



UNIVERSITY OF
CALGARY

The Taylor Institute
for Teaching and Learning

Annual Report

2015/16

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FROM THE ACADEMIC DIRECTOR

The 2015/16 academic year will be a historic one for us at the Taylor Institute for Teaching and Learning. Thanks to the generosity of the Taylor Family Foundation, we moved from the cozy fifth floor of the Biological Sciences building into our bright new building at the heart of campus. This change in environment not only opened up a beautiful space that symbolizes the campus's commitment to teaching and learning; it also presented the staff of the Taylor Institute with opportunity to reflect on and discuss what we consider our most meaningful work. Out of this time for taking stock grew our Strategic Plan for the Scholarship of Teaching and Learning (SoTL), a slate of activities and programs that align our strengths with the campus's needs, and this inaugural Annual Report from the Taylor Institute for Teaching and Learning.

Within these pages, you'll see through our now-transparent walls that the Taylor Institute is fundamentally people. We are 20 full-time staff members and 13 part-time research assistants. We are the participants in the activities and programs hosted in the Institute. We are also the instructors who teach in our learning studios in order to learn something new, and the students who study together in the collaboration spaces throughout the building. We're the communities of practice, leadership, and scholarship that are found all across campus in conversations that challenge assumptions about teaching and learning and seek understanding grounded in evidence. And we're the national and international scholarly communities devoted to improving postsecondary education.

It is with this sense of connectedness that we look forward to the first full academic year in the new building and — with the planned hire of a director for the College of Discovery, Creativity, and Innovation — a fully staffed Taylor Institute.

Please join us.

Nancy Chick
Academic Director of the Taylor Institute for
Teaching and Learning
University Chair in Teaching and Learning
Teaching Professor,
English Department, Faculty of Arts



THE TAYLOR INSTITUTE AT A GLANCE

The Taylor Institute for Teaching and Learning is at once a building for innovation, a community of colleagues and a collection of activities dedicated to better understanding and improving student learning. The Taylor Institute gathers people from across campus to inspire and be inspired by new pedagogical thought, conversation and practice.

The Institute is a cornerstone of the University of Calgary's *Eyes High* vision and strategy. Our mandate embodies the strategy's three foundational commitments of sharpening focus on research and scholarship, enriching the quality and breadth of learning, and fully integrating the university with the community. Inspired by *Eyes High*, we at the Taylor Institute have defined our own strategic vision and mission. We consider these to be living statements, guided by our core values.

our vision *To catalyze evidence-informed approaches, practices, and conversations in post-secondary teaching and learning.*

our mission *The Taylor Institute advances the work of better understanding and improving student learning, and the teaching approaches and practices that facilitate learning.*

our core values

- **Intention:** We are thoughtful and deliberate in our work.
- **Collaboration:** We thrive by drawing on and complementing our strengths.
- **Flexibility:** We adapt to specific contexts and recognize that quality and effectiveness are informed by these contexts.
- **Transparency:** We share our processes and products with others out of respect, trust and the desire to contribute to knowledge growth.





Paper maché elephants from EDER 679.44

our people

The **Office of the Academic Director** is the leadership unit of the Taylor Institute and administers and supports the University of Calgary Teaching and Learning Grants Program. At the home of the University Chair in Teaching and Learning, this Office also serves as the academic hub for the scholarship of teaching and learning (SoTL) on campus through initiatives and activities that support engagement in SoTL. The Taylor Institute Liaison Librarian joined our team in 2015/16 to strengthen the Institute's research base. She consults and collaborates with Taylor Institute faculty, staff and research assistants, as well as the broader teaching and learning community across campus.

The **Educational Development Unit (EDU)** was the Taylor Institute's first functional unit and is comprised of an administrative and communications group, a technology integration group, a learning and instructional design group, and an academic group. EDU faculty and staff work collaboratively across these groups to advocate for, support, and build capacity for teaching and learning development at the University of Calgary.

The **College of Discovery, Creativity, and Innovation (CDCI)** is the Taylor Institute's latest unit that will promote high-impact approaches to learning, such as inquiry-based learning, undergraduate research, and experiential and community-engaged learning.

EDUCATIONAL DEVELOPMENT UNIT (EDU)

EDU Director

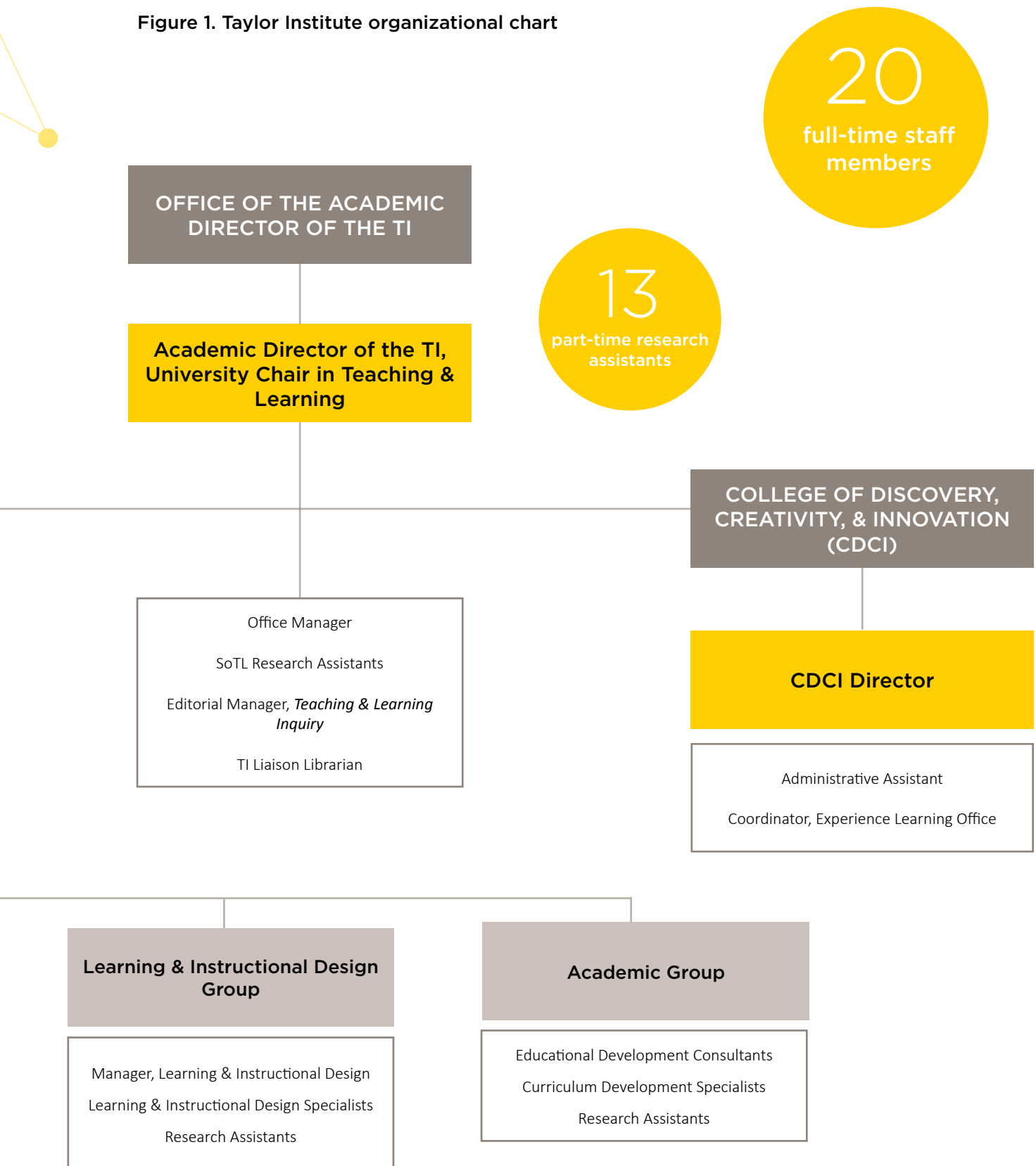
Administrative & Communications Group

TI Communications & Marketing Lead
Administrative Coordinator
NSSE Research Analyst
Program Coordinator
Research Assistants

Learning Technologies Group

Manager, Technology Integration
Technology Developer
Lead, Online Learning Environment
Online Learning Environment Specialist
Technology Integration Specialist
Operations Specialist, Learning Technology
Research Assistants

Figure 1. Taylor Institute organizational chart



how we work

At the Taylor Institute, we understand that most learning about teaching — what it means and how to do it — happens during regular conversations in small networks of fellow teachers. Characterized by trust, privacy and close relationships among members, these networks provide a supportive environment for re-examining existing ideas and developing new ones.^{1, 2}

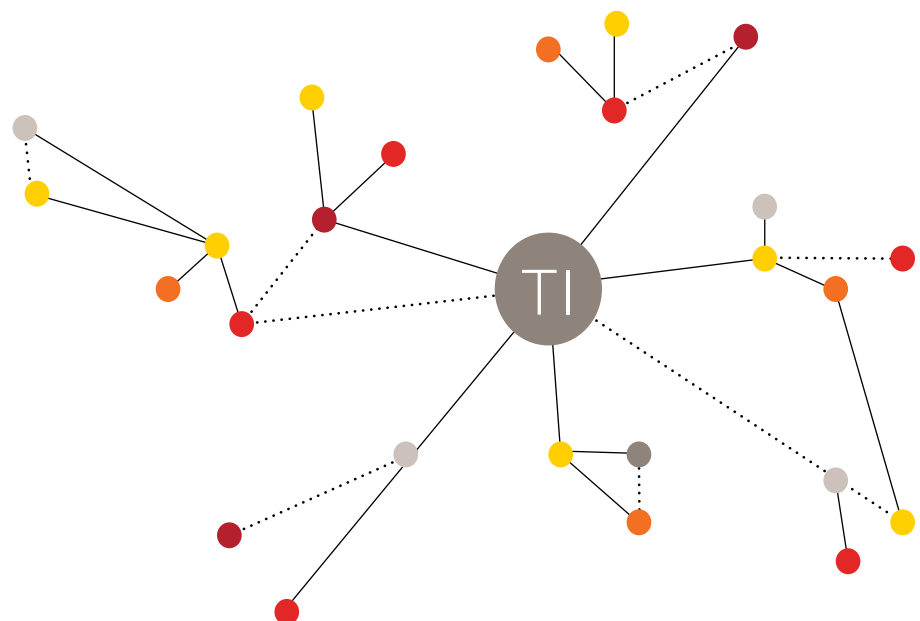
our challenge

How do we encourage the formation and growth of these small networks? And how can we nurture the integration of small groups to form larger networks? At the Taylor Institute, we aim to create sustained, formal and informal opportunities to link networks of faculty, staff and students and encourage the flow of knowledge between these groups. To ensure accessibility and inclusivity, we offer varied programs, workshops and events on diverse topics for a range of experience levels. We create multiple points of entry for beginners and then provide ongoing activities to develop expertise, community and leadership.

“We place great value in the existing experience and expertise that exists across our academic community. We see our most important role as providing opportunities to connect teaching and learning communities and to provide a meaningful space to share and support the flow of knowledge related to teaching and learning across the campus community.”

Natasha Kenny, Director of the Educational Development Unit,
Taylor Institute

Figure 2. One model of the Taylor Institute's networks



¹ Mårtensson, K., Roxå, T., & Stensaker, B. (2012). From quality assurance to quality practices: An investigation of strong microcultures in teaching and learning. *Studies in Higher Education*, 39, 534-545. DOI:10.1080/03075079.2012.709493

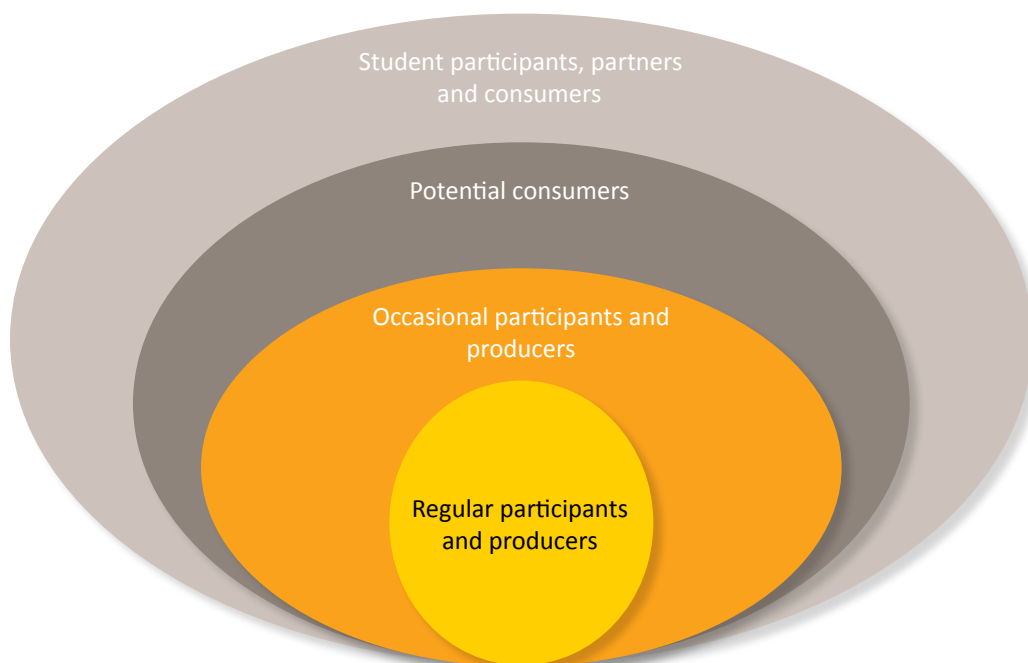
² Roxå, T., & Mårtensson, K. (2009a). Teaching and learning regimes from within: Significant networks as a locus for the social construction of teaching and learning. In C. Kreber (Ed), *The University and its Disciplines* (pp. 209-218). London: Routledge.

multiple degrees of engagement

The Taylor Institute seeks multiple degrees of engagement in its teaching and learning projects and activities. Many of its activities are aimed at producers of knowledge about teaching and learning: some are regulars and others are occasional participants. With full schedules and other priorities, many of our colleagues will never participate in our programs or activities but the Institute aims to engage this important population as potential consumers of teaching and learning practices and knowledge. For instance, at a department meeting, they learn about the results of a colleague's assignment revision. In the hallway,

they overhear others talking about something they learned from the recent gathering of the SoTL Journal Club. Eventually, some of these bystanders will ask questions, enter into conversations, and learn from these colleagues. Finally, the Taylor Institute includes undergraduate and graduate students not only as consumers and participants but also as potential partners. This multifaceted understanding of engagement extends the reach and impact of the Institute's teaching and learning activities well beyond instructors who attend official TI activities and programs.

Figure 3. Multiple degrees of engagement in teaching and learning





enhancing visibility

To achieve our goal of enhancing the visibility of Taylor Institute initiatives and programs, we implemented an integrated communications and marketing plan by utilizing a mix of event management, traditional and online media, and community engagement strategies.



event management

The Taylor Institute officially opened its doors on April 18, 2016, during a red ribbon cutting ceremony attended by about 200 guests – community partners,

200
guests attended
the TI building
opening
ceremony

philanthropists, students, faculty, and staff – which also served as an anchor to 50th Anniversary celebrations at the University of Calgary. Guests of note included University of Calgary President Dr. Elizabeth Cannon, building donors Don

and Ruth Taylor, Minister of Advanced Education Marlin Schmidt, and Kainai cultural and spiritual leader Randy Bottle. Mayor Naheed Nenshi and Canada's Governor General David Johnston both sent videos.

PIE (Play. Imagine. Experiment.) in the TI was an unofficial open house held on April 22, 2016, for University of Calgary faculty, staff, and students to learn

about the building and play, imagine and experiment with its unique learning spaces. Approximately, **60 participants** explored the Institute during this event.

traditional & online media

In 2015/16, we developed key messages for the Taylor Institute to ensure clarity and cohesiveness in all our communications, both traditional and online. UToday was an important media outlet through which the Institute shared information regarding its programs and initiatives to faculty, staff and students. From 2015 to 2016, A total of thirty articles were published in *UToday* to showcase TI activities and initiatives. A modern, responsive website was launched in March 2016 and now serves as the foundation for all of our online communications. Users can enter the site and find what interests them by selecting instructors, graduate students, researchers, etc. and find links to important pages such as a calendar for all Institute events and workshops, information about teaching in our learning spaces and a collection of resources. Taylor Institute profiles were created on Facebook, Twitter and Vimeo; accounts to be created on LinkedIn and Instagram accounts in fall 2016 will round out our social media presence.

community engagement

We participated in orientation events such as the graduate student and new academic orientations, provided dozens of tours to introduce internal and external community members to the Institute and its spaces, and increased national and international conference presentations (see p.37).

“This is a truly transformational day for our university and our community. [...] We are extremely grateful to Don and Ruth Taylor and their family for the tremendous support to our students, our faculty and our university.”

*Dr. Elizabeth Cannon,
University of Calgary President*







ENGAGEMENT WITH TAYLOR INSTITUTE

a generous gift

The Institute was made possible through a **generous \$40 million donation from the Taylor Family Foundation**. The Taylor family has long-standing ties with the University of Calgary. Through their personal contributions and the support they've given through their foundation and companies, they are not only changing the face of our campus, but are also inspiring new methods and significant research in teaching and learning. Their donation represents one of the largest single donations in the charitable sector on public record in Calgary and in Alberta.

The 40,000-square-foot building was designed with **three guiding qualities: flexibility, transparency and collaboration**. These three principles are evident throughout the building. Its transparent design – including observation spaces outside the learning studios – ensures that we can observe and learn from others' classes. The building provides a window to the future of teaching and learning: the discoveries made here will inform approaches to teaching, as well as the design of new learning spaces across campus and beyond.

a LEED certified space

During construction of the building, 89% of construction, demolition, and land clearing waste was diverted from landfill, for reuse or recycling. Recycled material made up 14% of the total cost of building materials and 99% of all the wood used in the construction of the building is FSC certified wood.

The Taylor Institute uses **71% less energy** than a conventional building of the same size. This was achieved using a variety of energy-saving measures including high performance windows, LED lighting controlled by daylight sensors, and low-flow hot water fixtures, among others. Depending on the level of occupancy in certain areas, the ventilation requirements may change throughout the day. CO2 sensors located throughout the building ensure that sufficient fresh outdoor air is delivered to the building occupants when needed and saves energy when areas are unoccupied. The light colored roof membrane on the building reflects more of the sun's rays than normal and lowers the amount of energy used to cool the building in the summer.

ti spaces

Learning spaces at the Taylor Institute allow instructors to reimagine what a classroom can look like and how student learning can happen.

using our spaces

The building has three flexible learning spaces that allow instructors to experiment with their approaches to teaching and learning. On the south side of the atrium, the forum has retractable seating that allows it to convert from a flat-floor learning space to a 340-seat public lecture space. Two other learning spaces, on the north and east sides of the building, have movable walls that allow them to subdivide into two or three smaller spaces.

All of the building's learning spaces are **fully customizable, with furniture that can be arranged in different configurations. Infused with technology**, a huge grid of floor boxes, and **mobile teaching stations**, instructors design the learning spaces according to their needs. The Institute has developed an application process for university course-based projects and created a Learning Spaces Committee to review applications.

The Taylor Institute also welcomes members of the campus community to host activities designed to better understand and improve student learning and the teaching that facilitates that learning. The atrium, the forum, and the gallery are venues to celebrate innovations, inquiry, and initiatives in teaching and learning on weekends and after hours. The Taylor Institute also offers a Design Studio, equipped with a 3D printer, video-editing suite, cameras, scanners, touchscreen, and stylus, among other learning technologies.

growing into the Taylor Institute

Taylor Institute staff moved into the building on April 1, 2016. The cutting-edge technology has demanded a steep learning curve for our dedicated team members, who have provided outstanding support to faculty and staff.

An Environment Operations Specialist was hired to act as the primary liaison between IT and Facilities Management, as well as the AV technical lead for the building. This role is unique to the TI and was created to ensure the safe and efficient operation of the space and its technologies.

As of June 2016, we received 165 applications to use the TI spaces; of these, 31 were course-related. Other uses supported teaching-related professional development and broader community events.

first steps

What do paper maché elephants, Shakespeare and Screens and collaborative annotating technologies have in common? They are just a few of the diverse ways in which University of Calgary instructors are applying innovative teaching and learning approaches in the Taylor Institute spaces. In the following excerpt, Michael Ulliyot writes about teaching Shakespeare in the digital age at the Taylor Institute.

165 *applications were*
received
to use TI spaces
31 *were course-*
related



teaching Shakespeare in the digital age

[...] We ought to teach Shakespeare in a manner that recognizes that his texts and our teaching practices exist in a world of potential other texts and media, and other reading and viewing practices/habits. We ought to empower students to allocate their limited attention mindfully.

That's what I'm doing in my English 311 this term, which I'm teaching in the Taylor Institute for Teaching and Learning. The course is Shakespeare and the Screen, and 'screen' means two things: the film adaptations we watch, from Laurence Olivier to Baz Luhrman; and the screens that are in every pocket and every backpack.

[...] Reading Shakespeare in the age of digital distractions, amid multiple screens competing for our attention, empowers students to deliberately allocate their attention. We talk about how we gather evidence, what kinds of things we write down. We talk about the need for focus in an age of distraction.

This is the classroom as a community of inquiry, where we are transparent about our methods of engaging with these media. This is Shakespeare as we read and teach him in 2016.

- Michael Ulliyot
*Teaching Shakespeare in the
Digital Age*
<http://ullyot.ucalgaryblogs.ca>

Photo: Michael Ulliyot in the TI atrium

workshops & workshop series

The Taylor Institute supports instructors in all aspects of their teaching development through workshops and activities that explore teaching strategies, classroom dynamics, course design, educational technologies, dossiers, teaching philosophies, assessment and teaching evaluations and the scholarship of teaching and learning.

teaching development

From July 1, 2015 to June 30, 2016, we hosted 110 teaching development workshops. Within our portfolio of teaching and curriculum development workshops, there was 340% growth in participation rates from 2013.

65

academic
program
reviews

curriculum development series

We supported 13 faculties and departments conducting a total of 65 academic program reviews over the past year, and engaged in **over**

109 consultations related to curriculum review and development. **The inaugural curriculum series, which consisted of 5 workshops, attracted 110 participants.**

d2L workshops and drop-in sessions

Desire2Learn (D2L) is the University of Calgary's learning management system. Instructors can use D2L to share course content, contact students, collect assignments, start online discussions, manage student grades, set quizzes and surveys, and form groups. This year, we provided 194 one-on-one D2L

194

one-on-one
D2L
consultations

consultations for instructors who required customized support to build their courses. Additionally, **a series of 26 group workshops and work sessions were held for 76 participating instructors.**

adobe connect

Adobe Connect is a web conferencing platform that allows instructors to have real-time online sessions with students or colleagues and share PowerPoint presentations or their screen with participants. It is also compatible with mobile devices and can be integrated with D2L. The Taylor Institute held **six online sessions for with 55 instructors to become familiar with the Connect environment.**

124

participants
in SoTL
workshops

SoTL project development and writing

These workshops provided structured support and activities to move from a completed SoTL project to writing for publication. 124 participants attended seven SoTL workshops between January to June 2016.

TA orientation

Teaching Assistant Orientation is offered in a full-day format in September and as a half-day abbreviated version in January of each year. The event introduces graduate students to the qualities and practices of an excellent TA, the tenets of student learning, basic communication and teaching strategies, campus resources, and each other. Last year, there were 107 attendees at the September and January orientations.

107

attendees
at TA
orientations



"I haven't officially designed a course but NOW I know where in the world to begin actually creating a course. That removes anxiety. This course provided grounding."
Course Design Program participant

"Thank you so much for a great class. I learned (explicitly and implicitly) much more than I thought I would. You have modelled an excellent online format, which I have already implemented, and have receive much positive feedback."
Teaching Online Program participant

Toyna Callahan tweet:
"@UCalgaryEduc@UofCTI Thanks for the shout out! I've never been so supported in my teaching as I have experienced at UC with @lyu #teaching"

Active, engaged teaching helps students thrive in large classes

Teaching a class of 250-plus students can be a challenge, but Isabelle Barrette-Ng, a senior instructor in the Department of Biological Sciences, says creative teaching methods can go a long way to ensure large classes provide a stimulating environment for everyone.

“I actually really like teaching large classes. I get so energized by different ways of approaching teaching,” says Barrette-Ng, who was among 18 teachers honoured in 2014 in the University of Calgary Teaching Awards. In its second year, the awards recognize exceptional instructors in 11 categories.

Barrette-Ng remembers as a student feeling intimidated in a large class. “It’s easy to feel anonymous,” she says.

To engage students, she uses the flipped classroom approach, which creates a framework to incorporate active learning experiences. Students are asked to prepare for class by reading portions of the textbook, listening to podcasts or completing online assignments. In class, small groups of four or five students are given assignments to complete together. This allows Barrette-Ng to walk around the classroom and interact with students.

“It creates opportunities for frequent assessment and feedback so we know we are going in the right direction from day one.” But what she really enjoys is the energy created when everyone is debating solutions to problems.

Results have been remarkable. There has been a 50 per cent decrease in students who get Ds or Fs or withdraw from class. What’s more, “there’s a huge increase in the quality of answers on tests,” Barrette-Ng says. [...]

Most importantly, the teachers agree the key to success in large classes comes from active learning. “They are not just passive participants — as often found in lecture-style classes. It gives them confidence and inspires self-reflection,” says Barrette-Ng.

UToday article by Lisa Monforton.
www.ucalgary.ca/utoday

flipped learning program

This 2-day program explores flipped learning through current literature and examples from Dr. Barrette-Ng’s large enrollment science course. Participants create their own flipped lesson and present it back to their small group on Day 2, receiving feedback from both facilitators and group members in collaboration with Dr. Barrette-Ng.

17 participants have attended the 2 offerings of the flipped learning program this past academic year, with an overall satisfaction rating of 4.7/5.*



intensive programs

The Taylor Institute offers sustained programs for faculty and academic staff looking for comprehensive support in course design, teaching online, flipped learning and instructional skills. These programs are structured using a combination of workshops, one-on-one consultations and online activities.

graduate student teaching development program

The Graduate Student Teaching Development Program (GSTD) was developed and offered for the first time in 2015/16. To earn a badge of completion, students attend a minimum of five workshops and complete a reflective statement summarizing their key learnings, how their beliefs about teaching and learning evolved, why their beliefs about teaching and learning changed, and what skills or strategies they plan to implement as a result of the workshops. From 2015/16, **we offered 20 workshops as part of the Graduate Student Teaching Development Program. Over 230 participants attended at least one of the workshops, and a total of 21 badges were issued to graduate students during the 2015/16 academic year.**

course design program

The Course Design Program is a three-week program that uses research-informed theory and practice to provide a supportive, meaningful environment for first-time instructors and for experienced instructors designing a new course or redesigning an existing course, and applies to courses taught face-to-face, online, or in a blended environment. It supports student learning by aligning student learning outcomes, teaching and learning activities and student assessment to create a meaningful learning environment. **We offered the Course Design Program four times last year to 36 participants and received an overall satisfaction rating of 4.8/5.***

teaching online program

The Teaching Online Program (TOP) is a six-week intensive online program that engages participants with practical skills, theory, examples, and strategies about teaching and learning online. Participants actively collaborate and participate in online discussions, synchronous sessions, and assignments. The program attracts both new and experienced online instructors. **The Teaching Online Program was offered three times to 65 participants and received an overall satisfaction rating of 4.4/5.***

instructional skills workshop

The Instructional Skills Workshop (ISW) is an intensive, interdisciplinary four-day program that introduces participants to a learner-focused, evidence-based framework for teaching, which they implement and reflect upon through a cycle of peer-based feedback. The ISW draws new and seasoned instructors from across disciplines. **Last year, 76 participants completed the ISW.**

Faculty members that have completed the ISW and are interested in enhancing their educational leadership skills are welcome to take the Facilitator Development Workshop (FDW). **The FDW was completed by seven individuals who joined the ranks of our growing ISW leadership team. Overall satisfaction ratings for the ISW were 4.6/5 and 5/5 for the FDW workshop.*** Evaluations indicate that the ISW encourages participants to take a more reflective approach to their teaching and provides participants with a variety of strategies that they can actively apply to their teaching practice.

** Based on a 1 to 5 rating system, where 1 is poor and 5 is outstanding.*

2015/16 program highlights

130 activities engaged **1528** instructors & staff members

TI provided
1524
one-on-one
consultations

25 learning & technology
coaches
have been trained

There has been
340%
growth
in participation in our
teaching and curriculum
development workshops

20 workshops were offered as part of the
graduate student
teaching program

TO OVER **230**
participants

"Clear presentation of purpose and process for curriculum review and mapping exercises."

Curriculum Development Review participant feedback

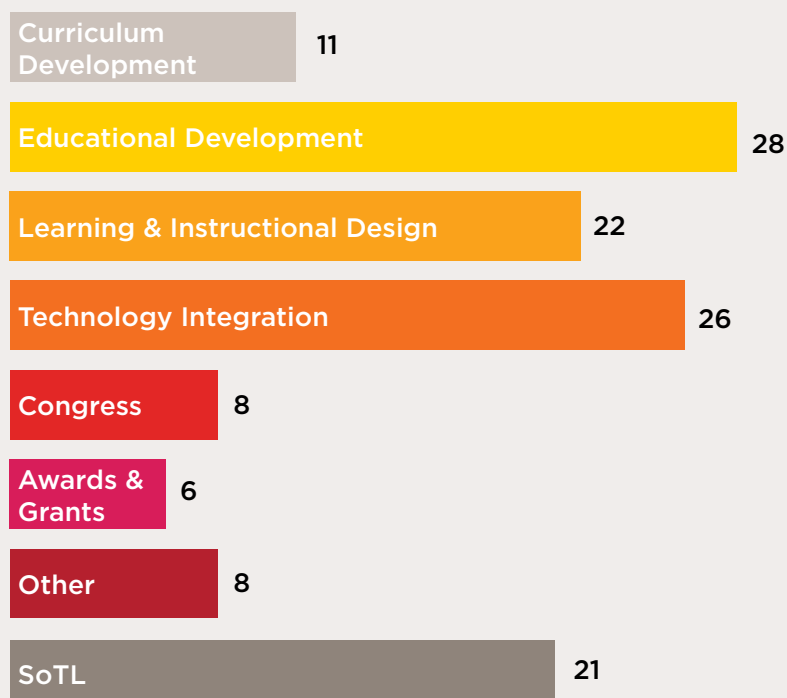
"The readings provided a new perspective of online teaching for me. There truly is a science behind online teaching..."

Teaching Online Program participant feedback

"Very important to create excellent course delivery - even seasoned faculty should attend."

Course Design Program participant feedback

Figure 4. Number of activities* by category



* Activities include workshops, intensive programs, mini-retreats, book clubs and writing groups.

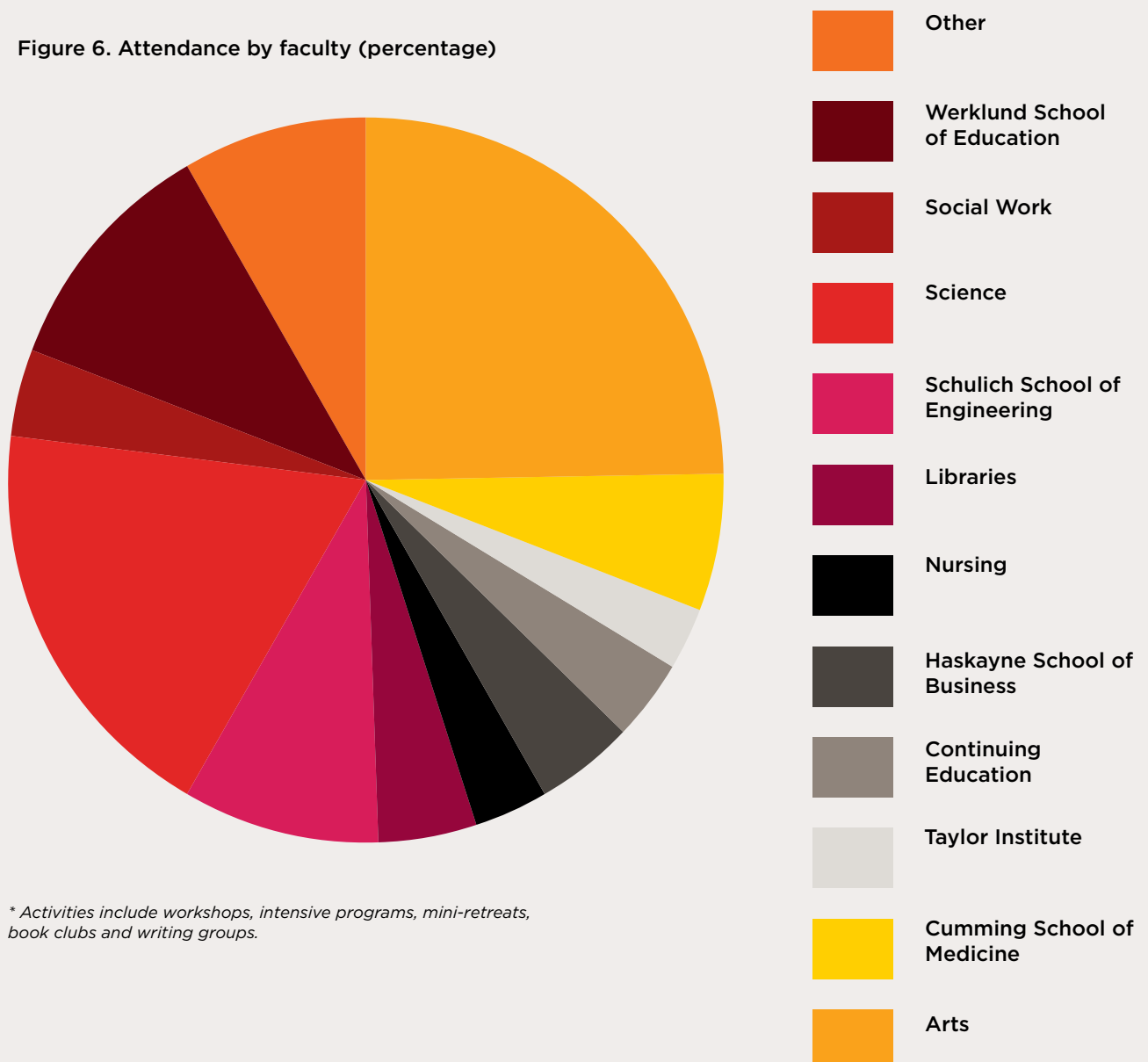
“The most valuable thing I learned was insight into my writing habits, and my disposition towards writing in my discipline. I was able to explore the differences in writing styles across different disciplines and see where my science writing background is advantageous to SoTL writing and where it gets in the way! I feel more confident in my own writing and more confident in supporting others in their writing practice as well.”

SoTL Writing Group Participant

Figure 5. Attendance by SoTL activity type



Figure 6. Attendance by faculty (percentage)



* Activities include workshops, intensive programs, mini-retreats, book clubs and writing groups.

ENGAGEMENT WITH THE CAMPUS COMMUNITY

At the Taylor Institute, we recognize that our efforts are strengthened when we work together, drawing from our individual strengths and complementing each other's expertise. We foster such collaboration within the Taylor Institute, on campus and beyond, through five collectively developed Collaborative Commitments:

our collaboration commitments

- Honour diversity and recognize strengths
- Build and sustain relationships
- Share purpose, outcomes, and goals
- Clarify roles and leadership
- Acknowledge emotions

collaboration in knowledge-sharing

A significant component of this ethic of collaboration is our commitment to contributing to the pedagogical knowledge and practices of others. We thus value knowledge-sharing locally and beyond in our own work and in projects supported by our programs. This priority is evident in our expectation that program participants and project holders will make public their relevant experiences and findings — with appropriate attribution — for the continued benefit of others.

Ultimately, we believe that — when done with these principles of good practice in mind — collaboration makes our work stronger, and knowledge-sharing expands its reach and potential impact.

Our staff also represented the Taylor Institute on **over 40 committees**, including Teaching and Learning Committees at the Faculty of Arts, the Faculty of Science, and the Werklund School of Education; STEM Pedagogy Lead Team; the University of Calgary Associate Deans Teaching and Learning Network; and the Canadian Society for the Study of Higher Education.







recognizing excellence in teaching

Since the inaugural Teaching Awards in 2014, top teachers at the University of Calgary have been recognized for their innovation, leadership and dedication to student learning.

The University of Calgary Teaching Awards honour outstanding contributions to student learning. The awards recognize teaching excellence by individuals and groups in diverse learning contents, and through curriculum design, educational leadership, and experiential learning. A teaching award is a distinguished honour for a member of our university community. Recipients are presented with their awards at a high-profile Celebration of Teaching hosted by the provost, and their names are added to a wall of honour in the Taylor Institute for Teaching and Learning.

During the 2015/16 Academic year, there were **150 registrations for support activities** offered by the Educational Development Unit, and **11 of the 15 award recipients attended at least one support session** or consultation through the unit. As one indication of the extent of the engagement and effort that goes into this program, in 2016, **40 faculty, staff and undergraduate and graduate students participated across 8 different adjudication committees** to review a total of **72 nominations** and **1300 pages of nomination materials** to select the final 2016 award recipients. The breadth

of engagement in this process represents a robust and diverse community engaging in meaningful conversations about teaching and learning. In a December 1, 2015 *UToday* article, teaching award recipient Dr. Kyla Flanagan commented, "It was a rigorous process but it was also really valuable to think about what your teaching philosophy is and how you view your teaching, and put together evidence that supports your work as a teacher."

72 nominations
were reviewed by
8 adjudication
COMMITTEES *consisting of*
40 *faculty, staff, and*
students for the
TEACHING AWARDS

celebration of teaching

The University of Calgary Teaching Awards have succeeded in supporting a community that recognizes and values the many outstanding contributions that so many across the University of Calgary make to enriching the quality and breadth of student learning. In 2016, **over 115 people attended the University's high-profile annual Celebration of Teaching to recognize the award recipients.** All recipients are now recognized on the University of Calgary's Wall of Honour in the Taylor Institute for Teaching and Learning. The following people were honoured with 2016 University of Calgary Teaching Awards:

Award for Curriculum Development

Glen Bodner and Joshua Bourdage, curriculum review leads,
Department of Psychology, Faculty of Arts

Award for Educational Leadership (Formal Role)

William Pelech, Faculty of Social Work

Award for Experiential Learning Initiatives

Lisa Stowe, Department of Communication, Media and Film, Faculty
of Arts

Award for Full-Time Academic Staff

Instructor: Lorraine Letkemann, Faculty of Social Work

Assistant Professor: Heather Jamniczky, Department of Cell Biology
and Anatomy, Cumming School of Medicine

Associate Professor: David Hansen, Department of Biological
Sciences, Faculty of Science

Professor: Brian Smith, School of Creative and Performing Arts,
Faculty of Arts

Award for Graduate Assistants (Teaching)

Jess Nicol, Department of English, Faculty of Arts
Sarah Anderson, Cumming School of Medicine
Mark Mahadeo, Department of Biological Sciences, Faculty of
Science

Award for Graduate Supervision

Jeffrey Dunn, Department of Radiology, Cumming School of
Medicine

Award for Non-Academic Staff

Individual: Chris Simon, Department of Electrical and Computer
Engineering, Schulich School of Engineering

Team: Academic Turnaround Program

Award for Sessional Instructors

Rod Squance, School of Creative and Performing Arts, Faculty of Arts
Joe Kadi, Women's Studies Program, Faculty of Arts



teaching and learning grants

“These grants give people the opportunity to take a curiosity, a challenge, or a problem, and look at it in-depth. Then, they take it a step further and share with colleagues what they’ve found.”

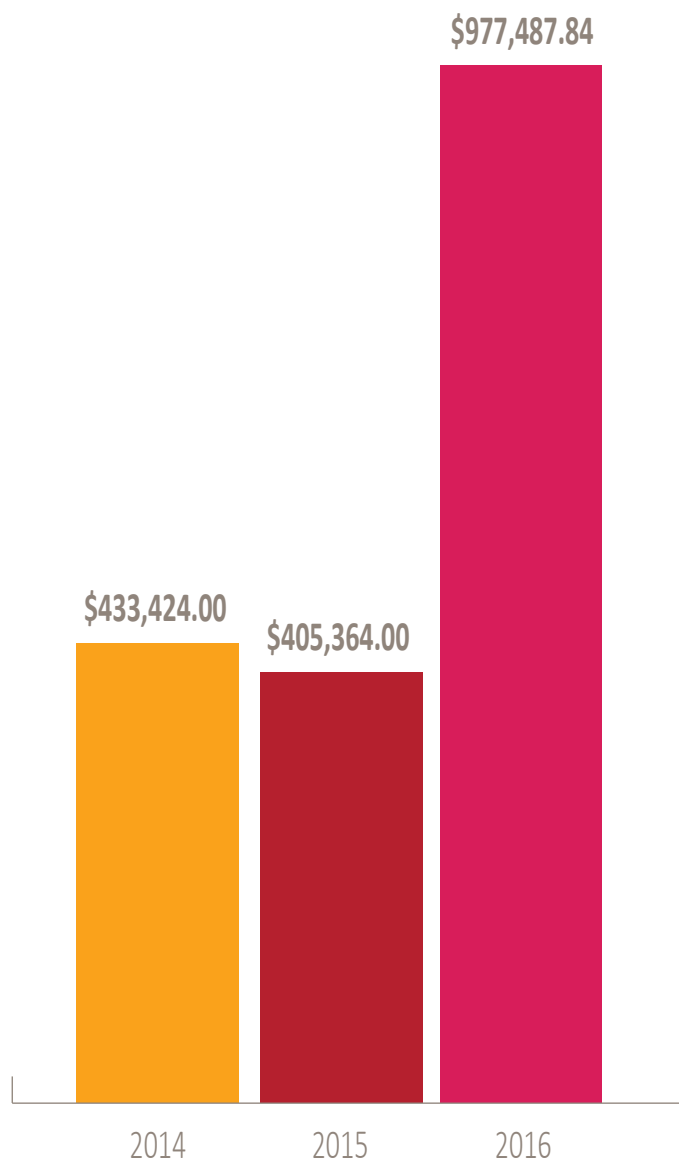
*Nancy Chick, Academic Director of the Taylor Institute for Teaching and Learning,
University Chair in Teaching and Learning*

The University of Calgary Teaching and Learning Grants provide resources to projects that integrate evidence-based research in teaching practice, generate new knowledge about teaching and learning at the University of Calgary, and disseminate the results of that work to benefit others. Grants are available in three dedicated streams: practice grants, lesson study grants, and scholarship of teaching and learning grants. Up to \$1 million is made available annually.

Last year, 40 Teaching and Learning Grants were awarded, reaching a total of \$977,487. This number has more than doubled since 2014/15 when 26 grant were awarded, reaching a total of \$405,364 (Figure 7).

teaching and learning
40 grants
were awarded & reached a total of
\$977,488

Figure 7. Grant distribution by year



learning technology platforms

We support a range of learning technology platforms – from blogs to wiki – to encourage the sharing and flow of knowledge.

ucalgary badges

Micro-credentialing allows participants to track, document, and display non-credit professional learning achievements. Digital badges embed information about when, where, and how they were earned, including the name of the issuer, the date issued, and the criteria for earning the badge. In 2014, members across all groups in the TI collaborated to create the UCalgary badges platform. There are currently 6 different groups using the UCalgary Badges platform, and over 1,200 badges have been issued to date.

ucalgaryblogs.ca

This collaborative publishing platform has seen steady growth over the last several years, now hosting 1,402 websites for 4,613 users (of which, 119 websites for 430 users were active during the last year). These websites had 176,500 visitors over the course of the academic year.

wiki.ucalgary.ca

3,406 users collaboratively published 1,870 pages of content. There were 35,300 visitors to wiki.ucalgary.ca in the last year.

teaching community website

The Teaching Community website is a place for postsecondary educators to connect, collaborate and communicate. Users can access resources that other educators have found helpful, add resources they've discovered, share their own research or best practices and discuss topics in postsecondary education.

"Participating in these workshops, and discussing teaching and learning issues, continues to provide me with new tools to use in the classroom, and new perspectives on teaching and learning issues. These workshops also allow me to reflect on my own teaching progress: on what has gone well (and why), and what has not gone so well (and how I might change/avoid those situations in the future)."

**Anonymous feedback,
GSTD program**

1200 UCalgary
*badges have been
issued to date*

35,300
visitors to wiki.ucalgary.ca

building networks

The Taylor Institute is envisioned as a hub for building, connecting and showcasing networks that facilitate the growth of relationships, the flow of knowledge and the cultivation of an evidence-based culture of teaching and learning.

the teaching academy

There are currently 55 members of the Teaching Academy, past Teaching Award recipients who are dedicated to continued sharing of teaching and learning expertise.

55
teaching
academy
members

In 2015/16, **31 instructors opened their classes for observation during the Teaching Academy's Open Classroom Week (OCW)**, where over 143 registered observers occupied a total of 218 observation spots. OCW is a two-week long initiative offered in Fall 2015 and Winter 2016, during which several instructors opened their classrooms to visitors. The purpose of OCW is to provide opportunities for all teaching colleagues to observe the classroom settings, teaching practices, technology applications, and learning experiences across a variety of disciplines and contexts. Participants indicated that OCW met their expectations, with a mean rating of 3.3/4 (where 1 is poor and 4 is outstanding).

The **Themed Conversation Series** began with a discussion capstone to OCW. The initial conversation garnered significant interest from the university community, for leading the Teaching Academy to

establish the themed conversation as a hallmark of the OCW. The Teaching Academy offered a pilot **peer-to-peer mentorship initiative** in Fall 2015. The pilot was delivered with the intention of experimenting with format, and gauging the effectiveness and sustainability of an ongoing mentoring effort. Eight faculty participated, with all participants indicating that the partnerships met or exceeded their expectations. Participants perceived high value in these the mentoring partnerships.

learning technology coaches

25
learning
technology
coaches

Between November 2015 and February 2016, 25 learning technology coaches were hired and have been trained in 10 of our participating faculties. **\$307,500 has been committed to coaching**

activities for the first year of the program through funding from the Strategic Framework for Learning Technologies. The coaches have supported a wide range of activities such as supporting the integration of D2L and Adobe Connect; documenting learning technologies in use at a faculty level; investigating new technologies for adoption; working with instructors to integrate learning technologies into teaching; supporting discipline-specific learning technologies; supporting instructors in video production, podcasting and screencasting.

scholarship of teaching & learning

In the SoTL Journal Club participants can learn about and stay abreast of SoTL's key issues and current discussions. Meetings are regular, informal gatherings where, after reading a shared article or two, participants discuss the reading. From January to June, the Institute held **four SoTL journal club**





meetings for 40 participants. SoTL Writing Groups meet semi-regularly for support, feedback, and encouragement on their SoTL manuscript in progress. In 2015/16, there were **nine SoTL Writing Group meetings attended by a total of 34 participants.**

academic director's faculty advisory board

An on-campus Faculty Advisory Board to the Taylor Institute's Academic Director serves as her primary campus network, offering insights, feedback, recommendations, and partnerships for local leadership and activities related to SoTL. The members of this Board bring various interests and areas of expertise in research-informed approaches to teaching, learning, and the scholarship of teaching and learning. The 2016-2019 members of the Faculty Advisory Board are Beth Archer-Kuhn (Faculty of Social Work), Glenn Dolphin (Faculty of Science), Faye Halpern (Faculty of Arts), Vera Parlac (Faculty of Environmental Design), Brent Snider (Haskayne School of Business), and Richard Zach (Faculty of Arts).

"This is a great initiative and I hope that it continues as an embedded part of our practice to improve our teaching and learning in higher education. It was eye-opening!"

Open Classroom Week participants

"This workshop has been invaluable in showing me that I can carve out time in my schedule to do scholarly writing. In the past, I had figured that I would never have the time to publish SoTL work, but now I can see how I am able to do this, and with the support of the writing group I can envision continuing writing and publishing my work in the future. This experience has really changed my perspective on the scholarship component of my position and I'm excited to develop this further. I have realized that I love writing and want it to be an important component of my academic career."

SoTL Writing Group participant feedback

Bottom left: Ken MacMillan, 2014 and 2015 Teaching Award Winner

Top right: Learning Technology Coaches

building networks *continued*

teaching scholars

The Teaching Scholars pilot program fosters the development of integrated networks of educational leadership, scholarship, and practice to enable academic staff to develop specific initiatives that enrich the quality of teaching and learning at the University of Calgary. Initiatives can be disciplinary or interdisciplinary, but are intended to have impact within or across faculties. In other words, they are broader in scope than individual courses and must engage, involve and benefit other instructors. In 2015/16, ten Teaching Scholars initiatives were funded.

\$396,400
has been committed to
14 scholars
across 9
 faculties

Table 1. Teaching scholar initiatives

TEACHING SCHOLAR	FACULTY	INITIATIVE
Isabelle Barrette-Ng	Department of Biological Sciences, Faculty of Science	Program SAGES (SoTL Advancing Graduate Education in STEM)
Conny Burian	Department of Linguistics, Languages and Culture Faculty of Arts	Enhancing Educational Leadership, Student Engagement, and Community Ties: The Untapped Potential of Block Week Courses
Rachael Crowder	Faculty of Social Work	Presence in the Academy: A Community of Practice in Contemplative Pedagogy
Linda Duffett-Leger	Faculty of Nursing	Implementation of a Team-Based Learning Strategy in the Faculty of Nursing Program Using an Innovative Technological Approach
Rachel Ellaway	Cumming School of Medicine	Competence, Resilience, and Adaptability With and Without Learning Augmentation
Sandra Goldsworthy	Faculty of Nursing	Developing Teamwork Competency through Interprofessional Education
Kent Hecker	Faculty of Veterinary Medicine	Providing Meaningful Feedback for Student Learning: Creating a Program of Assessment for Veterinary Students in their Clinical Year
Tom O'Neill, Melissa Boyce Marjan Eggermont, Denis Onen	Faculty of Arts Schulich School of Engineering	Developing Student Teamwork Skills through Feedback on Personality and Conflict Management Styles
Yvonne Poitras-Pratt and Patricia Danyluk	Werklund School of Education	Building stronger connections between Indigenous and non-Indigenous peoples, schools and communities through praxis based learning opportunities
Derrick Rancourt	Cumming School of Medicine	Embedding Professional Development Education in the Graduate School Curriculum

Bottom row: Thomas O'Neil,
Cornelia Burian, Sandra
Goldsworthy.
Middle row: Derrick
Rancourt, Patricia Danyluk,
Denis Onen, Yvonne Pratt.
Top row: Rachael Crowder,
Marjan Eggermont, Linda
Duffet-Leger, Kent Hecker,
Rachel Ellaway. Missing:
Melissa Boyce and Isabelle
Barrette-Ng.





specialized support

The Taylor Institute provides specific support and consultation for the diverse programming needs of faculty and academic staff across campus.

faculty-specific support

We understand that teaching and learning approaches and practices vary across disciplines. For this reason, we offer faculty-specific support and consultation for the diverse needs that exist across campus. Providing curriculum review is one of the ways in which we reach out to and support faculty. In 2015/16, reviews were conducted for the Bachelor of Fine Arts Visual Studies program, Social Work, the Faculty of Science (17 program reviews, one for each department), Werklund Graduate programs, School of Creative and Performing Arts, Political Science and International Relations, Classics and Religion and the Medicine Graduate Programs in Science Education, among many others.

controversial issues

This evidence-informed, case-study based two-hour workshop is designed to enhance student learning on controversial issues by providing instructors with techniques and tools to create an inclusive learning environment, facilitate engagement, and handle challenges should they arise. Originally developed in collaboration with the Office of Equity, Diversity, and

Protected Disclosure (Valerie Pruegger) for the Faculty of Arts, the workshop has since been tailored to the needs of specific departments, offered in interdisciplinary settings, and delivered to both faculty and graduate students. The workshop has been offered **five times in the past year to a total of 71 individuals on our campus** and since its inception in January 2015, 150 instructors have participated in the initiative.

NSSE support

The Educational Development Unit hosted three NSSE retreats to help support faculties in sharing information related to analyzing and moving forward with their NSSE results. Over 45 faculty and staff participated in these retreats. The NSSE research analyst engaged in **61 individual and group consultations, and produced 45 individual reports** to help faculties further analyze the institutional and faculty-specific qualitative and quantitative NSSE data.

Photos: (Top left) Faculty of Arts curriculum review group, (Bottom right) Valerie Pruegger and Carol Berenson

Workshop helps instructors handle controversial topics in classrooms

Taylor Institute workshop offers strategies for discussions on tough topics like race, gender, sexuality and ethics

Carol Berenson, a then-sessional instructor in the women's studies program, was discussing birth control in a course on women and health when she was interrupted by an outburst from a frustrated student. "I'm sick of this crap!" shouted a student from the back row.

"All eyes turned to me," says Berenson, now an educational development consultant with the Taylor Institute for Teaching and Learning.

Moments like these are challenging for any instructor. Controversial topics like race, gender, sexuality, and ethics can turn a classroom discussion into a minefield, and sometimes unexpectedly.

Discussions are good training for students

[...] "The classroom is an opportunity to support students to learn how to have these discussions and maybe understand issues a little differently," she says. "For me, there can be more at stake than just having a comfortable class." [...]

Workshop offers strategies for handling tense moments

At the suggestion of Florentine Strzelczyk, vice-dean of the Faculty of Arts, Berenson worked with Valerie Pruegger of the Office of Diversity, Equity and Protected Disclosure to develop a workshop for instructors on handling those difficult moments.

The workshop was piloted in the Faculty of Arts and has since been offered in a number of different departments. Using several case studies, participants discuss different strategies for intervening in heated moments, and for guiding discussions on controversial topics. [...]

UToday Article by Joni Miltenberg, www.ucalgary.ca/utoday



Our controversial issues workshops offer strategies for handling tense moments in the classroom.

ENGAGEMENT WITH THE BROADER COMMUNITY

what is the scholarship of teaching and learning?

The scholarship of teaching and learning (SoTL) is:

- Inquiry to understand or improve student learning in higher education and the teaching approaches and practices that affect student learning;
- Informed by relevant research on teaching and learning;
- Conducted by members of educational community from across campus drawing from their disciplinary expertise by gathering and analyzing relevant evidence from the learners in their own specific contexts; and
- Shared broadly to contribute to knowledge and practices in teaching and learning.

multiple points of entry

The Taylor Institute offers multiple points of entry into SoTL for the campus community, accessible to a range of activity preferences, levels of experience, and stages of the process. Its SoTL activities vary in format, including one-off workshops, ongoing communities of practice and scholarship, writing retreats and mini-retreats, and funding for conversations, networking, and conducting projects. These varied activities also support different stages for engaging in SoTL.

Members of the campus teaching and learning community interested in learning, reading and discussing SoTL may stay abreast of SoTL's key issues and current discussions through the SoTL Journal Club or the SoTL Foundations Program for Graduate Students. They may also apply for Seeding SoTL funds or a Practice Grant.

Support for those interested in developing SoTL projects includes workshops that address its fundamental practices, an online SoTL Guide, and the Lesson Study and SoTL streams of the Teaching and Learning Grants. The Taylor Institute also provides support for making progress from a completed SoTL project to a presentation or publication.







conference on post-secondary learning and teaching

Creativity ignites our imagination and inspires us

The 2016 Conference on Postsecondary Learning and Teaching theme explored the meaning and potential for creativity in postsecondary education. This annual conference, organized and hosted by the Taylor Institute, offers an opportunity for faculty, students, academic librarians and staff at the University of Calgary and the wider academic community to share, critically examine and build on our collective knowledge of teaching and learning. **This year, the Taylor Institute supported 166 presenters at 82 sessions.** An open-access peer-review conference proceedings was launched and a conference app was developed, allowing users to view full session descriptions and presenter bios, build their own schedule of sessions, and more.

our keynote speakers



Dr. Jos Boys is an independent consultant with a strong expertise in higher education learning spaces. She is almost unique in combining a background in architecture – both as practitioner and teacher – with many years experience as a researcher, higher education senior manager, academic developer and educational technologist. She is particularly interested in relationships between creativity and space,

both in exploring what kinds of spaces support creativity, and about how creative forms of learning can inform a critical engagement with current changes in higher education and its environments.



Dr. Robert Kelly is an associate professor at the University of Calgary and Co-Director of Creative Alberta. His pioneering work in teacher education is focused on understanding and operationalizing creative development and design thinking in educational practice. He has successfully developed graduate programs, institutes and courses for educators in the fields of creative development and design thinking at the University of

Calgary, The University of Manitoba and the University of Victoria. His new book entitled *Creative Development: Transforming Education through Design Thinking, Innovation and Invention* makes the argument for systematic creative development as an essential pillar of K to post-secondary educational practice.

"This is the best conference I have been to in years because of human connections. You can make connections that matter."

"I think it's really great that there are 19 digital projects/presentations going on at once with the screens."

Conference on Post-Secondary Learning and Teaching participant feedback



knowledge sharing

The Taylor Institute is committed to sharing and disseminating what we learn through our work for the broader benefit of others, on a local, national and international scale.

congress 2016

The annual Congress is organized by the Federation for the Humanities and Social Sciences and hosted by a different Canadian university each year. Scheduled in late May and early June, this seven-day event attracts **over 8,000 attendees**, who participate in a variety of presentations, workshops, panels, public lectures, cultural events, and receptions. In 2016, the University of Calgary had the honor of hosting the event, whose theme was **“Energizing Communities.”** The Taylor Institute hosted twelve interdisciplinary Congress events through “Teaching and Learning in Action,” a week of special programming and activities for all Congress attendees, including: morning meditation, guided tours, a Teaching Controversial Issues workshop, an Active Learning Lab, and a Introduction to the Scholarship of Teaching and Learning (SoTL) workshop.

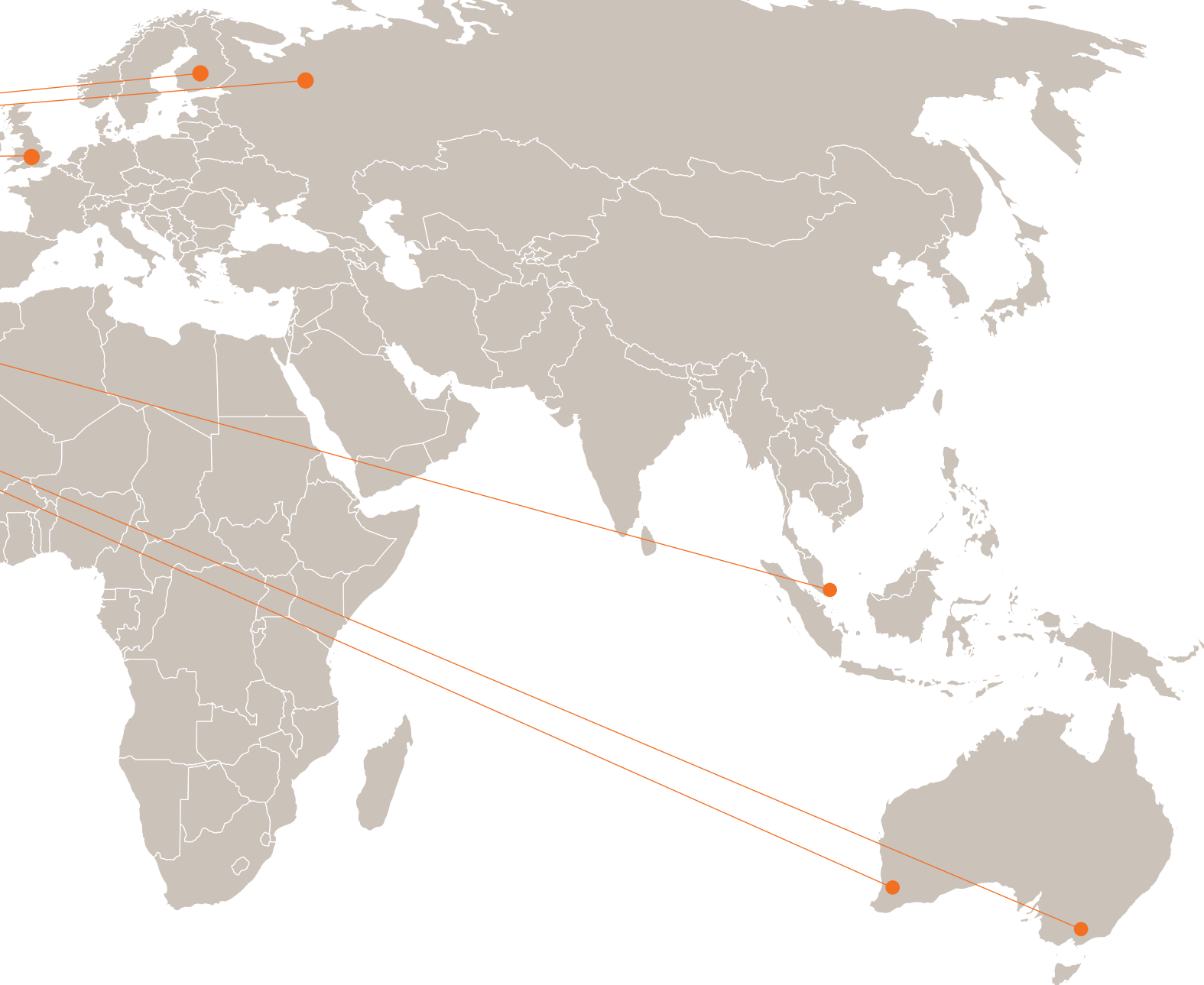
academic director’s international advisory board

The Taylor Institute Academic Director’s International Advisory Board provides inspiration and guidance in connecting the Taylor Institute with various international networks that share and build knowledge about postsecondary teaching and learning. This Board is comprised of recognized experts in SoTL, educational development, inquiry-based and experiential learning, and learning spaces and technologies. **The 2016-2019 members of the International Advisory Board are Jos Boys (United**

Kingdom), Denise Chalmers (Australia), Tony Ciccone (United States), Peter Felten (United States), Chng Huang Hoon (Singapore), Katarina Mårtensson (Sweden), Gary Poole (Canada), and Howard Rheingold (United States).

publications, presentations & committees

The staff of the Taylor Institute are members of the strong research-based, academic community that exists at the University of Calgary. In 2015/16, our staff delivered **32 conference presentations** on diverse topics in teaching and learning at the International Society for the Scholarship of Teaching and Learning Conference in Melbourne, Australia



and the Society for Teaching and Learning in Higher Education Conference in Vancouver, BC, among many others.

Over the course of the academic year, we **published 12 articles in peer-reviewed publications**, such as *Tertiary Education and Management*, the *Canadian Journal of Higher Education* and *New Directions for Teaching and Learning*.

12
articles were
published in
peer-reviewed
publications

journal of the international society for the scholarship of teaching and learning (ISSOTL)

Nancy Chick, the Academic Director of the Taylor Institute, is also the founding co-editor (with Gary Poole of the University

of British Columbia) of ***Teaching & Learning Inquiry***, the journal of the International Society for the Scholarship of Teaching and Learning (ISSOTL). ***Teaching & Learning Inquiry*** (TLI) is ISSOTL's flagship publication. It represents one of the world's most active organizations in the scholarship of teaching and learning with a worldwide readership of the field's leading thinkers and those pursuing SoTL at every level. She worked with Libraries and Cultural Resources at the University of Calgary to bring the journal with her from Vanderbilt University, and on January 1, 2016, ***Teaching & Learning Inquiry*** became an open-access journal available to all.

Each dot on the map represents the geographic location of our international scholars or where our staff have participated in academic events.





MOVING FORWARD

Launching the College of Discovery, Creativity, and Innovation

The College of Discovery, Creativity, and Innovation (CDCI) promote high-impact approaches to learning, such as inquiry-based learning, undergraduate research and experiential and community-engaged learning. It will call together students from different undergraduate programs to collaborate in examining how the world's most pressing challenges can be addressed. Every year, a global challenge will be identified for study by the undergraduate students. This unique program is designed to be one of the signature programs of the University of Calgary undergraduate experience.

The topic for the UNIV 201: Global Challenges Winter 2017 course is Feeding 9 Billion People. It is the first time that this course will be held. Students will learn valuable knowledge and research methods from a range of disciplines, and develop critical thinking, collaboration, and communication skills.

In addition to the Global Challenges Program, the CDCI will be the campus hub for the development, implementation, and assessment of high-impact learning experiences for University of Calgary undergraduates. Through the CDCI's Office of Experiential Learning, these initiatives will focus particularly on experiential and community engaged learning.

The steering committee, led by Dawn Johnston (Associate Dean of Teaching and Learning, Faculty of Arts) and Leslie Reid (Associate Dean of Teaching and Learning, Faculty of Science), is already preparing for the inauguration of the CDCI in Winter 2017 to ensure the successful launch of what promises to be one of the most unique undergraduate programs at the University of Calgary.

Photo: Brandon Karchewski, PhD, Department of Geoscience, participant in the Formative Feedback Initiative



next steps

Most of our core activities and programs will continue to evolve and improve in 2016/17. Additionally, we look forward to implementing the following initiatives this academic year:

- Utilizing learning spaces at the Taylor Institute at full-capacity with approximately 2,500 students and 18 courses throughout fall 2016.
- Launching the Teaching Challenges Initiative within the campus community will create a community of educators who innovate with creative teaching and learning methods and then share their experiences.
- Showcasing the Resources section on the Taylor Institute website will highlight a catalog of open-access resource documents on teaching and learning developed by specialists at the Taylor Institute and across campus. The Threshold Concepts, SoTL and Formative Feedback for Teaching Development guides are already available for download. In 2016/17, we plan to develop six more guides.
- Focusing on the Formative Feedback Initiative will help instructors receive formative feedback on their teaching with the goal of better understanding and improving student learning.
- By coordinating the Teaching Scholars program, the Taylor Institute will continue to provide support for faculty to enhance their educational leadership by engaging others in an initiative that addresses a specific teaching and learning opportunity.
- Piloting the prototype of a streamlined and user-friendly Curriculum Mapping Tool for departments undergoing a Curriculum Review.
- Creating a graduate student teaching certificate that will be comprised of stackable badges of completion from the GSTD program, the SoTL Foundations Program and others in development.



- Providing mentorship, informal professional development and community for TI Research Assistants.
- Hosting international experts in teaching and learning over the course of the academic year.
- Partnering with Mount Royal University to host the Conference of the International Society for the Scholarship of Teaching and Learning in October 2017 in Calgary.
- Supporting strategic campus initiatives such as NSSE, the Mental Health Strategy, and Learning Technology Coaches.
- Raising the profile of the TI, particularly within the campus community by cultivating our social media following, developing a Taylor Institute newsletter and continuing to make regular contributions to campus media outlets.
- Supporting conversations about teaching and learning, informed through the Seeding SoTL Initiative.

**questions?
we're here to help.**

Please contact us at:

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Phone: 403-220-4949
Fax: 403-282-0730



UNIVERSITY OF CALGARY

Our staff at the Taylor Institute
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any questions about our learning
spaces, workshops, programs or
events.

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