

CENTRE FOR TEACHING AND LEARNING
ANNUAL REPORT

2016

Events

Awards

Research

Workshops

Consultations

Online and Blended Course Development

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FROM THE ACADEMIC DIRECTOR



2016 was an exciting year of new possibilities for the Centre for Teaching and Learning. We continued our long history of working with instructors and programs to enhance the student learning experience and also brought in new perspectives, ideas, and expertise by hiring a new team of full-time educational developers. It was such a pleasure for me to start as the new Academic Director in October with a strong team of Associate Directors and staff in place and to learn through many conversations with colleagues across the institution how CTL's work has been consistently valued.

Due to the transition, our annual report this year is a brief summary of topics, events, and participation numbers. It really doesn't do our work justice. For example, the types of consultations we do are as varied as the instructors and departments on campus, ranging from brief phone or email conversations, to several hours of collaboration to develop a new teaching strategy or assessment for a course, to sitting on a course development committee over the course of an academic year, to a multi-year commitment to help "blend" a course by working with the instructor(s) to design and produce not only online content but also classroom activities which are meant to complement one another. Similarly, our annual events range from New Professor Orientation in August to the multi-day Festival of Teaching in May, which brings together UofA instructors to foster, celebrate, and share excellence and innovation in teaching across the University. We intend that the depth and breadth of our work will be more evident in future reports.

We are also working on many more initiatives to support teaching and learning at the UofA which we look forward to communicating in the next year. In the meantime, I'd like to express my appreciation to Dr. Roger Graves who served as the Director for most of 2016, and also to past and present CTL staff who created such a strong foundation on which to continue to build.

Janice Miller-Young
Academic Director, Centre for Teaching and Learning
Professor, Biomedical Engineering

PEOPLE

CTL Staff

Director

Janice Miller-Young, PhD, Director (October - Present)
Roger Graves, PhD, Director (January - October)

Associate Directors

(seconded faculty members, part-time in CTL)

Ken Cor, PhD,

Director of Assessment, Pharmacy &
Pharmaceutical Sciences,
Associate Director (Assessment)

Roger Graves, PhD,

Professor, English & Film Studies,
Associate Director (Writing), (July - Present)

Heather Graves, PhD,

Associate Professor, English and Film Studies,
Associate Professor, Writing Initiatives,
Associate Director (Writing), (January - June)

Norma Nocente, EdD,

Associate Professor, Secondary Education,
Associate Director (Educational Technology)

Carla Peck, PhD,

Associate Professor, Elementary Education,
Associate Director (Curriculum)

Educational Developers

Tracy Onuczko, MEd, Associate Director (Educational
Development), (January - August)

JR Dingwall, MEd

Cosette Lemelin, PhD

Ellen Watson, MEd

Administrative Staff

Sinem "Sim" Senol, Administrative Professional Officer

Curtis Champagne, Strategic Initiatives Manager

Jen Carstensen, Administrative Coordinator

Lily Lai, Communications Coordinator

Special Project Staff

Rishi Jaipaul, Blended Learning Team Lead

Katelyn Lindmark, Blended Learning Support Team

Noah Shillington, Blended Learning Support Team

Martin Spilke, Blended Learning Support Team

Megan Sumner, Blended Learning Support Team

Fran Vargas, Blended Learning Support Assistant

Josh Westlake, MOOC eLearning Specialist

Dan Harvey, Project Manager & Senior Consultant (WAC)

Shahin Moghaddasi Sarabi, Graduate Teaching Assistant
(WAC)

Carol Brown, Contract Educational Developer

Anita Parker, Part Time Research Assistant

CTL Advisory Committee

CTL delivers on its mission by bridging networks and leveraging expertise residing in partner programs (other university units with a mandate that touches on the learning environment) and faculties. The active link between CTL and faculties is CTL's Advisory Committee.

The Advisory Committee is made up of a representative from each of the UofA's faculties, usually an Associate Dean with teaching and learning in their portfolio, student associations, and teaching award recipients. This advisory committee identifies and helps shape CTL's priorities and ultimately highlights key teaching and learning related issues for the UofA as a whole.

Faculty Representatives

Scott Jeffrey, Associate Dean (Academic), Agricultural, Life and Environmental Sciences

Allen Ball, Associate Dean (Student Programs), Arts

Michelle Inness, Assistant Professor, Business

Janet Wesselius, Associate Dean, Augustana

Yvette D'Entremont, Associate Professor, Faculté
Saint-Jean

Patricia Boechler, Associate Dean (Graduate Studies and
Research), Education

Jason Carey, Associate Dean (Programs & Planning),
Engineering

Christie Schultz, Assistant Dean (Academics), Extension

Renee Polziehn, Professional Development & Outreach
Director, FGSR

Chris Sprysak, Associate Dean (Research), Law

Carol Hodgson Birkman, Gilbert Chair in Medical Education
and Scholarship, Medicine & Dentistry

Nathalie Kermaal, Associate Dean (Academic), Native
Studies

Carolyn Ross, Associate Professor, Nursing

Terri Schindel, Associate Dean (Undergraduate Program),
Pharmacy

Janice Causgrove Dunn, Associate Dean (Undergraduate
Program), Physical Education & Recreation

Faith Davis, Associate Dean (Education), Public Health

Liz Taylor, Associate Dean (Professional Programs and
Teaching), Rehabilitation Medicine

Glen Loppnow, Associate Dean (Learning and Innovation),
Science

Student Representatives

Harsh Thaker, Vice President Academic, Graduate Students
Association

Fahim Rahman, Vice President Academic, Students' Union

Teaching Award Winners

Olenka Bilash, Professor, Secondary Education

Billy Streat, Professor, Extension Faculty

EVENTS

- BY THE NUMBERS

CTL offered dozens of workshops and programs taught by content experts from across campus including CTL's educational developers, faculty members, and other instructional and professional staff. For a complete list of topics, see page 5.

Sessions, Workshops, Programs	Events	Registration
Award Information Sessions	3*	28
Teaching and Learning Sessions	30*	716
New Professor Teaching Orientation	1*	46

Partnership programming done in collaboration with:	Events	Registration
Arts Pedagogy Research and Innovation Laboratory (APRIL)	3*	47
Student Accessibility Services	4*	48
Various Departments	3*	92

Teaching Events	Events	Registration
Catalysts: A Conversation Series on Teaching	2*	60
Festival of Teaching	1*	266
Symposia	2*	157

*Events with registration through the Learning Shop, CTL's online registration system

**Third Catalyst event was part of the Festival of Teaching (registration not available).

49

TOTAL NUMBER
OF EVENTS

29

AVERAGE NUMBER
OF REGISTRATIONS
PER SESSION

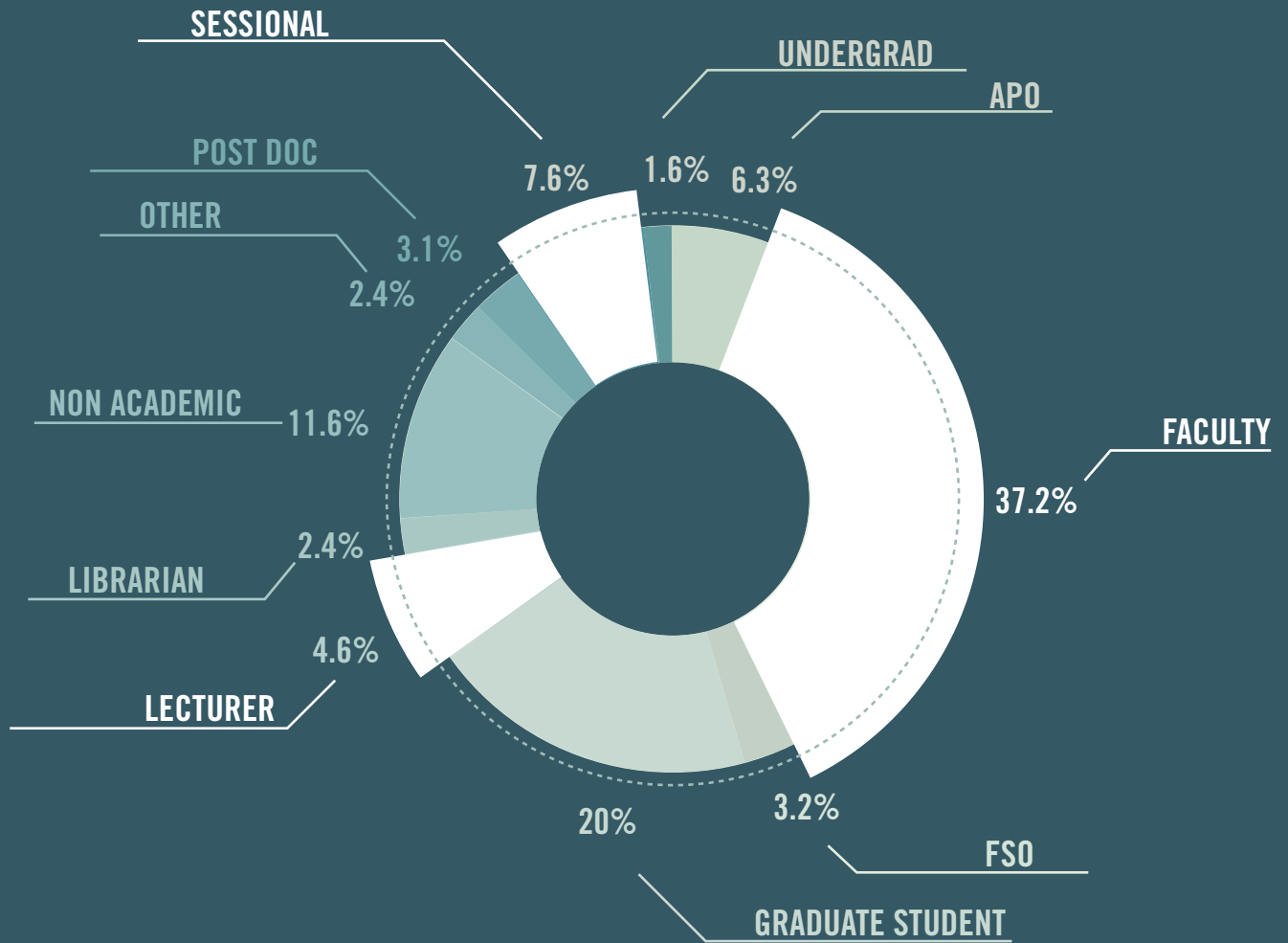
1,460

TOTAL NUMBER
OF REGISTRANTS IN
ALL CTL SESSIONS

EVENTS

- BY PARTICIPANTS

Participation statistics from events with registration through the Learning Shop.



Instructor participation (Faculty, Lecturers, Sessionals) in CTL events



EVENTS

- BY TOPICS

a) Professional Development Sessions,
Workshops, Partnership Programs

b) Teaching Events

**a) Professional Development Sessions,
Workshops, Programs**

**3M National Teaching Fellowship Preparation Workshop
& Consultations**

June 27, 2016

**A Picture is Worth 1000 Words: Using Images to Improve
your Classroom Presentations**

November 16, 2016

**Arts Pedagogy Research and Innovation Laboratory
(APRIL) Better Blended Learning**

March 4, 2016

**Arts Pedagogy Research and Innovation Laboratory
(APRIL) Pedagogical Panels and Experiential Learning**

January 15, 2016

**Beyond the Course Textbook: Using Audio and Video
in Your Course**

October 12, 2016

**Beyond YouTube.. Discovering Streaming Content
for Your Class**

November 23, 2016

Blended Learning Series - What will my blend be?

March 10, 2016, November 9, 2016

Blended Learning Series - Blended Interactions

April 6, 2016, November 22, 2016

Blended Learning Series - Mixing Assessments

April 27, 2016, December 7, 2016

**Concepts in Course Design: Mapping Out a Learner
Centred Course**

June 23, 2016 | July 12, 2016 | July 28, 2016

October 4, 2016 | October 25, 2016 | November 8, 2016

**Discover Open Education: Finding Open Educational
Resources** — February 18, 2016

**Duty to Accommodate: The role of UofA's instructional
employees, support staff and students in providing exam
accommodations**

January 20, 2016, March 2, 2016,

September 28, 2016, November 30, 2016

**Facilitating Engaging Discussions: Tools to Move from
Lecture to Discourse**

May 26, 2016

Formative Assessment and Giving Effective Feedback-

June 29, 2016

**How Can I Make Multiple-Choice Questions More
Effective?**

December 6, 2016

How to get your students to do the readings

February 17, 2016

**"Make it Stick! What works when teaching in higher
education"**

January 25, 2016, February 29, 2016

Making the Most of a Guest Speaker

September 7, 2016

**Mid-Summer Reflection on Teaching: Developing your
Teaching Philosophy**

July 6, 2016

New Professor Teaching Orientation

August 3, 2016

Self Assessment of Graduate Attributes

September 30, 2016

Student Engagement Strategies for the Large Classroom

December 14, 2016

Teaching First-Year Students: Challenges and Rewards

September 27, 2016

Teaching and Learning Online

August 16, 2016

Teaching Students to Use Faculty Feedback

March 15, 2016

Technology Tools to Support Active Learning in the Classroom

June 15, 2016

Using Rubrics to Make Grading Simpler

September 14, 2016

Voice-Over Power Pointers: Tips for Sharing your Time-Tested Lectures Online

May 11, 2016

Who Am I When I Teach? Understanding Teaching Persona

July 19, 2016

What's the Best Way to Grade Participation?

August 25, 2016

b)Teaching Events

Catalysts: A Conversation Series on Teaching

This is a monthly series of conversations with UofA teaching award winners on their trials and triumphs in teaching. Led by the award winners themselves, the series is meant to provide a forum for celebration, conversation and reflection about teaching practices.

Developing Student-Teacher Relationships

— October 18, 2016

Christine Hughes, Beverly Kula, Glen R. Loppnow and Carla Peck

Teaching-Intensive Academic Positions at Research-Intensive Institutions: Why We Need Them — May 6, 2016

Yoram Apelblat, Roger Graves, Frances Plane, Fahim Rahman, Frank Robinson and Candy Sloboda

Measuring Teaching Scholarship: What do we value?

— April 11, 2016

Suzanne Kresta

Festival of Teaching

The University of Alberta's Annual Festival of Teaching is an opportunity to promote and celebrate excellence and scholarship in teaching and learning.

This two day event gave members of the U of A community an opportunity to share, demonstrate, explore, and debate diverse approaches to the craft and scholarship of teaching with the goal of enhancing the teaching and learning environment across the institution. The event featured FoT Spots, keynote speakers, concurrent presentations, workshops, poster sessions, and networking opportunities.

FoT Spots. 5-minute talks. 10 innovative teachers.

— May 5, 2016

FoT Spots is an event that featured short, five-minute presentations by award-winning U of A instructors. Presenters shared the creative techniques they use both to fuel the academic passions of their students and to energize their own teaching practice.

Festival of Teaching FoT Symposium

— May 6, 2016

Keynote: Ken Bain, President of the Best Teachers Institute and a former professor of history at Northwestern, Vanderbilt, University of Texas, and New York University.

Ken Bain is one of the best known teachers and scholars of teaching and learning in the United States and the western world. His works have been translated into 12 languages, and are widely read and discussed across Europe and Latin America and is becoming well known in China and East Asia. A well accomplished historian, he earned his reputation in teaching and learning with the 2004 publication of *What the Best College Teachers Do* (Harvard University Press), one of the most widely read and influential scholarly books published in the U.S. in the last half century. He is currently the president of the Best Teachers Institute, a research and education organization, but he spent much of his academic career at Vanderbilt, Northwestern, and NYU, before becoming Provost and Vice President for Academic Affairs at the University of the District of Columbia.

Symposium Series

Centre for Teaching and Learning (CTL) symposium series are interdisciplinary sessions delivered by internationally recognized experts and practitioners on a thematic discussion. They are aimed at exploring teaching and learning issues related to the University's academic plan and discovering practical ways to apply educational theory and research to positively transform our everyday classroom practices.

Blended Learning Showcase — November 9, 2016

The University of Alberta Provost's Digital Learning Committee in conjunction with the Centre for Teaching and Learning, hosted a Blended Learning Showcase to feature various courses on campus that have implemented a blended learning approach. Results from research on student and instructor perceptions of the blended learning courses at the University of Alberta were also presented.

Improving Student Assessment: Creating valid, fair and transparent practices in higher education — August 4, 2016

Keynote: Sue Bloxham, Emeritus Professor of Academic Practice at the University of Cumbria

Sue Bloxham is Emeritus Professor of Academic Practice at the University of Cumbria and an educational consultant. She has taught in higher education for many years, developing a particular interest in assessment. Sue has published widely in the field including the best-selling *Developing Effective Assessment in Higher Education* (Open University Press) with Pete Boyd and was awarded a National Teaching Fellowship in 2007. She has been chair of the international Assessment in Higher Education Conference since 2008. Sue's interest in assessment originally focused on how we manage our higher education assignments and examinations to support the achievement of students from under-represented groups. She has also researched and published on matters such as student skills development, group assessment, feedback, course design and marking. In recent years, her interest in what students need to do to succeed in university assessment has inspired research into how instructors recognise quality in their marking and the use of standards by academics. She has also contributed to the Higher Education Academy's *A Marked Improvement* guide to transforming assessment in the University sector. She is regularly invited to speak on the topic of assessment at Universities and conferences in the UK and abroad.

CONSULTATIONS

The Centre for Teaching and Learning offered consultations on a variety of topics, including, but not limited to:

The Development of Teaching

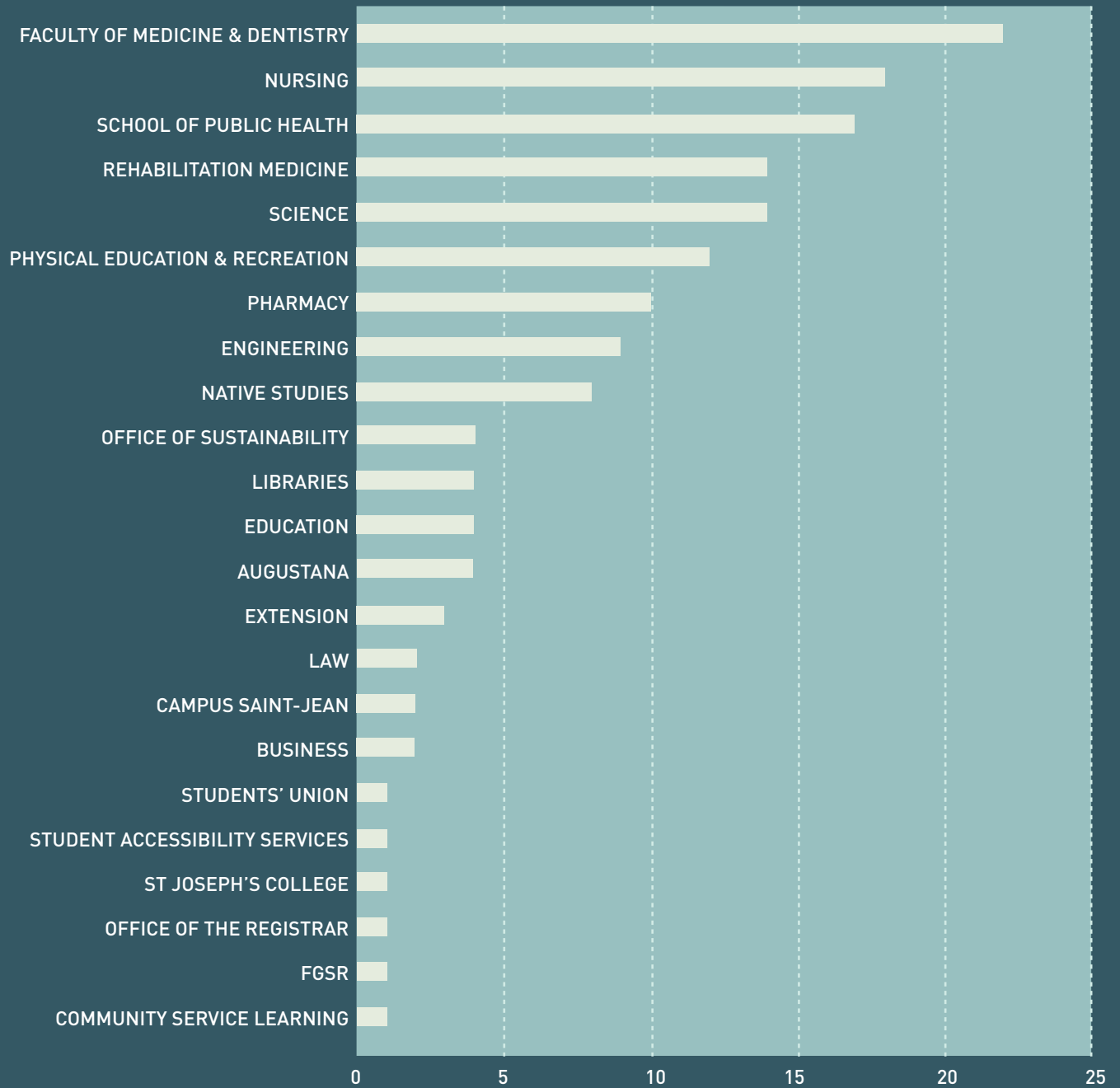
These consultations cover a variety of topics, but are often related to course development and/or teaching reflection. Some examples of questions that may be addressed in these consultations with an educational developer are:

- I want to change an assignment in my course. How can I develop and assess this assignment?
- What is a teaching philosophy statement and how do I write one?
- I am looking to integrate new technology into my classroom assessment. What types of technology are available to me and which might best fit my classroom environment?
- What are learning outcomes and how do I write them?
- My students are not participating as much as I would like in my course. Can we discuss strategies to increase participation?
- What are my USRI's really telling me?
- How can I revise my current course into a compressed course or online format?

CTL Associate Directors were also available for consultations, consulting on TLEF submissions and have expertise in Teaching Writing, Assessment, Educational Technology, and Curriculum.

CONSULTATIONS

- BY FACULTY



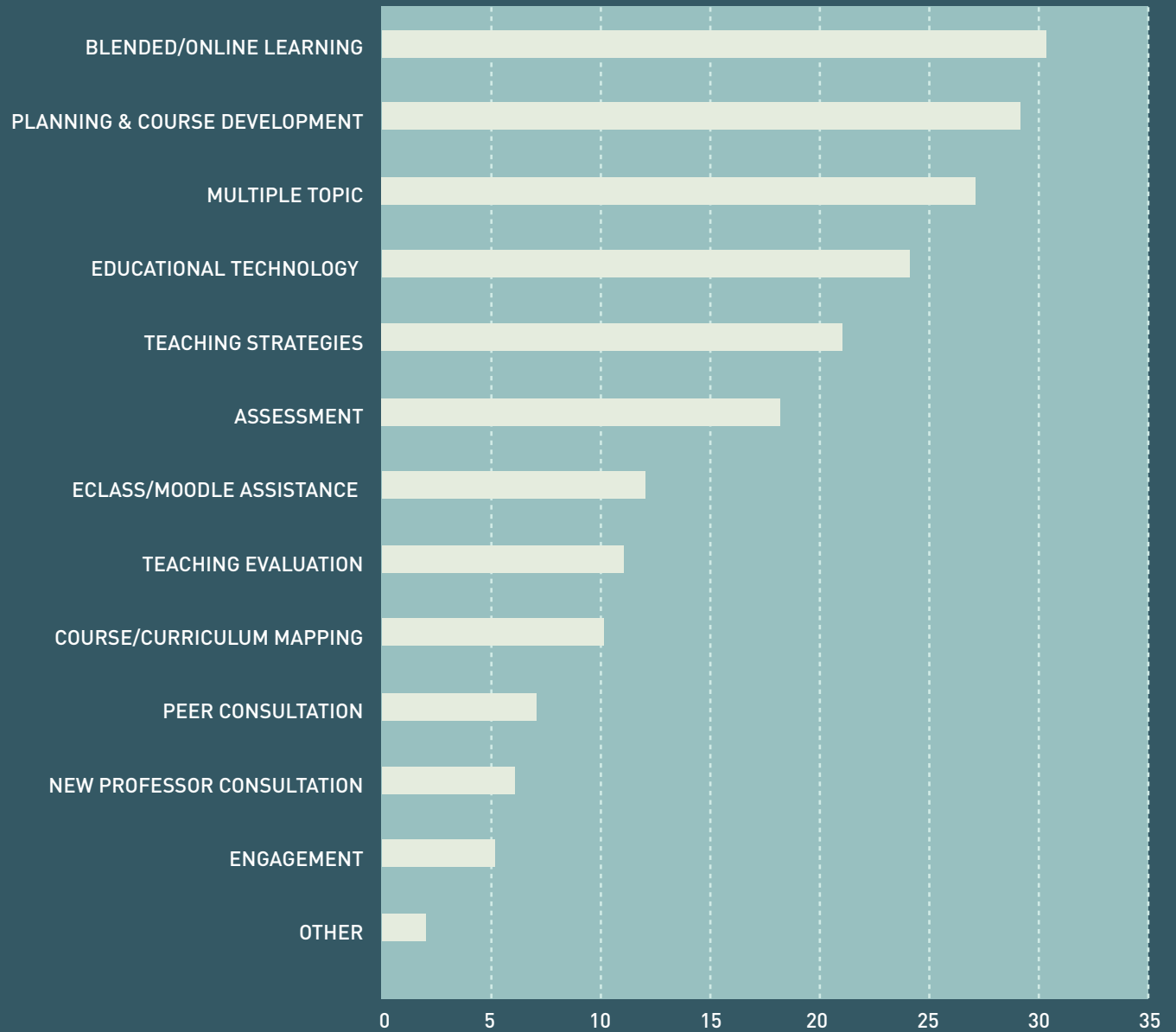
155

TOTAL NUMBER
OF CONSULTATIONS

CTL Educational Developers and/or Associate Directors provided individuals or teams of instructors with one-on-one consultations.

CONSULTATIONS

- BY TOPICS



The table above is a list of topics discussed with individuals or teams of instructors, and CTL Educational Developers and/or Associate Directors.

CONSULTATIONS - BY TOPICS

- INVITED FACULTY/UNIT-SPECIFIC WORKSHOPS

Faculty/Unit specific workshops delivered by CTL Educational Developers and/or Associate Directors (17 sessions) – as follows:

Faculty of Medicine and Dentistry - Faculty Development Series

Faculty of Medicine and Dentistry - Educational Development

Political Science - Active Learning

Political Science - Beyond the Paper: Alternatives to the Major Essay Assignment

School of Public Health - Peer Review of Teaching

School of Public Health - Philosophy of Teaching

School of Public Health - Active Learning Workshop Part 1

School of Public Health - Active Learning Workshop Part 2

School of Public Health - Focal Area Development in Core Program

School of Public Health - This is Public Health Working Group 1

School of Public Health - Professionalism and Leadership Working Group 2

School of Public Health - Evidence in Public Health Practice Working Group 3

University of Alberta Libraries - Backwards Design Workshop

University of Alberta Libraries - Maximizing the Effectiveness of One-off Workshops

University of Alberta Libraries - Formative Feedback

University of Alberta Libraries - Review/Refresher of Previous Topics

University of Alberta Libraries - Active Learning Bootcamp

MOOCS AND BLENDED LEARNING PROJECTS

In 2016 CTL continued to collaborate with instructors across campus, providing support and resources to incorporate digital technology into their courses. We worked with a wide variety of educators to create new, digital, flexible, and engaging learning experiences.

a) MOOCs

b) Blended Learning Projects,

c) Ongoing Blended Learning Projects

Blended Learning and MOOC support is awarded by the Provost's Office. CTL supports these initiatives in a range of ways. We work with instructors and programs to redesign both the online and face-to-face components of a course, using research-based principles of course design and how people learn. Depending on needs and scope of the project, our production team often produces the online components, tools, and resources for the course. Awards are given each year and most projects are multi-year initiatives.

Examples of blended learning courses developed at the University of Alberta can be found at <http://blendedualberta.ca/case-studies/>

a) MOOCs

Science and Religion 101 (Summer 2017)*+
 Introduction to the Arctic: Climate (Winter 2017) *
 Mountains 101 (Winter 2017) *+
 Paleontology: Theropod Dinosaurs and the Origin of Birds (Winter 2017) *+
 Paleontology: Ancient Marine Reptiles (Winter 2017) *+
 Paleontology: Early Vertebrate Evolution (Winter 2017) *+
 Indigenous Canada (Fall 2017) *+
 Understanding Video Games (Fall 2017) *
 Dino 101 *

* technical support through Coursera
 + educational developer support through CTL

b) Blended Learning Projects

The following blended learning projects were awarded in April 2016.

Faculty of Arts

- EASIA 101 - Understanding East Asia
- PSYCO 223 - Lifespan Developmental Psychology

Faculty of Engineering

- ECE 312 - Embedded System Design
- ENGG 404 - Engineering Safety and Loss Management

Faculty of Medicine and Dentistry

- D HYG 340/DDS 545 - Dental Radiography

Faculty of Native Studies

- Aboriginal Governance and Partnership (AGP) Programs

Faculty of Physical Education and Recreation

- HE ED 110 - Introduction to Personal Health and Well-Being

Faculty of Science

- CMPUT 175 - Introduction to the Foundations of Computation II
- STAT 151 - Introduction to Applied Statistics I

c) Ongoing Blended Learning Projects

Faculty of Arts

- ECON 102 - Introduction to Macroeconomics
- LING 101/102 - Introduction to Linguistic Analysis / Introduction to Linguistics II

Faculty of Engineering

- CIV E 398 - Introduction to Continuum Mechanics
- MEC E 260 - Mechanical Design I

Faculté Saint-Jean

- FRANCO 235 - Survol de la littérature francophone

Faculty of Science

- BIOL 108 - Introduction to Biological Diversity
- MATH 114* - Elementary Calculus I

(*Calendar change to "MATH 134 - Calculus for the Life Sciences" pending)

WRITING ACROSS THE CURRICULUM (WAC)

This year the WAC program engaged in five different types of activities to support writing instruction across the university:

1. consultations with individual instructors;
2. workshops for departments and programs to help their faculty improve how they teach writing in their classes;
3. classroom presentations to help students begin major writing assignments in particular classes;
4. group tutorials where students from these classes could receive feedback on assignments drafts; and
5. presentations and workshops for undergraduate and graduate student groups on diverse aspects of disciplinary writing.

We work with instructors and departments/programs focused on helping instructional staff to develop, give good feedback on, and mark writing assignments in their classes. Classroom and group presentations focused on helping students at the graduate and undergraduate levels to improve their ability to write academic prose in their disciplines. The group tutorials provided forums for students to ask questions and receive feedback on those drafts they were working on.

In 2016 the WAC program built on our research into writing assignments across the curriculum by beginning a large project with the ALES faculty. In the past we have gathered syllabi to document how much writing and what kinds of writing students were asked to do in Nursing, Pharmacy, PERLS, Political Science, and Community Service Learning. We have gathered data for the entire ALES faculty in 2016, and in 2017 we will process and report on our findings to the faculty and each program within it.

In 2016 we also began testing the viability of using the Game of Writing software the WAC program developed in partnership with Writing Studies, Humanities Computing, and the Arts Resource Centre (all of the Faculty of Arts). Together with CTL, we worked to implement and support the use of GWrit with East Asia 101 students. Early data suggests the experiment worked well to develop student writing skills, and we have continued to support this course in 2017.

Writing Across the Curriculum (WAC) Writing Lectures

Class Presentations on Course Writing Assignments:

Winter 2016

Agricultural, Life & Environmental Sciences ANSC 120

Agricultural, Life & Environmental Sciences ANSC 375

Arts POLS 261

Arts POLS 350

Arts ARTH 411/511

Arts ARTH 309

Arts HIST 115

Arts HIST 391

Arts ART 441

Engineering CHEM 365/465

Medicine and Dentistry LABMP 590

Nursing NURS 303

Nursing NURS 399

Rehabilitation Medicine OCCTH 566

School of Pubic Health SPH 603

Fall 2016

Arts HIST 309

Arts HIST 403/503

Arts MUS 102

Medicine and Dentistry ONCOL 254

Medicine and Dentistry RADTH 328

WRITING ACROSS THE CURRICULUM (WAC)

Writing Across the Curriculum (WAC)

Invited Faculty Unit Specific Presentations

Dental Hygiene Program Instructors	Creating and Grading Writing Assignments
Dental Hygiene Program Instructors	Responding to Student Writing
Dental Hygiene	Orientation to 4th Year Writing
School of Public Health	Evaluating and Responding to Student Writing
English and Film Studies	Writing grant applications
Department of Renewable Resources	WAC and Scholarly Writing Support on Campus

Writing Across the Curriculum (WAC)

Workshops for Students (Graduate and Undergraduate):

ChemEng 365/465	First class contact
ChemEng 365/465	Writing to understand: the situation report
ChemEng 365/465	Revising your situations report
ChemEng 365/465	Building your project description
ChemEng 365/465	Turning a situation report into a final report
ChemEng 365/465	Building your economic evaluation
ChemEng 365/465	Final report: text review, recommendations and conclusions
Dental Hygiene	Orientation to 4th Year & BSc
GAPSS Writing Workshop	Writing Positive and Informative messages
Engineering Professional Development Workshop	Pitching your technical project
Engineering Writing Group	Writing group
PERLS Graduate Students Writing Group	Writing the Research Article Literature Review
School of Public Health	TA Workshop

Writing Across the Curriculum (WAC)

Research and Outreach:

ALES writing assignment research
Department Meeting of Renewable Resources
EASIA 101 support

AWARDS AND FUNDING RECIPIENTS

Through administration of several awards and funding, the Centre for Teaching and Learning (CTL) honors teaching excellence, scholarship and innovation. CTL supports instructors in their pursuit of teaching awards by identifying award opportunities and developing strong nomination packages.

Centre for Teaching and Learning - Adjudicated Awards

Summer Student Employment Awards

UNDERGRADUATE STUDENT AWARDS

- Alexander Choy (BA Honors After Degree - Psychology)
- Alexandra Malley (BSc - Biology)
- Azadeh Abdolrazaghi (Linguistics)
- Maggie Salopek (BA - Psychology)
- Neil Anderson (BSc - Materials Engineering)

GRADUATE STUDENT AWARDS

- Belisarius Welgan (MA - Classical Languages)
- Cerina Lee (MPH - Health Promotion)
- Meredith Snyder (PhD - English)

Visiting Speaker Grants

- Physical Education and Recreation Faculty - Robert Grandjambe Jr. - Presentation: "*Woodland Cree Hunting and Trapping*"
- The Physical Activity and Diabetes Laboratory - Dr. Gregory duManoir (University of British Columbia, Okanagan Campus) - Keynote presentation: "*Educational Leadership — Navigating the process in the early stages of your career*"
- Department of Chemistry - Dr. Jill Robinson (Indiana University) - Keynote presentation, "*Strategies for Effective Active Learning*", 2016 Walter E. Harris Workshop.
- Physical Education and Recreation Faculty - Dr. Adam Sarty (Saint Mary's University) - Keynote presentation, "*Venturing into Researching our Teaching: Lessons Discovered by a Physicist*"

Awards for Faculty Excellence

These were among the awards recognized at the 2016 Celebrate! Teaching.Learning.Research on September 21, 2016.

Distinguished University Professor

- Olive Yonge (Nursing)
- James Pinfold (Physics)

McCalla Professorships

- Jie Chen, Faculty of Engineering
- Gordon Gow, Faculty of Extension
- Devereaux Jennings, Alberta School of Business
- Wendy Hogle, Faculty of Arts
- Simon Landhausser, Faculty of Agricultural, Life and Environmental Sciences
- Kim Misfeldt, Augustana Campus
- Ralf Schirrmacher, Faculty of Medicine and Dentistry
- John Waldron, Faculty of Science

Vargo Teaching Chair

- Pierre Mertiny (Mechanical Engineering)

Awards for Teaching Excellence

The following awards were celebrated at the U of A Teaching Awards Reception on May 19, 2016:

Provost's Award for Early Achievement of Excellence in Undergraduate Teaching

- Clover Bench (Faculty of Agricultural, Life and Environmental Sciences)
- Brendan Pass (Faculty of Science)
- Kisha Supernant (Faculty of Arts)

Rutherford Award for Excellence in Undergraduate Teaching

- Barbara Billingsley (Faculty of Law)
- Anna Oswald (Faculty of Medicine and Dentistry)
- Fred West (Faculty of Science)

Award for Excellence in Graduate Teaching

- Lu-Anne McFarlane (Faculty of Rehabilitation Medicine)
- Denise Larsen (Faculty of Education)

Teaching Unit Award

- Janet A. W. Elliott and Anastasia L. Elias (Faculty of Engineering) for "CHE 243 Engineering Thermodynamics"

William Hardy Alexander Award for Excellence in Undergraduate Teaching

- Marie Nychka (Faculty of Arts)

QUESTIONS? CONTACT US:

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UNIVERSITY OF ALBERTA
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