

## Award for Indigenous Ways of Knowing

The University of Calgary's *Eyes High* strategy inspires our university community to “enrich the quality and breadth of learning.” Acknowledging that outstanding contributions to this vision can take many different forms, the University of Calgary Teaching Awards recognize excellence in diverse learning contexts, by individuals and teams, and through curriculum design and educational leadership. A University of Calgary Teaching Award is a distinguished honor for members of our university community who, through their commitment and expertise, create deep and lasting learning experiences.

### 1.0 Eligibility

The University of Calgary Teaching Award for Indigenous Ways of Knowing recognizes the outstanding contributions of any individual or group who has advanced Indigenous Ways of Knowing and supported reconciliation, decolonization, Indigenous engagement and transformation in academic courses and programs. Building on the foundations of the University of Calgary's Indigenous Strategy, *ii' taa'poh'to'p*, this award recognizes that transformation is a progressive, evolutionary, and lifelong journey, for all educators and learners. Our journey towards transformation and renewal is just beginning and will be an ongoing process. It requires us to move forward *in a good way* through reciprocal and respectful relationships, with a clear purpose, and high levels of integrity, moral strength and communal spirit.

Each year, this award recognizes any individual or group who has advanced Indigenous Ways of Knowing and supported reconciliation, decolonization, Indigenous engagement and transformation in an academic course or program. Individuals and groups recognized may include full or part-time academic staff, adjunct/clinical appointees, professional practitioners, students, Indigenous Elders, Knowledge Keepers, and/or community partners who have had a sustained impact on student learning.

No individual may receive the University of Calgary Teaching Award for Indigenous Ways of Knowing more than once. Not all awards will be conferred each year, depending on whether qualifying nominations are received.

There will be two awards available annually, one for individuals and one for groups. The adjudication committee may recommend more recipients if multiple outstanding nominations are received.

### 2.0 Award Criteria

The University of Calgary Teaching Award recognizes an individual or group who has advanced Indigenous Ways of Knowing, and supported reconciliation, decolonization, Indigenous engagement and transformation in an academic course or program. Nominations will be assessed based on evidence of the nominee's (or nominees') demonstrated ability related to one or more of the following criteria:

- Motivate and inspire students' interest and learning related to reconciliation, Indigenous peoples, perspectives, knowledge systems, cultures, communities, histories, affairs and current realities
- Foster and model ongoing dialogue and active listening, acknowledging one's own positionality and striving to create a shared, ethical space for teaching and learning.
- Thoughtfully include Indigenous knowledges, stories, songs, creative expression, languages, methodologies, pedagogies, cultural protocols and/or traditions as a foundation for student learning and engagement
- Support and model authentic, respectful, culturally safe, inclusive and reciprocal relationship-building and collaboration with Indigenous peoples, Elders, Knowledge Keepers and communities
- Build capacity for intercultural understanding, empathy, and mutual respect
- Create a safe, brave, and trusting space for unsettling, addressing and transforming negative and/or racist attitudes, assumptions and conceptualizations about Indigenous peoples
- Facilitate and support learners to develop their critical engagement, decision-making and independent learning abilities to engage in decolonization, transformation, truths, reconciliation, healing and action
- Explore, reflect upon, gather feedback, and engage in ongoing learning to further advance Indigenous Ways of Knowing in postsecondary education, including the impact on learners, and model development over time.
- Help to establish parallel processes through relative making and supporting oral cultures, protocols and engaging and using Indigenous Ways.

### **3.0 Nomination Package**

Nomination letters may be submitted by up to three nominators, who may include any combination of former students, faculty, Indigenous Elders, Knowledge Keepers or community members, and/or academic colleagues or administrators.

Nomination packages should include input from at least one member who is an Indigenous Elder, knowledge keeper or community member acknowledged by their Indigenous community, who has provided meaningful consultation to validate and protect the nominee and their supporters in the ways that support the practices of the Indigenous communities involved.

Video and/or audio recorded submissions that recognize oral traditions and speak to the award criteria will be accepted. The first 5-minutes of nomination statement recordings and recorded statement of support will be heard. The first 20-minutes of recordings for a nomination dossier will be heard.

Recordings should present a first-person narrative to support the nomination (i.e., professionally-produced videos will not be accepted). Video and audio recordings must be submitted in a format that is

easily accessible to all members of the adjudication committee. Support and recommendations for creating and submitting recordings is available through the Taylor Institute for Teaching and Learning.

Nomination packages are stored and treated with care and confidentially, with access limited to adjudication committee members. All written and recorded materials submitted must adhere to appropriate University [copyright policies and procedures](#) and will remain the property of the creator.

The nomination package should include:

- A brief nomination letter (2-page maximum) or video-recorded nomination (5-minute maximum) outlining how the nominee meets the award criteria. Contributed by an individual nominator or co-created by up to three nominators;
- A nomination dossier (10-page maximum, excluding letters of support) or (20-minute maximum recording) created by the nominee; and
- A cover page/opening statement verifying that the nominee meets all eligibility requirements and that all recommended nomination components have been included in the submission.

### **3.1 Nomination Letter or Video-recorded Nomination**

A nomination letter outlining how the nominee meets (or exceeds) the award criteria may be contributed by an individual nominator or be co-written by 2-3 nominators. Nomination letters are not included in the dossier page count; the letter should be a maximum of two pages. A video/audio-recorded submission that recognizes oral traditions and speaks to the award criteria will also be accepted as a form of nomination (5-minute maximum).

Strong nomination letters and recordings address the award criteria and provide examples to support the claims made. Guidance on preparing effective nominations is available through the Taylor Institute for Teaching and Learning.

### **3.2 Nomination Dossier**

Teaching and learning are multidimensional and complex tasks that require multiple sources of information that come together to communicate impact. Support for creating a nomination package is available through the Taylor Institute for Teaching and Learning. Nomination dossiers may include video/audio-recorded sections and other forms of creative expression and input.

Your nomination dossier should be a **maximum of 10 pages** or 20 minutes of recorded material (excluding letters of support):

- **Teaching and learning statement**  
The teaching and learning statement explains the rationale that guides your practice, and provides information about your context, approaches and contributions. It provides a narrative or story of why you do what you do to support student learning, growth and transformation.

This statement should speak to Indigenous Ways of Knowing and the importance of supporting decolonization, Indigenous engagement and transformation in an academic course or program.

- **Descriptions of specific strategies**

A description of specific strategies used to advance Indigenous Ways of Knowing, and to support decolonization and transformation in an academic course or program. This section should include some indication of the impact and influence of these strategies on student learning, growth and transformation.

- **Summary of data, narratives, creative outputs and/or stories from students**

A summary of data, narratives, stories, testimonials, and/or creative outputs from students that demonstrates their learning, growth and transformation.

- **Reflective summary statement**

A brief critical reflection and summary of the information included in the nomination dossier to put it into context and to demonstrate impact and learner transformation. This section should reflect a commitment to ongoing learning to further advance Indigenous Ways of Knowing in postsecondary education and model development over time.

- **Letters or video/audio-recorded statements of support**

Two signed letters of support (2 page-maximum each) that complement and align with claims made in the nomination dossier, and provide further evidence of impact. Video-recorded submissions (maximum of 5 minutes each) that recognize oral traditions and speak to the award criteria will also be accepted as a form of support.

#### **4.0 Adjudication Process**

The selection process for each of the university-level teaching awards will be similar. Administrative processes surrounding communication, nomination and selection processes will be coordinated through the Taylor Institute for Teaching and Learning.

A committee, chaired by the Vice-Provost Teaching and Learning (or delegate) and consisting of an Indigenous Elder or Knowledge Keeper, two academic staff members, an undergraduate student, a graduate student, and a support (AUPE) staff, management or professional staff (MaPS) or postdoctoral scholar representative, will adjudicate the nomination files. The committee will ensure representation of Indigenous peoples (beyond the Elder or Knowledge Keeper) and include members that are well-versed in Indigenous perspectives. The committee will be guided in its adjudication through consensus-based discussion with reference to the criteria for the award.

#### **5.0 Recognition**

Recipients will be presented with their awards at a high-profile Celebration of Teaching event. Their successes will be celebrated in a lasting institutional record of teaching excellence on the Wall of Honour

in the Taylor Institute for Teaching and Learning, and when applicable shared with the person's identified community through a letter written by the Vice-Provost, Teaching and Learning. Recipients for this award will also be Honoured through a parallel process that has been developed under the guidance of Elders. Each year, all nominees will be recognized for their contributions to the University of Calgary's Indigenous Strategy *ii'taa'poh't'op* through advancing Indigenous Ways of Knowing and supporting reconciliation, decolonization, Indigenous engagement and transformation in courses and programs.

Award recipients will be invited (but not required) to join the University of Calgary Teaching Academy, from which honorees can volunteer to share their expertise through mentoring, facilitating educational development activities, or implementing initiatives of their own design.

For support, contact Dr. Gabrielle Lindstrom, PhD, Educational Development Consultant, Indigenous ways of knowing, at [gabrielle.lindstrom@ucalgary.ca](mailto:gabrielle.lindstrom@ucalgary.ca).

For video or media support, contact [techcoaches@ucalgary.ca](mailto:techcoaches@ucalgary.ca).