

CURRICULUM VITAE

Natasha A. Kenny, PhD

Taylor Institute for Teaching and Learning
University of Calgary, Alberta, Canada

Biography

Natasha Kenny holds a PhD in Land Resource Science and is Senior Director of the University of Calgary's Taylor Institute for Teaching and Learning (TI). In her role, Natasha leads and collaborates with colleagues across the TI and university to strengthen teaching and learning practices, cultures, and communities. Natasha is also a Certified Executive Coach (CEC), working towards her International Coaching Federation (ICF) certification. In 2018, she was awarded the Educational Developers Caucus of Canada Distinguished Educational Development Career Award for helping to advance the field of educational development locally and nationally. She has led and/or collaborated on over 130 research publications and scholarly presentations (h-index of 22). Her research interests relate to educational leadership, well-being in higher education, the scholarship and practice of educational development, and the scholarship of teaching and learning (SoTL). She is committed to giving back to the community, having co-led UCalgary's United Way Campaign, and as a past member of the Educational Developers Caucus of Canada's Executive team. In her spare time, Natasha can be found exploring nature, and running/cycling trails within and around Calgary, often accompanied by her lab Bodhi.

Education

07-2024 to 04-2025	Post-Graduate Certificate in Advanced Coaching Royal Rhodes University
07-2022 to 04-2023	Post-Graduate Certificate in Executive Coaching (Certified Executive Coach) Royal Rhodes University (Conferred July 12, 2023)
01-2005 to 06-2008	PhD, Land Resource Science, University of Guelph Thesis: Assessing the Outdoor Thermal Comfort of Users Performing Physical Activity (Conferred October 20, 2008)
09-1997 to 10-2000	Master of Landscape Architecture, University of Guelph Thesis: The Effects of Recreational Use Impacts on Hiking Experiences in Natural Areas (Conferred February 22, 2001)
02-1992 to 05-1996	Bachelor of Environmental Science (Honours), University of Guelph Natural Resource Management (Conferred June 6, 1996)

Related research and work experience

01-2018 to present	Senior Director, Taylor Institute for Teaching and Learning, University of Taylor Institute for Teaching and Learning The University of Calgary is one of Canada's top comprehensive research-intensive postsecondary learning institutions, with over 34,000 students in 14 faculties, 2300 academic staff and 3300 non-academic staff across five campuses. The Taylor Institute for Teaching and Learning is dedicated to enriching the quality and breadth of learning at the University of Calgary. Our mission is to catalyze innovation and leadership by collaborating with others to enrich teaching and learning
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experiences, practices, and communities. Through my role as Senior Director, and a tenured faculty member, I provide academic and administrative leadership for over 40 faculty, staff, and students at the Taylor Institute as we work to strengthen teaching and learning communities, practices and culture. I actively engage in research related to the scholarship of teaching and learning and educational development. I lead courses and contribute to professional learning opportunities for educators across UCalgary. I am passionate about working with academic units and students as partners in teaching and learning. I collaborate with colleagues across the TI to lead strategic planning processes around our core priorities: fostering innovation and research-informed teaching and learning, developing experiential learning opportunities, expanding impact and connecting communities, advancing equity, diversity, inclusion and accessibility, advancing Indigenous ways of knowing and perspectives, and meaningfully developing our team and workplace culture. I chair and contribute to many committees, initiatives, and processes across UCalgary to strengthen teaching and learning. I manage an annual budget of approximately \$4 million, and \$1.5 million in project funds. I lead through the values and practices of kindness, collaboration, mindfulness, curiosity, and hope.

- 07-2014 to 01-2018 Director, Educational Development Unit, University of Calgary
Taylor Institute for Teaching and Learning
As a tenured faculty member, led faculty, staff, postdoctoral scholars and graduate students in the Educational Development Unit, and collaborated with colleagues across the University to build teaching and learning capacity, advocated for the importance of teaching and learning, engaged in practice-based research, and advanced the institution's educational vision. Led the development, evaluation and communication of clear strategic priorities and goals for the unit. Managed an annual budget of approximately \$2 million, and \$900,000 in project funds.
- 01-2012 to 06-2014 Manager, Educational Development, University of Guelph
Open Learning and Educational Support
Led and managed the University's Educational and Curriculum Development Unit. Facilitated and supported faculty-specific and institutional curriculum improvement, assessment, mapping & development initiatives, led and co-facilitated the annual faculty Course Re-Design Institute, provided individualized faculty support related to course design and instruction, instructed graduate-level courses, and engaged in the scholarship of teaching and learning.
- 01-2010 to 01-2012 Curriculum Development Associate, University of Guelph
Teaching Support Services
Facilitated and supported curriculum improvement, assessment, mapping & development initiatives, led and co-facilitated the annual faculty Course Re-Design Institute, provided individualized faculty support related to course design and instruction, instructed graduate-level courses, and engaged in the scholarship of teaching and learning.

- 10-2007 to 01-2010 Educational Developer, University of Guelph
Teaching Support Services
Developed and facilitated educational development programs for faculty and graduate students, instructed graduate-level courses, and engaged in the scholarship of teaching and learning.
- 01-2006 to 10-2007 Research Assistant, University of Guelph, Landscape Architecture
Conducted and published research on the rehabilitation of aggregate extraction pits in Southern Ontario.
- 01-2007 to 09-2008 Co-Leader, University of Guelph, Land Resource Science
Developed and facilitated leadership and management training workshops and residential programs for the Young Conservation Professionals Career Development Program.
- 02-2001 to 01-2005 Projects Facilitator, Planning Division, City of Kitchener
Approved landscape, lighting and tree management plans, processed site plan approvals, coordinated the clearance of pre-building permit conditions, and assisted in the development of municipal urban design guidelines.
- 01-1999 to 10-2000 Research Assistant, University of Guelph, Landscape Architecture/Rural Studies
Organized an international conference for educators in Landscape Architecture and collected qualitative data through interviews and focus groups for the Exceptional Waters Program.
- 05-1996 to 08-1997 Research Assistant, Saskatchewan Wetland Conservation Corporation
Collected and analyzed data and prepared proposals and technical reports for the Riparian Enhancement and Native Prairie Stewardship programs.

Publications and Presentations

A. Peer-reviewed publications and book chapters (in progress or in development)

Moya, B. A., Eaton, S.E., & Kenny, N. (under review). Developing practices, recommendations, and context-sensitive insights from Chilean academic integrity leadership narratives. Submitted to *Teaching and Learning Inquiry* August 2024.

B. Peer-Reviewed publications

48. Jamniczky, H.A., Mukherjee, M., Stewart, R., Mardjetko, A., Pira, R., Kenny, N.A. (2025) Insights and Opportunities: Evaluating a University Teaching and Learning Grants Program. *Canadian Journal for the Scholarship of Teaching and Learning*. 15(3). <https://doi.org/10.5206/cjsotlr/acea.2024.3.15542>
47. Flanagan, K., Stowe, L., Martineau, C., Kenny, N., and Kaipainen, E. (2024) The Land and A.I.R.: revisiting experiential learning on a Canadian Campus. *Experiential Learning and Teaching in Higher Education*. 7(3). Retrieved from <https://journals.calstate.edu/elthe/article/view/4149>

46. Labouta, H.I., Adams, J.D., Anikovskiy, M., Kenny, N.A., Reid, L., & Cramb, D.T., (2022) Using activity theory as an analytical lens to conceptualise a framework for fostering interdisciplinary science habits in postsecondary students, *International Journal of Science Education*, 44:18, 2685-2703, <https://doi.org/10.1080/09500693.2022.2146468>
45. Kenny, N., & Eaton, S. E. (2022). Academic integrity through a SoTL lens and 4M framework: An institutional self-study. In S. E. Eaton & J. Christensen Hughes (Eds.), *Academic integrity in Canada: An enduring and essential challenge*: Springer.
44. Nowell, L. Dhingra, S., Kenny, N., Jacobsen, M., Pexman, P.M (2021) Professional learning and development framework for postdoctoral scholars. *Studies in Graduate Student and Postdoctoral Education*. <https://www.emerald.com/insight/content/doi/10.1108/SGPE-10-2020-0067/full/html>
43. Kolomitro, K., Kenny, N.A., and Le-May Sheffield (2021) Taking an integrated approach to fostering wellbeing in academia. In Turner, S. and Kalawsky (Eds) *Wellbeing in Higher Education, Staff and Educational Development Association (SEDA) Special 45*. London, UK. Pp. 43-46.
42. Taylor, L., Kenny, N., & Perrault, R., Mueller, R. (2021) Building integrated networks to develop teaching and learning: the critical role of hubs. *International Journal for Academic Development*. <https://doi.org/10.1080/1360144X.2021.1899931>
41. Nowell, L., Laventure, A., Raisanen, A., Strzalkowski, N., and Kenny, N. (2020). Postdoctoral scholars' perceptions of a university teaching certificate program. *Studies in Graduate and Postdoctoral Education*, 11(3), 233-248. <https://www.emerald.com/insight/content/doi/10.1108/SGPE-12-2019-0088/full/html> (Award for Outstanding Paper in the 2021 Emerald Literati Awards)
40. Goldsworthy, S., Kenny, N., Norman, D., Kelly, P. (2020) in Page-Cutura, K., Bradley, P.(editors). *Updating traditional classrooms, The Role of the Nurse Educator in Canada*, 171-198, Canadian Association of Schools of Nursing, Ottawa.
39. McDermott, M., Simmons, M., Lock, J., & Kenny, N. (2020). A world café discussion on well-being: Considerations for life in the university. *The Canadian Journal for the Scholarship of Teaching and Learning*, 11(2). <https://doi.org/10.5206/cjsotl-rcacea.2020.2.8337>
38. Nowell, L., Ovie, G., Kenny, N.A., & Jacobsen, M. D. (2020). Postdoctoral scholars' perspectives about professional learning and development: A concurrent mixed-methods study. *Palgrave Communication*, 6, Article 95. <https://doi.org/10.1057/s41599-020-0469-5>.
37. Nowell, L., Grant, K., Berenson, C., Dyjur, P., Jeffs, C., Kelly, P., Kenny, N., Mikita, K. (2020) Innovative certificate programs in university teaching and learning for graduate students and postdoctoral scholars. *Papers in Postsecondary Teaching and Learning*, 4, 85-95. <https://journalhosting.ucalgary.ca/index.php/pplt/article/view/68600/53887>
36. Kolomitro, K., Kenny, N. A., & Le-May Sheffield, S. (2020). A call to action: exploring and responding to educational developers' workplace burnout and well-being in higher education. *International Journal for Academic Development*. 25:1, 5-18, DOI: 10.1080/1360144X.2019.1705303 (Shortlisted for article of the year)
35. Labouta, H. I., Kenny, N. A., Dyjur, P., Li, R., Anikovskiy, M., Reid, L. F., & Cramb, D. T. (2019). Investigating the Alignment of Intended, Enacted, and Perceived Learning Outcomes in an Authentic Research-Based Science Program. *The Canadian Journal for the Scholarship of Teaching and Learning*, 10(3). <https://doi.org/10.5206/cjsotl-rcacea.2019.3.9462>
34. Jeffs, C. L., Berenson, C., Dyjur, P., Grant, K. A., Kalu, F. U., Kenny, N. A., ... Nowell, L. (2019). Writing within an academic microculture: Making our practice visible. In *Critical collaborative communities: Academic writing partnerships, groups, and retreats* (pp. 171–185). Brill | Sense.

33. Labouta, H. I., Kenny, N. A., Dyjur, P., Reid, L. F., & Cramb, D. T. (2019). An inclusive, dynamic and collaborative framework for improving curriculum review in postsecondary education. *Transformative Dialogues* 12(1).
https://kpu.ca/sites/default/files/Transformative%20Dialogues/TD.12.1_Labouta_Kenny_Dyjur_Reid&Cramb_Framework_for_Improving_Curriculum_Review.pdf
32. Fields, J., Kenny, N., Mueller, R. (2019) Conceptualizing educational leadership in an academic development program. *International Journal for Academic Development*. 24:3, 218-231, DOI: 10.1080/1360144X.2019.1570211 (*Shortlisted for article of the year*)
31. Nowell, L. Ovie, G., Berenson, C., Kenny, N., Hayden, K.A. (2018) Professional learning and development of postdoctoral scholars: A systematic review of the literature. *Education Research International*, 5950739. doi: 10.1155/2018/5950739
30. Nowell, L., Hayden, K.A., Berenson, C., Kenny, N., Chick, N., and Emery, C. (2018) Professional learning and development of postdoctoral scholars: a scoping review protocol. *Systematic Reviews*, 7 (224), <https://doi.org/10.1186/s13643-018-0892-5>.
29. Fields, J., Kenny, N., Mueller, R. (2019) Conceptualizing educational leadership in an academic development program. *International Journal for Academic Development*. 24:3, 218-231, DOI: 10.1080/1360144X.2019.1570211
28. Nowell, L., Ovie, G., Berenson, C., Kenny, N., and Hayden, A. (2018) Professional learning and development of postdoctoral scholars: a systematic review of literature. *Education Research International*, Article ID 5950739, 16 pages,
<https://doi.org/10.1155/2018/5950739>.
27. Labouta, H.I., Kenny, N.A., Li, R., Anikovskiy, M., Reid, L., and Cramb, D. (2018) Learning science by doing science: an authentic science process-learning model in postsecondary education. *International Journal of Science Education*, 40 (12), 1476-1492.
<https://doi.org/10.1080/09500693.2018.1484966>
26. Kalu, F., Dyjur, P., Berenson, C., Grant, K., Jeffs, C., Kenny, N., Mueller, R. (2018) Seven voices, seven developers, seven one things that guide our practice. *To Improve the Academy: A Journal of Educational Development*, 37(1), 111-127.
<https://doi.org/10.1002/tia2.20066>
25. Graham, D., Vanos, J., Kenny, N., and Brown, R.D. (2017) Modelling the effects of urban design on emergency medical response calls during extreme heat events in Toronto, Canada. *International Journal of Environmental Research and Public Health*, 14(7), 778.
<https://doi.org/10.3390/ijerph14070778>
24. West, K., Hoessler, C., Bennetch, R., Ewert-Bauer, T., Wilson, M., Beaudoin, J.-P., Ellis, D. E., Brown, V. M., Timmermans, J. A., Verwoord, R., & Kenny, N. A. (2017). *Educational Development Guide Series: No. 2. Rapport-Building for Educational Developers*. Ottawa, ON: Educational Developers Caucus. <https://www.stlhe.ca/wp-content/uploads/2016/03/EDC-Guide-No-2-FINAL.pdf>
23. Kenny, N., Popovic, C., McSweeney, J., Knorr, K., Hoessler, C., Hall, S., Fujita, N., Elkhoury, E., (2017) Drawing on the principles of SoTL to illuminate a path forward for the scholarship of educational development. *The Canadian Journal for the Scholarship of Teaching and Learning*, 8(2), Article 10. DOI: 10.5206/cjsotl-rcacea.2017.2.10
22. Kenny, N., Iqbal, I., McDonald, J., Borin, P., Dawson, D., Chan, J., and Kustra, E. (2017) Exploring the potential of educational developer portfolios. *To Improve the Academy: A Journal of Educational Development*, 36 (1), 61-75. <https://doi.org/10.1002/tia2.20054>
21. Graham, D., Vanos, J.K., Kenny, N.A. and Brown, R.D. (2016) The relationship between neighbourhood tree canopy cover and heat-related ambulance calls during extreme heat events in Toronto, Canada. *Urban Forestry & Urban Greening*, 20, 180-186.
<https://doi.org/10.1016/j.ufug.2016.08.005>
20. McDonald, J., Kenny, N., Kustra, E., Dawson, D., Iqbal, I., Borin, P., & Chan, J. (2016)

- Educational Development Guide Series: No. 1. *The Educational Developer's Portfolio*. Ottawa, Canada: Educational Developers Caucus. https://www.stlthe.ca/wp-content/uploads/2016/03/ED-Guide-No1_The-Educational-Developers-Portfolio_Final.pdf
19. Kenny, N., Watson, G. P. L., & Desmarais, S. (2016). Building sustained action: supporting an institutional practice of SoTL at the University of Guelph. *New Directions for Teaching and Learning*, 146, 87-94. <https://doi.org/10.1002/tl.20191>
 18. Mazhur, N., Brown, R., Kenny, N. and Lenzholzer, S. (2015). Thermal comfort of outdoor spaces in Lahore, Pakistan: lessons for bioclimatic design in the context of global climate change. *Landscape and Urban Planning*, 138, 110-117. <https://doi.org/10.1016/j.landurbplan.2015.02.007>
 17. Brown, R., Vanos, J., Kenny, N. and Lenzholzer, S. (2015). Designing urban parks that ameliorate the effects of climate change. *Landscape and Urban Planning*, 138, 118-131. <https://doi.org/10.1016/j.landurbplan.2015.02.006>
 16. Kenny, N.A., Watson, G., and Walton, C. (2014). Exploring the context of Canadian Graduate Student Certificates in University Teaching. *Canadian Journal of Higher Education*, 44(3): 1-19. <https://doi.org/10.47678/cjhe.v44i3.186035>
 15. Watson, G. and Kenny, N. (2014). Teaching critical reflection to graduate students. *Collected Essays on Teaching and Learning*, 7(1). <https://doi.org/10.22329/celt.v7i1.3966>
 14. Burcher, L.M., Kenny, N. and Hall, S. (2013). *Visualizing an outcomes-based approach to education: linking pedagogy to practice*. Council of Educators in Landscape Architecture (CELA) Paper No. 13-16. Austin, Texas.
 13. Vanos, J., Warland, J., Gillespie, T.G., Slater, G.A., Brown, R.D., and Kenny, N.A. (2012) Human energy budget modeling in urban parks in Toronto and Applications to Emergency Heat Stress Preparedness. *Journal of Applied Meteorology and Climatology*, 51, 1639–1653. <https://doi.org/10.1175/JAMC-D-11-0245.1>
 12. Vanos, J., Warland, J., Gillespie, T.G. and Kenny, N.A. (2012) Thermal comfort modelling of body temperature and psychological variations of a human exercising in an outdoor environment. *International Journal of Biometeorology*, 56(1), 21-32. DOI 10.1007/s00484-010-0393-2
 11. Vanos, J., Warland, J., Gillespie, T.G. and Kenny, N.A. (2012) Improved predictive ability of climate-human-behavior interactions with modifications to the COMFA outdoor energy budget model. *International Journal of Biometeorology*, 56(6), 1065-74. DOI 10.1007/s00484-012-0522-1
 10. Coe, J.B., Darisi, T., Satchell, T., Bateman, S.W. and Kenny, N. (2012) Using focus groups to engage veterinary students in course redesign and development. *Journal of Veterinary Medical Education*, 39(1): 30-38. <https://doi.org/10.3138/jvme.0811.084R>
 9. Brown, R.D., Kenny, N. and Corry, R.C. (2011) Testing the microclimatic design framework in abandoned sand and gravel extraction sites using the Karner Blue Butterfly. *Ecological Restoration*, 29(1-2), 52-63. doi: 10.3368/er.29.1-2.52
 8. Kenny, N.A. and Evers, F.T. (2010) Responding to the challenging dilemma of faculty engagement in research on teaching and learning AND disciplinary research. *Collected Essays on Teaching and Learning*, 3, 21-26. DOI: <https://doi.org/10.22329/celt.v3i0.3234>
 7. Vanos, J., Warland, J., Kenny, N., and Gillespie, T. (2010) Modelling skin temperature of a human exercising in an outdoor environment. Brebbia, C., Hernandez, S., and Tiezzi, E., (Eds), *The Sustainable City VI: Urban Regeneration and Sustainability*. *International Conference on Urban Regeneration and Sustainability Conference Proceedings*. DOI: 10.2495/SC100121
 6. Vanos, J., Warland, J., Gillespie, T.G. and Kenny, N.A. (2010) Review of the physiology of

- human thermal comfort while exercising in urban landscapes and implications for bioclimatic design. *International Journal of Biometeorology*, 54(4), 319-334. DOI: 10.1007/s00484-010-0301-9
5. Kenny, N.A., Warland, J.S., Brown, R.D., and Gillespie, T.G. (2009) Part A: Assessing the performance of the COMFA outdoor thermal comfort model on subjects performing physical activity. *International Journal of Biometeorology*, 53, 415-428. DOI: 10.1007/s00484-009-0226-3
 4. Kenny, N.A., Warland, J.S., Brown, R.D., and Gillespie, T.G. (2009) Part B: Revisions to the COMFA outdoor thermal comfort model on subjects performing physical activity. *International Journal of Biometeorology*, 53, 429-441. DOI: 10.1007/s00484-009-0227-2
 3. Kenny, N.A., Warland, J.S., Brown, R.D., and Gillespie, T.G. (2008) Estimating the radiation absorbed by a human. *International Journal of Biometeorology*, 52, 491-503. DOI 10.1007/s00484-008-0145-8
 2. Corry, R.C. Lafortessa, R., Brown, R.D., Kenny, N., and Robertson, P.J. (2008) Using landscape context to guide ecological restoration: an approach for pits and quarries in Ontario. *Ecological Restoration*, 26, 120-127. doi: 10.3368/er.26.2.120
 1. Lynn, N.A. and Brown, R. D. (2003) Effects of recreational use impacts on hiking experiences in natural areas. *Landscape and Urban Planning*, 64, 77-87. [https://doi.org/10.1016/S0169-2046\(02\)00202-5](https://doi.org/10.1016/S0169-2046(02)00202-5)
- C. Research-informed handouts, resources, blog posts, publications and professional reports

Kenny, N. (2025) Principles for Teaching in Higher Education.

<https://taylorinstitute.ucalgary.ca/resources/principles-for-teaching>

Arshad, A. and Kenny, N. (2025) Making Sense of Student Feedback: A Guide to Interpreting and Utilizing the University of Calgary Course Experience Survey.

<https://taylorinstitute.ucalgary.ca/connections/making-sense-of-student-feedback>

Kenny, N. (2025) Trusting your inner wisdom in team coaching to navigate conflict and strengthen psychological safety.

<https://natashakenny.ca/2025/02/15/trusting-your-inner-wisdom-in-team-coaching-to-navigate-conflict-and-strengthen-psychological-safety/>

Kenny, N. (2025) The practice of moving toward happiness in leadership and life.

<https://natashakenny.ca/2025/01/14/the-practice-of-moving-toward-happiness-in-leadership-and-life/>

Kenny, N. (2024) Help me build an AI executive coach.

<https://natashakenny.ca/2024/11/18/help-me-build-an-ai-executive-coach/>

Kenny, N. (2024) From learning-centred to human-centred education.

<https://natashakenny.ca/2024/11/20/from-learning-centred-to-human-centred-education/>

Kenny, N. (2024) What does it mean to be an educational developer.

<https://natashakenny.ca/2024/11/24/what-does-it-mean-to-be-an-educational-developer/>

Kenny, N. (2024) The scholarship of teaching and learning (SoTL) into the future.

<https://natashakenny.ca/2024/04/26/the-scholarship-of-teaching-and-learning-sotl-into-the-future/>

Kenny, N. (2024) Leadership and the sacred pause.

<https://natashakenny.ca/2024/03/01/leadership-and-the-sacred-pause/>

Kenny, N. (2024) Exploring the structure of a coaching conversation.

- <https://natashakenny.ca/2024/02/23/exploring-the-structure-of-a-coaching-conversation/>
- Kenny, N. and Dyjur, P. (2024) Metacognition – a strategy for success in university teaching and learning.
<https://natashakenny.ca/2024/01/04/metacognition-a-strategy-for-success-in-university-teaching-learning/>
- Kenny, N. and Miller, S. (2023) Guiding questions for reflecting into 2024.
<https://natashakenny.ca/2023/12/22/reflecting-into-2024/>
- Kenny, N. (2023) Four key elements to building a supportive teaching culture in higher education.
<https://natashakenny.ca/2023/11/06/four-key-elements-to-building-a-supportive-teaching-culture-in-higher-education/>
- Kenny, N. (2023) What's changed? Research-informed principles for teaching in higher education
<https://natashakenny.ca/2023/09/01/whats-changed-research-informed-principles-for-teaching-in-higher-education/>
- Kenny, N. (2023) Leading through compassion, connection and hope.
<https://natashakenny.ca/2023/06/04/leading-through-compassion-connection-and-hope/>
- Kenny, N. (2022) Guiding principles for student assessment in higher education.
<https://natashakenny.ca/2022/12/20/guiding-principles-for-student-assessment-in-higher-education/>
- Kenny, N. (2022) Five practice strategies for fostering learning and wellbeing in student assessment.
<https://natashakenny.ca/2022/12/27/five-practical-strategies-for-fostering-learning-and-wellbeing-in-student-assessment/>
- Kenny, N. and Dyjur, P. (2022) Supporting wellbeing for students and educators
<https://www.gavan.ca/academia/teaching/guiding-the-planning-design-and-use-of-active-learning-classrooms/>
- Kenny, N., Aparicio-Ting, F., Beattie, T., Berenson, C., Grant, K., Jeffs, C., Lindstrom, G., Nowell, L., & Usman, F. (2021). *Teaching Philosophies and Teaching Dossiers Guide: Including Leadership, Mentorship, Supervision, and EDI*. Calgary, AB: Taylor Institute for Teaching and Learning Guide Series. <https://taylorinstitute.ucalgary.ca/resources/teaching-philosophies-and-teaching-dossiers-guide>
- Kenny, N. (2021) A framework for influencing change in teaching and learning cultures, communities and practices.
<https://natashakenny.ca/2021/08/13/a-framework-for-influencing-change-in-teaching-and-learning-cultures-communities-and-practices/>
- Watson, G. and Kenny, N. (2021) Guiding the planning, design and use of active learning classrooms.
<https://www.gavan.ca/academia/teaching/guiding-the-planning-design-and-use-of-active-learning-classrooms/>
- Kenny, N. and Watson G. (2021) Five approaches to guide the planning, design and use of active learning classroom spaces.
<https://natashakenny.ca/2021/11/07/five-approaches-to-guide-the-planning-design-and-use-of-active-learning-classroom-spaces/>
- Kenny, N. (2021) Decision-making through the lens of conscious leadership.
<https://natashakenny.ca/2021/09/12/decision-making-through-the-lens-of-conscious-leadership/>
- Kenny, N. (2021) Department chairs and leadership during the global pandemic.
<https://natashakenny.ca/2021/08/22/academic-chairs-and-leadership-during-the-global-pandemic/>

- Kenny, N. (2021) Fostering meaningful postdoctoral scholar professional learning and development opportunities in higher education.
<https://natashakenny.ca/2021/07/17/fostering-meaningful-postdoctoral-scholar-professional-learning-and-development-opportunities-in-higher-ed/>
- Benoit, W., Berenson, C., Johnston, D., Kenny, N., Mikita, K., Nowell, L., and Reid, L. (2019). A Continuum of Teaching Expertise. Calgary, AB: University of Calgary.
<https://taylorinstitute.ucalgary.ca/resources/continuum-of-teaching-expertise>
- Kenny, N., Berenson, C., Radford, S., Nikolaou, N., Benoit, W., Mueller, R., Paul, R. & Perrault, E. (2018). A guide to providing evidence of teaching. Calgary, AB: University of Calgary.
<https://taylorinstitute.ucalgary.ca/resources/guide-to-providing-evidence-of-teaching>
- Kenny, N.A. (2018). Expanded Example of a 'Typical' Structure for a Teaching Dossier. Calgary, AB: Taylor Institute for Teaching and Learning.
- Kenny, N., Berenson, C., Chick, N., Johnson, C., Keegan, D., Read, E. and Reid, L. (2017) A framework for developing teaching expertise in postsecondary education.
 Calgary, AB: University of Calgary.
<https://taylorinstitute.ucalgary.ca/resources/developmental-framework-for-teaching-expertise-in-postsecondary-education>
- Berenson, C. and Kenny, N.A. (2016) Preparing an Educational Leadership Philosophy Statement. Calgary: Taylor Institute for Teaching and Learning, University of Calgary.
- Kenny, N.A., Jeffs, C., and Berenson, C. (2015) Preparing a Teaching Philosophy Statement. Calgary: Taylor Institute for Teaching and Learning, University of Calgary.
- Kenny, N.A. (2015) Facilitating Effective Discussions. Calgary: Taylor Institute for Teaching and Learning, University of Calgary.
- Kenny, N.A. and Berenson, C. (2015) Creating a Teaching Dossier. Calgary: Taylor Institute for Teaching and Learning, University of Calgary.
- Kenny, N.A. (2015) Learner-centred Principles for Teaching in Higher Education. Calgary: Taylor Institute for Teaching and Learning, University of Calgary.
- Dyjur, P. and Kenny, N. (2015) After Curriculum Mapping: Engaging Faculty in Meaningful Discussions and Evidence-based Decision Making. Calgary: Taylor Institute for Teaching and Learning, University of Calgary.
- Braun, R. (2015) Graduate Student Teaching Development Guide. C. Berenson, C. Jeffs, Kenny, N., and Mueller, R. (Eds.) Calgary: Taylor Institute for Teaching and Learning, University of Calgary.
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- Kenny, N. (2010) What makes feedback “good”?
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- Kenny, N. (2010) Relevance: the secret to motivating student learning.
<https://natashakenny.ca/2010/04/30/relevance-the-secret-to-motivating-student-learning/>
- Kenny, N. (2010) Yes! Peer Discussion Works!
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- Kenny, N. (2010) What is your definition of a ‘good’ teacher?
<https://natashakenny.ca/2010/03/23/what-is-your-definition-of-a-good-teacher/>
- Kenny, N. (Ed.) (2010) TA Survival Guide: a Guide for TAs at the University of Guelph. Guelph: Teaching Support Services, University of Guelph.
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- Harrison, T., and Lynn, N. (1997) Riparian Management in the West Block of Cypress Hills Provincial Park. Saskatchewan Wetland Conservation Corporation.
- Lynn, N. (1997) Riparian Management in Saskatchewan: Review and Landowner Survey. Saskatchewan Wetland Conservation Corporation.
- Harrison, T., Riemer, G. and Lynn, N. (1996) Native Prairie Stewardship Program Inventory. Saskatchewan Wetland Conservation Corporation.

D. Conference presentations

62. Kenny, N. and Hart, M. (2025, January) Implementing an Indigenous curriculum grants program at a research-intensive university to advance Indigenous engagement and perspectives across academic disciplines. The 10th IAFOR International Conference on Education in Hawaii (IICE2025). Honolulu, Hawaii, United States.
61. Arshad, A., Kenny, N. and Brown, B. (2024, November) Purposes, discourses, and trends: student assessment practices in higher education. Symposium on Scholarship in Teaching and Learning. Banff, Canada.
60. Jamniczky, J., Kenny, N., Mukherjee, M., Stewart, R., Mardjetko, A., and Pira, R. (2023, June) Evaluating the impact of a University Teaching and Learning Grants Program. Society for Teaching and Learning in Higher Education. Charlottetown, PEI. Research Presentation.
59. Kenny, N.A. and Fields, J. (2021, June) A new decade of change in postsecondary education: a research project exploring the importance of informal educational leadership. Society for Teaching and Learning in Higher Education. Online Unconference Presentation.
58. Kenny, N., Kolomitro, K., and Le-May Sheffield, S. (2020, February) Transforming teaching and learning cultures to foster workplace well-being for faculty and educational developers. Educational Developers Caucus Conference, Halifax, Nova Scotia.

57. Kenny, N. A., Kolomitro, K., & Le-May Sheffield, S. (2019, June). Supporting the journey of educational developers in higher education: exploring and responding to burnout and workplace well-being. Society for Teaching and Learning in Higher Education. Winnipeg, MB, Canada.
56. Kenny, N.A. and Eaton, S.E. (April, 2019) Teaching with and for academic integrity: educational development strategies. Academic Integrity Symposium, University of Calgary.
55. Fields, J., Kenny, N., & Mueller, R. A. (2018, November). Conceptualizing educational leadership in an academic development program. Symposium on Scholarship in Teaching and Learning. Banff, Canada.
54. Miller-Young, J., Yeo, M., and Kenny, N. (October, 2018) Towards interdisciplinary in SoTL: Don't check your discipline at the door. International Society for the Scholarship of Teaching and Learning, Bergen, Norway.
53. Kolomitro, K., Kenny, N., and Sheffield, S.L. (October, 2018) Strategies for preventing burnout and promoting well-being in the workplace. International Society for the Scholarship of Teaching and Learning, Bergen, Norway.
52. Szeto, A. and Kenny, N. (June, 2018) Changing the culture of post-secondary mental health through innovative teaching and learning. Society for Teaching and Learning Conference, Sherbrooke, Quebec.
51. Nowell, L., Kenny, N., Berenson, C. (June, 2018) Understanding and supporting professional learning and development of postdoctoral scholars with a specific focus on teaching and learning. Society for Teaching and Learning Conference, Sherbrooke, Quebec.
50. Berenson, C., and Kenny, N. (June, 2018) Creating your educational development philosophy statement. International Consortium of Educational Developers Conference, Atlanta, Georgia, USA.
49. Grant, K.A., Berenson, C., and Kenny, N. (May, 2018) How to avoid navel-gazing: effective self-assessment for instructors. University of Calgary Conference on Postsecondary Learning and Teaching, University of Calgary, AB.
48. Kenny, N. (February, 2018) Surviving and thriving: using the PERMA model to support our ability to flourish. Educational Developers Caucus of Canada Conference, University of Victoria, Victoria, BC.
47. Fields, J., Kenny, N., and Mueller, R. (February, 2018) Conceptualizing educational leadership: The Teaching Scholars' perspective Educational Developers Caucus of Canada Conference, University of Victoria, Victoria, BC.
46. Troop, M. and Kenny, N. (February, 2018) Dialectic positionality: examining the role of educational developers as faculty member. Educational Developers Caucus of Canada Conference, University of Victoria, Victoria, BC.
45. Fields, J., Kenny, N., Mueller, R., Amistad, C. (October, 2017) Conceptualizing educational leadership: the Teaching Scholars' perspective. International Society for the Scholarship of Teaching and Learning Conference, Calgary, Alberta.
44. Labouta, H., Li, R., Reid, L., Kenny, L., Cramb, D. (October, 2017) It's about time to start fostering interdisciplinary science habits of mind in science students. International Society for the Scholarship of Teaching and Learning Conference, Calgary, Alberta.
43. Kenny, N., Berenson, C., Chick, N., Johnson, C., Keegan, D., Read, E. and Reid, L. (October, 2017) A framework for developing teaching expertise in postsecondary education. International Society for the Scholarship of Teaching and Learning Conference, Calgary, Alberta.
42. Kenny, N.A. and Berenson, C. (June, 2017). Preparing an Educational Leadership Philosophy Statement. Society for Teaching and Learning in Higher Education Conference, Halifax, N.S.

41. Wilson, M., Popovic, C., Sheffield, S.L., Kenny, N., and Chu, S. (February, 2017) Turn and face the strange change. Educational Developers Caucus of Canada Conference, University of Guelph, Guelph, ON.
40. West, K., Hoessler, C., Ellis, D., Beaudoin, J.P., Wilson, M., Kenny, N., Brown, V. (February, 2017) Reflection on and rethinking our approach to rapport building in educational development. Educational Developers Caucus of Canada Conference, University of Guelph, Guelph, ON.
39. Kenny, N., and Taylor, L. (February, 2017) Examining the value, outcomes, critical questions, and ideal structure for an interdisciplinary 4-course certificate in educational development. Educational Developers Caucus of Canada Conference, University of Guelph, Guelph, ON.
38. Kenny, N. (June, 2016) Educational leadership in post-secondary education: what is it and how do we develop it? Society for Teaching and Learning in Higher Education Conference, Western University and Fanshawe College, London, ON.
37. Kenny, N. (June, 2016) Communicating why we do what we do to enable others and effect change in postsecondary education: creating an educational development (ED) philosophy statement, Society for Teaching and Learning in Higher Education Conference, Western University and Fanshawe College, London, ON.
36. Labouta, H., Kenny, N., Reid, L., and Cramb, D. (May, 2016) Evaluation of the Nanoscience minor undergraduate program and curriculum mapping of the Nanoscience core-courses: comparing what is planned to what is enacted to what is perceived by students. University of Calgary Conference on Postsecondary Learning and Teaching, University of Calgary, AB. (poster session)
35. Kenny, N. and Berenson, C. (May, 2016) Teaching Philosophy Statements: Using the SOAR framework to creatively explore what, why and how we support student learning in postsecondary education. University of Calgary Conference on Postsecondary Learning and Teaching, University of Calgary, AB.
34. McDonald, J., Hannon, N., Watson, G., Chan, J., Dawson, D., Kustra, E., Iqbal, I., Kenny, N. and Borin, P. (February, 2016) Building a foundation for your educational developers portfolio. Educational Developers Caucus of Canada Conference, University of Windsor, Windsor, Ontario. (3-hour pre-conference workshop)
33. Taylor, L., Kenny, N., and Chick, N. (October, 2015). Enhancing the scholarship of teaching and learning through integrated networks of practice. International Society for the Scholarship of Teaching and Learning, Melbourne, Australia.
32. Mueller, R., Kenny, N. (June, 2015) A meaningful plan: using a "portfolio of practice" approach to strategic planning in higher education. Society for Teaching and Learning in Higher Education Conference, Simon Fraser University and the University of British Columbia, Vancouver, BC.
31. Kenny, N., and Watson, G. (June, 2015) Sustaining Harmony: Building an Institutional Culture for the Scholarship and Practice of Teaching and Learning (SoTL), Society for Teaching and Learning in Higher Education Conference, Simon Fraser University and the University of British Columbia, Vancouver, BC.
30. Simmons, N. Amundsen, C., Kenny, N. Marquis, B., Miller-Young, J., Poole, G., Timmermans, J., Verwoord, R., Watson, G., Xin, C., Yeo, M. Creating SoTL Concertos for Institutional Impact. (June, 2015) Society for Teaching and Learning In Higher Education Conference, Simon Fraser University and the University of British Columbia, Vancouver, British Columbia.
29. Dyjur, P., and Kenny, N. (May, 2015) Analyzing curriculum mapping data: enhancing student learning through curriculum redesign. University of Calgary Conference on Postsecondary Learning and Teaching, University of Calgary, AB.

28. Kenny, N., and Taylor, L. (February, 2015) Building capacity and influencing culture: enhancing educational development through integrated networks of practice. Educational Developers Caucus of Canada Conference, University of Manitoba, Winnipeg, MB.
27. Dyjur, P. and Kenny, N. (February, 2015) After curriculum mapping: engaging faculty in meaningful discussions and evidence-based decision-making. Educational Developers Caucus of Canada Conference, University of Manitoba, Winnipeg, MB. (3-hour pre-conference workshop)
26. Goody, A., McDonald, J. and Kenny, N. What might an educational development portfolio look like? (July, 2014) Higher Education Research and Development Society of Australasia Conference. Hong Kong Baptist University, Hong Kong, People's Republic of China.
25. Aspenlieder, E., Kenny, N. and D'Elia, M.J. (June, 2014) The learner-centredness project. Society for Teaching and Learning in Higher Education Conference. Queen's University, Kingston, ON. (poster session)
24. Watson, G. and Kenny, N. (June, 2014) The ethics of collecting "good" curriculum data. Society for Teaching and Learning in Higher Education Conference. Queen's University, Kingston, ON.
23. Borin, P., Dawson, D., Kustra, E., McDonald, J., Kenny, N., and Arbach, M. (June, 2014) Investigating the educational developer's portfolio: a world café experience. International Consortium of Educational Development Conference (ICED), Stockholm, Sweden.
22. McDonald, J., Arbach, M., Borin, P., Kenny, N., and Kustra, E. (February, 2014) Building an EDC community resource: developing a guide to support an educational developer's portfolio. Educational Developers Caucus Conference, University of Calgary, Calgary, AB.
21. Watson, G. and Kenny, N.A. (June, 2013) The disorienting dilemma: "teaching" critical reflection. Society for Teaching and Learning in Higher Education Conference, Cape Breton University.
20. Dawson, J. and Kenny, N.A. (April, 2013) Engaging faculty in learning outcomes assessment through curriculum mapping and improvement. Symposium on Learning Outcomes Assessment: Practically Speaking. Council of Ontario Universities, Toronto, Ontario.
19. Kenny, N.A. and Watson, G. (February, 2013) Complexity, ambiguity and change: exploring and addressing challenges related to curriculum review and development. Educational Developers Caucus Conference, Wilfrid Laurier University, Waterloo, Ontario.
18. Kenny, N.A. and Watson, G. (June, 2012) Alignment, Engagement and Innovation: Sharing and Exploring Best Practices on the Design of Graduate Courses on University Teaching. Society for Teaching and Learning in Higher Education, University of Saskatchewan.
17. Kenny, N. and Wilson, M. (February, 2012) Change-Capable Institutions: Exploring and Creating a Framework for Leadership Development for the Educational Development Community. Educational Developers Caucus Conference, Dalhousie University.
16. Wilson, M., Kenny, N., Baker, N. Grose, J. (February, 2012) How can we know that they got it? Supporting the search for evidence of student achievement of learning outcomes. Educational Developers Caucus Conference, Dalhousie University.
15. Kenny, N.A. and Watson, G. (June, 2011) Developing the International and Cross-Cultural Teaching Assistant Peer Mentorship Program at the University of Guelph. Society for Teaching and Learning in Higher Education Conference, University of Saskatchewan.
14. Kenny, N., Wolf, P., Baldwin, S., Harper, S., Legwegoh, A., Pons, W. (May, 2011) Inspiring the Future Professoriate: the Impact of a Graduate Course on University Teaching. Closing Plenary, Teaching and Learning Innovations Conference, University of Guelph.
13. Bianco, K. Neejdy, A., and Kenny, N. (May, 2011) Active Learning in Introductory Biology: The Collaborative Development of a TA Training Program. Navigating your PATH, University of Toronto.

12. Buchholz, A., Robinson, A., Kenny, N., Evers, F., Varghese, J., Wolf, P., and Wolstenholme, J. (May, 2010) University of Guelph Leadership in Teaching Program: Leading the Leaders. Teaching and Learning Innovations Conference, University of Guelph.
11. Kenny, N.A. and Evers, F.T. (June, 2009) Responding to the challenging dilemma of faculty engagement in research on teaching and learning AND disciplinary research . Society for Teaching and Learning in Higher Education Conference, University of New Brunswick, Fredericton.
10. Warland, J. and Kenny, N. (May, 2008) Using Socratic Seminars to Teach Atmospheric Physics. Teaching and Learning Innovations Conference, University of Guelph.
9. Wayne, A. and Kenny, N. (May, 2008) The College of Arts Teaching Practicum. Teaching and Learning Innovations Conference, University of Guelph.
8. Kenny, N.A., Corry, R., Brown, R.D., Pulver, N., and Larfortezza, R. (April, 2007) A Microclimate Design Framework to Inform the Rehabilitation of Aggregate Extraction Sites. US Chapter of the International Association of Landscape Ecology, 22nd Annual Conference, Tucson, Arizona.
7. Kenny, N.A., Wilton, B.L., and Hilts, S. (February, 2007) Leadership and Learning in the University Classroom. Educational Developers Caucus Conference, University of Guelph.
6. Kenny, N.A., Corry, R., Brown, R.D. and Pulver, N. (October, 2006) Landscape Ecology and the Rehabilitation of Aggregate Extraction Sites in Southern Ontario: Connecting Opportunities and Solutions. Environment and Agriculture at Guelph Workshop, University of Guelph. (Poster)
5. Kenny, N. and Wilton, B. (September, 2006) Learning and Leadership Development. University of Guelph Teaching Assistant Conference.
4. Lynn, N. (August, 2000) An Evaluation of Problem Based Learning. Council of Educators in Landscape Architecture Conference. University of Guelph. (Poster)
3. Lynn, N. (August, 2000) The Effects of Recreational Use Impacts on Hiking Experiences in Natural Areas. Council of Educators in Landscape Architecture Conference. University of Guelph.
2. Lynn, N. (May, 1998) Problem Based Learning: A Student's Perspective. Teaching and Learning Innovations Conference. University of Guelph.
1. Harrison, T. and Lynn, N. (May, 1997) Native Prairie Stewardship Program. Canadian Council on Ecological Areas Conference. Regina, Saskatchewan.

E. Invited keynotes, presentations and workshops

26. Iqbal, I. and Kenny, N. (February 28, 2024) Taking a coach approach to teaching and learning consultations. Educational Development Community of Canada (EDCC) Online Conference. (Invited keynote workshop).
25. Reid, L., Norman, D. and Kenny, N. (June 20, 2023) The good, the bad and the ugly: lessons learned from a building that supports active learning. Association of University Architects Conference on Learning Spaces, UCalgary. (Invited presentation)
24. Kenny, N.A. (May 10, 2023) Supporting change in teaching and learning cultures, communities and practices. University of Prince Edward Island, Teaching Matters Series. (Invited workshop)
23. Kolomitro, K., Kenny, N., and Sheffield, S. (February 24, 2023) Educational Developer Wellbeing and Burnout POD Scholarly Reads, USA. (Invited presentation)
22. Kenny, N.A. (2022, April 7) Reflections on collaborations, networks and significant conversations. TALON Take 5 Collaboration in Higher Education Symposium. University of Calgary, Canada and London Metropolitan University, UK. (Invited keynote presentation)
21. Kenny, N. (March 14, 2022) Leadership in Times of Crisis, KNES 411, Advanced Leadership

- Practices, University of Calgary. (Invited Undergraduate Presentation)
20. Kenny, N.A. (2022, February 9) COVID, networks and significant conversations: Influencing teaching and learning cultures in higher education. The Maple League of Universities Better Together Sessions, Halifax, NS. (Invited online presentation)
 19. Kenny, N.A. (2021, October 25) Writing a statement of teaching philosophy. Faculty of Arts, University of Calgary (ARTS601). (Invited graduate student workshop.)
 18. Kenny, N. and Nychka, J. (November 9, 2021). The future of education and the value of post-secondary education following COVID19. Cyber Summit 2021, Alberta. (Invited panel) https://cybersummit.ca/cyber-summit-2021/schedule_2021/?mc_cid=dee53562d1&mc_eid=220fc8d21c
 17. Kolomitro, K. and Kenny, N. (February 17, 2021) Caring for our community: When will wellbeing be a priority. Educational Developers Caucus of Canada Online Conference (Keynote presentation)
 16. Kolomitro, K., Kenny, N., and Sheffield, S.L. (2021, April 21) Establishing a Well-being Equilibrium: Educational Developer Wellbeing. SEDA Wellbeing Seminar, UK (Online seminar).
 15. Kenny, N.A. (2020, October 21) Writing a statement of teaching philosophy. Faculty of Arts, University of Calgary (ARTS601). (Invited graduate student workshop.)
 14. Kenny, N. A. (2020, February 21) Exploring educational development through the lens of conscious leadership. Educational Developers Caucus Conference, Halifax, Nova Scotia. (Invited Workshop: Distinguished Educational Development Career Award Recipient).
 13. Kolomitro, K. and Kenny, N. (April 2, 2020). Emerging Strategies: Wellness in Challenging Times. STLHE Keep Teaching Series. Society for Teaching and Learning in Higher Education. (Invited workshop)
 12. Reid, L., Kenny, N., and Ovie, G. (March 26, 2020) Leading through COVID-19: Leadership Competencies and Mental Health. Academic Leadership Academy, University of Calgary. (Invited Workshop)
 11. Kenny, N. A., & Reid, L. (2019, May). An active exploration of the developmental framework for teaching expertise. Symposium on Teaching and Learning, Simon Fraser University. Canada. (Invited workshop)
 10. Kenny, N. A., & Reid, L. (2019, May). Reflections on the Complexity of Teaching in Higher Education: Demystifying Teaching Expertise. Symposium on Teaching and Learning, Simon Fraser University. Canada. (keynote)
 9. Kenny, N. A., & Reid, L. (2019, May). Using Mentorship and Coaching As a Lens to Support Academic Growth in Teaching and Learning. Symposium on Teaching and Learning, Simon Fraser University. Canada. (workshop)
 8. Kenny, N. (November, 2018) Visiting professor in the Department of Educational Studies. St Georges University, Grenada, West Indies. Workshops delivered include: Fostering the Development of Teaching Expertise; Preparing a Teaching Philosophy Statement; Four Evidence-based Practices for Teaching in Higher Education; Using the PERMA framework to Foster Educational and Student Well-being in the Classroom.
 7. Kolomitro, K., Kenny, N., and Sheffield, S. (October, 2018) Preventing burnout and promoting well-being amongst educational developers. Educational Developers of Canada Series: Not Just Another Webinar. EDC, Canada. (webinar)
 6. Kenny, N. (June, 2018) Leading and learning through reflection. Keynote address, Student and Enrolment Services Annual Professional Development Day. (keynote)
 5. Chick, N., Kenny, N., McClurg, C. (September, 2016) Living the Vision: The Taylor Institute for Teaching and Learning. Pre-Conference Session, Designing Libraries for the 21st Century. University of Calgary. Calgary, Alberta. (pre-conference keynote)
 4. Berenson, C. and Kenny, N. (May, 2016). Developing Your Teaching Portfolio. Career Corner,

- Congress 2016, University of Calgary. (workshop)
3. Dawson, D., Hannon, N., Kenny, N., and Watson, G. (December, 2015). Moving On Up. Educational Developers Caucus of Canada Mentorship Webinar. (webinar)
 2. Taylor, L., Kenny, N., Mueller, R. & Perrault, E. (August, 2015). Creating Environments Where Teaching and Learning Thrive. 3rd Annual Campus Alberta Teaching Summit, Olds, AB. (keynote)
 1. Kenny, N.A. (August, 2014) The What? So What? And Now What? Of Learning Outcomes. St. Mary's University, Calgary, Alberta. (presentation)

Invited Academic Reviews

A. Tenure and Promotion Reviews

- External Assessor for Promotion to University Lecturer, Faculty of Health Sciences, Simon Fraser University (1 review) (August, 2024)
- Internal/External Assessor for Promotion to Professor (Teaching), Werklund School of Education (1 review) (October, 2023)
- Internal/External Assessor for Tenure and Promotion to Associate Professor (Teaching), Faculty of Medicine (1 review) (October, 2023)
- Internal/External Assessor for Promotion to Professor (Teaching), Cumming School of Medicine (1 review) (October, 2023)
- External Assessor for Tenure and Promotion to Professor, Faculty of Science and Technology, Mount Royal University, 1 review (June, 2022)
- Internal/External Assessor for Tenure and Promotion to Teaching Professor, Cumming School of Medicine (1 review) (October, 2021)
- Head-equivalent Assessor for Tenure, Educational Development Consultant, Taylor Institute for Teaching and Learning (1 review) (November, 2020)
- Internal/External Assessor for Tenure and Promotion to Teaching Professor, Faculty of Arts (1 review) (November, 2020)
- Internal/External Assessor for Tenure and Promotion to Senior Instructor, Cumming School of Medicine (1 review) (October, 2020)
- Head-equivalent Assessor for Tenure Renewal, Educational Development Consultant, Taylor Institute for Teaching and Learning (1 review) (September, 2019)
- Head-equivalent Assessor for Tenure, Educational Development Consultant, Taylor Institute for Teaching and Learning (4 reviews) (September, 2019)
- Internal/External Assessor for Tenure and Promotion to Senior Instructor, Faculty of Nursing, University of Calgary (September, 2018)
- Internal/External Assessor for Tenure and Promotion to Senior Instructor, Haskayne School of Business, University of Calgary (September, 2018)
- Internal/External Assessor for Tenure and Promotion to Senior Instructor, Cumming School of Medicine, University of Calgary (September, 2018)
- Internal/External Assessor for Tenure and Promotion to Senior Instructor, Faculty of Science, University of Calgary (September, 2018)
- External Assessor for Tenure and Promotion to Associate Professor, School of Environment, Science and Engineering, Southern Cross University, Australia (August, 2018)
- External Assessor for Promotion to Associate Professor, College of Biological Sciences, University of Guelph (September, 2017)

B. Unit Reviews

- Invited External Unit Reviewer, Centre for Teaching and Learning, University of New Brunswick (March, 2022)
- Unit Review Participant, Campus Mental Health Strategy, University of Calgary (November, 2021)
- Invited External Unit Reviewer, Centre for Teaching and Learning, Queen's University (March, 2018)

C. Journal Reviews

- Journal of Further and Higher Education (2021 – current)
- SAGE Open (2021 – current)
- LAND (2020 – current)
- Sustainability (2023 – current)
- Canadian Journal for the Scholarship of Teaching and Learning (2020 – current)
- Science of the Total Environment, Reviewer (2019 – current)
- International Journal for Academic Development (2019 – current)
- International Journal for Educational Integrity (2019 – current)
- Sustainable Cities and Societies (2019 – current)
- International Journal of Environmental Research and Public Health, Reviewer (2018 – current)
- Higher Education Quality Council of Ontario, Reviewer (2018)
- To Improve the Academy, Reviewer (2018 – current)
- Canadian Journal for Higher Education, Reviewer, (2014 – current)
- Environments, Reviewer (2018 – current)
- Atmosphere, Reviewer (2018 – current)
- Climate, Reviewer (2017-current)
- Urban Forestry and Urban Greening, Reviewer (2017-current)
- International Journal of Biometeorology, Reviewer (2009)
- Opportunities and New Directions, Reviewer (2010)
- Urban Ecosystems, Reviewer (2010)
- Building and Environment, Reviewer (2010)

Grants and funding

2020-2023	University of Calgary, Catalyzing Online and Blended Learning Source: Flanagan Foundation Leslie Reid (Lead), Natasha Kenny (Collaborator) Total: \$1,000,000
2017-2019	University of Calgary, Campus Mental Health Strategy Source: University of Calgary Principal Investigator and Lead: Natasha Kenny Total: \$30,000
2016-2019	University of Calgary, Teaching Scholars Program Source: University of Calgary Principal Investigator and Lead: Natasha Kenny

Total: \$450,000

2011-2013 Learning Outcomes Educational Support
Source: Office of the Provost, University of Guelph
Leadership Team: Peter Wolf, Warren Stiver, Richard Gorrie, Natasha Kenny
Total: \$240,000

2010-2011 International Teaching Assistant Peer Mentorship Program
Source: Learning Enhancement Fund, University of Guelph
Principal Investigator: Natasha Kenny
Total: \$35,000

Teaching experience

A. Course instruction

Fall, 2019 Course Coordinator, UNIV201, Global Challenges Inquiry 1
An interdisciplinary, inquiry-based learning course to explore solutions to a complex, socially relevant problem using knowledge, evidence, and methods from multiple disciplines, under the guidance of University of Calgary experts. The 2019 Global Challenges theme was “Sustaining Local and Global Water Resources.”

Fall, 2008-2012 UNIV6800: University Teaching Theory and Practice (Co-instructor), University of Guelph
An interdisciplinary graduate course designed to allow students to critically examine and reflect upon teaching and learning issues and research in higher education.

Winter, 2012 LARC6600: Critical Inquiry and Research Analysis (Co-Instructor), University of Guelph
A graduate research course focused on the quantification and analysis of data within the context of planning, design, and research.

Winter, 2009 LARC6380: Research Seminar in Landscape Architecture (Instructor), University of Guelph
A capstone graduate course focused on the process and communication of research in Landscape Architecture.

B. Directed Studies

Winter, 2017 EVDS 783.77: Microclimates, human behavior patterns, and perceptions in urban spaces (Naveed Mazhar, PhD student)
This doctoral course examined the relationships between microclimate, human behavioral patterns and perceptions in urban environments.

C. Postdoctoral Supervision

Dr. Glory Ovie (2020), Co-Supervisor, Research Focus: Mental Health and Well-being for educators and students in postsecondary education, Faculty of Arts and Taylor Institute for Teaching and Learning, University of Calgary.

Dr. Lorelli Nowell (2017-2019), Co-Supervisor, Research Focus: Professional Development of Postdoctoral Scholars, Faculty of Arts and Taylor Institute for Teaching and Learning, University of Calgary

Dr. Kimberley Grant (2017-2018), Supervisor, Research Focus: Authentic Assessment, Taylor Institute for Teaching and Learning, University of Calgary

D. Graduate thesis and examination committees

Doctoral Supervisory Committee Member (September 2022 – March 2025). Harroop Kaur Sharda, Exploring processes and strategies used by undergraduate nursing students to achieve academic success in polytechnic institution-based programs, Faculty of Nursing, University of Calgary. Candidacy Exam Committee Member (February 23, 2023). Doctoral Examination Committee Member (March 10, 2025).

Doctoral Supervisory Committee Member (March 2022 – November 2024), Beatriz Moya, Academic Integrity from a Scholarship of Teaching and Learning and Leadership Lens, Werklund School of Education, University of Calgary. Candidacy Exam Committee Member (September 21, 2022). Doctoral Examination Committee Member (November 5, 2024).

Examiner, Doctoral Candidacy Exam Committee: Roxanne Ross, Werklund School of Education, University of Calgary (September 28, 2021), Supporting Student Well-being in Formal Learning: Post-secondary Student Stories of Well-being and Academic Challenge.

Examiner, Doctoral Candidacy Exam Committee: Laura Morrison, Werklund School of Education, University of Calgary (October 6, 2020), Online Teacher Education During COVID: Emerging Futures for Pre-service Teacher Education.

Examiner, Doctoral Comprehensive Exam Committee, Tim Jiang, School of Environmental Science, University of Guelph (June 26, 2020), Topic: Developing and Applying a Multi-Scale Numerical Modelling Approach to Assess Pedestrian Thermal Exposure in Cities.

Doctoral Supervisory Committee Member (May, 2018 – October, 2024), Naveed Mazhar, The Role of Human Thermal Comfort in Successful Urban Design: Subjective and Objective Dimensions, School of Architecture, Planning and Landscape, University of Calgary. Candidacy Examination (April 28, 2020) Committee Member. Doctoral Examination Committee Member (October 22, 2024).

Examiner, Doctoral Candidacy Exam Committee: Flora Mahdavi, Werklund School of Education, University of Calgary (September, 2018), Protocol for Developmental Observation of Online Teaching

Doctoral Supervisory Committee Member (October 2014 – February, 2018), Faculty Development in a Transnational Higher Educational Context: A Case Study on Leadership in Communities of Practice

Examiner, Doctoral Candidacy Exam Committee (February, 2015): William Kay, Werklund School of Education, University of Calgary

Doctoral Supervisor Committee Member: (September, 2015 – July 2017), Creative Problem Solving (CPS) in Practice: A Case Study

Examiner, Doctoral Candidacy Exam Committee: Amy Zidulka, Werklund School of Education, University of Calgary (September, 2015), Creative Problem Solving (CPS) in Practice: A Case Study

Oral Defence Committee Examiner (MA Education): Christopher Ostrowski, Werklund School of Education, University of Calgary (June, 2016), A Narrative Inquiry into the Experiences of Students with Visual Impairments: The Effects of People, Institutions and Technology in Supporting Learning

Oral Defence Committee Examiner (Doctoral Education): Paula Diane Hayden, Werklund School of Education, University of Calgary (September, 2015), A Narrative Inquiry into the Professional Identity Formation of College Instructors

Examiner, Doctoral Candidacy Exam Committee: Noha Fahad H. Altowairiki, Werklund School of Education, University of Calgary (September, 2015), Online Instructors Teaching Practices with the Use of Universal Design for Learning in Higher Education

Examiner, Doctoral Candidacy Exam Committee: Kimberley Anne Grant, Werklund School of Education, University of Calgary (December, 2014), Teachers' Images and Narratives of Good Teachers: An Interpretive Inquiry

Thesis & Defence Committee Member: Elisabeth Klein, Master of Landscape Architecture, University of Guelph (Completed, Fall, 2012), Enhancing the thermal comfort of utilitarian bicyclists: a COMFA model approach integrating principles of microclimatic design with bicycle pathway design in Ottawa, Canada

Thesis & Defence Committee Member: Dr. Drew Graham, Master of Landscape Architecture, University of Guelph (Completed, Summer, 2012), Census tract-level outdoor thermal comfort modeling and heat-related morbidity analysis during extreme heat events in Toronto: the impact of design modification to the urban landscape

Thesis & Defence Committee Member: Naveed Mazhar, Master of Landscape Architecture, University of Guelph (Completed, Summer, 2012), Assessing outdoor thermal comfort at two urban sites in Lahore, Pakistan

Doctoral Supervisory Committee Member: Jenni Vanos, PhD, School of Environmental Sciences, University of Guelph (Completed, Fall, 2011), Modelling outdoor thermal comfort of humans performing physical activity: applications to health and emergency heat stress preparedness

Thesis & Defence Committee Member: Marianne Sigloch, Master of Landscape Architecture, University of Guelph (Completed Fall, 2009), A Microclimate Analysis of a 15th Century Kare-Sansui Garden: The Ryoan-Ji Temple Courtyard, Kyoto, Japan

Thesis & Defence Committee Member: Bruce Martin, Master of Landscape Architecture, University of Guelph (Completed Fall, 2008), The Dynamic Stormwater Response of a Green Roof and Its Impact on Urban Stream Health

F. Academic Staff Courses and Certificate Programs

University of Calgary, Academic Staff Certificate in University Teaching and Learning, Educational Leadership and Mentorship Course

Co-facilitator (May 25-28, 2020, May 26-29, 2021, May 27-30, 2024)

A course where participants examine educational leadership and mentorship practices in higher education. Course participants lead and evaluate a new or existing initiative that helps others to strengthen their teaching and learning practices, articulate an educational leadership or mentorship philosophy statement, and document their learning and growth to add to their teaching dossiers

C-Lab, Faculty of Science, University of Calgary

Co-facilitator (May 2015- May 2016)

A comprehensive teaching and learning development program where faculty members in the Faculty of Science explore and actively investigate a question about teaching and learning in their course.

Course Re-Design Institute, University of Guelph

Co-facilitator (May/June 2011-2013)

During this highly interactive 4-day workshop, participants had the opportunity to discuss and apply research-informed practices in teaching and learning and learning technologies to promote active engagement and student success in one of their courses.

G. Selected Educational Development Workshops Facilitated

- Creating a Teaching Dossier (University of Calgary, University of Guelph)
- Creating a Teaching Philosophy Statement (University of Calgary, St. George's University, University of Guelph)
- Facilitating and Engaging Learners in Effective Discussions (University of Calgary)
- Lecturing for Engagement (University of Calgary)
- Using Curriculum Mapping as a Vehicle for Faculty Engagement in Teaching and Learning (University of Calgary)
- Fostering the Development of Teaching Expertise (St. George's University, Grenada)
- Four Evidence-based Practices for Teaching in Higher Education (St. George's University, Grenada)
- Using the PERMA framework to Foster Educational and Student Well-being in the Classroom (St. George's University, University of Calgary)
- Using learner-centredness to promote inclusive and accessible education (University of Guelph)
- Engaging faculty in learning outcomes assessment through curriculum mapping and improvement (University of Guelph)
- Engaging in the Scholarship of Teaching and Learning (SoTL) (University of Guelph)
- Constructive alignment, learning objectives and student engagement: best practices in course design (University of Guelph)
- "What would you do if...?" An exploration of ethical principles for teaching in higher education (University of Guelph)
- Grading and Giving Effective Feedback (University of Guelph)
- Learning Theories: Experiential Learning (University of Guelph)

- Evaluating your Teaching Effectiveness (University of Guelph)
- An Introduction to Course Design (University of Guelph)
- A Review of Research on Teaching and Learning in Higher Education (University of Guelph)
- Planning an Exam Review Session and Exam Invigilation (University of Guelph)
- Individual Consultations and Dealing with Difficult Situations (University of Guelph)
- The Art of Assessment (University of Guelph)
- Course Design Strategies to Ensure Active Learning and Student Engagement (University of Guelph)
- Active Learning and Student Engagement (University of Guelph)
- Grading Written Work (University of Guelph)
- Preparing for your TAsip – from the first day to the end of the semester (University of Guelph)
- Academic Integrity and the TA Role (University of Guelph)
- Grading Tips and Rubrics (University of Guelph)

Leadership and service contributions

A. Faculty

- University of Calgary, Taylor Institute for Teaching and Learning, TI Indigenous Strategy Working Group, (April 2020 – current, Co-chair)
- University of Calgary, Taylor Institute for Teaching and Learning (TI), TI Leadership Committee (January 2019-current, Member)
- University of Calgary, Taylor Institute for Teaching and Learning, TI Supervisors Network (January, 2023 – current, Co-Chair)
- University of Calgary, Taylor Institute for Teaching and Learning, TI Program Advisory Committee (February 2020 – current, Chair)
- University of Calgary, Taylor Institute for Teaching and Learning, TI Academic Advisory Committee (September, 2022 – current, Chair)
- University of Calgary, Taylor Institute for Teaching and Learning, TI Program Evaluation Committee (July 2019 – November 2019, Chair)
- University of Calgary, Taylor Institute for Teaching and Learning, Global Challenges Steering Committee (January 2019 – December 2019, Chair)
- University of Calgary, Taylor Institute for Teaching and Learning, Steering Committee (January 2019 – Current, Chair)
- University of Calgary, Post-Secondary Learning and Teaching Conference Planning Committee, Member (September 2014 – September 2017), Interim Chair (September 2017 – May 2018), (September 2019 – current, Co-Chair)
- University of Calgary, Taylor Institute for Teaching and Learning, NSSE Support Team, (January 2017 – current, Committee member)
- University of Calgary, Educational Development Unit, NSSE Action Group, (January 2015 – January 2017, Committee member)
- University of Calgary, Educational Development Unit Strategic Planning Committee, (September 2014-2017, Committee Chair)
- University of Calgary, Taylor Institute for Teaching and Learning Research and Scholarship Leave Committee (December 2016 – January 2017, Member)
- University of Calgary, Teaching Academy, Consulting Member (August 2014 – September 2015)
- University of Guelph, Bachelor of Arts Program Committee, Voting Member (2013-2014)

- University of Guelph, Special Graduate Faculty, School of Environmental Design and Rural Development (2009-2014)
- University of Guelph, College of Arts, Course Evaluation Review Committee (2013)
- University of Guelph, Special Graduate Faculty, School of Environmental Sciences (2008-2011)
- University of Guelph, Teaching Support Services, Staff Liaison, Teaching Assistant Advisory Council (2009-2010)
- University of Guelph, Teaching Support Services, Leadership in Teaching, Faculty Program Committee (2009-2010)

B. Institution

- University of Calgary, Assessment Principles Group (Co-chair) (July 2023 – current)
- University of Calgary Search Committee, Director of Programs and Operations, Office of Equity, Diversity and Inclusion (Committee Member) (February-April, 2024)
- M1 Regulation Working Group (Supporting Documentation – for exemption/special request) (October, 2023 – July 1, 2024)
- University of Calgary, Academic Search Committee, Chair, Educational Development Consultant (Scholarship of Teaching and Learning) (Tenure-Track/Tenure), (October 2023 – current)
- University of Calgary, Academic Search Committee, Chair, Educational Development Consultant (Indigenous Ways of Knowing) (Tenure-Track), (August 2022 – September 2023)
- University of Calgary, Academic Search Committee, Chair, Educational Development Consultant (Clinical and Laboratory Experiences) (Tenure-Track), (January 2023 – July 2023)
- University of Calgary, USRI Technology Steering Committee, Committee Member (October 2022 – current)
- University of Calgary, Microcredentials Working Group, Committee Member (March 2023 – current)
- University of Calgary, Research and Teaching Awards Steering Committee, Committee Member (July 2022 – current)
- University of Calgary, NSSE Steering Committee, Committee Member (January 2021-current)
- University of Calgary, United Way Campaign, Campaign Chair (September 2021 – January 2022)
- University of Calgary, Academic Search Committee, Protected Disclosure Advisor, Committee Member (April 2021 – June 2021)
- University of Calgary, EDI in Research and Teaching Awards Working Group, Committee Member (June 2021 – January 2023)
- University of Calgary, Academic Search Committee, Chair, Educational Development Consultant (Limited-Term), (March 2021 – May 2021)
- University of Calgary, Academic Search Committee, Chair, Educational Development Consultant (Curriculum Renewal and Innovation) (Tenure-Track), (March 2021 – July 2021)
- University of Calgary, Academic Search Committee, Chair, Educational Development Consultant (Indigenous Ways of Knowing) (Tenure-Track), (March 2020 – July 2020)
- University of Calgary, Academic Search Committee, Chair, Educational Development Consultant (Equity, Diversity and Inclusion) (Tenure-Track), (July 2020 – September 2020)

- University of Calgary, Academic Search Committee Co-Chair, Educational Development Consultant (Experiential Learning and Undergraduate Research) (January 2020 – May 2020)
- University of Calgary, Academic Search Committee Chair, Academic Lead, Teaching and Learning Research (February 2020 – April 2020)
- University of Calgary, Academic Search Committee, Committee Member, Assistant Professor (Medical Education), Department of Medicine Cumming School of Medicine, University of Calgary (March 2020 – May, 2020)
- University of Calgary, COVID19 Academic Issues Team (CAIT), later Academic Operations Group (AOG) (Sept 2020 – December, 2023)
- University of Calgary, COVID19 Academic Crisis Management Task Force (March – Sept, 2020, November 2020 – July 2021)
- University of Calgary, Free Expression Statement Committee (July 1, 2019 – December, 2019)
- University of Calgary, Learning Technologies Advisory Committee (September 2019 – September 2020)
- University of Calgary, External Awards Committee Co-Chair (July 2019 – current)
- University of Calgary, Experiential Learning Advisory Group (May 2019 – November 2019)
- University of Calgary, Universal Student Ratings of Instruction (USRI) Working Group (July 2019 - April 2022)
- University of Calgary, Indigenous Strategy Implementation Committee, now ii' taa'poh'to'p Guiding Circle (March 2020 – current)
- University of Calgary, Academic Search Committee, Director of Community-based Field Experience, Werklund School of Education (October – November 2019)
- University of Calgary, United Way Campaign, Campaign Co-Chair (May 2020 – September 2021)
- University of Calgary, United Way Campaign, Leadership Giving Committee Chair (June 2019-January 2020)
- University of Calgary, Teaching and Learning Network Working Group (Guide for Providing Evidence of Teaching, Teaching Professor Description/Teaching Expertise Rubric) (June 2018 – July 2019)
- University of Calgary, Professional and Continuing Education (PACE) Working Group (February 2018 – April 2020)
- University of Calgary, Mental Health Strategy Implementation Committee, Committee Member (May 2016 – September 2019)
- University of Calgary Teaching and Learning Leaders Network, Committee Member (September 2017 – December 2019)
- University of Calgary, Academic Search Committee, Committee Member, Director, Environmental Science, Faculty of Science (April 2018 – September 2019)
- University of Calgary, Campus Mental Health Strategy, Teaching and Learning Subcommittee, Committee Chair (May 2016 – August 2019)
- University of Calgary Teaching Awards Adjudication Committee, Committee Chair, Award for Curriculum Development and Experiential Learning Initiatives (January 2018-April 2018)
- University of Calgary Teaching Awards Adjudication Committee, Committee Chair, Award for Team Teaching, Teaching in Online Environments (January 2018-April 2018)
- University of Calgary Teaching Awards Adjudication Committee, Committee Chair, Award for Librarians, Archivists and Curators, and Full-time Academic Staff – Teaching Professor (January 2018-April 2018)

- University of Calgary Associate Deans Teaching and Learning Network, Committee Member (September 2014 – September 2017)
- University of Calgary, General Faculties Council Teaching and Learning Committee, Non-voting Committee Member (June 2014 – current)
- University of Calgary Teaching Awards Adjudication Committee, Committee Chair, Work-Integrated Education, Continuing and Professional education, Curriculum Development (January 2017-March 2017)
- University of Calgary Teaching Awards Adjudication Committee, Committee Chair, Experiential Learning Initiatives, Librarians, Archivists, and Curators (January 2017-March 2017)
- University of Calgary Teaching Awards Adjudication Committee, Committee Chair, Non-academic staff (January 2017-March 2017)
- University of Calgary, Graduate Students Association Mentorship Program, Mentor, (September 2016 – March 2017)
- University of Calgary, Academic Search Committee, Committee Member, Director, Environmental Science, Faculty of Science (February 2017 – March 2017)
- University of Calgary, Qatar Teaching and Learning Specialist Hiring Committee, Committee Member (August 2016)
- University of Calgary, Academic Search Committee, Director, College for Discovery, Creativity and Innovation, Taylor Institute for Teaching and Learning (May 2016 – October 2016)
- University of Calgary, Taylor Institute for Teaching and Learning Opening Planning Committee, Committee Member (August 2015-April 2016)
- University of Calgary, Taylor Institute for Teaching and Learning, Academic Staff Hiring Committee, Curriculum Development Specialist, Committee Chair (December 2015 – May 2016)
- University of Calgary, Department of History Academic Staff Hiring Committee, Medieval History, External Committee Member (December 2015 – February 2016)
- University of Calgary, Mental Health Task Force (January 2015 – December 2015)
- University of Calgary Teaching Awards Adjudication Committee, Committee Chair, Full-Time Academic Staff: Instructor and Assistant Professor (January 2016-March 2016)
- University of Calgary, Teaching Awards Adjudication Committee, Committee Chair, Non-Academic Staff (January 2016-March 2016)
- University of Calgary, Teaching Awards Adjudication Committee, Committee Chair, Graduate Assistants (Teaching) (January 2016-March 2016)
- University of Calgary, Teaching Awards Adjudication Committee, Committee Chair, Full-Time Academic Staff: Senior Instructor, Associate Professor (January 2016-March 2016)
- University of Calgary, Teaching Awards Adjudication Committee, Committee Chair, Curriculum Development and Experiential Learning (January 2016-March 2016)
- University of Calgary, Learning Spaces Advisory Committee (October 2014-April 2015)
- University of Calgary Teaching Awards Adjudication Committee, Committee Chair, Full-Time Academic Staff: Senior Instructor, Assistant Professor, Full Professor (January 2015-March 2015)
- University of Calgary, Teaching Awards Adjudication Committee, Committee Chair, Teaching in Online Environments, Team Teaching (January 2015 – March 2015)
- University of Calgary, Teaching Awards Adjudication Committee, Non-Academic Staff, Committee Chair (January 2015 – March 2015)
- University of Calgary, Teaching Awards Adjudication Committee, Award for Graduate Assistants – Teaching, Committee Chair (January 2015- March 2015)

- University of Calgary, Teaching Awards Adjudication Committee, Award for Curriculum Development, Award for Experiential Learning Initiatives, Committee Chair (January 2015 – March 2015)
- University of Calgary, Teaching Awards Adjudication Committee, Award for Full-Time Academic Staff – Instructor and Associate Professor, Committee Chair (January 2015- March 2015)
- University of Calgary, Teaching Grants Adjudication Committee, Scholarship of Teaching and Learning & Scholarship of Teaching and Learning, Experiential Learning, Committee Chair (February 2015 – June 2015)
- University of Calgary, Teaching Grants Adjudication Committee, Practice Grants & Practice Grants, Experiential Learning, Committee Chair (February 2015 – June 2015)
- University of Calgary, Academic Search Committee, University Chair for Teaching and Learning, Academic Director of the Taylor Institute for Teaching and Learning (November 2014-March 2015)
- University of Guelph, United Way Volunteer Canvasser, Teaching Support Services, and Open Learning and Educational Support (2009-2013)
- University of Guelph, Executive Committee Member, Arts and Sciences Technology Research Alliance (ASTRA), (2010-2011)

C. Broader educational development and academic community

- D2L Innovation Guild – Board (July, 2019 – January, 2021)
- Educational Developers Caucus of Canada, Co-Lead, Centre Leaders Action Group (January 2017 – November, 2021)
- SoTL Canada Collaborative Writing Group, Lead Facilitator, Educational Development and the Scholarship of Teaching and Learning (January 2015 – April 2017)
- Educational Developers Caucus of Canada, Member, Educational Developers Portfolio Action Group (February 2012 – January 2016)
- Member, Canadian Teaching and Learning Center Leaders Network (January 2022 – current)
- Educational Developers Caucus of Canada, Member, Living Plan Revision Action Group (February 2015 – July 2015)
- Educational Developers Caucus of Canada, Member, Nominations Committee (February 2015 – May 2015)
- Educational Developers Caucus (EDC) of Canada, Vice-Chair (Communications), (2011-2013)
- Council of Ontario Educational Developers (COED), Co-Chair Elect, (2013-2014)
- Educational Developers Caucus of Canada, Reviewer, Conference Proposals (2014 – 2020)
- Society for Teaching and Learning in Higher Education, Reviewer, Conference Proposals (2014 – current)

Associations and memberships

- Member, International Coaching Federation (ICF) (2023 – current)
- Member, Professional and Organizational Development (POD) Network (2017 – current)
- Member, Society for Teaching and Learning in Higher Education (STLHE) (2008 – current)
- Member, Educational Developers Caucus (2008-2021)
- Member, Educational Developers Network of Alberta (2014-current)

- Member, International Society for the Scholarship of Teaching and Learning (2015-current)
- Member, Council of Ontario Educational Developers (2009-2014)
- Associate Member, Ontario Association of Landscape Architecture (OALA) (2001-2005)

Awards

- United Way Community Impact Award, University of Calgary United Way Cabinet (2021)
- Educational Developers of Canada Distinguished Educational Development Career Award (2018)
- University of Calgary, U Make a Difference Award (2018)
- National Science and Engineering Research Council (NSERC) of Canada Post-Graduate Scholarship (PhD) (2007)
- National Aeronautics and Space Administration (NASA) and Michigan State University Professional Enhancement Award in Landscape Ecology (2007)
- George Thurtell Scholarship (2006)
- Ontario Graduate Scholarship (2006, 2005, 2004, 1999)
- Latornell Graduate Scholarship (2006)
- University of Guelph Graduate Scholarship (2005, 1997)
- Victor Chanasyk Medal (2001)
- Soden Scholarship (1999)
- Saskatchewan Association of Landscape Architects Scholarship (1998)
- University of Guelph Entrance Scholarship (1997)
- Bell-Sargant Scholarship (1997)

Programs & certifications

- Certified Executive Coach (CEC), Royal Rhodes University
- The Skillful Facilitator, Masterful Facilitation Institute, University of Calgary
- The Working Mind Train the Trainer Workshop, University of Calgary
- The Working Mind Workshop, University of Calgary
- Academic Leadership Program, University of Calgary
- Coaching for Leadership Certificate, University of Guelph, Continuing Education
- Positive Psychology Coaching Interventions Certificate, Positive Acorn, Toronto, Ontario
- Instructional Skills Workshop, University of Guelph
- Foundation and Advanced Course in Facilitation, Intersol, Ottawa, Ontario
- Teaching and Learning Innovations Certificate, University of Guelph
- Crime Prevention through Environmental Design (CPTED), Level I Certificate
- Roadway Lighting Certificate, Illumination Engineering Society of North America, Toronto Section