**Canadian Association of Geographers**

**Certificate in Teaching and Learning Initiative**

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**Context**

There is a call, like never before, for champions of teaching in higher education. This is evident in the opportunities for promotion and career advancement based on excellence in teaching (Brown et al., 2002) and in declarations about teaching such as Smith’s (1991 p. 63) statement, while Commissioner of the *Commission of Inquiry on Canadian University Education,* that:

“teaching is seriously undervalued at Canadian universities and nothing less than a total re-commitment to it is required.”

Boyer (1990) and Rice (1986) supported this emphasis on teaching and argued that the definition of scholarship should be broadened to include the ‘scholarship of teaching.’

The Rae Report (2005 p. 17) refered to:

“a renewed commitment to something very basic: teaching excellence”

and recommended:

“direct new investments towards teaching excellence and education innovation so that students have increased opportunities for meaningful contact with faculty, and better facilities and equipment” (Rae, 2005 p.30, 53).

One of the new investments described in the Report is the creation of a Council on Higher Education that will have as a key responsibility:

“leading a renewed focus on the pre-eminence of teaching and teaching excellence at postsecondary institutions” (Rae, 2005 p. 51).

This Council was created as the Higher Education Quality Council of Ontario through the Higher Education Quality Council of Ontario Act, 2005 (HEQCO Annual Report 2006/2007). The increased emphasis on teaching in higher education creates the need for comprehensive professional development of teaching skills. Providing professional development activities related to teaching within disciplines (Gibbs et al., 2009) and supported by national discipline societies will enhance both the credibility and applicability of the training.

**Objective of the Initiative**

Many graduate students will find themselves involved in teaching both while they are obtaining their degree and subsequent to their graduation. For example, once graduated they may be formally teaching while employed in academia in the elementary or in the secondary school system; or teaching informally in a plethora of different professions. Teaching seems to come naturally to a select few individuals but the majority must spend considerable effort and time developing their teaching skills. This proposal describes a formalized program for providing professional development activities related to teaching for graduate students by the Canadian Association of Geographers (CAG). It is anticipated that there may be interest in participating beyond graduate students. For example senior undergraduate students and junior faculty may wish to participate.

**Benefits**

Graduate students will benefit from this program because of the opportunity to enhance their teaching skills and expand their network of professional contacts. Additionally, since the program will provide a certificate of completion, graduate students will be able to document their experience for future employers. There is a distinct benefit to the academy because the existence of this program demonstrates the CAG’s awareness of the evolving nature of scholarship and the development of better geography teachers. In addition, the skills acquired in the program will allow individuals who choose to be primarily research faculty to more easily succeed as teaching faculty. Session facilitators, who will generally be geography faculty members, will receive an intrinsic reward from benefiting the teaching of others and by being able to identify the experience as an example of their educational leadership.

***Learning Outcome***

Upon completion of the CAG Certificate in Teaching and Learning a participant will have:

* gained pedagogical knowledge;
* developed skills (i.e., critical and creative thinking; teaching competence; leadership; knowledge mobilization and knowledge translation); and,
* increased awareness about the value and recognition of the importance of teaching and learning in geographic education.

**Mode of Delivery**

The program will be offered as a series of modules delivered through workshops at the annual national conference and at regional meetings with pre- and post-workshop requirements for each module. One or more core modules will be developed as online modules.

**Potential Collaborators**

This is a large project to undertake and should recognize the contributions possible from education partners in other organizations including: Association of American Geographers (AAG), Teaching and Learning Centres at individual institutions, Graduate Studies Departments at individual institutions, the Society for Teaching and Learning in Higher Education.

This project aligns well with the professional skills development for graduate students proposed by the Canadian Association for Graduate Studies (CAGS). A number of skills identified in the CAGS proposal will be developed through this program (i.e., critical and creative thinking; teaching competence; leadership; knowledge mobilization and knowledge translation) (CAGS, 2010).

Award winning geography teachers (e.g., 3M, OCUFA, institutional) are potential collaborators (see Appendix 1). A number of Teaching and Learning Centres within Canada offer graduate level courses and/or workshops. Some of the courses are described in Appendix 2. The intent is that the modules described in this proposal would complement these courses.

**Potential Topics**

A wide list of topics has been identified including:

1. Geography Field Trip Planning
2. Geography Course Development (blending skills & knowledge; ensuring respect and avoiding academic arrogance; determining what is reasonable; service vs. core teaching)
3. Pedagogy 101 (potentially online)
4. Creating Meaningful Learning Objectives/Outcomes (potentially online)
5. Skill Development: Finding the Right Balance between Technical, Critical and Spatial
6. Effective Assessment
7. Subject Matter Delivery in the Geography Classroom
8. Curriculum Development in both Natural and Social Sciences
9. Documenting Excellence in Geography Teaching
10. Connecting with First Year Students in the Geography Classroom
11. Active Learning in the Geography Classroom
12. Assessment in Geography
13. Designing Service Courses in Geography
14. Developing Numeracy Amongst Geography Majors
15. Geovisualisation in the classroom: using GIS, virtual globes and online mapping

**Logistics**

***Potential Participants***

All graduate students and early career academics would be encouraged to participate.

***Certificate Requirements***

The CAG Certificate in Teaching and Learning will be presented annually at the CAG meeting to those participants who have completed seven modules. No more than three of the seven modules for the Certificate may be completed on-line. Four of the modules are required and the three of the modules are selected from a list of electives. The required courses are:

* Field Trip Planning – including Risk Management
* Geography Course Development (blending skills & knowledge; ensuring respect and avoiding academic arrogance; determining what is reasonable; service vs. core teaching)
* Pedagogy 101\*
* Creating Meaningful Learning Objectives/Outcomes\*

The elective courses can be selected from the following list:

* Skill Development: Finding the Right Balance between technical, critical and spatial
* Effective Assessment
* Subject Matter Delivery in the Geography Classroom
* Curriculum Development in both natural and social sciences
* Documenting Excellence in Geography Teaching
* Connecting with first year students in the geography classroom
* Academic Freedom/Academic Integrity
* Active Learning in the Geography Classroom
* Assessment in Geography
* Could add others if we get feedback on additional topics

\* These courses lend themselves to an on-line delivery mode and will be the first ones developed in that format. They may, on occasion, be offered in person.

***Module Components***

Each module, regardless of mode of delivery will consist of three components. The first component, requiring 2-3 hours of participant work will be pre-module readings. Typically, this will be 2-3 readings selected by the module facilitator(s).

The formal instruction will occur either in-person or on-line and will normally consist of ninety minutes. At the start of the formal instruction participants will be asked to sign a declaration indicating that they have completed the pre-module work, are aware of the due dates for the module deliverables and will be informed of the community of learners that they are joining as a result of their participation in the module. The declaration will include acknowledgement that information is collected for the purpose of monitoring Certificate completion.

The third component is the post-module work consisting of an assessed deliverable (e.g., field trip plan, course outline, or teaching statement) and a 250 word reflective piece. For the reflective piece participants will respond to the following three questions: What did I learn? What challenged me? What further do I need to learn? The deliverables will normally be due two weeks post-meeting to the module facilitator(s) and will be returned to participants six weeks post submission with constructive feedback and an indication of completion status (i.e., satisfactory or unsatisfactory). All assessment will be the responsibility of the module facilitator(s). An unsatisfactory outcome will result in the participant not receiving any credit towards the certificate for that specific module.

To encourage involvement as a community of learners each participant in the certificate will become members of the CAG Geographic Education Study Group, provided they maintain their CAG membership. The CAG Geographic Education Study Group members will develop individual membership profiles housed on the certificate page of the CAG Geographic Education Study Group website.

***Certificate Administration***

The CAG Certificate in Teaching and Learning will be administered by the Certificate Steering Committee of the CAG Geographic Education Study Group. The Steering Committee will consist of no more than five members. One to two members will be replaced annually and no member will sit for more than four consecutive years. The Steering Committee is responsible for ensuring quality in the modules; sustainability in the Certificate; development of facilitators; development of modules; reviewing candidates for facilitating; ensuring needs of stakeholders are being met; maintaining a database of participants (hosted on the CAG website); maintaining a Community of Learners (hosted on the Geographic Education Study Group website); and liaise with the local organizing committee of national and regional meeting.

The database of participants will contain the following information:

* Name
* Affiliation
* Program
* Contact information (mailing address; school email; permanent email)
* Course Title
* Pre-workshop Completion
* Attendance at Workshop
* Completion Status of Deliverables.

***Certificate Delivery***

At the CAG Annual Meeting a minimum of two sessions will be offered, at least one of which will be core. At each regional meeting an additional one to two will be offered subject to coordination with the local organizing committee. The local organizing committees are encouraged to propose elective modules based on their own expertise. The proposal is made to the Steering Committee.

***CAG Resource Implications***

1. Hosting on the CAG server of the participant database.
2. Funds for the creation of the database (this will require quoting)
3. Creation and printing of certificates (ongoing costs of no more than $200 annually).
4. Communication in the CAG Newsletter including the announcement of the Certificate; the announcement of modules and the publication of the participants who successful complete the Certificate.
5. Funds for the creation of two on-line modules (maximum of $750/module).
6. Financial support to offset the costs of the workshops, e.g., room charges.

**References**

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**Appendix One: Award Winning Canadian University GeographyTeachers**

**3M Award Winners (1990 – 2009)**

* Carolyn Eyles – *School of Geography and Earth Sciences (McMaster University 2009)*
* M. Anne Naeth – *Agricultural, Life and Environmental Sciences (University of Alberta 1997)*
* Robert Summerby-Murray – *Department of Geography (Mount Allison University 2006)*
* Susan Wurtele – *Department of Geography (Trent University 2006)*

**OCUFA Award Winners (1990 – 2007)**

* Jean Andrey – *Department of Geography (University of Waterloo 2004)*
* Carolyn H. Eyles – *School of Geography and Geology (McMaster University 1998)*
* Michael Fox – *Geography and Environmental Studies (Carleton University 2005)*
* Stephen Hicock – *Department of Earth Sciences (University of Western Ontario 2003)*
* NielMacRae – *Department of Earth Sciences (University of Western Ontario 2000)*
* Susan Wurtele – *Department of Geography (Trent University 2005)*

**CAG Award for Excellence in Teaching Geography (1997 – 2010)**

* Jean Andrey – *Department of Geography and Environmental Management (University of Waterloo 2000)*
* Lorne Bennett – *Department of Geography (University of Guelph 2000)*
* Norm Catto – *Department of Geography (Memorial University 2009)*
* Jody Decker – *Department of Geography (Wilfrid Laurier University 2010)*
* Neil Field – *Department of Geography and Program in Planning (University of Toronto 1998)*
* Michael F. Fox – *Department Geography and Environmental Studies (Carleton University 2007)*
* Brent Hall – *Department of Geography and Program in Planning (University of Waterloo 2006)*
* Fes de Scally – *Department of Geography & Earth and Environment (Okanagan University College 2005)*
* Geoff McBoyle – *Department of Geography (University of Waterloo 2004)*
* Ben Moffat – *Department of Geography (Medicine Hat College 2003)*
* James E. Randall – *Department of Geography (University of Saskatchewan 2003)*
* Robert Rogerson – *Department of Geography (University of Lethbridge 2001)*
* Andre Roy – *Department of Geography (University of Montreal 1999)*
* Stuart W. Semple – *Department of Geography and Environment (Mount Allison University 1997)*
* Susan E. Wurtele – *Department of Geography (Trent University 2008)*

**CAGONT – No Teaching Awards**

**Association of Atlantic Universities Distinguished Teacher Awards (1991 – 2008)**

* Robert Summerby-Murray – *Department of Geography (Mount Allison University 2000)*

**Institutional Awards – Geography, Environmental Sciences, Earth Sciences, etc. (1990 – 2009)**

University of Alberta – Agricultural, Life and Environmental Sciences

* WiktorAdamowicz – *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (1999), NACTA Teaching Award of Merit (1996)*
* James Beck - *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (1999)*
* Peter Blenis - *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2006, 2004, 2003, 2002)*
* Peter Boxall – *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2003, 2001),* *NACTA Teaching Award of Merit (2004)*
* Linda Capjack - *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2003), Faculty of Agricultural, Life and Environmental Sciences Faculty Teaching Award (2001, 1991)*
* Sean Cash - *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2007, 2006, 2005, 2004), NACTA Teaching Award of Merit (2006)*
* David Chanasyk - *Faculty of Agricultural, Life and Environmental Sciences Faculty Teaching Award (2004), Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2004, 2003, 2002), NACTA Teaching Award of Merit (2003)*
* Kathryn Chandler - *Faculty of Agricultural, Life and Environmental Sciences Faculty Teaching Award (2003), Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2005, 2004, 2003, 2002, 2001,1999)*
* Philip Comeau – *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2006)*
* Marlene Cox-Bishop - *Ed and Peggy Tyrchniewicz Award for Innovation in Teaching (2006)*
* Debra Davidson - *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2006, 2003, 2002)*
* Alex Drummond - *Ed and Peggy Tyrchniewicz Award for Innovation in Teaching (2002), Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2003, 2000)*
* Marvin Dudas - *Ed and Peggy Tyrchniewicz Award for Innovation in Teaching (1997), Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2006, 2004, 2003, 2002, 2001, 2000, 1999)*
* Lee Foote - *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2006, 2004, 2003)*
* Les Fuller - *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2002, 2001)*
* Ellen Goddard *- Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2002)*
* Scott Jeffrey – ***Faculty of Agricultural, Life and Environmetnal Sciences Teacher of the Year Award (2005, 2002, 1999),*** *NACTA Teaching Award of Merit (1998)*
* Noorallah Juma - *Ed and Peggy Tyrchniewicz Award for Innovation in Teaching (2000)*
* Naomi Krogman - *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2004, 2001), NACTA Teaching Award of Merit (1999)*
* Victor Lieffers - *Ed and Peggy Tyrchniewicz Award for Innovation in Teaching (2002), Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2006, 2001)*
* Marty Luckart - *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2002)*
* Ellen Macdonald - *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2004)*
* Bill McGill - *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (1999)*
* M. Anne Naeth - *Faculty of Agricultural, Life and Environmental Sciences Faculty Teaching Award (1995), Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2006, 2005, 2004, 2003, 2002, 2001, 2000, 1999)*
* Fiona Schmiegelow - *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2001, 1999)*
* Uldis Silins - *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2004)*
* James Unterschultz - *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2005)*
* Terry Veeman - *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2000)*
* Dianna Williamson - *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2005, 2004, 2003, 2002)*
* Paul Woodard - *Ed and Peggy Tyrchniewicz Award for Innovation in Teaching (2002)*
* Janusz Zwiazek - *Faculty of Agricultural, Life and Environmental Sciences Teacher of the Year Award (2000)*

University of British Columbia – Department of Geography

* Lori Daniels – *Faculty of Arts Killam Teaching Prize (2007)*
* Derek Gregory – *Killam Award for Excellence in Mentoring (2005)*
* Juanita Sundberg – *Faculty of Arts Killam Teaching Prize (2009)*

Carleton University – Department of Geography and Environmental Studies

* Michael Fox – *Faculty of Arts and Social Sciences Teaching Award (1993)*
* Daniel Patterson – *Faculty of Arts and Social Sciences Teaching Award (1994)*

Dalhousie University – Department of Earth Sciences/ Department of Environmental Programs

* Juergen Adam – *Dalhousie Earth Sciences Professor of the Year Award (2007)*
* Barrie Clarke - *Dalhousie Earth Sciences Professor of the Year Award (2001)*
* Martin Gibling - *Dalhousie Earth Sciences Professor of the Year Award (2000)*
* Djordje Grujic - *Dalhousie Earth Sciences Professor of the Year Award (2003)*
* Rebecca Jamieson - *Dalhousie Earth Sciences Professor of the Year Award (2002)*
* Gunter Muecke – *Dalhousie Earth Sciences Professor of the Year Award (1998)*
* Peter Reynolds - *Dalhousie Earth Sciences Professor of the Year Award (2004)*
* David Scott - *Dalhousie Earth Sciences Professor of the Year Award (2006)*
* Kaarin Tae – *Dalhousie Environmental Programmes Student Society Award for Excellence in Teaching (2006)*
* Peter Wallace - *Dalhousie Earth Sciences Professor of the Year Award (2005)*
* Tarah Wright – *Dalhousie Environmental Programmes Student Society Award for Excellence in Teaching (2007, 2005)*
* Marcos Zentilli - *Dalhousie Earth Sciences Professor of the Year Award (1999)*

University of Guelph – Department of Geography

* Barry Smit – *University of Guelph Faculty Association Teaching Award (1995)*

Lakehead University – Department of Geology

* Philip Fralick – *Distinguished Instructor Award (2007)*

University of Manitoba – Department of Soil Science/Department of Geological Sciences

* Dr. Anton Chakhmouradian - *Students' Teacher Recognition Award for Teaching Excellence (2006)*
* Tee Boon Goh - *Dr. and Mrs. H. H. Saunderson Award for Excellence in Teaching Recipients (1996)*

McGill University – School of Environment/Department of Earth and Planetary Sciences/Department of Natural Resource Sciences

* David James Lewis – *Macdonald Campus Award for Teaching Excellence (2005)*
* George McCourt – *Principals Prize for Excellence in Teaching (2007)*
* Eric Mountjoy – *David Thomson Award for Graduate Supervision and Teaching (1998)*
* Terry Wheeler – *Principals Prize for Excellence in Teaching (2000), Macdonald Campus Award for Teaching Excellence (2000)*
* Anthony Williams-Jones – *Principals Prize for Excellence in Teaching (2002)*

McMaster University – School of Geography and Earth Sciences

* Carolyn Eyles – *Ontario Undergraduate Student Alliance (OUSA) Teaching Award (2009), President’s Award for Instruction (1998)*
* Walter Peace – *President’s Award for Teaching Excellence (2009)*
* Robert Wilton – *MSU Teaching Award: Merit Award (2001)*

Memorial University – Department of Geography

* Karyn G. Butler – *President’s Award for Distinguished Teaching (1997)*
* Geoffrey Farmer – *President’s Award for Distinguised Teaching (1992)*
* Christopher Sharpe – *President’s Award for Distinguished Teaching (2007)*

Mount Allison University – Department of Geography

* Robert Summerby-Murray – *Herbert and Leota Tucker Teaching Award (2000)*

Nippissing University – Department of Environmental Science and Biology/Department of Geography

* David Hackett – *Chancellor’s Award for Excellence in Teaching (2004)*
* Eric Mattson – *Chancellor’s Award for Excellence in Teaching (1996)*

University of Northern British Columbia – Geography Program

* Catherine Nolin – *Excellence in Teaching Award (2007)*
* James Windsor – *Excellence in Teaching Award (2008)*

Queen’s University – Department of Geological Sciences and Geological Engineering/Department of Geography/School of Environmental Studies

* Gerry Barber - *Julian Szeicz Award for Excellence in Teaching (2006)*
* Alison Blay-Palmer - *School of Environmental Studies Student’s Choice Professor of the Year Award (2005)*
* Peter Goheen - *Julian Szeicz Award for Excellence in Teaching (2004)*
* John Hanes – *Alumni Award for Excellence in Teaching (2008), Applied Science First Year Teaching and Learning Award (2002, 1999, 1998, 1997)*
* John Holmes *– Frank Knox Award (1991)*
* Catherine Hooey – *Frank Knox Award (1996)*
* Alan Gorman – *Alumni Award for Excellence in Teaching (1996)*
* Dennis Jelinski - *School of Environmental Studies Student’s Choice Professor of the Year Award (2004)*
* Audrey Kobayashi - *W.J. Barnes Teaching Excellence Award for Arts and Science Undergraduate Society (1997)*
* Dale Kristensen - *School of Environmental Studies Student’s Choice Professor of the Year Award (2006)*
* Jim Lee – *Frank Knox Award (1999)*
* W. George Lovell – *Julian Szeicz Award for Excellence in Teaching (2008)*
* Gerald McGrath – *Frank Knox Award (1990)*
* Beverley Mullings - *Julian Szeicz Award for Excellence in Teaching (2007)*
* Paul Treitz - *Julian Szeicz Award for Excellence in Teaching (2005)*
* Gary vanLoon – *School of Environmental Studies Student’s Choice Professor of the Year Award (2008, 2007)*
* Leela Viswanathan – *Julian Szeicz Award for Excellence in Teaching (2009)*

Ryerson University – Department of Geography

* Stephen Swales – *Ryerson Teaching Award (2008)*

Simon Fraser University – Department of Geography

* Jennifer Hyndman – *Excellence in Teaching Award (2005)*

University of Toronto (Scarborough) – Department of Geography/Department of Environmental Science

* Michael Bunce – *Faculty Teaching Award (2002)*
* Teresa Dawson – *Faculty Teaching Award (2006)*
* William Gough – *Faculty Teaching Award (1998)*
* Anthony G. Price – *Faculty Teaching Award (2000)*

Trent University – Department of Geography

* Dr Susan Wurtele – *Symons Award for Excellence in Teaching (1999)*

University of Victoria – Department of Geography/Department of Environmental Studies

* David Chuenyan Lai – *Faculty of Social Sciences Teaching Excellence Award (2002), Alumni Award for Excellence in Teaching (2002)*
* Philip Dearden - *Alumni Award for Excellence in Teaching (1998)*
* Larry McCann – *Faculty of Social Sciences Teaching Excellence Award (1999)*
* Karena Shaw – *Faculty of Social Sciences Teaching Excellence Award (2009)*
* Nancy Turner – *Faculty of Social Sciences Teaching Excellence Award (1999)*

University of Waterloo – Department of Geography and Environmental Management

* J. Andrey – *Distinguished Teacher Award (1995)*
* E. Frind – *Distinguished Teacher Award (1998)*
* Jane Irvine – *Distinguished Teacher Award (2008)*
* J. Lang – *Distinguished Teacher Award (2004)*
* I. McKenzie – *Distinguished Teacher Award (1997)*
* B. Mitchell – *Distinguished Teacher Award (1996)*
* A.V. Morgan – *Distinguished Teacher Award (1991)*
* Paul Parker – *Canada Mortgage and Housing Corporation Excellence in Sustainable Education Award (2004)*
* I. Rowlands – *Distinguished Teacher Award (2009)*

University of Western Ontario – Department of Geography/Department of Earth Sciences

* Donald Cartwright – *Pleva Teaching Award (1996)*
* Stephen Hicock – *Pleva Teaching Award (2002)*
* Fred Longstaffe – *Pleva Teaching Award (2005)*
* Graham Smith – *University Student’s Council Teaching Award (2004, 2006, 2008, 2009)*
* Cameron Tusjita – *Marilyn Robinson Teaching Award (2005)*
* Jason Gilliland – *University Student’s Council Teaching Award (2006)*
* Katrina Moser – *University Student’s Council Teaching Award (2008)*
* Jeff Hopkins – *University Student’s Council Teaching Award (2009)*

University of Windsor – Deparment of Earth Sciences

* Alan Trenhaile - *Alumni Award for Distinguished Contributions*

*to University Teaching (2006)*

University of Winnipeg – Department of Geography

* John Lehr - *Clifford J. Robson Memorial Award for Excellence in Teaching (2005)*
* Andrew Lockery - *Clifford J. Robson Memorial Award for Excellence in Teaching (1997)*

Wilfrid Laurier University – Department of Geography & Environmental Studies

* Mary-Louise Byrne – Wilfrid Laurier University Award for Teaching Excellence (2008)

**Appendix Two: Teaching and Learning Centre Graduate Courses on Teaching**

**UNIVERSITY TEACHING PROGRAMS ACROSS CANADA**

**University of Alberta**

University Teaching Programhttp://www.gradstudies.ualberta.ca/utp/

**University of British Columbia**

Graduate Student Certificate Program in Teaching in Higher Education: http://tag.ubc.ca/programs/graduate-students/graduate-student-certificate-in-higher-education/

**Brock University**

Graduate teaching practicum: <http://brocku.ca/ctlet/workshops/graduate-ta>

Instructional skills workshop:<http://brocku.ca/ctlet/workshops/isw>

**University of Calgary**

University Teaching Certificate: <http://tlc.ucalgary.ca/teaching/programs/utc>

Faculty Teaching Certificate: <http://tlc.ucalgary.ca/teaching/programs/ftc>

**Carleton University**

Graduate University Teaching Skills Certificate: <http://www2.carleton.ca/edc/ta-development-and-support/certificate-in-teaching-assistant-skills/>

**Concordia University**

Graduate Seminar in University Teaching:

<http://teaching.concordia.ca/graduate-seminar-and-ta-orientation/>

**Dalhousie University**

Certificate in University Teaching and Learning: <http://learningandteaching.dal.ca/cutl.html>

**University of Guelph**

University Teaching: Theory and Practice (Course): <http://www.tss.uoguelph.ca/id/uttp/index.html>

**Lakehead University**

Graduate Student Teaching Practicum: <http://idc.lakeheadu.ca/wp/?pg=25>

**University of Manitoba**

Certification in Higher Education Teaching (CHET): <http://umanitoba.ca/academic_support/uts/programs/chet.html>

**Memorial University**

Graduate Program in Teaching: <http://www.mun.ca/sgs/current/gpt/>

**University of Ottawa**

Preparation for University Teaching <http://www.grad.uottawa.ca/Default.aspx?tabid=1807&monControl=Enseignement>

**Queen’s University**

Certificate Program in University Teaching and Learning for Teaching Assistants: <http://www.queensu.ca/ctl/community/students/putl.html>

**University of Regina**

Citation in University Teaching: <http://www.uregina.ca/ctl/programs/citation-in-university-teaching>

**Ryerson University**

University Teaching Development Program: <http://www.ryerson.ca/lt/programs/utdp/>

**University of Saskatchewan**

Introduction to University Teaching (Course): <http://www.usask.ca/gmcte/drupal/?q=node/66>

**Simon Fraser University**

Certificate in University Teaching and Learning: <http://www.lidc.sfu.ca/learning/enhancement/utl/>

**University of Toronto**

Advanced University Teaching Preparation Certificate: <http://www.utoronto.ca/tatp/certificate/advanced.html>

**University of Waterloo**

Certificate in University Teaching: <http://cte.uwaterloo.ca/graduate_programs/CUT/index.html>

**University of Western Ontario**

Certificate in University Teaching and Learning: <http://www.uwo.ca/tsc/teaching_assistant_cert.html>

**Wilfrid Laurier University**

University Teaching: Fundamentals for Graduate Students: <http://www.wlu.ca/page.php?grp_id=333&p=3288>