



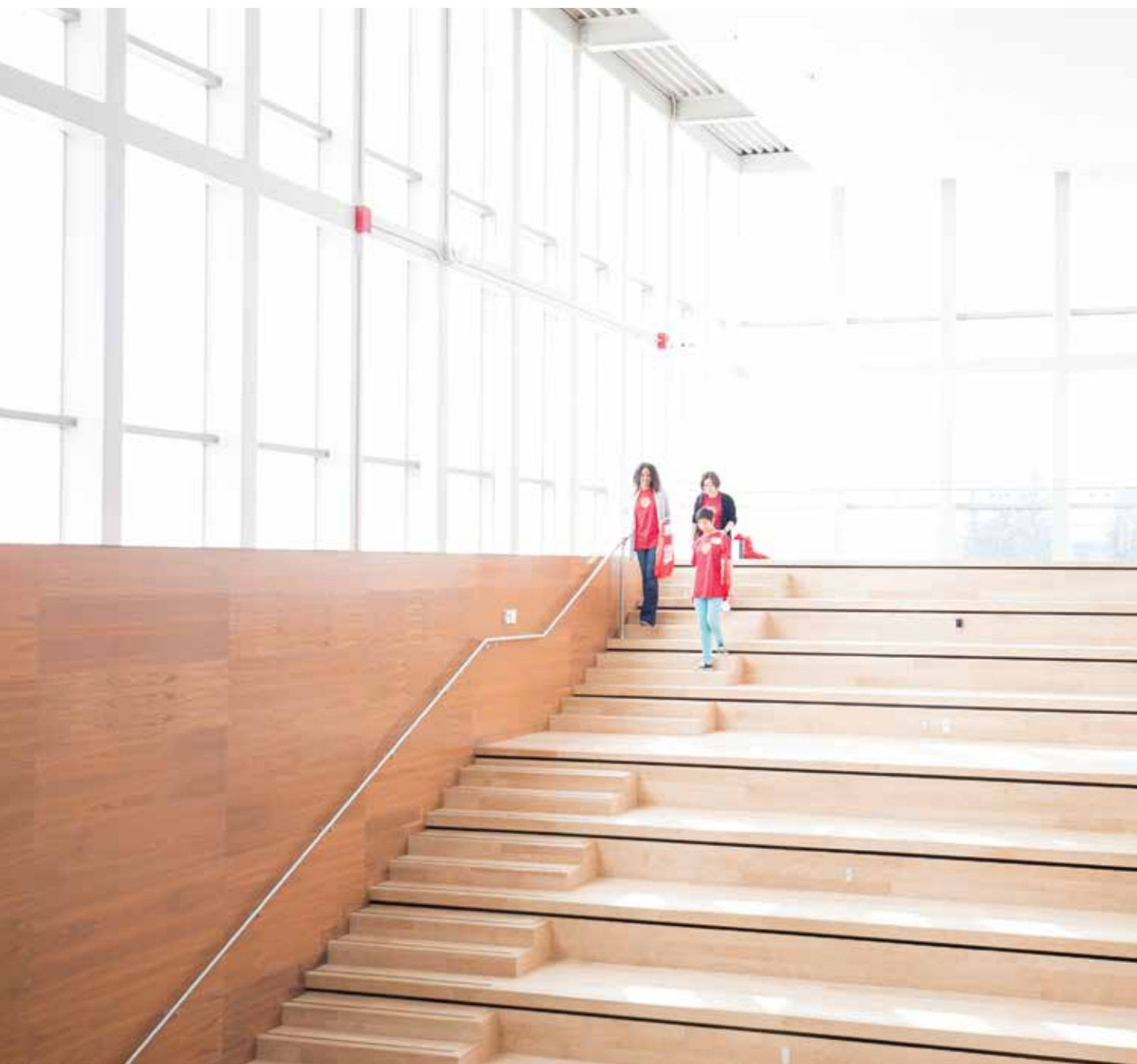
Taylor Institute
for Teaching and Learning

ANNUAL REPORT

2016/17



UNIVERSITY OF
CALGARY



The Taylor Institute for Teaching and Learning was made possible by a generous \$40 million donation from Don and Ruth Taylor.



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OUR PHILOSOPHY

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

The Taylor Institute for Teaching and Learning is dedicated to enriching the quality and breadth of learning at the University of Calgary. It 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 connects people from across campus and beyond to inspire and be inspired by new pedagogical thought, conversation, and practice.

The Institute is a cornerstone of the University'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 student learning, and fully integrating the University with the community.



ACADEMIC DIRECTOR

Nancy Chick

As the founding Academic Director, Nancy Chick provides the vision of the Taylor Institute. As University Chair in Teaching and Learning, she leads a variety of initiatives and programs around the scholarship of teaching and learning (SoTL). As Teaching Professor in the Department of English (Faculty of Arts), she is a full, tenured professor. She is also founding co-editor of *Teaching & Learning Inquiry*, the journal of the International Society for the Scholarship of Teaching and Learning.



DIRECTOR, EDUCATIONAL DEVELOPMENT UNIT (EDU)

Natasha Kenny

Natasha Kenny collaborates with members of the EDU, the largest unit within the Taylor Institute, and colleagues across the University to plan programs and initiatives that build teaching and learning capacity. Prior to accepting this role, she worked in educational and curriculum development at the University of Guelph. She has extensive educational development experience and strong interests in curriculum review and assessment, graduate student teaching development, the scholarship of educational development, and SoTL.



DIRECTOR, COLLEGE OF DISCOVERY, CREATIVITY AND INNOVATION (CDCI)

Jay Cross

As founding director of the CDCI, Jay Cross guides the development of the College's vision and programs, with outreach across campus and into the community. He is an accomplished researcher, educator, entrepreneur, and innovator. Previously, he has served in various leadership roles, including founding associate dean (research) of the Faculty of Veterinary Medicine and as associate vice-president (research). In 2015, he was appointed as a Fellow of the Royal Society of Canada.

OUR PEOPLE

OFFICE OF THE ACADEMIC DIRECTOR

The Office of the Academic Director (OAD) is the leadership unit of the Taylor Institute. The OAD also administers the University of Calgary Teaching and Learning Grants, and serves as the academic hub for the scholarship of teaching and learning (SoTL) on campus by coordinating initiatives and activities that support engagement in SoTL.

EDUCATIONAL DEVELOPMENT UNIT

The Educational Development Unit (EDU) was the Taylor Institute's first functional unit. It 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 build teaching and learning capacity by creating networks of practice, supporting technology integration and promoting evidence-based approaches to teaching.

COLLEGE OF DISCOVERY, CREATIVITY AND INNOVATION

The College of Discovery, Creativity and Innovation (CDCI) is the Taylor Institute's newest unit. It promotes high-impact approaches to learning, such as inquiry-based learning and undergraduate research. Programs are developed using interactive models of experiential and community-engaged learning.

EDUCATIONAL DEVELOPMENT UNIT (EDU)

EDU Director

Academic Group

Educational Development Consultants
Curriculum Development Specialists
Postdoctoral Scholars

Administrative & Communications Group

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

Learning & Instructional Design Group

Manager, Learning & Instructional Design
Learning & Instructional Design Specialists

Learning Technologies Group

Manager, Technology Integration
Technology Developer
Lead, Online Learning Environment
Learning Technologies
Specialist & OER Lead
Environmental Operations Specialist

OFFICE OF THE ACADEMIC DIRECTOR

Academic Director

Office of the Academic Director

Office Manager

SoTL Program Specialist

Editorial Manager, *Teaching & Learning Inquiry*

SoTL Postdoctoral Scholar

COLLEGE OF CREATIVITY, DISCOVERY AND INNOVATION (CDCI)

CDCI Director

CDCI Program Group

CDCI Program Manager

CDCI Administrative Coordinator

CDCI Administrative Assistant

RAPID PROGRAM

The Research Associate Professional Identity Development (RAPID) Program creates a community of research, innovation, and excellence among undergraduate and graduate students employed at the TI. We encourage our staff to invite students as partners in their efforts to better understand and improve both student learning and effective teaching. We enact this principle by ensuring that RAs gain authentic experiences that contribute to their ongoing professional development. To facilitate this growth, we launched the three-badge component of the RAPID Program. In 2016/17, RAs in the program attended 20 Lunch & Learns, received 15 digital badges and presented a 90-minute workshop at the 2017 University of Calgary Conference on Postsecondary Learning and Teaching.



In the Lunch and Learns, with other RAs, we think of the value of RA work, to our professional and academic development. We help each other see connections. This experience has led me to re-think the phrase 'students as partners' in higher education. Students are not only partners to faculty or supervisors, but they partner with each other for support and growth. Thus a seed is planted in my educational research - what do good student peer networks look like across campus; across educational levels?"

Galia Blackman, SoTL Research Assistant

HOW WE WORK

INNOVATE

We intentionally encourage innovative pedagogical thought and practice not only through our unique building, but also through the programming we offer, the resources we develop, and the ways we work with the campus teaching and learning community. Innovation as we understand it begins with inspiration and may occur in small steps — or it may be transformative on a grand scale.

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INQUIRE

Inquiry - or the act of asking meaningful questions - is at the heart of learning. Inquiry takes many forms in the Taylor Institute. It may represent a path to a radically different approach to teaching or to greater student engagement through experiential learning.



OUR THEORY OF CHANGE

At the Taylor Institute, we understand that most learning about teaching — what it means and how to do it — happens during regular conversations among small networks of fellow teachers. 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?

We aim to create sustained, formal and informal opportunities to link networks of instructors, staff and students, and to 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.

Our work is governed by this understanding of networks (Roxå & Mårtensson, 2009), and our philosophy and mission. It may be arranged into one of five broad themes: Innovate, Inquire, Teach, Connect and Collaborate.



TEACH

We support all who teach through our comprehensive programming and evidence-based resources, which aim to recognize and grow teaching and learning expertise, scholarship, and leadership.

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CONNECT

We create regular opportunities, both formal and informal, for colleagues across campus and beyond to develop and grow new connections, and to share knowledge between faculties, departments and units, and the campus community and beyond.

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COLLABORATE

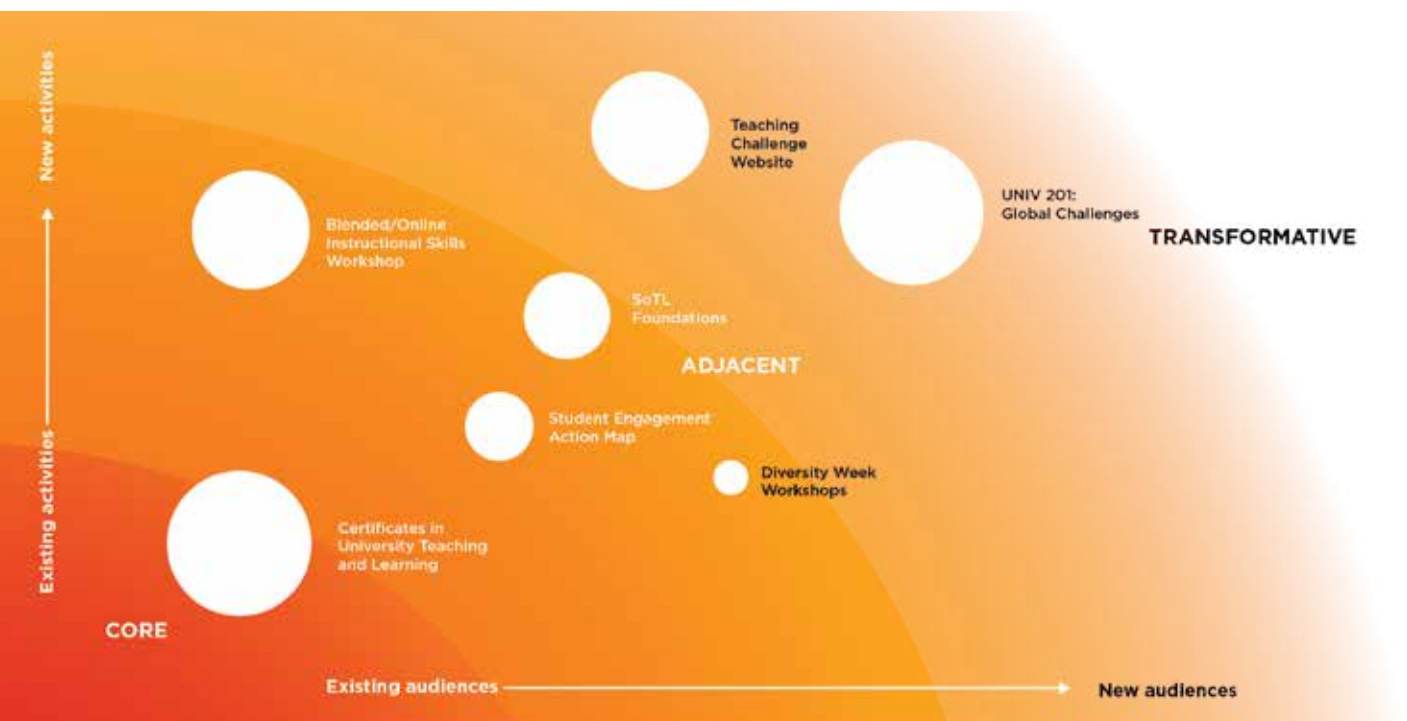
We collaborate with groups and individuals throughout the University and beyond to build a robust teaching and learning community. Collaboration makes our work stronger, and knowledge-sharing expands its reach and potential impact.

INNOVATE

While innovations often occur on a grand scale with inventions, discoveries, and building new knowledge, they also occur in miniature. Our theory of change is built on the premise that changes in teaching and learning start in small, meaningful conversations with colleagues. We know that these small innovations to teaching practice can have significant impacts on student learning.

We also think about innovation as a continuum that extends from creative combinations of existing programs that meet the campus's current needs, to the development of new activities for new audiences that may lead to complete transformation. With this range in mind, we establish cutting-edge programs, and we develop ways to integrate our strongest programs and activities to encourage new thinking about teaching and learning.

This is how we understand and integrate innovation into our everyday practice:



Adapted from Nagji and Tuff, 2012.

In 2016/17, we integrated existing activities and launched new programs to pioneer innovative teaching and learning approaches and practices.

Certificates in University Teaching and Learning

We created two cohesive non-credit, continuous enrolment certificates by combining some of our strongest programs and developing new ones. One of the certificates strengthens our offerings for graduate students, and the other allows us to offer for the first time a suite of activities designed specifically for postdoctoral scholars. Participants in both certificate programs cultivate a reflective, evidence-based and theoretically-informed approach to teaching and learning, and are eligible for stackable digital badges — a type of microcredential — as they work through the certificate's five programs.

Student Engagement Action Map

We created a new platform to showcase initiatives that support student engagement and align with engagement indicators measured through the National Survey of Student Engagement (NSSE). Specifically, it highlights 45 courses across eight faculties that incorporate high-impact educational practices.

Blended/Online Instructional Skills Workshop (ISW)

ISW is an intense program that introduces participants to a learner-focused, evidence-based framework for teaching. The Taylor Institute led the development of a blended ISW — the first of its kind in Canada — which reduced face-to-face activities by 30%. The blended format combines online and in-class learning to provide greater flexibility and accessibility to the academic community.

SoTL Foundations

The Scholarship of Teaching and Learning (SoTL) Foundations program was launched in fall 2017 as a series of discussion-based sessions through which participants can learn about scholarly, evidence-based approaches to teaching and student learning. SoTL Foundations is a required program in each of our Certificates in University Teaching and Learning,

Diversity Week Workshops

Piloted during Diversity Week, two transformational workshops examined how identity and bias (related to gender, race, ethnicity, and culture) can impact teaching and learning.

Teaching Challenge Website

The Teaching Challenge website is an experiment in the use of an online platform, leveraging gamification to create a community of educators trying innovative teaching and learning approaches. In this case, gamification refers to the application of the typical elements of playing a game in a teaching and learning context.

UNIV 201: Global Challenges

UNIV 201: Global Challenges Inquiry I is the flagship course from the College of Discovery, Creativity and Innovation. Its inquiry-based, interdisciplinary approach makes it a unique course experience for first- and second-year undergraduate students.

INNOVATE

Scholarly teachers from across the University of Calgary and beyond come to the Taylor Institute to experiment in their teaching practices. We aim to build a supportive environment, essential for incubating creativity. We encourage instructors to take small steps when first making changes to their practice — small steps that could eventually lead to transformative innovation.

About the building

The Taylor Institute for Teaching and Learning has six flexible learning spaces that enable instructors to stretch the boundaries of space and technology in their teaching. The fully customizable spaces are equipped with skyfold walls and mobile desks, chairs, tables, instructor stations, and collaboration carts that can be arranged in different configurations. Cutting-edge technologies for collaboration and lecture capture enhance student engagement.

These spaces encourage active learning, group work and discussion, creating a shared learning environment for both instructors and students. The openness and natural light of the spaces also enhances a sense of well-being for both groups.



SUPPORTING INNOVATION

It was a priority for the Taylor Institute in 2016/17 to create a supportive environment for instructors new to our spaces. An application process was developed for instructors to teach university-level courses in the Institute. As part of the process, an interdisciplinary Learning Spaces Committee consisting of students, Taylor Institute staff, and University of Calgary academic staff reviews the applications.

“I really enjoyed the workshop. As a geographer, I understand the importance of space — and paradoxically, I never had the idea to apply this to a teaching environment.”

Graduate student participant

The Taylor Institute hosts orientation sessions at the beginning of each semester, giving instructors the opportunity to familiarize themselves with the space and technology and integrate both into their course design. Regular Lunch & Learns also prove to be grounds for the rich interchange of ideas and knowledge between cohorts of instructors entering to teach in the building for the first time and those who have taught here before.

Information and feedback collected from instructors during these sessions has been related to Facilities Management and Campus Planning, promising to shape future learning spaces on campus, such as those planned in the MacKimmie Complex Redevelopment Project.



Linda Duffett-Leger, Assistant Professor and University of Calgary Teaching Scholar from the Faculty of Nursing, discovered that a team-based learning approach — a peer-teaching technique used in large classrooms — presents exciting possibilities in the Taylor Institute Forum.

“The TI Forum allowed students to work together in small groups, facilitated by state-of-the-art technology, allowing us to provide nursing students meaningful opportunities to develop their critical thinking and clinical reasoning skills through activities like streaming unfolding case scenarios into the classroom,” she says.

On her own initiative, Duffett-Leger notes, “I have used this teaching opportunity to test and develop technologies that would allow our students to collaborate in virtual settings within the classroom.”



INNOVATE



Software
Entrepreneurship



Creative Design
Thinking

55

university-level courses were taught
from summer 2016 to spring 2017

2600

students attended these courses

78

applications were
received by the Learning
Spaces Committee

85%

of the applications
were approved

22

instructors teaching
courses in the TI attended
orientation sessions



Shakespeare
& the Screen



Multi-Media
Jane Austen

Innovative
courses in
innovative
spaces



Decolonizing
Through
Indigenous
Arts &
Media



Beginner's
Arabic

INQUIRE

Inquiry - or the act of asking meaningful questions - is at the heart of learning. Inquiry takes many forms in the Taylor Institute, whether through scholarship or empowering students to ask questions that guide their learning.

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

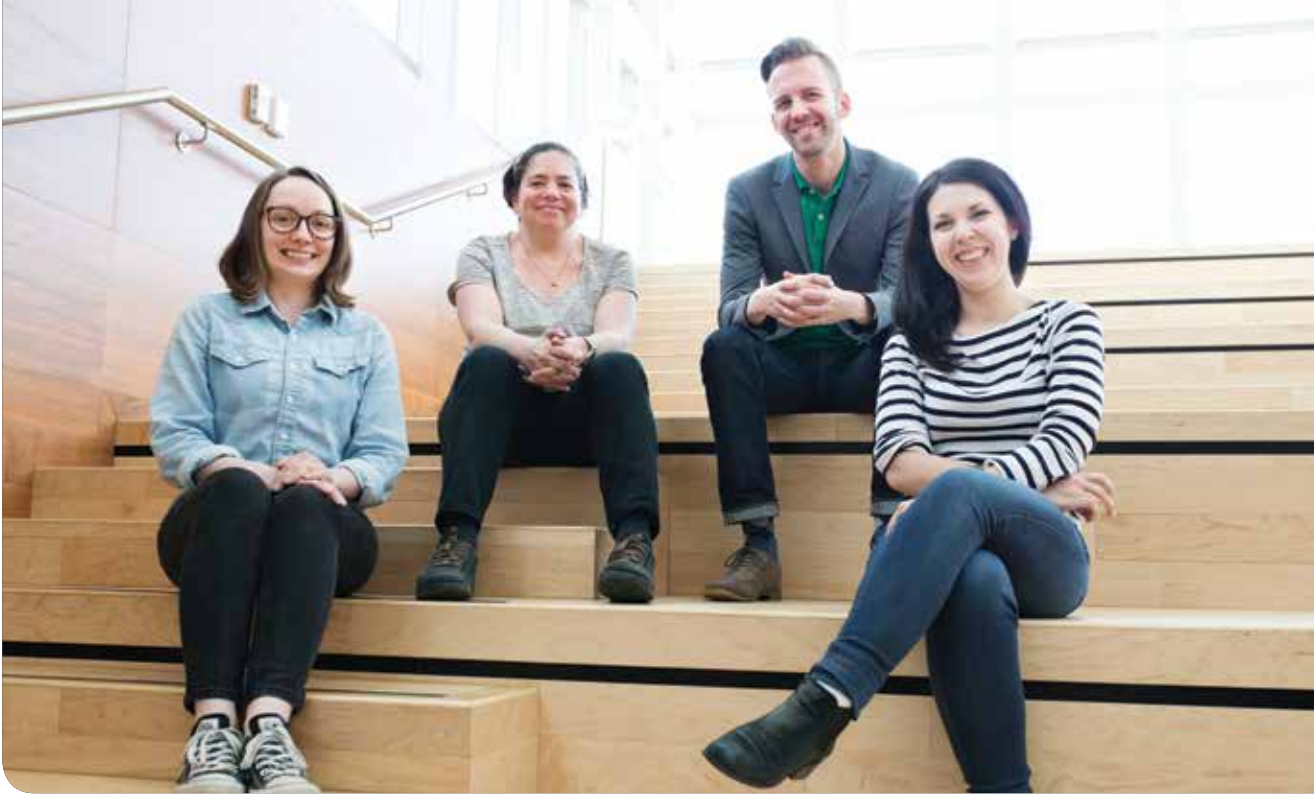
The Scholarship of Teaching and Learning (SoTL) is inquiry or research to understand or improve student learning and the teaching approaches and practices that affect student learning. SoTL projects can vary greatly in intent and scope. One example may look at how classroom configuration impacts engagement; another could analyze how usage patterns of technology affect cognitive capacity for learning.

SOTL STRATEGIC PLAN

In September 2016, the Office of the Academic Director released the Scholarship of Teaching and Learning (SoTL) Strategic Plan 2016 - 2019. It outlines the synergies across the Office of the Academic Director, the Educational Development Unit, and the College of Discovery, Creativity and Innovation, as all units work together to better understand and improve student learning. It also provides insight on how teaching networks and learning cultures can support SoTL, and how different groups may enter into the field of SoTL.

SEEDING SOTL

The Taylor Institute offers a range of options to “seed SoTL” to support campus communities focused on teaching and learning. Opportunities include forming a book group, participating in a teaching square, facilitating a community of practice or hosting an unconference. In 2016/17, small funds of \$4663 were awarded to nine initiatives to seed SoTL; for example, the teaching and learning community at the Haskayne School of Business held a Teaching Unconference in late 2016.



UNIVERSITY OF CALGARY TEACHING AND LEARNING GRANTS

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, and disseminate the results of that work to benefit others. Grants are available in three dedicated streams: practice grants, lesson study grants and SoTL grants. **In 2016/17, 36 grants projects were awarded \$749,972 of the \$750,000 in available funding.**



TEACHING STUDENTS TO READ THE WORLD

Jessica Nicol, Faye Halpern, Derritt Mason, Morgan Vanek, Jaclyn Carter (not shown), and Michael Tavel Clarke (not shown) form a team of investigators from the Department of English who have developed a lesson study project on close reading — an essential skill for majors and non-majors alike. “We teach English 201 and close reading to many people from different faculties. If you can teach students this skill, they can read the world better. For example, they can read a newspaper article and see the bias. It’s a term that is used in English but it’s important in a broader context,” says Nicol.

“Teaching excellence is at the heart of a rich learning experience for students, a commitment that the University of Calgary continues to work toward every day. The Teaching and Learning Grants help individuals and groups enhance how they bring complex ideas to the classroom or lab, to educate our students in becoming leaders and community-builders.”

Dru Marshall
Provost and Vice-President (Academic)

INQUIRE

HOW WOULD YOU FEED 9 BILLION PEOPLE BY 2050?

UNIV 201: GLOBAL CHALLENGES INQUIRY I

In January 2017, the College of Discovery, Creativity and Innovation launched a pilot of UNIV 201: Global Challenges Inquiry I. Students in the course explored one of the world's most complex global challenges — Feeding 9 Billion People by 2050 — through a self-directed, inquiry-based approach to learning.

"One could understand this theme as saying our population in 2017 is seven billion people, so the challenge is how to feed two billion more. But it's much deeper than that," reflects Jay Cross, Director of the CDCI. "For example, if you think about our community in Calgary, the availability and quality of food is affected by socioeconomic status, poverty, the state of the economy, mental illness, and other things. We want our students and faculty to be engaged in conversations that are global in nature, while broadening their understanding of the issue in a local context."

Student Ambassador Program

The CDCI Student Ambassador provides mentorship to students currently enrolled in UNIV 201, acting as an advocate, contributing feedback and supporting program activities. Michael Do is a student from the pilot UNIV 201 winter 2017 cohort and is the 2017 CDCI Student Ambassador.



On March 14, 2017, the College of Discovery, Creativity and Innovation and Global Challenges students co-hosted the Feeding 9 Billion by 2050 dinner at the Telus Spark Centre. Students had the opportunity to engage with over 200 diverse guests, including entrepreneurs, an astronaut, farmers, CEOs, media representatives, and academics to address the global issue over a home-style, sustainably-sourced dinner.



22 first- and second-year undergraduate students participated in the UNIV 201 course pilot.

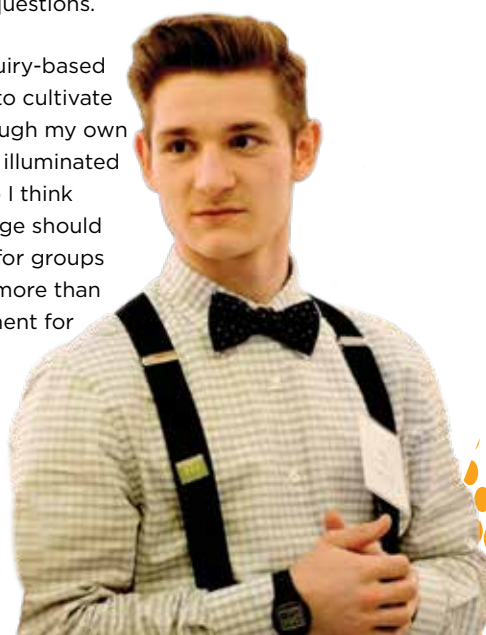
UNIV 201 is a featured, optional course for the Certificate in Sustainability Studies

INQUIRY-BASED LEARNING

Inquiry, as we understand it, is a form of learning in and of itself. This approach to learning — also called inquiry-based learning — is characterized by student-driven design, where students shape their experience by developing a series of questions around a basic framework, and then conduct research to answer those questions.

“Global Challenges is interesting because it is an inquiry-based — rather than lecture-based — course. It allows me to cultivate my knowledge and take responsibility for my career through my own resources and research projects. The conversations I had illuminated certain aspects of food security that I was unaware of, so I think that events and conversation addressing a global challenge should be held regularly, at schools and at home, for youth and for groups of all ages, casually and professionally, because they do more than bring awareness — they inspire people to join the movement for sustainability.

Ivan Savytskyy,
First-year astrophysics student



TEACH

SUPPORTING TEACHERS ACROSS CAMPUS

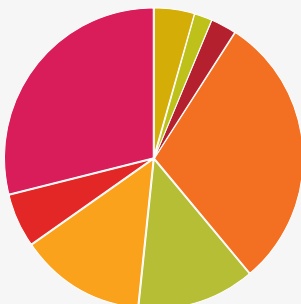
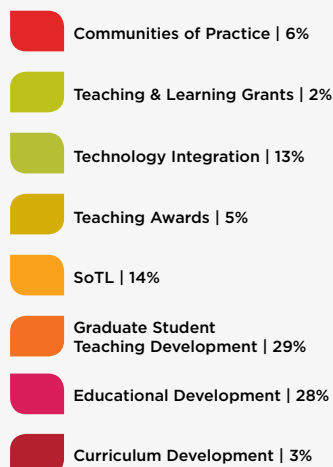
We support all who teach through our comprehensive programming and evidence-based resources, which aim to recognize and grow teaching and learning expertise, scholarship, and leadership.

We promote teaching development through multiple points of entry in our programs, workshops and activities, exploring teaching approaches and practices through educational development, learning technology integration, curriculum development, scholarship of teaching and learning, and communities of practice. We also offer the University of Calgary Teaching Awards, the University of Calgary Teaching and Learning Grants, Graduate Student Teaching Development and specialized support for the teaching contexts of different faculties.

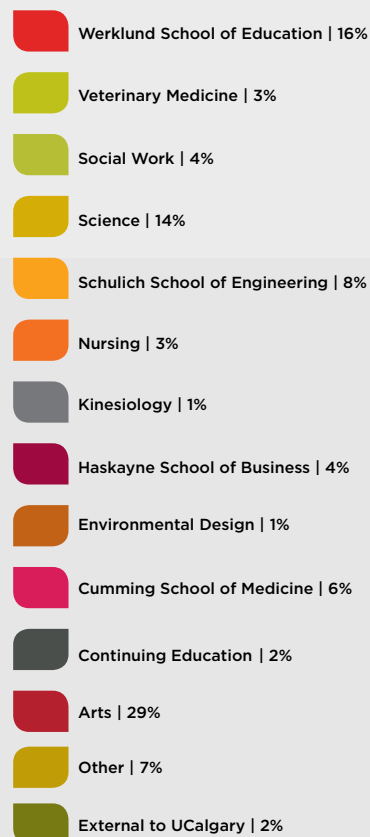
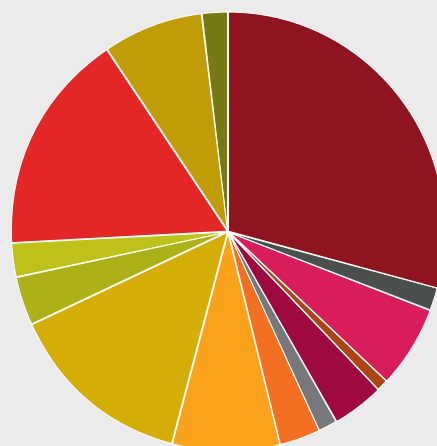
Our programming is structured to meet diverse audience needs through short (1 - 6 hours), medium (10 - 20 hours) and long-term (20+ hours) options.

In 2016/17, we offered over 200 distinct programs, workshops, and activities, representing a 57% increase from 2015/16. Over 2000 people participated in our programming, giving them an average evaluation rating of 4.6 out of 5, where 5 is excellent and 1 is poor.

ATTENDANCE BY ACTIVITY TYPE



ATTENDANCE BY FACULTY



CATEGORY PROGRAMS, WORKSHOPS AND ACTIVITIES

Communities of Practice	<ul style="list-style-type: none"> • Inquiry-Based Learning • Flipped Learning • Explorations in Contemplative Pedagogy • Experiential & Community-Engaged Learning in the Humanities • Teaching Graduate Courses in the Faculty of Arts 	<ul style="list-style-type: none"> • Learning Spaces • SoTL in English • Design Thinking & Creativity • Philosophy of Science for Graduate Students • Teaching Natural Sciences
Curriculum Development	<ul style="list-style-type: none"> • Curriculum Series 1: Introduction to Curriculum Review • Curriculum Series 2: Guiding Questions, Timeline and Program-Level Outcomes • Curriculum Series 3: Curriculum Mapping • Curriculum Series 4: Analyzing Curriculum Mapping Data • Curriculum Series 5: Action Plan and Writing the Curriculum Review Report 	
Educational Development	<ul style="list-style-type: none"> • Course Outline Design • Teaching Philosophies • Flipped Learning • Instructional Skills Workshop • Course Design Program • Teaching Controversial Issues 	<ul style="list-style-type: none"> • Shifting Perspectives Series • Teaching Online Program • Themed Conversation Series • Formative Feedback for Teaching Development
Graduate Student Teaching	<ul style="list-style-type: none"> • Teaching Assistant Orientation • Using Learning Spaces for Collaboration • Where Does My Course Fit? Understanding Curriculum • Grading Strategies to Assess Student Learning 	<ul style="list-style-type: none"> • Teaching with Technology • Becoming a Reflective Practitioner • Responding to Students in Distress • Facilitating Active Learning • What Makes a Great TA?
SoTL	<ul style="list-style-type: none"> • SoTL Foundations for Graduate Students • SoTL Journal Club • SoTL Writing Mini-Retreats 	<ul style="list-style-type: none"> • Marrying Principles of Good Practice in SoTL • Aligning Inquiry and Methodology • SoTL Project Development
Teaching Awards	<ul style="list-style-type: none"> • Developing Your Teaching Dossier • Preparing a 3M National Teaching Fellowship Application • Preparing a Strong Nomination Letter 	<ul style="list-style-type: none"> • Teaching Awards Drop-in Consultations • Preparing a 3M National Teaching Fellowship Nomination
Teaching Grants	<ul style="list-style-type: none"> • Preparing the Lit Review • Introduction to Lesson Study Projects • Drop-in Consultation and Brainstorming Sessions 	
Technology Integration	<ul style="list-style-type: none"> • Course Trailer Workshop • D2L Essentials • D2L Grades • D2L Work Sessions 	<ul style="list-style-type: none"> • Intro to Adobe Connect • Top Hat Training

TEACH

ATTENDANCE BY CATEGORY AND FACULTY

150



Werklund School of Education



Kinesiology



Veterinary Medicine



Haskayne School of Business



Social Work



Environmental Design



Science



Cumming School of Medicine



Schulich School of Engineering



Continuing Education

100



Nursing



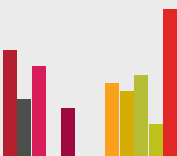
Arts



I have implemented several techniques from workshops in the graduate student teaching development program. I believe these techniques have been effective, based on student feedback in the TA evaluation forms. I get more positive feedback about being approachable and engaging than I did previously."

50

Graduate Student Development Program Participant Feedback



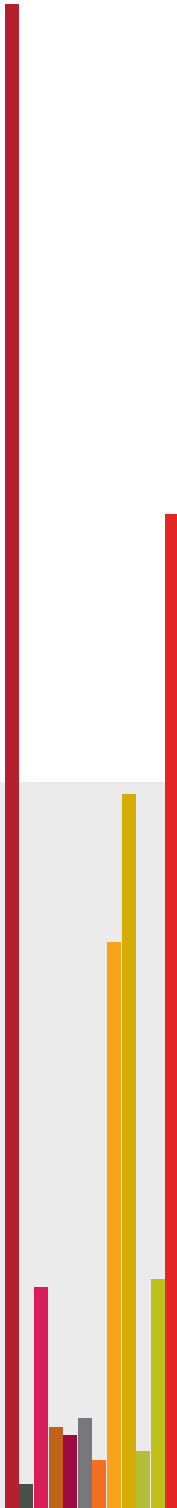
Teaching Awards



Teaching & Learning Grants



Curriculum Development



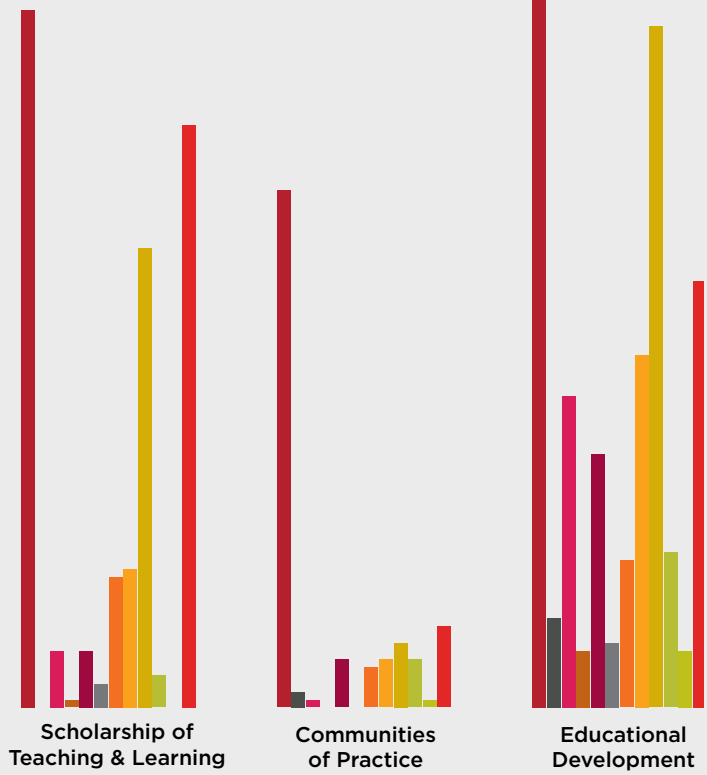
Graduate Student Teaching Development



Technology Integration



Faculty, instructors, staff, postdoctoral scholars and graduate students from across campus come to the Taylor Institute to participate in our diverse programming. Attendance varies across category type and the intended scope of the programming. Support for the University of Calgary Teaching Awards and Teaching and Learning Grants is more targeted in nature, whereas programming for graduate student teaching and educational development is broader, reaching a larger audience with varied interests.



KEY NUMBERS

201

workshops and activities

57%

increase from 2015 - 2016

2007

participants attended in our programs

4.6/5

average workshop rating

99.4%

of workshops rated as good to excellent

63

external facilitators led workshops

220%

growth in external engagement

TEACH

GUEST FACILITATION BY FACULTY



220% growth in engagement with our community of instructors

Guest instructors facilitate teaching and learning workshops at the Taylor Institute for their colleagues at the University of Calgary. Our guest facilitators build educational leadership and offer unique disciplinary perspectives on teaching and learning, and their workshops are essential for growing networks and connections across faculties. In 2016/17, 63 volunteer facilitators hosted workshops at the Taylor Institute, leading to a 220% growth in engagement with our community of instructors.



Engagement hours

Number of workshops

RESOURCE DEVELOPMENT

We develop resources for instructors who need easily accessible information that can be directly applied to their teaching practice. We also offer digital resources for technology integration into teaching and learning.

Digital Badges

Microcredentialing allows participants to track, document and display non-credit professional learning achievements. 25 programs offered badges this year — more than four times the number of programs from 2015/16.

Online Platforms

144 websites were added to UCalgaryblogs this year, increasing the total to 1,546. 146 ePortfolio sites are hosted and 78 project code repositories are available on UCalgary GitHub.

Taylor Institute Guide Series

In 2016, we launched the Taylor Institute Guide Series, a collection of accessible, current, and research-informed manuals. Divided into three sections — before teaching, during teaching and after teaching — our guides aim to provide users with practical approaches to teaching. Three guides were published in 2016/17 on topics such as ethics in the scholarship of teaching and learning and formative feedback for teaching development.

TI Connections

Launched in November 2016, TI Connections is both the Taylor Institute blog and email newsletter. Sent to a subscriber list of over 800 people from the University of Calgary and beyond, TI Connections is used to share ideas, knowledge, practices, research and developments related to teaching and learning in higher education. Over 30 blog posts were published on TI Connections from November 2016 to June 2017. Bloggers include TI staff members and guest contributors across campus.



Photo (above): University of Calgary Teaching Scholar and professor from the Cumming School of Medicine, Derrick Rancourt, is a regular contributor to TI Connections.



TEACH

RECOGNIZING EXCELLENCE

Since 2014, the University of Calgary Teaching Awards have honoured outstanding contributions to student learning. The awards recognize teaching excellence by individuals and groups in diverse learning contexts, and through curriculum design and educational leadership. Recipients are presented with their awards at a high-profile Celebration of Teaching hosted by the provost, and their names are added to the Wall of Honour in the Taylor Institute.

In addition to coordinating the nomination and adjudication processes and the Celebration of Teaching, the Taylor Institute offers regular support for nominees and nominators. In 2016/17, we held nine support workshops, and nearly 80% of award recipients attended at least one of these sessions.

Approximately 120 people attended the Celebration of Teaching in March 2017, when 21 awards were presented to recipients from ten faculties and units.

421

people across campus participated in preparing nomination packages

21

University of Calgary Teaching Awards were presented

64

nomination packages were received

57

faculty members, graduate and undergraduate students, and TI staff members sat on 10 adjudication committees

UNIVERSITY OF CALGARY TEACHING ACADEMY

The Teaching Academy is a community of instructors, who have received University of Calgary Teaching Awards. It is committed to communicating the importance of teaching, modeling the potential for teaching and research integration, and investing in a positive teaching and learning environment on campus.

With approximately 70 active members, the Teaching Academy engages with and supports the Taylor Institute in the following ways:

- Seven members adjudicated on committees for the University of Calgary Teaching Awards and Teaching and Learning Grants;
- 19 hosted workshops or themed conversations; and
- 14 supported Teaching Awards drop-in consultations.

The Teaching Academy also spearheads the following initiatives:

Peer-to-Peer Mentorship

Offered for the second time in 2016/17, five participants were mentored by seven Teaching Academy members; several of the participants have become highly engaged in the Taylor Institute.

Open Classroom Week (OCW)

Each year, instructors open their classroom doors to allow their colleagues to observe their approaches to different classroom settings, teaching practices, technology applications and learning experiences. OCW has been offered three times since the 2015 pilot, and this year 18 instructors opened their classrooms to observers. There were approximately 300 observation spots in 70 classes.

Themed Conversation Series

A series of noon-hour discussions hosted by a Teaching Academy member once a month, these conversations give participants an opportunity to share experiences and explore ideas with peers. Seven conversations were hosted over the fall and winter terms for ten to 25 participants per session.

“DRIVEN BY CURIOSITY, FUELLED BY PASSION

Training graduate students involves assisting them to transition to becoming knowledge producers, which requires nurturing their creative capabilities, because research is a creative process, driven by curiosity and fueled by passion. Effective supervision through nurturing the inner fire that drives discovery is critical to the training of the leading scientists of tomorrow. Providing students with the freedom to develop their own research directions promotes the development of graduates who are equipped to take their place in the world as leaders and innovators.”

Ray Turner
2017 Award Recipient for Graduate Supervision



CONNECT

We understand that organizational change in teaching and learning happens through the daily conversations of small networks of colleagues. By creating opportunities — both formal and informal — for colleagues from different faculties, departments, and units to foster these connections, we encourage the flow of knowledge across disciplines.

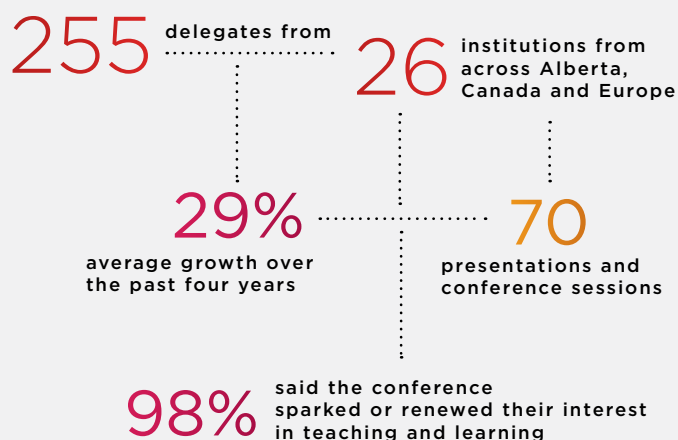
CONFERENCE ON POSTSECONDARY LEARNING AND TEACHING

The Conference on Postsecondary Learning and Teaching provides an opportunity to share, critically examine and build on our collective wisdom, scholarship and experience. Our 2017 conference was titled *Creating a Learning Culture: Conversations that Matter*.

Creating a Learning Culture: Conversations that Matter

Inspired by her work on academic microcultures and significant conversations, we invited renowned academic developer Katarina Mårtensson from Lund University in Sweden to present her keynote, *Who do you talk to? Significant conversations in campus microcultures*.

In recognition of the transformative work being done at the University of Calgary by members of our own teaching and learning community, we invited Jennifer Lock (Associate Dean of Teaching and Learning, Werklund School of Education), Dawn Johnston (Associate Dean Teaching, Learning and Student Engagement, Faculty of Arts) and Leslie Reid (Associate Dean Teaching and Learning, Faculty of Science) to present their opening plenary, *Significant networks: Making space for support and productive discomfort in our teaching practice*.



“An academic microculture is a group of people who work together in an academic setting such as a faculty, department, unit or program... If we are going to understand our organizations in terms of teaching and support for student learning, we need to understand more about how their norms, traditions and values develop over time.”

Katarina Mårtensson
Lund University, Sweden



“It was really interesting to share ideas with other participants and realize that your problems are also those of many teachers, and there are many activities that I did not know about and would like to learn about.”

Conference delegate feedback

KNOWLEDGE DISSEMINATION

Taylor Institute academic staff members maintain an active presence in the fields of the scholarship of teaching and learning and educational development. They made over 40 presentations at international, national, and local conferences, and published a total of 12 peer-reviewed journal articles, and three book chapters in 2016/17.

Papers on Postsecondary Learning and Teaching

The first volume of the peer-reviewed, open-access *Papers on Postsecondary Learning and Teaching (PPLT): Proceedings of the University of Calgary Conference on Postsecondary Learning and Teaching* was launched in 2016 in collaboration with Libraries and Cultural Resources (LCR). The first volume included seven papers

and one book review focused on disseminating teaching and learning knowledge and practice. During its first two months, the proceedings had 507 views and 486 downloads.

Teaching & Learning Inquiry

Teaching & Learning Inquiry (TLI) is the flagship publication journal of the International Society for the Scholarship of Teaching and Learning.

TLI publishes insightful research, theory, commentary and other scholarly works that document or facilitate investigations of teaching and learning in higher education. *TLI* is peer-reviewed and open access, and sponsored by one of the world's most active organizations in SoTL. The *TLI*'s office, editorial manager and founding co-editor (Nancy Chick) are located in the Taylor Institute for Teaching and Learning.

CONNECT

COMMUNITIES OF PRACTICE

A Community of Practice (CoP) is a member-driven group of people that meets regularly to discuss, share, showcase, connect and learn about an area of common interest. Although the practice itself is age-old, the term is gaining momentum in academic circles for its useful applications in teaching and learning.

In 2016/17, communities of practice represented a new focus area for the Taylor Institute due to their ability to bring together self-driven groups united by common interest. This year, we supported and in some cases sponsored the following communities:

- Inquiry-Based Learning
- Flipped Learning
- Explorations in Contemplative Pedagogy
- Experiential & Community-Engaged Learning in the Humanities
- Teaching Graduate Courses in the Faculty of Arts
- Learning Spaces
- SoTL in English
- Design Thinking & Creativity
- Philosophy of Science for Graduate Students
- Teaching Natural Sciences



Photo (above): Robin Mueller, one of our educational development consultants, started a community of practice to share ideas and resources, and engage on problem-solving with respect to inquiry-based learning approaches and strategies.



Photo (above): Sophie Karanicolas from the University of Adelaide, Australia provided a breadth of knowledge on flipped learning to University of Calgary instructors and students when she visited in October 2016.

VISITING SCHOLARS

We welcome internationally renowned scholars to visit the Taylor Institute and the University of Calgary. Many of these scholars form part of the Academic Director's International Advisory Board.

In 2016/17, the Taylor Institute hosted a number of scholars, including: Jos Boys (United Kingdom), Chng Huang Hoon (Singapore), Katarina Mårtensson (Sweden), Sophie Karanicolas (Australia) and Elizabeth Barkley (United States).



Graphic recording from the Community Café for Students.

COMMUNITY CAFES

In April 2017, the Taylor Institute hosted two community cafés, one for students and another for instructors. These sessions sought to engage participants' thoughts on teaching and learning. Approximately 30 people attended each café.

In the initial findings, both students and instructors emphasized the importance of a learning culture on campus. This includes a commitment to continuous improvement of, active engagement in, and reflection on teaching and learning practices; access to safe, innovative and diverse learning spaces; and the desire to create meaningful assessment, recognition and evaluation practices.

Students reported the need for instructors to engage in ongoing professional development of their teaching and learning practices, curricula to relate course materials beyond the classroom, and the institution to reflect on the prioritization of research.

Instructors expressed interest in developing reward initiatives for teaching and learning professional development, and in creating and accessing all possible supports for their teaching practice.

Results of the community cafés, in addition to those from further consultations, will inform the Taylor Institute Community Report, to be released in 2018.

COLLABORATE

We recognize that our efforts are enhanced when we work together, drawing from our individual strengths and complementing each other's expertise. We believe that collaboration makes our work stronger, and knowledge-sharing expands its reach and potential impact across campus and beyond.

“The Teaching Scholars program has transformed the way I see my teaching, research and overall role at the university. I have met many self-sacrificing people driving towards positive change through enacting new scholarship of teaching and learning initiatives. The people in this program are making a difference through the University of Calgary and beyond. This important and impactful program is essential for a university that takes the scholarship of teaching and learning seriously.”

Tom O'Neill, Department of Psychology

UNIVERSITY OF CALGARY TEACHING SCHOLARS

The University of Calgary Teaching Scholars pilot program started in 2015, funding ten initiatives by 14 scholars across nine faculties. In 2016/17, the Teaching Scholars engaged in a variety of initiatives to help support a collaborative approach to educational leadership across campus, including:

- Providing graduate students in the Faculty of Science an opportunity to learn about SoTL through a semester-long course followed by a semester-long practicum with a faculty mentor.
- Hosting workshops to help instructors of block week courses establish connections and increase student engagement.
- Developing collaborative teamwork activities and strategies for integration into nursing and medical curricula.



“As Teaching Scholars, we have been inspired to bring together a group of University of Calgary researchers working with indigenous communities across a variety of disciplines. This boundary-crossing initiative allows us to learn from one another and has already resulted in the collaborative sharing of wise practices from across disciplines.”

**Yvonne Poitras-Pratt & Patricia Danyluk
Werklund School of Education**



NSSE

In addition to the Student Engagement Action map, **the NSSE Research Analyst created 15 custom reports** to help the Departments of Chemical, Civil, Geomatics, Mechanical, and Oil and Gas Engineering at the Schulich School of Engineering, and to support the Faculty of Arts on unit reviews of departments.

LEARNING TECHNOLOGIES

We continue to collaborate with Information Technologies (IT) to support instructors who are using University-supported tools (D2L Brightspace, Adobe Connect Meeting and Top Hat) in their courses. **In 2016/17, we provided over 900 elearn consultations to instructors — most notably for D2L. We also worked with 45 Learning Technology Coaches in 11 participating faculties.**

CURRICULUM REVIEW AND DEVELOPMENT

Curriculum Development Specialists supported over 20 faculties and units with 62 program reviews, providing 200 consultations related to the University's curriculum review process. They supported 11 faculties and departments in hosting retreats and workshops related to curriculum development and review. Over 200 instructors attended these events. In addition, they supported numerous curriculum development projects, including helping four

faculties design seven new programs and certificate programs using evidence-based approaches. Finally, the innovative curriculum workshop series drew 53 participants, many of whom were actively engaged in the University's curriculum review process.

DIVERSITY WEEK

In partnership with the Office of Diversity and Protected Disclosure, the educational consultants in the Taylor Institute developed and launched two new workshops. Piloted during Diversity Week, these workshops drew largely from research related to gender, race and internationalization. It provided an opportunity for participants to reflect on their identities and biases, while sharing stories and strategizing around their challenges.

MENTAL HEALTH AND WELLNESS

TI staff members are actively involved in the Mental Health and Wellness Teaching and Learning Subcommittee. In 2017/18, the Taylor Institute will continue its support of the subcommittee by hosting a workshop series and communities of practice.

DOYYC

In September 2016, the Taylor Institute welcomed over 100 external community members during Doors Open YYC. Doors Open is an international concept that allows people free access to buildings in order to create enthusiasm for heritage and contemporary architecture.

MOVING FORWARD

ISSOTL17

In October 2017, the University of Calgary and Mount Royal University will co-host ISSOTL17, the annual conference of the International Society for the Scholarship of Teaching and Learning at the Telus Convention Centre. Close to 600 delegates from around the world are expected to attend.

CERTIFICATES IN UNIVERSITY TEACHING AND LEARNING

The final two programs for the Graduate Student Certificate in University Teaching and Learning and the Postdoctoral Scholar Certificate in University Teaching and Learning will be completed in fall 2017 and launched in winter 2018. Those programs are Developing Your Teaching Dossier and Theories and Issues in Postsecondary Learning and Teaching.

TAYLOR INSTITUTE COMMUNITY PLAN

The TI Community Plan is set for release in 2018. Building on the Community Cafés with Students and Instructors, and additional consultations in 2016/17, TI staff will develop a plan for moving forward to engage with the campus teaching and learning community.

TEACHING EXPERTISE FRAMEWORK

A working group of TI academic staff members, the Vice-Provost (Teaching and Learning) and other University of Calgary community members will present the Teaching Expertise Framework at ISSOTL17 and the General Faculties Council in fall 2017. It will provide guidance for developing teaching expertise to the University of Calgary community.

LEARNING SPACES INITIATIVE

The TI Learning Spaces Initiative will take an integrated approach to understanding how learning spaces, technology, and pedagogy interact to influence student learning. The initiative will blend research, programming and communications components to share and disseminate knowledge of teaching and learning, leveraging the Taylor Institute building.

NSSE SUPPORT

In fall 2017, faculties will receive the new data for the 2017 NSSE. The Taylor Institute will work with the Vice-Provost (Teaching and Learning) and the academic community to help faculties analyze their data and develop strategies to strengthen student engagement.

FIKA AT THE TAYLOR INSTITUTE

Starting in fall 2017, the Taylor Institute is hosting a monthly *fika* in the Gallery. As Katarina Mårtensson explained in her keynote at our spring conference, *fika* is the Swedish tradition that pauses the workday for coffee, sweet pastries, and good conversation with colleagues. Members of the campus teaching and learning community are invited to drop in, enjoy some drinks and sweets, and connect with some new and old colleagues—and enjoy the opportunity to slow down for a moment.

SOTL SERIES

The SoTL Series is a collection of one-hour monthly sessions designed to provide current and prospective SoTL researchers with resources and support throughout the lives of their projects.

College of Discovery, Creativity and Innovation

CDCI Event Series

The *Speakeasy* Series will facilitate community-building through thought-provoking discussion among students, faculty, staff and community members across all disciplines.

The themed events will create a space to stimulate meaningful conversations, foster valuable partnerships and cultivate deeper expressions of discovery, creativity and innovation.

Our first event in the series will look at what it takes to fail successfully.

Experiential Learning

We believe that learning happens by doing, not just in the classroom but also out in the world. Experiential Learning comes in a variety of forms across campus including: undergraduate research, community engagement projects, co-operative education, internships, inquiry-based courses and professional development. More to come in early 2018.

Questions? Contact us.

taylorinstitute@ucalgary.ca
ucalgary.ca/taylorinstitute

Taylor Institute for
Teaching and Learning
434 Collegiate Blvd NW

2017 UNIVERSITY OF CALGARY TEACHING AWARD RECIPIENTS

AWARD FOR CURRICULUM DEVELOPMENT

Advancing Healthy and Socially Just Schools and Communities

*Faculty of Social Work,
Werklund School of Education*

AWARD FOR EDUCATIONAL LEADERSHIP

(Formal Role)

Kevin Busche
Cumming School of Medicine

(Informal Role)

Reed Ferber
Faculties of Kinesiology and Nursing

(Group)

Roots of Resilience Facilitation Team
Student Union Wellness Centre

AWARD FOR EXPERIENTIAL LEARNING INITIATIVES

Aaron Williams
Department of Geography, Faculty of Arts

AWARD FOR FULL-TIME ACADEMIC STAFF

(Assistant Professor)
Catherine Burwell
Werklund School of Education

(Associate Professor)
Lee Carruthers
Department of Communication, Media and Film, Faculty of Arts

(Senior Instructor)
Mayi Arcellana-Panlilio
Cumming School of Medicine

(Professor)
Sally St. George
Faculty of Social Work

AWARD FOR GRADUATE ASSISTANTS (TEACHING)

AnneMarie Dorland
Department of Communication, Media and Film, Faculty of Arts

Taryn M. Graham
Cumming School of Medicine

Khobaib Zaamout
*Department of Computer Science,
Faculty of Science*

AWARD FOR GRADUATE SUPERVISION

Ray Turner
*Department of Biological Sciences,
Faculty of Science*

AWARD FOR LIBRARIANS, ARCHIVISTS AND CURATORS

Don MacMillan
Libraries and Cultural Resources

AWARD FOR CONTINUING AND PROFESSIONAL EDUCATION

Vivian Hansen
Continuing Education

AWARD FOR NON-ACADEMIC STAFF

(Individual)
Mike Paget
Cumming School of Medicine

AWARD FOR WORKPLACE INTEGRATED EDUCATION

Jim Reilly
*George MacDougall High,
Werklund School of Education*

AWARD FOR SESSIONAL INSTRUCTORS

Patricia DesJardine
Cumming School of Medicine

Katherine Mueller
Werklund School of Education

AWARD FOR TEAM-TEACHING

Les Jerome and Linda Kreitzer
Faculty of Social Work

AWARD FOR TEACHING IN ONLINE ENVIRONMENTS

Jessica Ayala
Faculty of Social Work

2017 TEACHING AND LEARNING GRANT RECIPIENTS

PRACTICE GRANTS

Defining an Interdisciplinary Core at the School of Creative and Performing Arts

Bruce Barton, Marie France Forcier, Melanie Kloetzel, April Viczko, Pil Hansen, Adam Bell, Jeremy Brown, Laurie Radford

Teaching and Learning Law Through the Business Case Method

Peter Bowal

Building Campus-Wide Capacity for Knowledge Synthesis Research

Katharine Alix Hayden, Heather Ganshorn, Jennifer Lee

Preparing to Teach Research Metrics at the University of Calgary

A. Christie Hurrell

Support, Develop, and Sustain for Quality Student Learning

Ruth Swart

Fostering Confidence in Instructors' Perception of Their Abilities to Promote Student Learning Related to Critical Reflecting and Thinking Within the Undergraduate Nursing Program

Amanda O'Rae, Zahra Shajani, Denise Hellman, Tracey Clancy

SoTL Immersion: Laying the Groundwork for SoTL in Disability Studies

Joanna Rankin

LESSON STUDY GRANTS

Reframing Close Reading

Morgan Vanek, Faye Halpern, Michael Tavel Clarke, Derritt Mason, Jaclyn Carter, Jess Nicol

SCHOLARSHIP OF TEACHING AND LEARNING GRANTS

Second Language Socialization in Pre-Enrolment and Post-Enrolment Tertiary Language Programs: A Mixed Methods Study

Umit Boz, M. Gregory Tweedie, H. Douglas Sewell

Fostering Student Collaboration and Assessing Group Assignments

Barbara Brown, Christy Thomas, Gabriela Alonso-Yanez

Authentic Science Process Learning: Shifting from the Teaching Paradigm "Learning about Science" to the Learning Paradigm "Learning Science by Doing Science"

David T. Cramb, Hagar Ibrahim Labouta, Jennifer D. Adams

ALTeR-Eng: Advancing Long-Term Retention of Concepts and Skills in Engineering

Hector de la Hoz Siegler, Kazi Sumon

Understanding the Value of Experiential Learning of "Sustainability in Action"

Dianne Draper, Craig Gerlach, Sarah Skett

Reflective Writing for Sojourn Preparation, Reflection and Debriefing

Roswita Dressler, Colleen Kawalilak, Nancy Arthur

Impact of Curriculum Mapping on Instructors and Students in an Undergraduate Health Science Program

Patti Dyjur, Fabiola Aparicio-Ting

Academic Integrity Online: Developing Support Mechanisms for Online Graduate Students to Understand Plagiarism

Sarah Eaton, Jennifer Lock, Meadow Schroeder

The Virtual Child: Teaching and Learning with Digital Texts for Young People

Derritt Mason

Making Social Work Accessible Through the Airwaves: Developing Podcasting as a Pedagogical Approach for Experiential Teaching and Learning

Ilyan Ferrer, Jessica Shaw, Liza Lorenzetti

Using an Innovative, Structured Core Procedural Skills Learning Program to Fill Procedural Skills Learning Gaps in Family Medicine Residency Training

Juan Antonio Garcia-Rodriguez, Maria Palacios Mackey

Supporting Pre-Service Teachers as They Develop, Articulate, and Reflect on their Teaching Philosophies Over Time

Dianne Gereluk, Amy Burns, Michael Holden, Kirsten Varsek, Devika Pandey

Student Learning Matters: A Collaborative SoTL Course Retrospective

Erin Gibbs van Brunschot, Kiara Mikita, Ashley Morrison, Felicia Guan, Ma. Christine, Joy N. Mercado, Mikayla Waldman, Dylan Barnes

An Interactive Assessment Method Utilizing Cooperative Testing: Is it More Effective Than the Traditional Testing Methods?

Zohra Hasnani-Samnani, Carolyn Wolsey

English Language (mis)Communication in the Nursing Simulation Laboratory: Implications for Patient Safety and Aural Language Instruction

Robert Johnson, M. Gregory Tweedie, Juliet Hoffart

Best Practices in Field Supervision for Multidisciplinary Training in Family Therapy: A Pan-Canadian Family Therapy Training Collaborative

Alan McLuckie, Karl Tomm, Sumerlee Samuels, Ashley Landers, Amy Jones, Sharon Bond, Marjorie Robb

Exploring the expression of inquiry-based learning in the UNIV 201: Global Challenges Inquiry course

Robin Mueller, James Cross, Shahirose Premji, Haboun Bair

The 5-minute surgeon: How Ob/Gyn Residents Learn from Videos

Gregg Nelson, Lana Saciragic,
Vanessa DiPalma

Developing Nursing Expertise: Application of the Quiet Eye Strategy to Nursing Education

Shannon Parker, Karen Benzies, Jeff Caird

Towards a Deep Learning of Core Geomatics Engineering Knowledge

Elena Rangelova, Kyle O'Keefe, Quazi Hassan,
Ivan Detchev

Developing and Evaluating the Efficacy of a Peer-Reviewed Journal Operated by and for Graduate Students

Sylvie Roy, Maisha Syeda, Jon Woodend,
Gina Ko, Brit Paris, Konstantinos Chondros,
Teresa Fowler, Brianna Hilman

The Impact of a Comprehensive School Health Course on Teaching and Learning

Shelly Russell-Mayhew, Tina Gabriele,
Dianne Gereluk, Kerri Murray

Investigating the Efficacy of Digital Recording on Academic Speaking Skills

Soroush Sabbaghan, Murray Peglar, M.
Gregory Tweedie

The Inclusion of a Late Bank in Graduate Courses to Reduce Student Stress: Student and Instructor Evaluation of the Teaching Strategy

Meadow Schroeder, Erica Makarenko

Defining and Assessing the Impact of Culture Shock and Group Dynamics on Student Learning in Short Term Travel Study Programs

Lisa Stowe

Investigating the Role of Drawing as a Learning Tool and Scientific Practice in Undergraduate Zoology

Mindi Summers, Jessica Theodor

Writing Skills Assessment and Development in the B-School Classroom: Haskayne Undergraduates and Their "Soft Skill" Industry Deficiencies

Justin Weinhardt, Jaclyn Carter

Student-Driven Curation of a Literary Audio Archive of Contemporary Poetry

Jason Wiens, Andrea (Annie) Murray

UNIVERSITY OF CALGARY TEACHING SCHOLARS

Isabelle Barrette-Ng

Program SAGES (SoTL Advancing Graduate Education in STEM)
Department of Biological Sciences,
Faculty of Science

Conny Burian

Enhancing Educational Leadership, Student Engagement and Community Ties: The Untapped Potential of Block Week Courses
Department of Linguistics, Languages and Culture, Faculty of Arts

Rachael Crowder

Presence in the Academy: A Community of Practice in Contemplative Pedagogy
Faculty of Social Work

Linda Duffett-Leger

Implementation of a Team-Based Learning Strategy in the Faculty of Nursing Program Using an Innovative Technological Approach
Faculty of Nursing

Rachel Ellaway

Competence, Resilience, and Adaptability With and Without Learning Augmentation
Cumming School of Medicine

Sandra Goldsworthy

Developing Teamwork Competency Through Interprofessional Education
Faculty of Nursing

Kent Hecker

Providing Meaningful Feedback for Student Learning: Creating a Program of Assessment for Veterinary Students in Their Clinical Year
Faculty of Veterinary Medicine

Tom O'Neill, Melissa Boyce, Marjan Eggermont, Denis Onen

Developing Student Teamwork Skills Through Feedback on Personality and Conflict Management Styles
Faculty of Arts, Schulich School of Engineering

Yvonne Poitras-Pratt and Patricia Danyluk

Building Stronger Connections Between Indigenous and Non-Indigenous Peoples, Schools and Communities Through Praxis Based Learning Opportunities
Werklund School of Education

Derrick Rancourt

Embedding Professional Development Education in the Graduate School Curriculum
Cumming School of Medicine

COMMITTEES

3 Minute Thesis (judge)	English Scholarship of Teaching and Learning Research Group	My GradSkills (partner representative)
Campus Mental Health and Wellness Teaching and Learning Subcommittee	Faculty of Arts Strategic Planning Committee	National Survey of Student Engagement (NSSE) Action Group
Collaboration for Online Higher Education Research (COHERE) (Board Member)	Faculty of Arts Teaching and Learning Committee	Papers on Postsecondary Teaching and Learning Editorial Board
College of Discovery, Creativity and Innovation Community of Scholars	Faculty of Science Teaching and Learning Committee	Teaching Expertise Framework Working Group
Competency by Design Working Group (Cumming School of Medicine)	Faculty of Social Work Teaching and Learning Committee	University of Calgary Makerspaces Community of Practice
Cumming School of Medicine Diversity Committee	General Faculties Council Teaching and Learning Committee	University of Calgary Press Board
Diversity Week Planning Committee	International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference Planning Committee	University of Calgary STEM Pedagogy Group
Educational Developer's Caucus (EDC) Action Groups		Werklund School of Education Teaching and Learning Committee

TAYLOR INSTITUTE GUEST FACILITATORS

Faculty of Arts

Josh Bourdage
Mike Boyes
Conny Burian
Diane Draper
Marcia Jenneth Epstein
Andrea Freeman
Faye Halpern
Ken MacMillan
Valerie Pruegger
Darren Sjogren
Rod Squance
Michael Ulyot
Aaron Williams

Cumming School of Medicine

Susan Banister
Janet de Groot
Heather Jamniczky
David Keegan
Nazia Viceer

Faculty of Environmental Design

Ana Karinna Hidalgo
Barry Wylant

Faculty of Kinesiology

Reed Ferber

Faculty of Nursing

Tracey Clancy

Faculty of Science

Isabelle Barrette-Ng
Glenn Dolphin
Jalal Kawash
Leslie Reid

Faculty of Social Work

Rachael Crowder

Faculty of Veterinary Medicine

Serge Chalhoub
Soren Boyson

Schulich School of Engineering

Emily Marasco
Laleh Behjat
U.T. Sundararaj

Werklund School of Education

Barb Brown
Sarah Elaine Eaton
Rita Egizii
Colleen Kawalilak
Robert Kelly
Kim Koh
Jennifer Lock

Other

Thomas Carey (Executive-In-Residence for Teaching and Learning in B.C.)
Lynn Taylor (Office of the Provost)
Julie Stewart (Student Success Centre)
Roxanne Ross (Student Success Centre)
Sharon Dotger (Syracuse University, sponsored by the Faculty of Science)
Kara Dingboom (Top Hat)
Liam Hunter (Top Hat)
Sophie Karanickolas (University of Adelaide)
Mandy Little (Wellness Centre)



September 2017

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UNIVERSITY OF CALGARY

Taylor Institute for Teaching and Learning