

EDU Strategic Planning Progress Updates 2016/17*

Priorities	Highlights and Accomplishments
<p>Priority 1: Building capacity and creating community</p> <ul style="list-style-type: none"> Develop, facilitate and lead educational development initiatives that build teaching and learning expertise and connect networks of practice throughout UCalgary Create intentional opportunities to connect communities and to share and learn from others Develop and offer resources that build teaching and learning expertise throughout UCalgary Enhance our skills and expertise to improve our ability to provide educational development support to the UCalgary Community Enhance partnerships and collaborations with individuals, units and faculties to support teaching and learning 	<p>2016/17</p> <ul style="list-style-type: none"> Started Teaching Scholars Community of Practice Supported and consulted with the Teaching Scholars and provided expertise in Scholars initiatives such as SAGES Expanded upon the communities of practice offered and supported through the TI (Contemplative pedagogy, flipped learning, design thinking, TI Instructors) Launched Teaching Academy Leadership Committee Collaborated and contributed to Diversity week workshop series Expanded Technology Lending Library Created the TI Learning Spaces Committee (reviewed 78 applications, accepted 85% of applications) Created and modified the application process for teaching in the TI, continued to streamline with ongoing feedback from the academic community Brought together instructors teaching in the TI in community of practice (semesterly debrief) Created a consultative model of support for all instructors teaching in the TI with a member of the TI staff assigned as their primary contact Created and launched the blended ISW Collaborated with Faculty of Social Work on online ISW Launched the formative feedback initiative Created the Teaching Challenges website and embedded it into programs such as Teaching Online Program, and the Conference Led and participated actively in the Teaching and Learning Subcommittee for the Campus Mental Health Strategy Launched support programming for Teaching in the TI Launched Course Trailers Initiative Hosted the 2017 EDNA meeting Continued to showcase teaching expertise across UCalgary, and build educational leadership by hosting 175 interdisciplinary workshops (48 external facilitators shared their educational leadership, a 220% growth in external engagement) Developing a UCalgary specific curriculum mapping tool Expanded the UCalgary Badges platform and worked with groups across campus to integrate micro-credentialing into programs Launched and expanded the TI Building Stewards initiative Collaborated with faculties across campus and TI colleagues to hosted dozens of visitors to the Taylor Institute Support 62 program reviews, and helped 4 faculties design 7 new programs and certificates Helped co-develop the Global Challenges course and supported the

launch of the CDCI

- Taught a section of Global Challenges (UNIV 201) in its inaugural course offering
- Supported strategic planning initiatives in other faculties (teaching and learning and comprehensive)
- Provided representation on 8 faculty, 10 institutional, and 5 national and international teaching and learning committees external to the TI
- Provided leadership and representation to support the Campus Mental Health Strategy
- Initiated a flipped learning community of practice with the purpose of advocating for and creating resources for others on campus
- Created the NSSE Action Map, highlighting 45 courses across 8 different faculties which incorporate high impact educational practices, and created 15 custom NSSE reports for curriculum and unit reviews
- Collaborating with educational leaders across the TI and campus to develop a teaching expertise framework
- Contributed to planning process of ISSoTL 2017
- Hosted TA Orientation in the TI, 144 graduate students attended fall and winter orientations
- Hosted Celebration of Teaching in TI (100 people attended), 21 awards received
- Published first issue of papers on post-secondary teaching and learning (7 articles & 1 book review), established editorial board
- Continued to support Teaching Academy's open classroom week, themed conversation series and peer-to-peer mentorship program
- Received approval for Taylor Institute Graduate Certificate in University Teaching & Learning (APS approval, June 2017)
- Received approval for Taylor Institute Postdoctoral Scholar Certificate in University Teaching & Learning (APS approval, June 2017)
- Expanded the Teaching Awards program to include two new awards (Work-place Integrated Education, Continuing and Professional Education)
- Expanded the community of faculty chairs for the adjudication of the Teaching Awards program from three to eight academic staff
- Coordinated the adjudication process for the McCaig-Killam Teaching Award
- Provided representation on the adjudication committee for the McCaig-Killam Teaching Award
- Implemented a series of workshops for the 3M National Teaching Fellowship program
- Custom faculty-specific workshops related to course design and alignment were facilitated for over 72 instructors across 5 faculties
- Continued consultation with instructors on the integration of learning technologies in their courses (over 900 inquiries were

	<p>responded to)</p> <ul style="list-style-type: none"> • Provided representation on institutional OER working group to establish framework for OER at UCalgary • Supported a community of 45 learning technologies coaches distributed across all faculties @UCalgary • Implemented 2017 Teaching Awards program, and invited Teaching Academy members to join in Teaching Awards consultation sessions • Presented a featured session at the 2017 GSA Peer Symposium on Advanced Learning Technologies • Continued representation on the GFC TLC and Associate Dean’s Teaching and Learning Network • Developed faculty-specific support documents to support on-going curriculum review (e.g. CSM) • Led the curriculum review workshop series participants for faculties undergoing the curriculum review process • Communicated learning space data to facilities and campus plan to help inform the design of learning spaces across the campus community • Welcomed 25 student and postdoctoral scholar volunteers as part of the UCalgary Conference on Teaching and Learning for a total of 130 volunteer hours (building teaching community, launching students into SoTL research) • Continued to revise and create documentation and screencasts to support the use of learning technologies • Worked with IT and other administrative units to draft and revise policies and sustainable support models related to the LMS and other learning technologies • Participated in the OER community, including Alberta OER Symposium, and BCCampus OER Summit
<p>Priority 2: Supporting Evidence-based practice</p> <ul style="list-style-type: none"> • Support the UCalgary community in applying evidence-based approaches to teaching and learning • Engage in systematic inquiry and evidence-based EDU practices and approaches • Support engagement in systematic inquiry related to teaching and learning 	<ul style="list-style-type: none"> • Updated curriculum review manuals to reflect research and current trends in curriculum • Intentionally incorporated faculty and department NSSE results in curriculum review processes • Co-developed a framework/model for “facilitation squares” • Hosted 255 participants and 70 sessions at the University of Calgary Conference on Postsecondary Learning & Teaching • Over 1400 consultations to support the implementation of evidence-based approaches to teaching and learning • Hosted rubric work session consultations, supported instructors in creating rubrics • Created the formative feedback and Teaching Squares TI Guide, and working to complete guide on discussion-based pedagogies, ePortfolios, and supporting the assessment principles guide • Created new evidence-based resources related to Educational Leadership Philosophies

	<ul style="list-style-type: none"> • Contributed 7 blog post to TI Connections blog • Led 17 conference presentations at UCalgary • Led 9 conference presentations at national conferences • Led 11 conference presentation at international conferences • Authored/co-authored 8 peer-reviewed publications • Enhanced leadership capacity by chairing 4 Teaching Awards Adjudication committees • Contributed as guest presenters in the SAGES program • Collaborator on multiple University of Calgary Teaching and Learning grants • Worked with numerous RAs to support the development and enhancement of EDU programs <p>Future: working on a comprehensive curriculum review, and curriculum/program development guide, revising and on-going development and revision of the graduate student teaching development guide</p>
<p>Priority 3: Strengthening innovation</p> <ul style="list-style-type: none"> • Explore and support new and innovative teaching and learning practices • Explore new and novel approaches to EDU practices • Promote, document and showcase innovation in teaching and learning at UCalgary 	<ul style="list-style-type: none"> • Developed Japanese language app • Developed novel learning spaces exploration workshop to give people hands-on learning experience with flexible learning spaces and technologies and how they incorporate into own context • Continuing development of new curriculum mapping tool with anticipated pilot launch during 2017/18 academic year • Developed Teaching Challenges website • Developed course trailers initiative to push instructors to think about how to leverage media to further student engage and communicate the purpose of their course and key learning outcomes • Consulted and provided access to resources to work with instructors to incorporate digital media into courses (e.g. flipped classes, lecture capture) • Co-led the design of a novel inquiry-based learning approach for first-year, interdisciplinary students • Learning spaces consultation (supported 21 instructors, 55 courses, over 2600 students in new TI spaces) • Supported ePortfolio integration in UNIV201 • Initiated a community of practice for faculty and staff who are involved with maker spaces across campus • Explored new ways to communicate and recruit participation using digital signage within the TI and across campus • Developed and received approval to offer two innovated University Teaching Certificates for both graduate students and postdoctoral scholars • Consulted with genetics instructors to develop a live video feed to allow students to observe the maturation of fruit flies • Explored the layout of the physical learning spaces and

	<p>configuration of the TI studios and shared these configurations with Facilities Management to help inform the development of future active learning spaces @UCalgary</p> <ul style="list-style-type: none"> • Developed new workshops related to course trailers, technology integration, and identity in the classroom) • Showcased innovative teaching in high-impact practices across UCalgary with the student engagement action map • Developed novel postdoctoral scholar positions in educational development • Created the blended ISW, one of the first of its kind in Canada • Experimenting and integrating free online tools/apps to complement course activities and materials • Developed a community support model for the 3M National Teaching Fellowship, in collaboration with UCalgary 3M National Fellows.
<p>Priority 4: Raising the profile of the EDU (and the TI)</p> <ul style="list-style-type: none"> • Enhance the visibility of EDU initiatives, programs and approaches both internal and external to UCalgary • Celebrate and communicate our initiatives and successes • Leverage the move to the new Taylor Institute building to raise the profile of our work 	<ul style="list-style-type: none"> • Delivered 37 presentations at local, national, and international conferences • Collaborated with colleagues across the TI to grow the TI Twitter community, launched Facebook • Collaborated with colleagues across the TI to continue to distribute TI internal highlights to enhance communications processes across the TI • Collaborated with colleagues across the TI to reimaged the TI Connections blog • Collaborated with colleagues across the TI to distribute the TI Connections Newsletter • Collaborated with colleagues across the TI and University Relations to leverage Marketo to market TI events to academic community • Enhanced Marketing for the University of Calgary Teaching Awards • Rebranded the Postsecondary conference on teaching and learning • Collaborated with colleagues across the TI and the VP (Teaching and Learning) to create infographic slides to communicate key teaching and learning accomplishments at the institution-level • Collaborated with colleagues across the TI to create the first TI Annual Report • Explored new ways to communicate and recruit participation using digital signage within the TI and across campus • Collaborated with TI colleagues to lead dozens tours of the TI, including the their Excellencies David and Sharon Johnston of the Governor General’s office of Canada • Collaborated with colleagues across the TI and the UCalgary community to contribute to dozens of UToday Stories focused on teaching and learning

	<ul style="list-style-type: none"> • Collaborated with TFDL, and Faculty of Science to display TI events on campus digital screens • Hosted the Celebration of Teaching in the TI • Collaborated with colleagues across the TI to participate in Doors Open YYC (over 100 visitors) • Collaborated with colleagues across the TI on the preconference keynote and tours for the Designing Libraries Conference
<p>Priority 5: Evaluating our practice</p> <ul style="list-style-type: none"> • Implement assessment strategies to evaluate the scope, quality and impact of our educational development practices • Continuously improve our educational development programs based on assessment data and feedback • Evaluate and enhance our EDU workspace, culture and environment 	<ul style="list-style-type: none"> • Created and launched an evaluation and research plan for the Teaching Scholars program, including developing a mid-term report template and interview protocol re: educational leadership • Complete a report on the evaluation of the ISW program and TA Orientation • Designed a standard workshop evaluation template for EDU workshops • Joined the Educational Developers Caucus of Canada evaluation action group • Created a robust process to track and evaluate the growth of EDU program and workshop statistics • Continued to grow the EDU eportfolio, and hosted 2 retreats in 2016/2017 (26 programs currently documented through this novel unit-level portfolio) • Conducted practice-based research and published outcomes of specific initiatives in scholarly publications (badges publication, curriculum review journal article) • Contributed actively to EDU and TI processes and discussions related to evaluate and improve our workspace culture and environment • Intentionally incorporated interview questions related to workplace culture during faculty and staff hiring processes, and in associated hiring rubrics • Developed an on-going evaluation framework for the course design program, including enhancing questionnaire, and embedding critically reflection into participant’s work to gather input on the impact of the program and how they will use what they have learned to strengthen student learning • Developed and implemented an evaluation framework for the Learning Technologies Coaches program • Created and implemented evaluation strategies to gather information from instructors teaching in the TI and students using TI spaces • Modified TOP to 6 weeks based on facilitator and participant feedback • Implemented the Teaching Academy Evaluation Project • Launched an extended evaluation project for UNIV201

*Note: Many programs and initiatives completed in collaboration and input from colleagues and units across the Taylor Institute

Metrics and Indications of Impact

Workshops and Consultations

- A total of 1630 participants (1058 signups were unique) attended 175 teaching development and curriculum workshops supported by the EDU, representing an average growth of 57% over the last four years. 48 external facilitators helped lead teaching development and curriculum workshops, representing a 220% growth in external engagement, further supporting our priority of building capacity and creating community. The average overall quality rating for the workshop was 4.6/5, where 1 is poor and 5 is excellent 99.4% of those who responded to the workshop evaluations rated these workshops as good to excellent (n=994 responses).
- Members of the EDU provided over 1420 individual and group consultations related to specific teaching and learning challenges, course design strategies, curriculum development, awards, and elearning technologies. In addition, we resolved over 900 instructor and staff email inquiries related to the use of University-supported tools (D2L Brightspace, Adobe Connect Meeting and Top Hat) in their courses, which were elevated for advanced response from IT staff.

Course and Learning Design

- 36 instructors completed the 3 offerings of the Course Design Program which is a 3-day interactive program that draws participants from different disciplines and uses evidence-informed practices to provide participants a supportive and meaningful environment to design or re-design a university level course. Participants rated their overall satisfaction rating on average as 4.6/5 where 1 is poor and 5 is excellent. One respondent noted, “This course opens the instructor mind for new methods in teaching knowing new approaches of learning, and make[ing] a more interesting course for teachers and learners.”
- Custom faculty-specific workshops related to course design and alignment were facilitated for over 72 instructors across 5 faculties.
- New workshops and working sessions were offered to support instructors in creating an effective course outline, creating rubrics, and course trailers to help instructors create engaging and learning-focussed course communication and assessment tools related to course design. These initiatives engaged over 57 participants.

Digital Pedagogies, Learning Technologies, and Online Learning

- 78 instructors completed 3 offerings of the Teaching Online Program, a collaborative 6-week program delivered completely online providing both new and experienced instructors practical skills, theory, examples, and strategies about teaching and learning online. Participants rated their overall satisfaction rating on average as 4.2/5 where 1 is poor and 5 is excellent. One respondent noted, “The program provided useful literature to support understanding of effective tools/approaches for [the] online environment.”
- 20 instructors completed the newly developed Flipped Learning Program (led in collaboration by Patrick Kelly (Manager of the Learning and Instructional Design Unit and the Faculty of Science’s Isabelle Barrette-Ng), a 2-day program exploring flipped learning through current literature and examples from Isabelle Barrette-Ng’s large enrollment science course. Participants are given an opportunity to create a flipped lesson for a course they are teaching. Participants rated their overall satisfaction with this program as 4.2/5, where 1 is poor and 5 is excellent.

- 132 participants attended 32 workshops and working sessions for instructors and graduate students teaching in d2L Brightspace. Overall satisfaction ratings for these sessions was 4.8/5, where 1 is poor and 5 is excellent.

I think the D2L support staff are amazing. Sessions just like this are invaluable. THANK YOU!

Thanks for the workshop today. You handled many topics in a short period of time with good coverage. I was particularly interested in using D2L for setting up Gradebook. Again thanks for your help.

- 111 participants attended 11 hands-on workshops for instructors and graduate students teaching or facilitating online classes using Adobe Connect Meeting. Overall satisfaction ratings for these sessions was 4.6/5, where 1 is poor and 5 is excellent.

Thank you! I really enjoyed the workshop yesterday. I'm thinking of having a virtual office hour besides the regular ones.

- 68 participants attended the two new “Teaching with Technology” workshops which provided an overview of some of the software commonly accessible to students, that can be used to enhance teaching and student learning. Overall satisfaction ratings for these sessions was 4.8/5, where 1 is poor and 5 is excellent.
- Supported 45 technology coaches, with 25 currently active, in 11 participating faculties as well as in the Taylor Institute. The services provided by the coaches include:
 - providing additional training, coaching, and deskside support for D2L, Top Hat and Adobe Connect
 - assisting staff and faculty members with classroom equipment to support active learning
 - development and facilitation of faculty-specific teaching and learning workshops
 - working with faculty members on audio and video production, including producing interactive lecture materials, and migrating legacy video to more current formats
 - consultation with the faculty to facilitate distance learning
 - helping participating faculties achieve strategic teaching and learning goals
 - producing proofs-of-concept and prototypes for cutting edge learning technologies such as virtual and augmented reality tools
- From fall 2016 – summer 2017, the University hosted 6750 d2L course sites. 27,639 people logged onto d2L during this time.
- uCalgaryblogs.ca hosts a total of 1546 websites for 5026 contributors. 144 new websites and 413 new contributors were added to the UCalgaryblogs.ca platform during the 2016/17 academic year.
- The custom eportfolio.ualgary.ca platform hosted 146 websites, with 316 contributors
- 480 badges were issued from the badges.ualgary.ca platform. 25 programs are currently offering over 40 badges.

Instructional Skills Workshop

- 83 participants completed the Instructional Skills Workshop (ISW) offered through the EDU and in partnership with the Faculty of Social Work and the Haskayne School of Business. In an analysis of qualitative evaluations received from ISW participants from 2015-2017, respondents indicated that they would be able to put the following into practice following the ISW: the lesson planning

framework; active learning strategies to engage students; developing and using learning outcomes, developing and asking good questions, and assessing learning in the classroom.

- Over the 2016/17 academic year, the EDU led the development of a blended ISW, which was successfully launched in April 2017. One of the first of its kind in Canada, the blended ISW reduced the face-to-face activities of the program by over 30%, thus making the program more accessible to the academic community. 100% of those who completed the first offering of the blended ISW agreed or strongly agreed that they were more confident about their teaching skills, and were encouraged to develop a more reflective approach to their teaching.

Strategic Institutional Initiatives

- Diversity Week and Identity in the Classroom
 - In partnership with the Office of Diversity and Protected Disclosure, the EDU developed and launched a new workshop “Identity in the Classroom: Exploring Instructor Impact” which was piloted during Diversity Week. Drawing largely from research related to gender, race and internationalization, this workshop provided an opportunity for participants to reflect on their identity, share their stories and strategize around their challenges. Respondents to the workshop evaluations rated the quality of this workshop as 4.3/5, where 1 is poor and 5 is excellent. One respondent commented, “Through more awareness of how identities shapes learning I will be a better teacher as a result of this workshop.”
- Campus Mental Health Strategy (Teaching and Learning Subcommittee)
 - The subcommittee is comprised of 21 undergraduate and graduate students, postdoctoral scholars, faculty and staff from across 10 faculties and units across the University of Calgary. The main focus of the committee is to promote teaching and learning practices that integrate inclusive curriculum and pedagogy, and that include concepts of mental health and wellness (recommendation 6.3 of the campus mental health strategy). Over the 2016/17 academic year, the subcommittee met regularly and engaged in a collaborative decision-making process to develop 9 specific goals and actions to meet this priority such as establishing a community of practice related to mental health and well-being in the classroom, adding mental health resources and links to d2L, developing a course outline statement related to mental health and well-being, conducting a literature review related to teaching and learning practices that support mental health and well-being, completing a course inventory of UCalgary courses that incorporate concepts related to mental health and well-being, and creating a workshop series related to mental health and wellbeing. Three working groups are currently providing leadership on moving forward actions to support these goals. Some of the committee’s key achievements to date include:
 1. Providing input to create a new course outline statement related to mental health. The statement has been shared with all associate deans (teaching and learning) and is available through the campus mental health strategy website and the course outline templates available through the Taylor Institute for Teaching and Learning. In the fall, a motion will be made to the course and curriculum subcommittee to recommend this statement become a required component of all course outlines.
 2. Creating a link to mental health and wellness resources on UCalgary’s d2L shell (the learning management system home page for all courses).

3. Developing a workshop series to support mental health and well-being. Over the 2017/18 academic year workshops will be hosted through the Taylor Institute for Teaching and Learning. Over 10 instructors and facilitators will provide expertise in offering 11 workshops as part of this series. Example workshops include: Reducing stigma in the classroom; contemplative pedagogy; using mental health and wellness as a framework for course design; the ins and outs of academic accommodations for students; and helping students help themselves: strategies and resources to promote self-regulated learning.
 4. Developing a Community of Practice: Well-being in Higher Education Community of Practice (WHECoP). Hosted by University of Calgary Teaching Scholars Dr. Racheal Crowder (Faculty of Social Work) and Dr. Melissa Boyce (Faculty of Arts, Department of Psychology). The WHECoP will explore the multi-faceted construct of well-being, discuss the essential connections between learning and well-being in higher education, and share ideas, stories, and strategies to bring about student, staff, faculty, and institutional well-being.
 - The subcommittee will continue to meet over the 2017/18 academic year to move forward with its goals in creating additional resources and opportunities to promote mental health and well-being within our teaching and learning contexts.
- NSSE
 - The Student Engagement Action Map (<http://seactionmap.ucalgaryblogs.ca/>) was created, showcases initiatives across multiple levels (e.g. course, program, institution) at the University of Calgary that support student engagement and align with the focal engagement indicator themes measured through the NSSE including: Academic Challenge, Campus Environment, Experiences with Faculty, and Learning with Peers. Importantly, the map highlights 45 courses across 8 different faculties which incorporate high impact educational practices such as capstone courses, writing-intensive courses, undergraduate research opportunities, collaborative assignments and projects, and community-engaged/service learning opportunities. In addition, 15 custom NSSE reports were created to help the School of Engineering further interpret their NSSE data and identify actions for improvement, and to support the Faculty of Arts with their Unit review.

Curriculum Development and Review

- Curriculum Development Specialists supported over 20 faculties and units with 62 program reviews, providing 200 consultations related to the University's curriculum review process. The Curriculum Specialist have supported 11 faculties and departments in hosting faculty retreats and workshops related to curriculum development and review for over 200 instructors across the University of Calgary. In addition, they supported numerous curriculum development projects, including helping 4 faculties design 7 new programs and certificate programs using evidence-based approaches.
- The innovative curriculum workshop series drew 53 participants, many of whom were actively engaged in the University's curriculum review process. Respondents rated the average quality of the workshops offered in this series as 4.7/5, where 1 is poor and 5 is excellent.

- Work progresses on the development of a new custom designed Curriculum Mapping tool for the University of Calgary

Teaching Awards

- A University of Calgary Teaching Awards is a distinguished honour for members of our university community. Over its first four years, the Teaching Awards program has received a total of 261 nominations, and 71 award recipients have been celebrated. Now with 13 diverse award categories, this program represents one of the most comprehensive and rigorous awards programs in Canada. In 2017, 64 nominations were received from across 14 faculties and units, over 420 members of the community provided documentation to support the nominees, and 57 faculty, staff and students participated as adjudicators across 10 different University of Calgary Teaching Award committees. 21 members of our academic community were recognized for their outstanding contributions to teaching and learning at this year's Celebration of Teaching, which was attended by more than 100 members of our academic community. During the 2016/17 academic year, there were 9 Teaching Award support workshops and sessions offered by the EDU, and approximately 80% of recipients attended at least one support workshop or consultation with a member of the EDU. In a November 4, 2016 University of Calgary UToday article, Lisa Stowe (2016 Teaching Award recipient) comments on the impact of her recognition, "It's great that I received the award and that validation is really nice, but internally the whole process was amazing for me as a practitioner. If anyone is interested at all in self-reflection and they want to understand how they teach or their teaching practice, then go through the nomination process." In the same article 2016 Teaching Award recipient, Joe Kadi remarked, "It was a huge boost. It was a hugely positive thing for me and for the Women's Studies program."
- A workshop series for the prestigious 3M National Teaching Fellowship was launched, with 4 workshops offered in partnership with three 3M National Teaching Fellows from the University of Calgary. Although attendance at these gatherings was relatively small with a total of 15 participants attending 4 sessions, this is an important step toward building a 3M National Teaching Fellowship community on our campus. In 2016/17, we actively consulted with two nominees moving forward with to submit nominations for the prestigious national-level teaching award.

Learning Spaces

- A new workshop was designed to help graduate students explore how learning spaces can be used to promote learner-centred and interactive learning experiences, using the Taylor Institute's novel flexible learning spaces as grounds for exploration and learning. A total of 13 participants completed this workshop, which received an average quality rating of 4.1/5, where 1 is poor and 5 is excellent. One respondent commented, "I really enjoyed your workshop. As a geographer, I understand the importance of space – and paradoxically, I never had the idea to apply this to a teaching environment."
- 55 courses were hosted in the TI during the summer 2016, fall 2016 and winter 2017 semesters, with over 2600 students learning in the spaces. During this time, an additional 68 events were hosted supporting student learning and teaching related professional development in the TI for over 5300 learners and instructors – and 28 events were hosted by conference and events management for 2745 clients. In total, over 13,000 people used the TI spaces from Spring 2016 to May 2017.

- The TI Learning Spaces committee reviewed a total of 78 applications to use the TI spaces to host courses and course-related events in the TI for the fall 2016, winter 2017 and spring/summer 2017 semesters. 85% of all applications were approved, with the remainder not being able to be accommodated due to class size and scheduling conflicts. In feedback received from students and instructors, they acknowledged that the TI's learning studios create spaces that encourage active learning, group work and discussion; a shared learning environment between learners and instructors. Both learners and instructors appreciated the open space and natural light in the TI.
- 22 instructors teaching courses in the TI attended orientation sessions to familiarize them with the spaces and technologies available to them in the TI's flexible learning spaces.

Conference

- 255 participants, representing 26 institutions from across Alberta, Canada and Europe, attended the 2017 University of Calgary Conference on Postsecondary Learning and Teaching, representing an average growth of 29% over the last four years. There were a total of 70 presentations and conference sessions (53 peer-reviewers participated in 186 peer reviews of 93 proposals). 98% of respondents to the conference evaluations agree or strongly agree that the conference sparked or renewed their interest in teaching and learning (n=41). 91% agree or strongly agreed that the conference met or exceeded their expectations, and 95% agree or strongly agree that they were able to network and share information about teaching and learning with a new colleague as a result of the conference. One respondent to the conference evaluation stated, "I was able to take valuable insights away from every presentation on how to improve the program and ultimately the student experience." Another respondent noted, "It was really interesting to share ideas with other participants and realize that a) your problem(s) are also those of many teachers and b) there are a lot of classes/activities that I did not know about and would like to learn about."
- The first volume of the peer-reviewed, open-access, *Papers on Postsecondary Learning and Teaching: Proceedings of the University of Calgary Conference on Postsecondary Learning and Teaching* was launched with 7 papers and 1 book review focussed on the disseminating teaching and learning knowledge and practice. During its first two months, the proceedings had 507 views and 486 downloads.

Teaching Academy and Teaching Scholars

- The Teaching Academy members continue to share their teaching and learning expertise across the University community. 7 Teaching Academy Members participated as adjudicators for the University of Calgary Teaching Awards and Grants adjudication committees; 19 Teaching Academy Members hosted workshops or themed conversations through the Taylor Institute; 14 Teaching Academy Members provided advice to Teaching Award nominees through drop-in consultation sessions; 5 Teaching Academy members participated in Open Classroom Week; and 7 Teaching Academy Members participated in the peer to peer mentorship initiative (providing one-one peer mentorship to 5 new faculty members at UCalgary).
- In Winter 2017, 18 instructors from Science, Kinesiology, Arts, the Werklund School of Education, Social Work and the Taylor Institute for Teaching and Learning opened their classrooms to observers. There were roughly 300 observation spots available in 70 classes, for this year's 69 participants.

- During the 2016/17 academic year, the Teaching Scholars met regularly in a community of practice to share in and discuss their initiatives. Scholars have engaged in a variety of activities to help further strengthen teaching and learning across the University of Calgary such as:
 - 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 and discussions to help instructors of block week courses establish connections and increase student engagement;
 - providing workshops on contemplative pedagogies and mindfulness courses to help faculty reduce stress and build resilience;
 - developing collaborative teamwork activities and strategies for integration into nursing and medical undergraduate curricula;
 - redesigning nursing courses using team-based learning (TBL) and developing innovative strategies to support its integration throughout nursing curricula;
 - implementing curricula and community engaged teaching and learning partnerships to build strong connections between indigenous peoples, schools and communities, and to explore reconciliatory pedagogies; and,
 - developing student teamwork skills through feedback on personality and conflict management styles for students in large business, engineering and psychology courses. During the first academic year this initiative has resulted in over 4400 student interactions.

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
University of Calgary Teaching Scholar
Faculty of Arts

I have an enormous amount of gratitude for the Taylor Institute for Teaching and Learning (TI), and my Teaching Scholars Award. The Teaching Scholars Award has provided the resources for connecting with teaching faculty and staff across disciplines and developing a community to explore contemplative approaches to teaching and learning. The Teaching Scholars Community of Practice meetings hosted at the TI have been transformative in my own teaching practice as they have deepened my understanding and appreciation of the scholarship of teaching and learning. The Taylor Institute staff have provided strong leadership and support that has kept us focused, challenged, and enthusiastic in spite of our diverse academic disciplines and program goals.

Rachael Crowder
University of Calgary Teaching Scholar
Faculty of Social Work

The Teaching Scholars Program provided me a unique opportunity to initiate an ambitious new program to support the development of an evidence-based teaching practice in STEM graduate students. Through this program and my interactions with other Teaching Scholars, I have helped to forge new links with educators and learners at all levels across campus. The opportunities for educational leadership provided by the TSP are visionary and far-reaching – the program has helped to plant the seeds for transformative change in educational development throughout the university and beyond.

Isabelle Barrette-Ng
University of Calgary Teaching Scholar
Faculty of Science

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 campus.

The Teaching Scholars program has also allowed us to expand the scope of our graduate program, Indigenous Education: A call to action, to include innovative learning strategies, including that of the Brain Architecture Game and the Poverty Simulation event. Our publications and conference presentations on "reconciliatory pedagogy" are gaining increasing attention at both a national and international level. These activities propel the impact of our work beyond that of our graduate program to include undergraduate students, our fellow teaching scholars, the wider campus community, and scholars across the globe.

Yvonne Poitras Pratt
Patricia Danyluk
Werklund School of Education

Graduate Student Teaching Development

- 569 participants (354 unique users) attended one or more workshop offered as part of the graduate student teaching development program. 46 graduate student teaching development badges were issued to those who had attended a minimum of 5 workshops and submitted a reflective summary related to their experiences (over a 100% increase from the previous year). Sample quotes from those who completed this program:

"I would like to say that my learning experiences really opened some new visions in my own development of professional identify as a teacher. A vast number of topics were touched upon and activities we did were very useful for me and I will definitely apply some of them in my future career..."

“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”.

- 144 graduate students attended fall and winter TA Orientation. Comments from the workshop evaluations (n=79) revealed that 97% of those who attended the fall TA Orientation agreed or strongly agreed that they better understood the role of TAs as a result of attending TA Orientation, 99% agreed or strongly agreed that the day helped them identify in at least one campus resource to help them in their role as a TA, and 100% agreed or strongly agreed that it helped them recognize the concept of student-centred teaching, and that they were able to identify at least one specific teaching or communication strategy they could use in their role as a TA. Qualitative comments from the fall and winter TA evaluation revealed that the most valuable learning from the day related to Learning about the TA role, especially “the crucial relationship between TA-student at a professional level”; Learning to deal with situations and issues, including, “how to resolve tricky scenarios during labs and class times”; Learning about resources available on campus, such as, “the resources I can make available to students, especially library and student success centre”; Learning different teaching strategies, such as, “strategies for engaging students in active learning.”. Many participants also commented that the facilitators own teaching strategies, modelled the way, “Thank you! Excellent workshop! I really like how you implement your own strategies into the workshop!
- The Graduate Student and Postdoctoral Scholar certificates in university Teaching and Learning received institutional approval, becoming one of the University’s first non-credit certificate under the new credential framework and governance process for certificates. The programs will be launched in the fall 2017 and winter 2018 semesters, and are designed on an innovative “stackable badges” framework involving 5 core program components: Emerging Teachers Program; SoTL Foundations Program; Learning Spaces and Digital Pedagogies; Theories and Issues in Postsecondary Learning and Teaching; and Developing your Teaching Dossier. Through this novel format, participants can complete a workshop, a badge, or a full certificate. Two postdoctoral scholars have been hired to help implement and evaluate the success of these certificates over the next two years. The postdoctoral scholar certificate is offered through a partnership with the University’s Postdoctoral Scholar Office.

Scholarly Dissemination and Community Outreach

- EDU faculty and staff supported scholarly research and dissemination by:
 - publishing 8 peer-reviewed journal articles, 1 peer-reviewed professional manual, and 1 book chapter (on topics such as: rapport in educational development, change and improvement in postsecondary education; digital badges, curriculum review processes, the scholarship of educational development, educational development portfolios, book clubs, creativity in postsecondary education, peer learning).
 - publishing 7 blog posts on the Taylor Institute Connections blog (e.g. teaching philosophy statements, preparing awards program nomination letters, graduate student teaching development, formative feedback, learning spaces, course trailers)
 - completing 2 Taylor Institute guides (e.g., Teaching Squares, Formative Feedback);

- delivering 11 international, 9 national, 17 local conference presentations related to teaching and learning (e.g. on topics such as Course Design and Mental Health and Wellness; Student Engagement Indicators; evidencing educational development work, research methods in SoTL research; analysing curriculum mapping data; student engagement; high impact educational practices; flipped learning, and, teaching controversial issues)
- creating 18 new research-informed handouts, manuals and resources (e.g. on topics such as reflective practice; course outlines; curriculum review; quality teaching and learning in graduate programs, course design)
- Members of the EDU have provided educational leadership by participating on:
 - 8 faculty-level teaching and learning committees (e.g. Cumming School of Medicine Diversity Committee, Faculty of Science and Social Work Teaching and Learning Committee, Werklund School of Education Teaching and Learning Committee, Faculty of Graduate Studies - My GradSkills committee)
 - 16 institutional-level committees (e.g. Diversity Week Planning Committee, OER working Group, General Faculties Council Teaching and Learning Committee, Campus Mental Health Strategy Implementation, Teaching and Learning and Evaluation Subcommittees, NSSE Strategy Task Force, University of Calgary Teaching Awards and Grants adjudication committees, UCalgary Course Outline Review Steering Committee, UCalgary STEM Pedagogy Group)
 - 5 national and international committees or working groups to support the broader teaching and learning community (e.g. SoTL Canada Collaborative Writing Group, Educational Developer Caucus of Canada Action Groups on Centre Leaders and Program Evaluation, ISSoTL Conference Planning Committee, Collaboration for Online Higher Education Research (COHERE))