300 pages of content from September 2020 to December 2021, and organized content into 12 thematic pillars. **The Resource Library received 98,578 pageviews from January to June 2021.**

"And may I say that I am impressed with your TI online resource library and the searchability of it — especially the Mental Health and Wellness topic area. I've referred to it several times already. Just like we chatted about in the workshop — this is a sign of a wellbeing culture."

- Team Lead, Well-Being and Worklife, UCalgary

eLearn

We provide a depth of expertise about how our learning technologies work, the systems and institutional processes that manage access to them, and the ways in which instructors and students interact with them. Since 2003, eLearn has offered resources, blogs, and training videos on D2L, Zoom, YuJa, TopHat, ePortfolio, and UCalgary Badges. **From June 2020 to July 2021, the eLearn site had 312,194 pageviews.**

Online Learning Modules

At the onset of the pandemic, we discovered that some users preferred accessing self-directed learning resources over live workshops and webinars. We designed online learning modules as an interactive alternative to our regular programming. **Six modules on topics related to blended and online learning, teaching dossiers, assessments, team projects, and graduate student teaching were developed in 2020-21.**

"The module that you created is a perfect resource to quickly adapt to our needs. In addition, it looks fantastic. I personally can't stop browsing through it."

- Educational Developer, Ryerson University

Advancing the Experiential Learning Plan (2020-25)

Experiential learning (EL), learning by doing, offers real-world experiences for students, providing skill and knowledge development to enrich academic study. EL encourages students to engage more deeply with course material and make meaning of concepts learned in workplace contexts.

EL includes internships, field placements, co-ops, international learning experiences, creative performance, simulations, capstone projects, practicums, and undergraduate research, among many others. The Office of Experiential Learning (OEL) leads the implementation of UCalgary's Experiential Learning Plan by bringing the campus community together to make EL a cornerstone of the UCalgary student experience.

Elevate

The OEL, Vice-Provost (Teaching and Learning), IT, and partners in Student and Enrollment Services, faculties, and units launched Elevate in summer 2021. Elevate is a central tool for booking advising appointments, registering for workshops, adding activities to the Co-Curricular Record, posting work-integrated learning opportunities, and managing EL activities. It is used by industry and community partners, co-operative education and internship programs, field experiences, case competitions, practicum programs, and co-curricular programs. **This central platform supports teams across campus by enabling the administration of EL programs at a larger scale and increasing their visibility to students.** Elevate also supports institutional efforts to track metrics related to EL.

Experiential Learning Advisory Committee

With the Vice-Provost (Teaching and Learning), the Office of Experiential Learning developed an institutional Experiential Learning Advisory Committee, a group of approximately 40 leaders representing diverse faculties and units to inform, steward, and implement the Experiential Learning Plan (2020–25).

Taylor Institute for Teaching and Learning

Experiential Learning in Academic Programs

Experiential Learning in Academic Programs is an ongoing initiative to engage in conversations with all academic units about curricular EL. Through this initiative, we recognize and amplify curricular EL activities and identify more opportunities for EL. In 2022, we will provide all participating units with a snapshot report that highlights where EL activities are occuring at the course level.

FUSION

With funding from the federal Future Skills Centre, the Future Skills Innovation Network (FUSION) is a collaborative initiative of six Canadian universities focused on exploring innovative approaches to skill development for the future economy. **The FUSION Skill-Development curriculum is a series of self-directed student modules intended to 'wrap-around' experiential learning activities to support student professional development and skill articulation.** Academic staff can now access support to integrate the modules into EL courses and programs.

119

students completed the program from September 2020 to April 2021

Elevate helps further UCalgary's commitment to experiential learning

Elevate harmonizes several tools into one career, advising and student-experience portal. It merges longstanding Orbis sites including CareerLink for student employment and internship opportunities, the Success Portal for advising and student success workshops, and the Involvement Portal for the Co-Curricular Record.

In addition to continued streamlining of job postings and advising, the platform will link students, faculty, staff, and community partners to experiential learning opportunities. Traditionally used by co-op and internship programs, the platform is now being explored and adopted by leaders of other forms of experiential and work-integrated learning including case competitions, field placements, and practicums.

"Elevate is an exciting new tool that will help the University of Calgary scale experiential and work-integrated learning. It is especially important in light of the stated targets in the Government of Alberta's long-term strategic plan, Alberta 2030," says Dr. Teri Balser, provost and vice-president (academic).

"Having a one-stop-shop experience in the Elevate platform for experiential learning is a huge step in making these activities a priority," says UCalgary Students' Union Faculty of Science representative, Chaten Jessel.

"Having these opportunities accessible and visible for students makes it that much easier for us to find and secure important experiences during our degrees."

Experience catalogue on Elevate

Students now have a new way to find relevant opportunities to get involved and learn by doing. "Our new Experience Catalogue on Elevate is publicly available and serves as a valuable tool to current and prospective students — we have 800 opportunities and counting already posted," says Erin Kaipainen, associate director of experiential and work-integrated learning.

In addition to recommendations from mentors and advisers, the catalogue helps students find curricular and co-curricular activities that match their interests and help to grow personal networks.

Looking forward

UCalgary President Ed McCauley supports the value of experiential learning and the important role that community partners play to make these opportunities happen. "The world is changing, and we know experiential learning helps students build skills that will enable them to flourish after graduation in whatever path they choose," he says.

"Our community is strengthened when we can connect and collaborate with partners beyond our campuses, expanding capacity and contributing to knowledge-building, which is why I am so excited to see this platform launch at such a critical time."

By Sasha Lavoie for the Office of the Vice-Provost (Teaching and Learning). Originally published in UToday, September 27, 2021.

Gaining momentum with work-integrated learning

Work-integrated learning (WIL) is a type of experiential learning that provides opportunities for students to learn by applying their skills and knowledge in a in a workplace setting.

At UCalgary, WIL is managed at the faculty level, with support from units such as the OEL, Program Innovation Hub, and Career Services. The OEL acts as a hub to connect, amplify, and expand WIL and facilitate institution-wide activities.

Supporting WIL across Canada

UCalgary increased membership in the national association, Co-operative Education Work-Integrated Learning Canada (CEWIL), from 17 in 2019-20 to 32 in 2020-21, with representation on the national board of directors and various sub-committees. By broadening our membership, WIL leaders and practitioners at UCalgary have improved access to networking, professional learning, and opportunities to influence the future of WIL in Canada.

Supporting WIL at UCalgary

We are deeply involved with diverse WIL groups on campus. We participate in a community of practice for co-operative education and internship programs to share challenges and opportunities for students. We also support the work of the Program Innovation Hub to support and integrate WIL into program proposals. This directly connects to the EL Plan and supports the institutional effort to prioritize and engage in quality and meaningful WIL for students across all fields of study.

Flexible WIL Certificate

We are collaborating with the Program Innovation Hub to **develop a flexible WIL certificate for 2022-23** with the goal of increasing access for all students to participate in co-ops and internships as part of their degree programs.

Student Work Placement Program

In response to the reduction of paid WIL opportunities during the pandemic, the federal government introduced several flexibility measures to the federal wage subsidy program for 2020-21. Traditionally ineligible for the program, the temporary **changes allowed post-secondary institutions to leverage the increased wage subsidy.** With key partners across campus, we led the roll-out of the wage subsidy at UCalgary.

103

students engaged in newly available SWPP placements

$612,033

in funding for 93 positions was accessed between May 2020 to April 2021

"In summer 2020 our newly-formed research team was scrambling to develop and execute wastewater testing for monitoring the COVID-19 virus. We underestimated the complexity of sampling sewer networks, but fortunately we decided to apply to the SWPP program. The extra pairs of hands that the interns provided probably saved our project and allowed us to establish a rhythm of field sampling and sample processing."

- SWPP Supervisor Feedback

WIL Access Award

We received funding from CEWIL Canada and the federal government to pilot a WIL Access Fund, with Student and Enrolment Services, for students in unpaid WIL activities. The funding provided short-term financial relief to students and prioritized applications from those belonging to equity-deserving groups. We engaged directly with students about the benefits and barriers they face in completing unpaid practicum placements required as part of their degree programs. The pilot program sought to address some of the issues created by Alberta's economic decline and the pandemic, both of which have had profound effects on work-integrated learning opportunities.

"It eased the financial burden of having to quit my job to pursue my practicum."

- Student WIL Access Award Recipient

$123,750

awarded to students completing unpaid practicums as part of their degree program

266

students applied for 75 awards valued at $1,650. 144 of these students demonstrated financial need and/or belonging to an equity-seeking group

78%

of award recipients identified as belonging to at least one equity-deserving group

Scaling up undergraduate research initiatives

Undergraduate research is a mentored investigation or creative inquiry conducted by an undergraduate student or group of students. It provides an opportunity to develop student autonomy, critical thinking, creativity, problem-solving, and skills in conducting research, scholarship, or creative expression.

We focus on three areas of undergraduate research: curricular course-based undergraduate research, non-curricular undergraduate research, and undergraduate research events, engagement, and outreach in partnership with academic units, the Vice-President Research portfolio, and the Students' Union.

Program for Undergraduate Research Experience

Since 2005, the Program for Undergraduate Research Experience (PURE) has been a signature experiential research opportunity at UCalgary. PURE recipients receive up to $6,000 to undertake an eight, 12, or 16-week research project between May and August. **Students explore their research interests and develop collaboration, critical thinking, and research communications skills.** Faculty supervisors work with students throughout the program and provide essential research mentorship.

151
studentships funded in 2021

135
academic supervisors supported

$849,000
in studentship funding was released

Research Skills Foundations

We created the Research Skills Foundations digital badge in 2020 to empower students to engage with and reflect upon their research skills with confidence. **29 students from the 2021 PURE cohort earned the elective micro-credential.**

Course-Based Undergraduate Research Experience

We provide **educational development support and research coaches for academic staff to turn their course into a course-based undergraduate research experience** (CURE). Academic staff from the Faculty of Arts, the Faculty of Kinesiology, and the Faculty of Science converted their courses into CUREs.

1330
undergraduate students engaged in CUREs across 10 courses

10
academic staff from four faculties embedded CUREs with the support of 11 research coaches

Research on Global Challenges

Research on Global Challenges is an EL course where students participate in a course-based undergraduate research experience in a project led by an academic research supervisor. **Students engage in impactful research with interdisciplinary cohorts.** Projects are based on research streams proposed by academic staff that align with one or more of the UN Sustainable Development Goals.

50
undergraduate students engaged in Research on Global Challenges

Undergrads conduct reconciliatory research with Indigenous communities

Dr. Adam Murry, PhD, an assistant professor in Indigenous psychology, is excited about the ways his students' research will inform recommendations and actions for their community partner, the Portland Committee on Community-Engaged Policing (PCCEP).

Looking at news articles, scholarly publications and tweets, undergraduate students in Murry's research stream in the new Research on Global Challenges course conducted a content analysis on the ways Indigenous experiences with police are depicted.

Theodore Latta, the project director for the PCCEP, recognizes the students' crucial contributions. "Adam and I thought it would be interesting to look more in-depth about an underrepresented population that is overrepresented in police interactions," says Latta.

Murry's student-partnered research is one of four research streams in the pilot course, Research on Global Challenges led by Dr. Kyla Flanagan, PhD, at the College of Discovery, Creativity and Innovation (CDCI).

Meanwhile, Dr. Adela Kincaid's INDG 502.4 Applied Indigenous Projects course delivers on another CDCI initiative: Course-based Undergraduate Research Experiences (CURE). Kincaid, PhD, an instructor in the Department of Political Sciences, facilitates students to select projects that align with both their personal and Indigenous communities' interests.

"Students have articulated that they feel they're contributing to reconciliation. I think this work is really important in moving relationships forward by being involved at the community level," says Kincaid.

Students in Kincaid's CURE have also expressed the value of the research activity and its significance on their academic identity. "This specific course has been everything that I had hoped my university degree would give me," says Valerie Fox, a fourth-year International Indigenous Studies student and member of the Métis nation.

Working as part of the research team led by Dr. Jennifer Leason, PhD, an associate professor in the Department of Anthropology and Archaeology, and informed by Elder Evelyn Goodstriker, Fox investigated how rematriation, the act of acknowledging and restoring the matrilineal culture of Indigenous communities, can challenge colonization by contributing to improving Indigenous women's maternal health and well-being.

At the heart of the course-based student research experiences Murry and Kincaid provide is the intention to put students' investigations into the service of community partners, and more important, in ways that integrate and value Indigenous perspectives. In turn, these opportunities fulfill the university's aim to increase experiential learning opportunities for undergraduate students.

By Joy Camarao & Joanne Fung, Taylor Institute for Teaching and Learning. Originally published in UToday, May 3, 2021.

Moving forward community-engaged learning

Community-engaged learning activities seek to cultivate a sense of civic consciousness, address social issues, and contribute to the public good.

Our community-engaged learning initiatives are designed, in alignment with the Carnegie Classification definition and guiding principles, to support a network of staff engaging in reciprocal community-based partnerships. These activities are mutually beneficial and address a community-identified need. We are piloting ways to support community-engaged learning through targeted curricular programming.

Supporting curricular community-engaged learning

We integrated community-engaged learning into WELL 400: Capstone in Mental Well-Being and Resilience in a collaborative effort with course instructors. **42 students in the course engaged with seven partner organizations** — Vecova, the Centre for Suicide Prevention, the City of Calgary, Student Wellness Services, the Graduate Students' Association, the Office of Leadership and Student Engagement, and the Office of Sustainability — to produce wellness intervention proposals.

We worked with course instructors to integrate community-engaged learning into three zoology courses. Five community partnerships were developed with the potential to offer students hands-on training and experience in animal behaviour studies, research, and fieldwork, as well as practical mentorship from community partners.
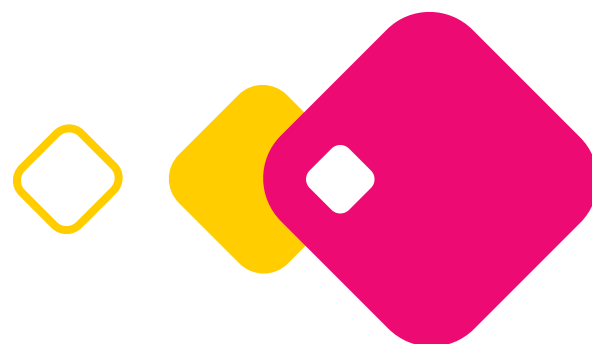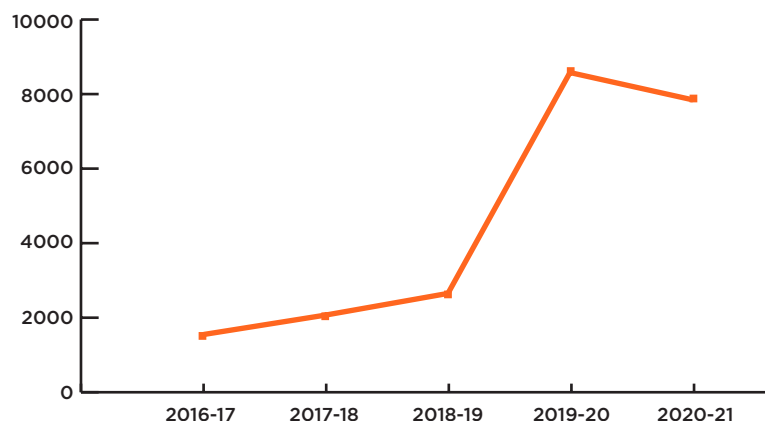
Community-engaged learning programs

We hosted **Diversity of Community Engaged Learning,** featuring speakers from the Indigenous education and business technology management programs. We also hosted **Principles of Community Engaged Learning** to stimulate discussion and gain feedback on the principles of reciprocity, inclusivity, meaningful engagement, co-learning, and partnership.
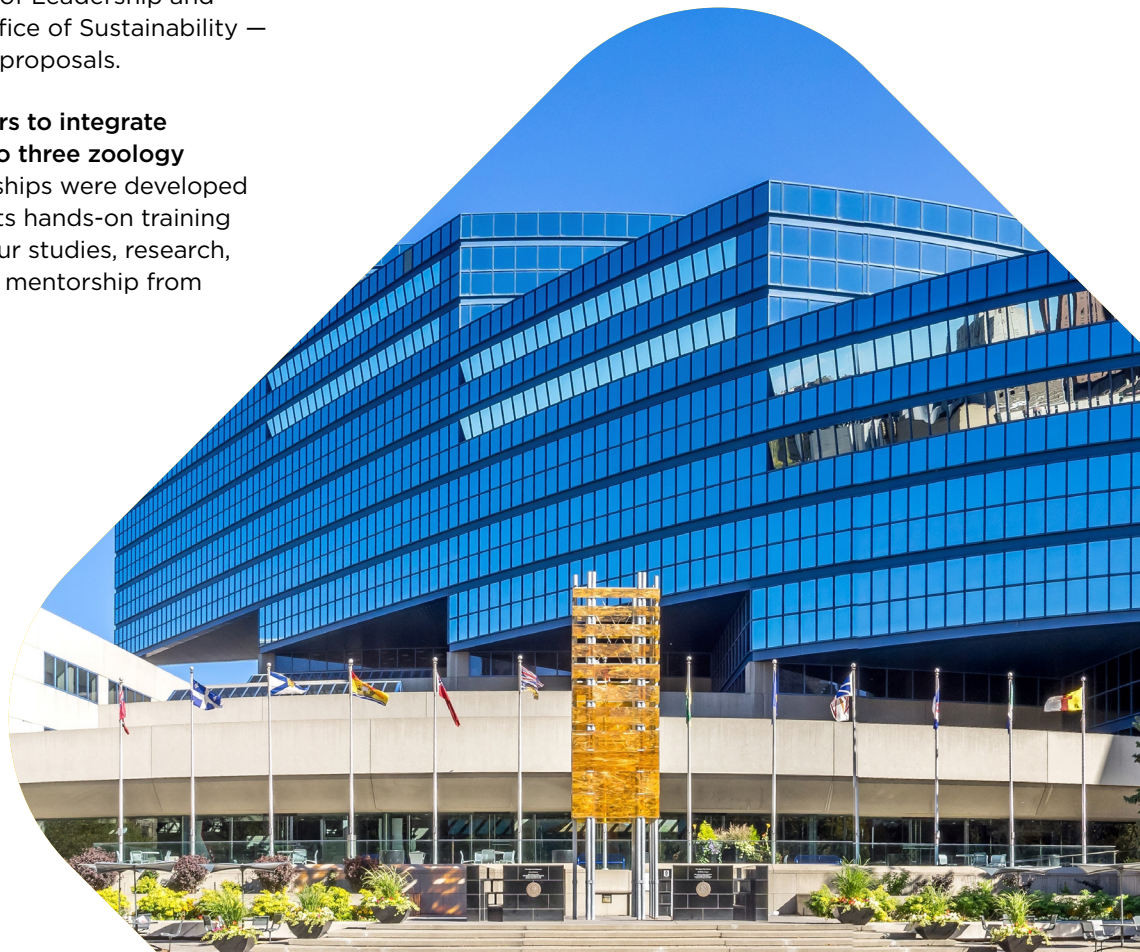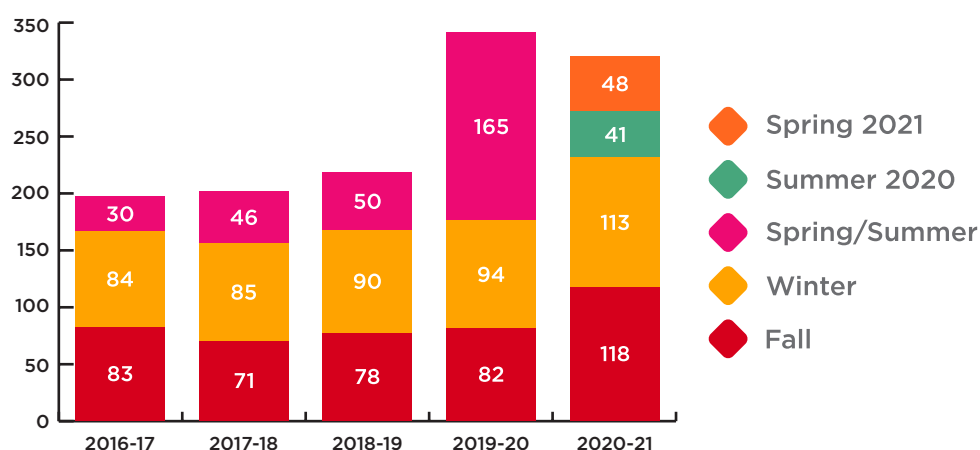
Engaging our campus community

Total number of registrations

Total number of courses offered (non-unique)

Spring 2021
Summer 2020
Spring/Summer
Winter
Fall

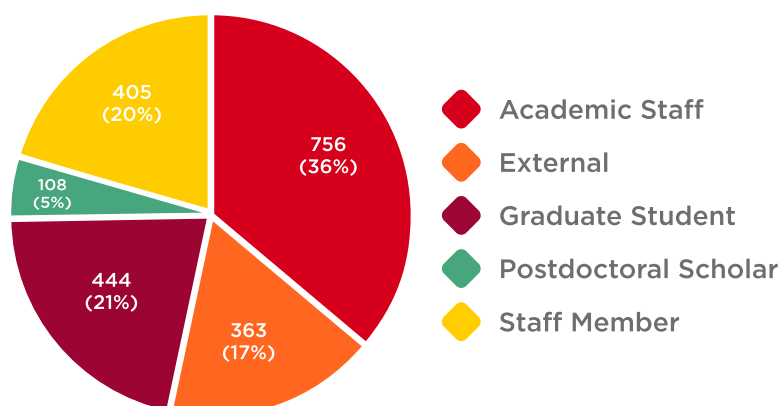| Year	Fall	Winter	Spring/Summer	Summer 2020	Spring 2021
2016-17	83	84	30		
2017-18	71	85	46		
2018-19	78	90	50		
2019-20	82	94	165		
2020-21	118	113		41	48

4.5/5

participants felt it helped them improve their knowledge related to teaching and learning in post-secondary education

90%

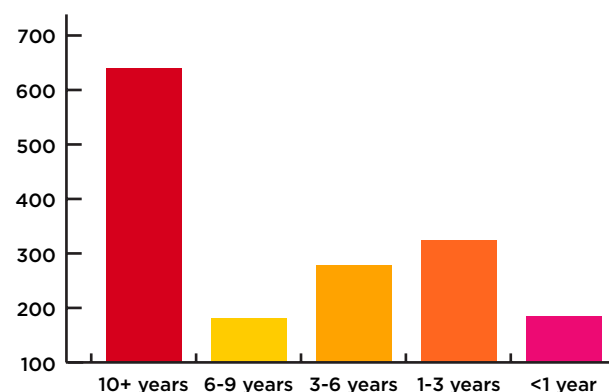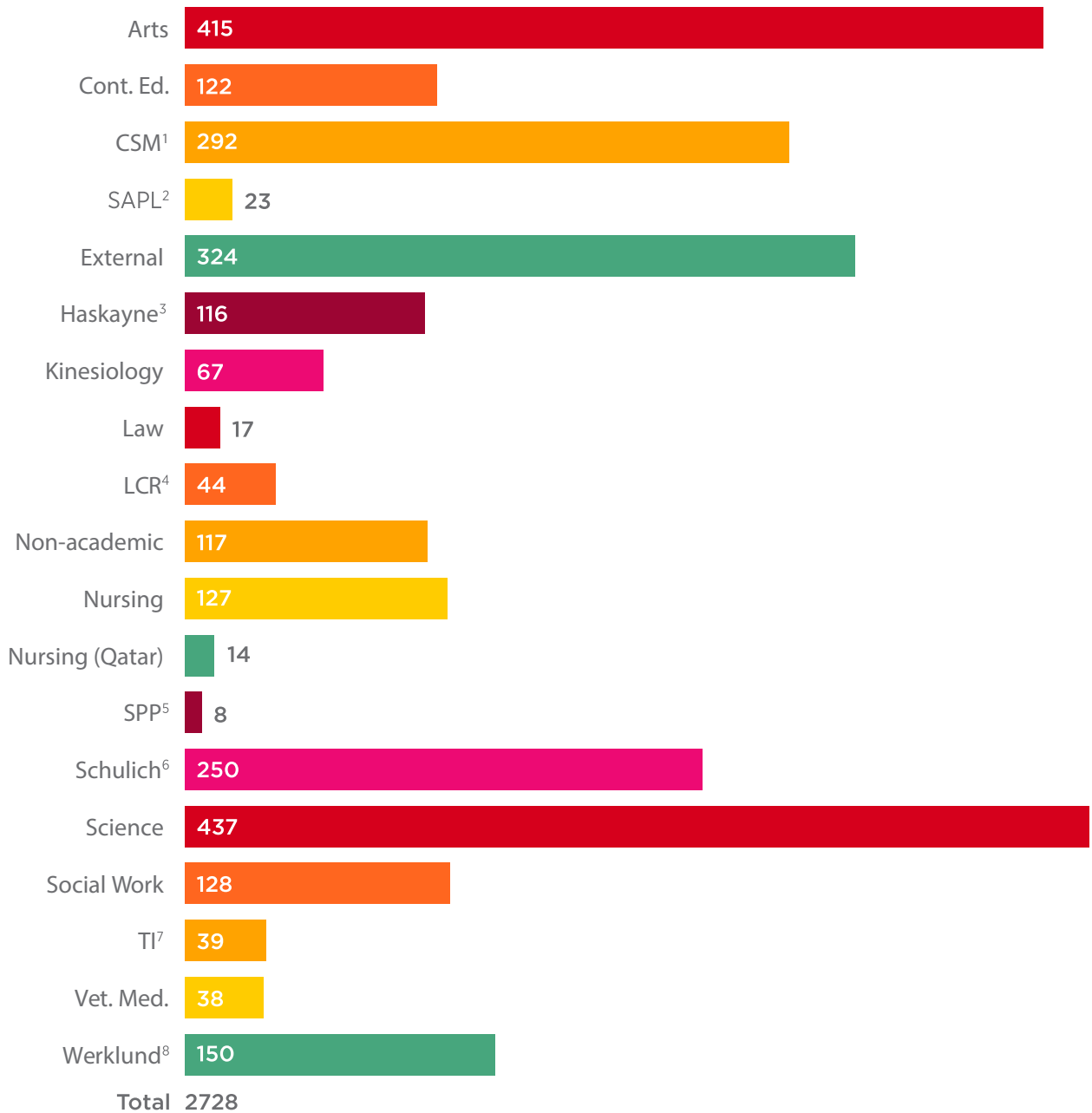of participants felt that it helped them reflect on their teaching and learning practices

Unique participants by role

- Academic Staff — 756 (36%)
- External — 363 (17%)
- Graduate Student — 444 (21%)
- Postdoctoral Scholar — 108 (5%)
- Staff Member — 405 (20%)

Unique participants by years of teaching experience

10+ years, 6-9 years, 3-6 years, 1-3 years, <1 year

Engagement by faculty/unit

Faculty/Unit	Value
Arts	415
Cont. Ed.	122
CSM[1]	292
SAPL[2]	23
External	324
Haskayne[3]	116
Kinesiology	67
Law	17
LCR[4]	44
Non-academic	117
Nursing	127
Nursing (Qatar)	14
SPP[5]	8
Schulich[6]	250
Science	437
Social Work	128
TI[7]	39
Vet. Med.	38
Werklund[8]	150
Total	**2728**

[1] Cumming School of Medicine
[2] School of Architecture, Planning and Landscape
[3] Haskayne School of Business
[4] Libraries and Cultural Resources
[5] School of Public Policy
[6] Schulich School of Engineering
[7] Taylor Institute for Teaching and Learning
[8] Werklund School of Education

Note: Executive Offices, SSC, SU Wellness, Governance, HR, Sustainability and SES have been grouped together under the heading non-academic units.

Custom workshops

34
custom workshops offered to faculties and units

526
participants engaged in custom workshops

One-on-one consultations

1080

one-to-one or small group consultations were provided to 1886 people

UCalgary Badges Platform

176

badge programs hosted by 29 issuers

6137

badges issued to 1192 learners

IT Support

438

IT tickets related to learning technologies and teaching and learning were resolved by the TI

Curriculum development and review

11

curriculum projects supported

50+
UCalgary programs have been mapped so far

curriculum mapping projects completed using Curriculum Links to date

1392

courses mapped using Curriculum Links

University of Calgary Teaching Awards

22
awards given

66
adjudicators

88
nominations received

11
adjudication committees

586
people engaged

159
total teaching awards given since 2014

Creating strategic partnerships to maximize impact

We support processes and practices that connect faculties, departments, and units to build opportunities to strengthen teaching expertise and pedagogical development.

This involves working at an institutional level with representatives from all faculties and units such as IT, the Office of Institutional Analysis, the Program Innovation Hub, Human Resources, the Registrar's Office, and more. Our collaborative efforts maximize the impact that we collectively have on student experience.

Curriculum development projects with the Program Innovation Hub

We work with the Program Innovation Hub and groups across campus on new curriculum development projects centering on future-focused program delivery and transdisciplinary scholarship. Some of the programs we've supported include the Regenerative Medicine Specialization in the Faculty of Veterinary Medicine and the Game Production and Immersive Technologies Certificate and Diploma in the Department of Computer Science.

13
Program Innovation Hub projects supported

Taylor Institute Classroom Working Group

The Taylor Institute Classroom Working Group facilitates knowledge sharing and fosters a community-based approach to dialogue and decision-making around needs for classroom spaces in the Taylor Institute for Teaching and Learning. It consists of members from the Taylor Institute, ComMedia, IT, and the Registrar's Office. Knowledge is shared and translated to other learning spaces across campus.

National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) collects information from first-year and senior-year undergraduate students from across North America to assess their levels of engagement in their postsecondary experience. We collaborated with the NSSE steering committee to analyze thousands of student comments generated through our 2020 data. Results reiterate the importance of student experiences that provide opportunities for active learning, student engagement, experiential and work-integrated learning, and skill development.

MaPS Leadership Community of Practice with Human Resources

With partners in Human Resources, we started the Leadership Community of Practice to serve as an opportunity to connect and learn through a MaPS community that understands the University of Calgary context. It focuses on supporting and advancing leadership practices by fostering a collective approach in sharing experiences and knowledge.

54
MaPS employees engaged

Taylor Institute for Teaching and Learning
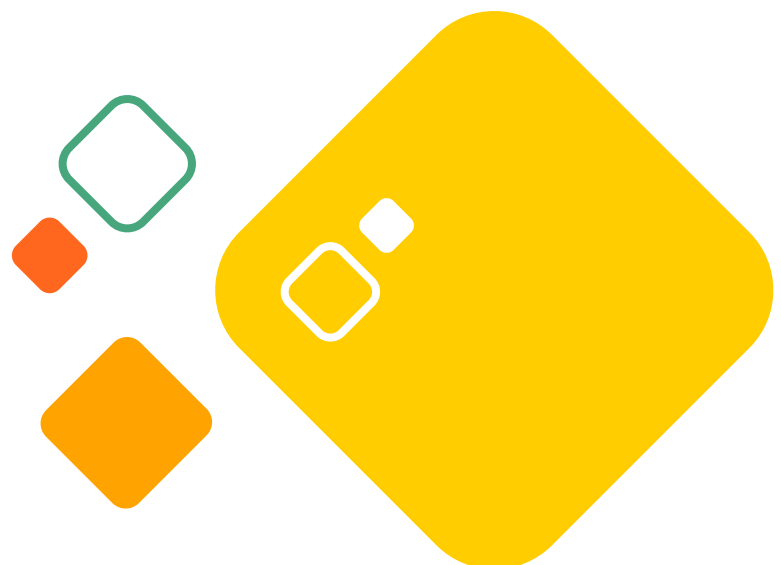
Driving thought leadership and community building through signature events

We celebrate and amplify the discoveries in teaching and learning made at UCalgary and within our networks of local, national, and international post-secondary institutions.

We aim to create sustained opportunities to link these networks and to encourage the flow of knowledge between them. One of the ways in which we create these opportunities is through our signature events.

Conference on Postsecondary Learning and Teaching, Mentorship in Higher Education

On May 3 – 5, 2021, we hosted the Conference on Postsecondary Learning and Teaching, Mentorship in Higher Education, for over 350 delegates. Dr. Laura Lunsford, PhD, from the University of North Carolina and Dr. Lorelli Nowell, PhD, from the University of Calgary gave keynote addresses on frameworks and models for mentorship in higher education.

89%

of delegates strongly agree or agree that the conference strengthened their understanding of scholarly and culturally relevant teaching and learning practices

97%

of delegates strongly agree or agree that the conference allowed them to reflect on teaching and learning practices within the context of their role and experiences

91%

of delegates strongly agree or agree that the conference helped spark and/or renew their interest in teaching and learning

"The group discussions were very helpful and supportive as sharing ideas promotes growth and introduces new concepts or ways of engaging mentors and mentees. The general presentations were very informative, educative and insightful. The theme was a part of every session."

- Conference delegate feedback

Teaching Days 2021

Teaching Days provides a meaningful and concentrated opportunity for instructors, graduate students, postdoctoral scholars and staff to prepare for the upcoming academic year, connect, reflect and strengthen teaching and learning practices across campus. The two-day teaching development event is a collaborative effort from the Taylor Institute and the University of Calgary Teaching Academy.

Total registrations
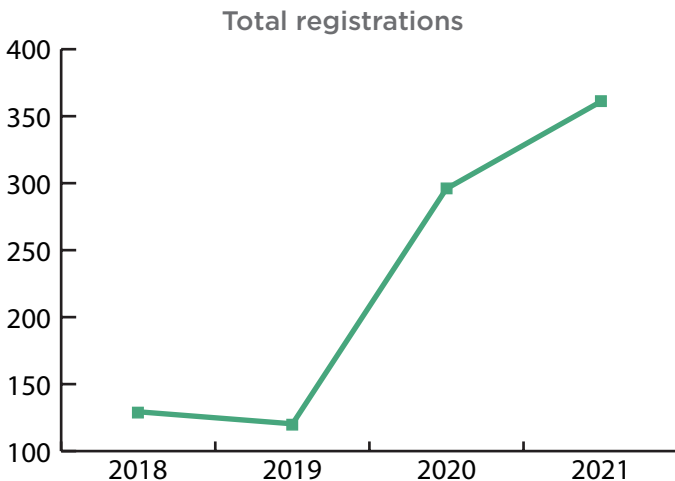
96%

of participants strongly agree or agree that Teaching Days helped them feel better prepared to teach in the upcoming academic year

91%

of participants strongly agree or agree that Teaching Days helped them strengthen their teaching practice and expertise

"Teaching Days helped to validate many of the choices I've made as an educator to support student wellbeing in the last year or so."
 - Teaching Days participant evaluation feedback

Taylor Institute for Teaching and Learning

Summer Wellness Series with the Campus Mental Health Strategy

Since 2019, the Taylor Institute for Teaching and Learning and the Campus Mental Health Strategy have presented a series of wellness webinars featuring UCalgary experts during the summer months. **In 2021, the webinar series addressed trauma, diversity, and how to assess and support our mental health** with sessions facilitated by experts from the Department of Chemistry, the Office of Equity, Diversity and Inclusion, Student Wellness Services, the Faculty of Nursing, the Cumming School of Medicine, and the Department of Psychology.

583

participants attended

Academic Integrity Series

Led by Dr. Sarah Eaton, PhD, Educational Leader in Residence (Academic Integrity), we hosted the Academic Integrity Series: Urgent and Emerging Topics to create a space for timely and provocative discussion around issues related to academic integrity in post-secondary education. Experts from UCalgary, St. John's University, Carleton University, the University of Toronto, the University of Waterloo, the University of British Columbia, and more offered insights on trending topics like counterfeit credentials, contract cheating, and equity.

1007

participants attended eight sessions
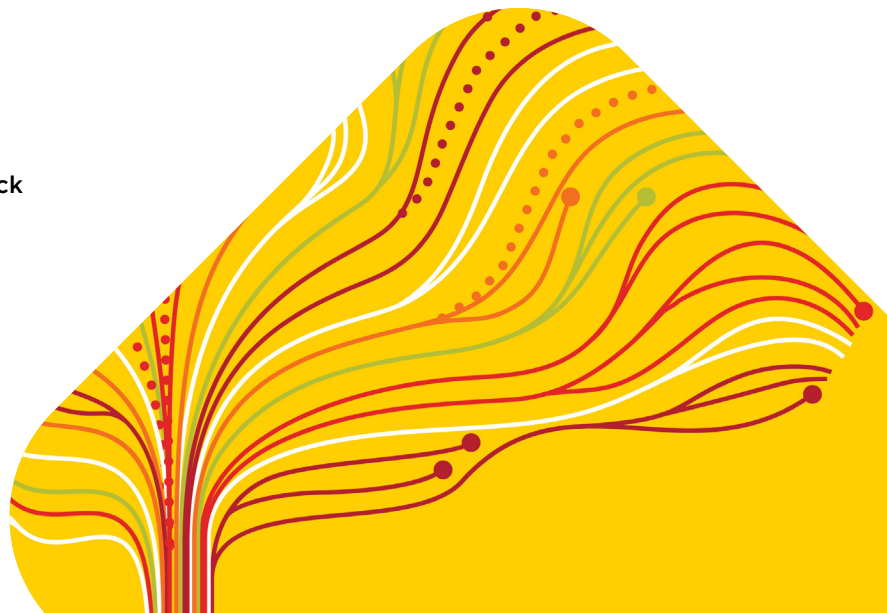
Sharing scholarship and disseminating knowledge

We are committed to enhancing student learning by generating and supporting research that informs scholarly and culturally relevant teaching practices and approaches to student learning.

We engage in innovative teaching and learning research that explores and develops new knowledge about postsecondary teaching and student learning. This research examines key trends and issues in higher education, multiple ways of knowing and being, and informs teaching and learning cultures, communities, and practices across multiple organizational levels.

University of Calgary Teaching and Learning Grants

The grants enhance student learning experiences through scholarly inquiry and research. **Projects support the implementation, critical examination and dissemination of scholarly and culturally relevant teaching practices** and approaches to student learning.

26
grants projects received
$637,038 of funding in 2021

$5.5 million
awarded since 2014

251
projects funded since 2014

University of Calgary Teaching Scholars

Our Teaching Scholars develop and deliver an initiative that builds teaching expertise, strengthens student learning, and enhances educational leadership development. In 2021, we gave Teaching Scholar awards to **Dr. Darlene Donszelmann, DVM**, (Faculty of Veterinary Medicine) for her project, Enhancing Student Learning Experiences Through Teaching Development in the Distributed Veterinary Learning Community, and to **Dr. Lorelli Nowell, PhD** (Faculty of Nursing) for her project, Practice Learning and Teaching Orientations (PLATO): A strategic teaching and learning initiative to foster student-preceptor partnerships.

21
scholars have received support
since 2015 for 15 projects

Moving towards more inclusive and equitable teaching practices

We aim to highlight how systemic inequities present themselves in post-secondary environments and ways in which educators can move towards inclusive and equitable teaching practices.

We explore topics such as microaggressions, ableism, intersectionality, power dynamics, and anti-racism, and encourage our campus community to recognize how instructional practices can create barriers to learners.

Educational Development Consultant (Equity, Diversity and Inclusion)

Dr. Fouzia Usman, PhD, was appointed to advance equity, diversity and inclusion (EDI) initiatives across the university's teaching and learning communities. Her research interests include: promoting anti-oppression pedagogical practices at the post-secondary level, decentering whiteness in curriculum, anti-oppression pedagogy, equity and inclusivity in teaching and learning, and intercultural competency among faculty members.

Embedding EDI in TI programs

We create and deliver programs that address the systemic challenges faced by equity-deserving groups and how educators can move towards inclusive and equitable teaching practices, catering to the learning needs of all their students. **Our customized programs focus on embedding EDI in curriculum and pedagogy.**

"The implicit biases that we all have and the importance of becoming aware of them in order to be able to mitigate them and potential negative impact on students."

- Participant feedback

EDI program development for the Certificates in University Teaching and Learning

We offered the EDI badge for postdoctoral scholars and graduate students in fall 2021 as part of the Certificates in University Teaching and Learning. This badge aims to support postdoctoral scholars and graduate students in their endeavour to understand, reflect upon, and gain confidence in applying EDI principles into their pedagogy.

"I learned that positionality is not just about myself reflecting on my own social identities, but also how others perceive me through their own lenses. This perspective makes me more thoughtful about how I might shape how people perceive me, to be more aligned with who I am; and to create spaces where deep knowing of each other, not just superficial judgment based on appearance, may be fostered in the classroom."

- Participant feedback

Moving toward anti-racist teaching

We delivered custom **workshops on anti-racist teaching to faculties and departments including the Cumming School of Medicine and the School of Public Policy.** Sessions focused on moving past acknowledging diversity, towards developing and implementing anti-racist practices in post-secondary teaching and learning. This shift required educators to reflect on their own positionality and its impact within the classroom, while also examining their pedagogical practice through an equitable lens.

55

participants attended anti-racist teaching workshops

Weaving Indigenous Ways of Knowing into teaching and learning

Indigenous teachings describe the role of the teacher to nourish the spirit of their students and recognize that each one comes with pre-existing experiences and knowledge that need to be honoured. Teachers and learners must walk together on a path, in a good way.

We help advance the recommendations of the University of Calgary's Indigenous Strategy, ii' taa'poh't'op, through the Taylor Institute's work and community. We focus on the recommendations connected to Ways of Knowing (Teaching, Learning and Research) to help decolonize, transform, and incorporate Indigenous perspectives into UCalgary's teaching and learning culture.

Educational Development Consultant in Indigenous Ways of Knowing

Dr. Gabrielle Lindstrom, PhD, was appointed to advance Indigenous Ways of Knowing in campus teaching and learning communities, cultures, and practices. Dr. Lindstrom is a member of the Kainaiwa Nation, which is a part of the Blackfoot Confederacy. Her research is focused on the interplay between trauma and resilience in the post-secondary experiences of Indigenous adult learners, intercultural parallels in teaching and learning research, Indigenous lived experience of resilience, Indigenous community-based research, anti-colonial theory, and anti-racist pedagogy.

"G. Lindstrom's presentation: it's not about what I need to learn about Indigenous people. It's about what I need to learn about myself in order to learn about other cultures."

- Teaching Days participant feedback

TI Indigenous Strategy Working Group

With guidance from Indigenous Knowledge Keepers, including Elders Reg and Rose Crowshoe, Evelyn Good Striker, and Betty Bastien, the **Taylor Institute Indigenous Strategy Working Group offered insight on weaving Indigenous Ways of Knowing into our practices.** We provided perspective on the theme for our 2022 conference, supported curriculum processes to advance Indigenous Ways of Knowing, informed the University of Calgary Teaching Award for Indigenous Ways of Knowing, and encouraged a community approach to build capacity for Indigenous Ways of Knowing related to teaching and learning.

Weave Indigenous Ways of Knowing into practices and programs

We wove Indigenous Ways of Knowing into TI and academic programming, including the **Certificates in University Teaching and Learning, the Program for Undergraduate Research Experience,** and Indigenous Studies: 502. We reviewed and included **Indigenous Ways of Knowing in the Educational Developer's Curriculum Review Guide** and our unit's academic staff guidelines.
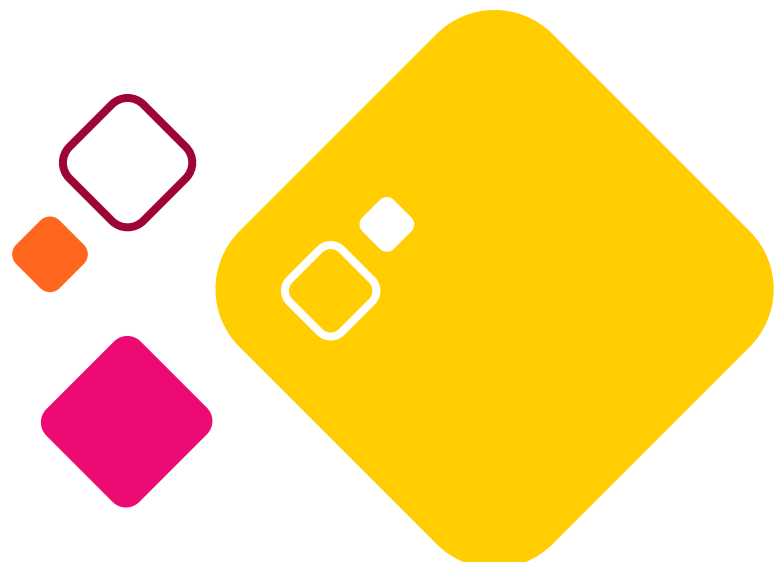
Werklund School researchers explore impact of land-based learning experiences on undergraduate education students

Education often feels like it has been separated from the land because people, especially non-Indigenous folks, are most familiar with their learning taking place indoors. The thing is, learning has not always taken place indoors. A team of two researchers from the Werklund School of Education are working to understand ways to renew relationships with the land and to remember ways of being with the land.

Associate professor Dr. Aubrey Hanson, PhD'17, from the Werklund School of Education and member of the Métis Nation of Alberta, is working with her colleague Jennifer MacDonald, a PhD candidate and sessional instructor, to conduct research on the ways that undergraduate education students are experiencing land-based learning opportunities and making connections to their learning in the program.

Their 2020 Teaching and Learning Grants project is titled Investigating Student Experiences Learning in Indigenous Education with and through the Land.

All undergraduate education students are required to complete the EDUC 530 – Indigenous Education course that runs every fall. Part of this course involves optional professional development opportunities that offer land-based learning experiences such as visiting Blackfoot Crossing Historical Park, Nose Hill Park, and camping at Writing-on-Stone Provincial Park, where students learn from Indigenous knowledge-holders. Each experience provides pre-service teachers with opportunities to connect with the land and help them embed this work in their teaching.

"We wanted to know what was meaningful in these land-based experiences and how we might carry it forward to embed more opportunities into the Indigenous Education course," explains MacDonald. By interviewing students and instructors who took part in the land-based experiences before 2020, the team has been able to observe layers of understanding that contribute to the renewal of relationships to the land and Indigenous knowledge systems.

Both Hanson and MacDonald emphasize the importance of recognizing that they are not trying to create a new pedagogy, but are instead trying to help students relate to traditional knowledge systems, which pre-date colonial schooling systems. Hanson says that for non-Indigenous folks to be stepping into relationships with Indigenous knowledge traditions, it is about listening to things that people already know.

"Reconciliation in education, beyond what is mandated, is also about helping students understand that we all have a story on the land and in place. We have all come to live here, so how can we live here well? Not just as guests, but with responsibility and accountability," explains MacDonald.

By Alix Redmond, Taylor Institute for Teaching and Learning. Originally published in UToday, September 28, 2021.

Appendices

External Facilitators

We would like to thank the many facilitators across UCalgary and beyond who shared their time and knowledge to facilitate a teaching and learning session at the Taylor Institute.

Dr. Jamie Beck, PhD, Werklund School of Education
Designing Online Spaces for Course or Conference Presentations

Dr. Gwendolyn Blue, PhD, Faculty of Arts
Critical Reflection in the Science Classroom: Foundations and Applications

Dr. Yuen-ying Carpenter, PhD, Faculty of Science
Trauma-informed teaching practices during COVID and beyond

Dr. Rachel Friedman, PhD, School of Languages, Linguistics, Literatures and Cultures
Best Practices for Organizing a Teaching Square
Facilitating a SoTL Book Club

Dr. Victoria Guglietti, PhD, Faculty of Arts
Enhancing Visual Thinking in the Classroom

Christie Hurrell, Libraries and Cultural Resources
Using Open Educational Practices to Enhance Student Learning and Engagement

Dr. Michele Jacobsen, PhD, Werklund School of Education
Cultivating Strong Student-Supervisor Research Relationships

Dr. Brenda McDermott, PhD, Faculty of Arts
Supporting Accessibility in On-line Teaching Environment

Robyn Paul, Schulich School of Engineering
Using principles of ecofeminism to deconstruct STEM culture

Dr. Amber Porter, PhD, Faculty of Nursing
Writing Effective Multiple-choice Questions

Dr. Meadow Schroeder, PhD, Werklund School of Education
The learning needs of students with learning disabilities and ADHD

Lisa Silver, Faculty of Law
Reflection as a Critical Element in the Experiential Classroom

Marc Stoeckle and Susan Beatty, Libraries and Cultural Resources
Reading list tool: how it can help you

Dr. Annette Tézli, PhD, Faculty of Arts
Teaching Large Classes Online

Dr. Dulmini Wathugala, PhD, Faculty of Science
The Visual Syllabus: An Introduction

University of Calgary Teaching and Learning Grant Recipients

"Nothing about us without us": Co-developing an EDI informed Students-as-Partners Framework
Dr. Joanna Rankin, PhD, Dr. Tiffany Boulton, PhD, Dr. Drew Pearl, PhD, Amanda Denis, Mylan Soh, Alexus Cumbie, and Ashlee Woods

A rose by any other name: Analyzing metaphor use in geoscience textbooks to improve science teaching and equity, diversity, and inclusion
Dr. Glenn Dolphin, PhD, Dr. Brandon Karchewski, PhD

Advancing critical race pedagogical approaches in social work education
Dr. Patrina Duhaney, PhD, Dr. Liza Lorenzetti, PhD

Creating Pathways to Experience Positive Aging for Undergraduate Social Work Students: Lessons from Engaging with Older Adults and Reflecting on Students' Own Later Life
Dr. Yeonjung Lee, PhD, Dr. Lun Li, PhD

Developing Digital Instructional Literacy in Pre-service Teachers and University Instructors
Dr. Theodora Kapoyannis, PhD, Dr. Astrid Kendrick, EdD, and Dr. Patricia Danyluk, PhD

Developing infrastructure for student-led 3D digitization of zoological specimens to advance student learning and research opportunities
Dr. Mindi Summers, PhD, Kevin Duclos, Rob Alexander, Dr. Sarah Anderson, PhD, Dr. Marjan Eggermont, PhD, and Arminty Clarke

Development of an innovative and culturally relevant introductory interprofessional education module for undergraduate nursing students
Julie Jeffries, Dr. Jessie Johnson, PhD

Development of hybrid assessments for junior electromagnetism courses
Dr. Anna Harlick, PhD

Engaging Students in Information Literacy
Dr. Justine Wheeler, PhD, Susan Beatty, Dr. Sarah Fotheringham, PhD, Dr. Diane Lorenzetti, PhD, Renee Reaume, Robert Tiessen, and John Wright

Enhancing Undergraduate Labs for Experiential Learning: Can we design labs to better teach employable skills in core mechanical engineering courses?
Dr. Philip Egberts, PhD, Dr. Joanna Wong, PhD, and Miriam Nightingale

Exploring the Use of Virtual Simulations to Promote Cross-Disciplinary Teaching and Learning in Inter-Professional Education in Addressing Childhood Exposure to Intimate Partner Violence (CEIPV)
Dr. Angelique Jenney, PhD, Carla Ferreira, Jessica Mulli, Krista Wollny, Georgina Bagstad, Breanne Krut, and Jennifer Koshan

Ignitingale: Developing and Implementing a Technological Experiential Learning Approach with Engineering and Nursing Students
Dr. Linda Duffet-Leger, PhD, Dr. Mohammad Moshirpour, PhD

Learning from the Land: The Application of Archaeological and Place-Based Learning as an Experiential Learning Tool for Building Intercultural Capacity
Dr. Lindsay Amundsen-Meyer, PhD, Kelsey Pennanen, and Jill Old Woman

Measuring Seven Entrepreneurial Thinking Skills in Undergraduate Students
Houston Peschl, Dr. Nicole Larson, PhD

Peer Mentorship Skills Training: Online Instruction to Support Academic Resiliency
Dr. Diane Lorenzetti, PhD, Dr. Liza Lorenzetti, PhD, Dr. Michele Jacobsen, PhD, Dr. Lorelli Nowell, PhD, and Dr. Elizabeth Oddone Paolucci, PhD

Schooling masculinities in teacher education: Disruptive practices, transformative pedagogies in gender and education
Dr. Michael Kehler, PhD, Chris Borduas

Supporting preservice teachers in creating positive classroom environments: Rethinking classroom management
Dr. Elizabeth McNeilly, PhD, Dr. Rose Bene, PhD, Kathryn Crawford, and Dr. Patricia Danyluk, PhD

Supporting student learning in undergraduate engineering by transactional curriculum inquiry
Dr. Robert W. Brennan, PhD, Dr. Peter Goldsmith, PhD

Teaching German Adjective Endings through Metaphorical Narrative Videos
Dr. John Scott, PhD, Santiago Albuga Ruales, Breanne Allcock, Daryl-Lynn Jimmo, and Alejandra Vivas

The efficacy of experiential learning through peer feedback in graduate education programs
Dr. Subrata Bhowmik, PhD, Dr. Anita Chaudhuri, PhD, Dr. Marcia Kim, PhD, and Christie Hurrell

Understanding instructional choices and their impact on students' experiences of test anxiety
Dr. Jennifer Thannhauser, PhD, Dr. Brenda McDermott, PhD

Understanding Undergraduate Students' and Instructors' Perceptions of and Experiences with Exemplars
Dr. Kim Koh, PhD, Dr. Eugene Kowch, PhD, Dr. Kimberley Grant, PhD, Dr. Rose Bene, PhD, and Dr. Shimeng Liu, PhD

Using Workshops to Develop the Simon Farm Field School
Dr. Tatenda Mambo, PhD, Dr. Craig Gerlach, PhD

Utilization of a Digital Clinical Tracking Tool: A Novel Approach to Formative/ Summative Evaluation and Feedback in Undergraduate Nursing Education
Dr. Zahra Shajani, EdD, Dr. Catherine Laing, PhD, Amanda O'Rae, and Justin Burkett

Virtual Field Experience: A simulated field trip for accessible experiential geoscience education
Dr. Stephen Hubbard, PhD, Dr. Paul Nesbit, PhD, and Dr. Glenn Dolphin, PhD

Visual representation of critical reflections: a mixed-methods study of a photo-sharing social media platform in a health science capstone course
Dr. Fabiola Aparicio-Ting, PhD

2021 University of Calgary Teaching Award Recipients

Award for Curriculum Development
Faculty of Kinesiology Curriculum Review Team
Dr. Cari Din, PhD, Dr. William Bridel, PhD, Simon Barrick, Dr. Dave Paskevich, PhD and Jodie McGill, Faculty of Kinesiology

Award for Educational Leadership (Group)
Quality Graduate Supervision MOOC Team
Dr. Michele Jacobsen, PhD, and Dr. Hawazen Alharbi, PhD, Werklund School of Education

Award for Educational Leadership (Individual, Formal)
Nickie Nikolaou, Faculty of Law

Award for Educational Leadership (Individual, Informal)
Dr. Jean-Yin Tan, DVM, Department of Veterinary Clinical and Diagnostic Sciences, Faculty of Veterinary Medicine

Award for Experiential Learning
Dr. Mindi Summers, PhD, Department of Biological Sciences, Faculty of Science

Award for Full-Time Academic Staff (Associate Professor)
Dr. Miwa Takeuchi, PhD, Werklund School of Education

Award for Full-Time Academic Staff (Instructor)
Dr. Mohammad Moshirpour, PhD, Department of Electrical and Software Engineering, Schulich School of Engineering

Award for Full-Time Academic Staff (Professor)
Dr. Jessica M. Theodor, PhD, Department of Biological Sciences, Faculty of Science

Award for Full-Time Academic Staff (Senior Instructor)
Dr. Simon Spanswick, PhD, Department of Psychology, Faculty of Arts

Award for Graduate Assistants (Teaching)
Jacob Forshaw, Department of Geoscience, Faculty of Science

Award for Graduate Assistants (Teaching)
Kaltrina Kusari, Faculty of Social Work

Award for Graduate Assistants (Teaching)
Robyn Paul, Schulich School of Engineering

Award for Graduate Supervision
Dr. Gina Dimitropoulos, PhD, Faculty of Social Work

Award for Librarians, Archivists and Curators
Nadine Hoffman, Libraries and Cultural Resources

Award for Non-Academic Staff (Individual)
Steven Nunoda, Department of Art and Art History, Faculty of Arts

Award for Non-Academic Staff (Group)
Physics and Astronomy Technical Team
Peter Gimby, Wesley Ernst, Zain Ahmed, Undergraduate Learning Services, Faculty of Science

Award for Sessional Instructors
Dr. Carol A. Gibbons Kroeker, PhD, Faculty of Kinesiology

Award for Sessional Instructors
Dr. Carol Ing, EdD, Faculty of Social Work

Award for Sessional Instructors
Dr. Polly L. Knowlton Cockett, PhD, Werklund School of Education

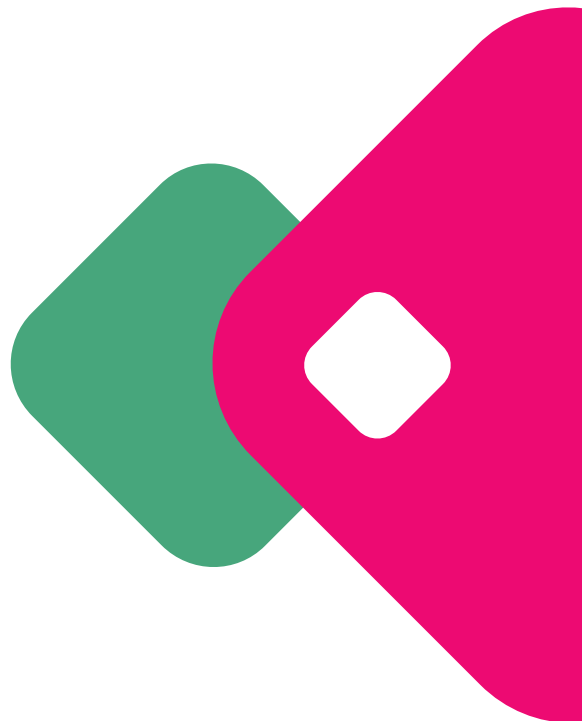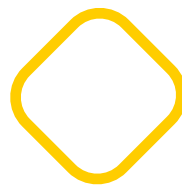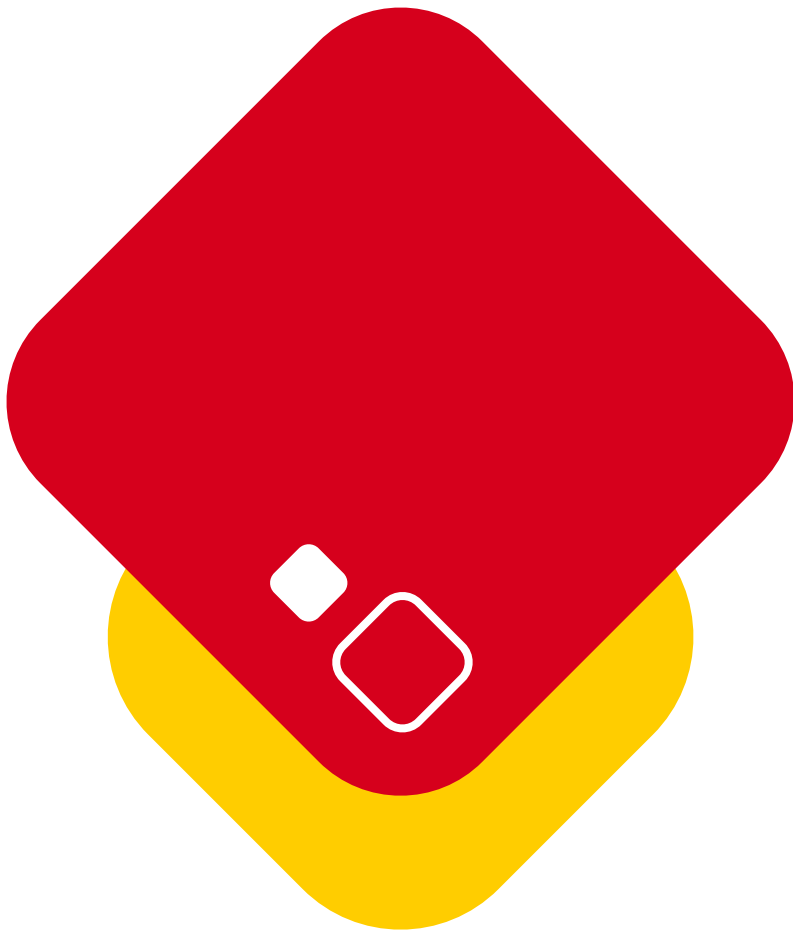**Award for Teaching in Online Environments**
Dr. Soroush Sabbaghan, Werklund School of Education

Award for Team Teaching
Integrated Learning Stream – Electrical Engineering
Dr. Mike Potter, PhD, Dr. Laleh Behjat, PhD, Dr. Kartik Murari, PhD, Dr. Seyed (Yani) Jazayeri, PhD, Dr. Geoff Messier, PhD, Dr. Rushi Vyas, PhD, Robyn Paul, Monique Sullivan, Kat Dornian, and Jason Long, Electrical and Software Engineering, Schulich School of Engineering

Award for Work-Integrated Learning
Catherine Heggerud, Haskayne School of Business