

McCAIG-KILLAM TEACHING AWARD

The Killam Scholarship and Prize Programs were established in memory of Izaak Walton Killam through the Will of his wife, Dorothy Johnston Killam, and through gifts made during her lifetime. Their primary purpose is to support advanced education and research at five Canadian Universities including the University of Calgary.

Ann McCaig is a passionate community advocate, skilled businesswoman and past Chancellor of the University of Calgary. With the heart, wisdom and lifelong commitment for transforming education and in recognition of her 22 years of service as a Killam Trustee, Canada's Killam Trust has named the McCaig-Killam Teaching Award in her honour.

1. PURPOSE OF THE AWARD

Teaching and learning are central activities at a University. It is recognized through awards programs at multiple levels in the institution through department, Faculty and University awards. The McCaig-Killam Teaching Award is given to an individual for outstanding contributions to teaching and learning at the University. No individual may be awarded the prize more than once. The recipient will receive a prize of \$5,000 and a commemorative certificate at the annual Killam Reception.

2. ELIGIBILITY

The McCaig-Killam Teaching Award is open to all full-time continuing academic staff currently teaching at the University of Calgary. Previous winners of the McCaig-Killam Teaching Award, Killam Award for Excellence in Teaching, or Killam Award for Leadership in Teaching are not eligible.

3. EQUITY, DIVERSITY, AND INCLUSION

The University of Calgary is committed to equity, diversity, and inclusion. The Killam Selection Committee reflects this commitment in its composition and deliberations. Nominators must also consider equity, diversity, and inclusion amongst their nominees, particularly with respect to gender, as females have been historically under-represented. Starting this year, nominators must nominate at least one (1) female candidate out of every three (3) nominations for the McCaig-Killam Teaching Award. A faculty able to nominate only one or two candidates per year (see 5. *Nominations*, below) should establish the same gender representation in respect to its previous two competition years. In such a way, a faculty eligible to nominate one candidate will nominate at least one female candidate over three competitions.

4. CRITERIA FOR THE AWARD

Demonstrated excellence in teaching, mentorship and leadership supported by evidence of impact. There are three areas where excellence and impact must be demonstrated for this award : 1) creating learning experiences that best support student learning at the undergraduate or graduate level, 2) mentoring and engaging undergraduate and/or graduate students in research and scholarship, and 3) demonstrating

educational leadership within the unit, institution, or field of study / discipline (i.e. sharing of teaching, learning and mentorship practices with a broader community).

Critical Factors:

- Evidence of impact of the nominee's teaching, mentorship and educational leadership on student learning and development that supports the case made in the nomination letter.
- Evidence of significant and sustained impact in educational leadership, which goes beyond one's own teaching and mentorship practice.
- A concise nomination package that provides a clear picture of a person who stands out for excellence.

5. NOMINATIONS

The Selection Committee welcomes nominations from Deans. A maximum of three nominations for this award are invited from the Cumming School of Medicine and the Faculty of Arts; a maximum of two nominations from the Schulich School of Engineering and Faculty of Science; a maximum of one nomination for each award is invited from each of the other Faculties.

Nomination Letter (5 page maximum):

1. A comprehensive nomination letter from the Dean or Designate that provides an overview of how the nominee has demonstrated excellence in: 1) creating experiences that best support student learning, 2) mentoring and engaging undergraduate and/or graduate students in research and scholarship, and 3) demonstrating educational leadership within the unit, institution, and discipline. Strong nomination letters clearly address these award criteria and provide specific examples that provide an illustrative case and demonstrate impact beyond the nominee's dossier.

Nomination Dossier (25 page maximum, including appendices):

2. A statement of teaching philosophy which highlights the nominee's beliefs and approaches to teaching, student learning, mentorship, and educational leadership.
3. A description of the nominee's most important contributions to teaching and student learning, mentorship, and educational leadership. This section should include a reflective summary of example strategies, initiatives, and outcomes which illustrate excellence and impact. It may summarize and provide evidence of the impact of:
 - specific teaching and mentorship strategies used to motivate student learning and support their scholarly development,
 - exemplary course materials and teaching innovations,
 - course and curriculum development activities,
 - the outcomes of undergraduate and/or graduate student research and scholarship,
 - specific educational leadership initiatives and activities that have had a significant impact on teaching and student learning within the unit, institution and discipline.
4. A summary of student feedback from a range of courses or initiatives (e.g. a table of student ratings of instruction data from a number of courses complete sets of unedited student comments). This

summary should include a brief reflection and analysis to put these data in context and highlight how they connect back to the nominee's teaching philosophy and practices.

5. 1-2 letters of support from former undergraduate and/or graduate students which demonstrate the nominee's contributions to teaching, student learning, and mentoring and engaging undergraduate and/or graduate students in research and scholarship.
6. 1-2 letters of support from colleagues or administrators which demonstrate the nominee's contributions to educational leadership within the unit, institution, or field of study / discipline.
7. Other information or data which provide evidence of excellence in teaching, student learning, mentorship and educational leadership and substantiate the claims made may be included.

6. SUBMISSION PROCEDURE

The closing date for the submission of nominations to the Research Services Office is **August 10, 2019**. Should the deadline fall on a non-business day, nominations may be submitted by the end of the next business day.

Email a single PDF document containing all of the nomination materials to the Research Services Office (researchawards@ucalgary.ca).

7. SELECTION AND NOTIFICATION

A subcommittee of the Killam Selection Committee will adjudicate the McCaig-Killam Teaching Award. The subcommittee shall consist of the Vice-Provost (Teaching and Learning) or a delegate as chair, a graduate student, an undergraduate student, two academic staff members appointed by the Killam Advisory Committee, and a representative of the educational development unit from the Taylor Institute for Teaching and Learning.

The Research Services Office will contact award recipients and nominating Deans confidentially in September and the public announcement will take place at the annual Killam Reception in October.

8. CONTACT

Direct any inquiries to the Research Services Office:

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