

## **Award for Inclusive Excellence**

The University of Calgary recognizes the imperative of creating and maintaining an equitable, diverse, inclusive, and accessible teaching and learning environment that enables every member of our campus community to thrive. Equity, diversity, inclusion, and accessibility are vital to excellence in all aspects across UCalgary and teaching and learning is at the centre of this transformational shift. UCalgary has taken [direct actions](#) to support this vision.

An institutional definition of Inclusive Excellence was adopted by Dean’s Council when it approved the [EDI plan in Research and Teaching Awards](#) in June 2022. We believe that “The individual and institutional pursuit of excellence, quality or merit is best achieved in equitable, diverse, inclusive, accessible and decolonial conditions in which everyone can thrive. While the human pursuit of excellence is an inclusive one, and not limited to a specific demographic group, how it is socially and institutionally defined, operationalized and recognized historically often has been exclusionary of, among other things, diverse ways of knowing, knowledge, methodologies and perspectives. Recognizing the integral relationship between equity-as-fairness and inclusive excellence is necessary to mitigate how access to, and success within, scholarly associations, universities and colleges have been shaped by histories of discriminatory ideas, attitudes, processes and practices. Inclusive Excellence affirms how diversity can deepen learning, enhance critical thinking and problem solving, and fuel creativity and innovation in teaching and learning, research and artistic enquiry, professional service, and community engagement in academia.”

Inclusive excellence affirms how diversity can deepen learning, enhance critical thinking and problem solving, and fuel creativity and innovation in teaching and learning, research and artistic enquiry, professional service, and community engagement in academia. Recognizing the integral relationship between equity-as-fairness and inclusive excellence is necessary to create access to, and success within, our university. The individual and institutional pursuit of excellence, quality, or merit is best achieved in equitable, diverse, inclusive, and accessible environments in which everyone has the potential and opportunities to flourish.

Equity, diversity, inclusion, and accessibility are vital to excellence in all aspects of teaching, practice and design, and to creating high-quality student experiences across UCalgary. To truly transform our institutions, thinking, and experiences in this way, we must value the teaching and learning experiences of the academic community as core to this transformational change of equitable processes and initiatives and recognize those who are doing this difficult, caring and necessary work.

## 1.0 Eligibility

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.

The award for Inclusive Excellence in teaching and learning shall recognize the outstanding contributions to advance and amplify inclusive excellence, where nominees have made highly impactful changes in support of equitable and inclusive student learning. These awards will be given to those who lead the University of Calgary's commitment to achieving equitable, diverse, inclusive, and accessible learning experiences and learning environments. There are three distinct inclusive excellence awards available including at the individual, group/team, and unit level.

These three awards have been developed in partnership with the [Office of Equity, Diversity and Inclusion](#) and will be available annually:

- **Inclusive Excellence (Individual)** recognizes the teaching excellence of an individual academic staff member on Continuing, Contingent, Limited-Term or Sessional appointments who have taught two or more different courses at the University of Calgary, where they have created inclusive, diverse, equitable and accessible initiatives within their classroom, course, or other learning environments.
- **Inclusive Excellence (Team)** recognizes the collective contributions of two or more people who have created significant and sustained inclusive, diverse, equitable and accessible initiatives in teaching and learning. Groups or teams may include any combination of academic staff, postdoctoral scholars, members of other employee groups, students and community partners. Evidence must be presented that demonstrates contributions were distributed, and all members of the group collaborated on the initiatives highlighted. This award is given in the name of the group or team.
- **Inclusive Excellence (Unit)** recognizes the collective transformational and systemic changes within a formal unit (e.g., department, faculty, or office), to inclusive, diverse, equitable, and accessible practices, policies and processes within teaching and learning at a unit level. These awards are given in the name of the Unit (academic or non-academic units can apply for this award) and must include evidence of systemic and transformational change that has impacted teaching and learning.

The University of Calgary Teaching Awards for Inclusive Excellence (Individual, Team, Unit) may not be awarded to the same individual, team or unit more than once unless the re-nomination is based on a distinctly different contribution. This award may not be conferred each year, depending on whether qualifying nominations are received.

## 2.0 Award Criteria

The University of Calgary Teaching Award for Inclusive Excellence recognizes an individual, team, or unit who has demonstrated excellence and commitment to creating inclusive, equitable, diverse and accessible teaching and learning practices. Nominations will be assessed based on evidence of the nominee's (or nominees') demonstrated ability related to one or more of the following criteria:

### Individual:

- Has had a **significant impact on student learning** within an academic course or program or student learning experience through promoting and demonstrating UCalgary's commitment to establish equitable, diverse, and inclusive learning environments that are accessible to all
- Creates equitable, inclusive, and accessible pathways to learning and removes barriers within a formal or informal learning environment, that have been, and continue to be, encountered by equity deserving persons, including women, Indigenous peoples, visible minority persons and racialized persons, persons with disabilities, and LGBTQ2S+ persons
- Demonstrates inclusive, equitable, respectful, and diverse teaching and learning practices
- Recognized as someone that inspires meaningful change within the teaching and learning community
- Examples of individual awards for inclusive excellence may include (but are not limited to):
  - Designing a course and learning experiences using Universal Design for Learning principles
  - Creating inclusive and anti-racist learning environments
  - Ensuring diverse and multiple perspectives are included in course content

### Team:

- Collaboratively and **actively strives to remove barriers within a formal or informal learning environment**, that have been, and continue to be, encountered by equity deserving persons, including women, Indigenous peoples, visible minority persons and racialized persons, persons with disabilities, and LGBTQ2S+ persons
- Collaboratively promotes and demonstrates UCalgary's commitment to establish equitable, diverse, and inclusive learning environments, courses, programs or student learning experiences that are accessible to all
- Collaboratively supports and models inclusive, equitable, respectful, and diverse teaching and learning environments; may contribute to systemic (unit) change
- Contributes to a community of people within teaching and learning that inspires meaningful change
- Examples of team awards may include (but are not limited to):

- Conducting a curriculum review using inclusive practices and focuses looking at the curriculum in a program through an EDIA lens
- Designing a course as a team or series of courses in a program to embed inclusive and accessible practices

### **Unit**

- Has achieved **formal and systemic change** at a unit level in teaching in learning that demonstrates UCalgary’s commitment to equity, diversity, inclusivity and accessibility
- Removes barriers that have been, and continue to be, encountered by equity deserving persons, including women, Indigenous peoples, visible minority persons and racialized persons, persons with disabilities, and LGBTQ2S+ persons
- Demonstrates inclusive unit culture, cross-unit involvement, senior leadership involvement, policies, operational procedures and guidelines, curricular innovation that address and promote equity, diversity, inclusion and accessibility in teaching and learning initiatives
- Models inclusive, equitable, respectful, and diverse teaching and learning environments while supporting the development of future educational leaders to work effectively in a pluralistic society by acquiring, intercultural competence and embracing anti-racist approaches
- Recognized as a leader outside of their unit for implementing systemic changes that have impacted teaching and learning across the unit
- Examples of systemic change at the unit level may include (but are not limited to):
  - Mentoring initiatives throughout faculty
  - Creating equitable pathways to program admissions for students from equity-deserving groups
  - Implementing recommendations from a curriculum review that lead to changes that impact students across a program

### **3.0 Nomination Package**

The nomination should be coordinated between the nominator(s) and the nominee(s). Nominations may be submitted by up to three nominators, who may include any combination of former students, faculty and/or instructor colleagues or academic administrators, and ideally across groups.

The nomination package should include:

- A brief nomination letter (2-page maximum) outlining how the nominee meets the award criteria. Contributed by an individual nominator or co-written by nominators.
- A nomination dossier (10-page maximum, excluding letters of support); and
- A cover page verifying that the nominee meets all eligibility requirements and that all recommended nomination components have been included in the submission.

### **3.1 Nomination Letter**

A nomination letter outlining how the nominee(s) meet (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.

Strong nomination letters 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**

Demonstrating Inclusive excellence in teaching and learning requires multiple sources of information that help to articulate, describe and demonstrate the work and its impact. The quality of evidence is a critical aspect of a strong nomination as is alignment across data sources. Support for creating a nomination package is available through the Taylor Institute for Teaching and Learning.

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

- **Inclusive excellence in teaching and learning philosophy statement (1 page)**  
The philosophy statement explains the rationale that guides practice, and provides information about your context, approaches and contributions, including the nominee's understanding of systemic inequities within post-secondary education or their field and how they aim/or commit to contest those challenges through inclusive and equitable practices. It provides a narrative or story of why you do what you do to advance equitable, diverse, inclusive, and accessible student learning, growth, and transformation.
- **Descriptions of specific practices, initiatives or strategies**  
A description of specific strategies used to advance and support equity, diversity, inclusion, and accessibility (EDIA). This section should include some indication of the impact and influence of these strategies on student learning, growth, and transformation. (Note: Specific strategies at the Unit Level may include a unit strategic plan, policies, procedures and guidelines that advance EDIA in teaching and learning, or formal programs implemented across a unit that explicitly addresses inclusive excellence in teaching and learning)
- **Evidence based on the perspectives of others**  
Evidence of the impact of EDIA has had on the learning experiences of students. Evidence could include data collected from students and colleagues through surveys or focus groups, measures provided by the Office of Institutional Analysis, and/or comments from students or colleagues.

- **Reflective summary statement**

A reflection statement that provides a summary of the context for your contributions, the impact of these contributions to the teaching and learning environment, and future areas for growth.

### **3.3 Letters of support**

Two signed letters of support (2 page-maximum each) that complement and align with the information included in the nomination dossier and provide further evidence of impact. Video-recorded submissions (maximum of 5 minutes each) that 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 a member appointed by the Office of Equity, Diversity and Inclusion (OEDI), two academic staff members, one student (undergraduate and/or graduate student), and one support (AUPE) staff or professional staff (MaPS) or postdoctoral scholar representative, will adjudicate the nomination files.

The committee will include representation of equity deserving groups and grounded in equity, diversity, inclusion, and accessibility perspectives. The committee will be guided in its adjudication through consensus-based discussion and decision making with reference to the criteria for the award.

### **5.0 Recognition**

Recipients will be presented with their awards at the Celebration of Teaching event. Their successes will be celebrated on the Wall of Honour in the Taylor Institute for Teaching and Learning.

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.

### **6.0 Resources**

- [Research and Teaching Awards Equity, Diversity, and Inclusion Plan](#) and a [2-page guide](#).
- Learning resources from the [Taylor Institute for Teaching and Learning](#).
- [The Office of Equity, Diversity and Inclusion](#) at UCalgary.
- [EDI Glossary](#) to help with terminology and use.
- For video or media support, contact [techcoaches@ucalgary.ca](mailto:techcoaches@ucalgary.ca).