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The following Motions and Documents were considered by the GFC University Teaching Awards Committee at its Thursday, April 6, 2023 meeting:

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Agenda Title: **Proposed Revisions to the Awards for Teaching Excellence Policy Suite**

CARRIED MOTION:

THAT the GFC University Teaching Awards Committee recommend that the General Faculties Council approve the revisions to the Awards for Teaching Excellence Policy including the name change to the Recognition of Teaching Policy as set forth in attachment 1.

THAT the GFC University Teaching Awards Committee recommend that General Faculties Council approve the new Teaching Awards Procedure, as set forth in attachment 2, and the rescission of:

- Award for Excellence in Graduate Teaching Procedure;
- Graduate Student Teaching Award Procedure;
- Provost's Award for Early Achievement of Excellence in Undergraduate Teaching Procedure;
- Rutherford Award for Excellence in Undergraduate Teaching Procedure;
- Teaching Unit Award Procedure; and
- William Hardy Alexander Award for Excellence in Undergraduate Teaching Procedure.

FINAL Item 4

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**Decision**  **Discussion**  **Information**

**ITEM OBJECTIVE:**

The proposal is before the committee to revise the Policy Suite in response to the [Report of the Equity, Diversity, & Inclusivity Review of Teaching Awards Working Group](#)

|                              |  |
|------------------------------|--|
| <b>DATE</b>                  | April 6, 2023  |
| <b>TO</b>                    | GFC University Teaching Awards Committee                               |
| <b>RESPONSIBLE PORTFOLIO</b> | Provost and Vice-President (Academic)<br>and General Faculties Council |

Motion I:

THAT the GFC University Teaching Awards Committee recommend that the General Faculties Council approve the revisions to the Awards for Teaching Excellence Policy including the name change to the Recognition of Teaching Policy as set forth in attachment 1.

Motion II:

THAT the GFC University Teaching Awards Committee recommend that General Faculties Council approve the new Teaching Awards Procedure, as set forth in attachment 2, and the rescission of:

- Award for Excellence in Graduate Teaching Procedure;
- Graduate Student Teaching Award Procedure;
- Provost’s Award for Early Achievement of Excellence in Undergraduate Teaching Procedure;
- Rutherford Award for Excellence in Undergraduate Teaching Procedure;
- Teaching Unit Award Procedure; and
- William Hardy Alexander Award for Excellence in Undergraduate Teaching Procedure.

**EXECUTIVE SUMMARY:**

In 2020, adjudication processes for both the [Awards for Faculty Excellence](#) and [Awards for Teaching Excellence](#) were paused to allow for a review of the procedures and processes for awards and recognition at the University of Alberta. The resulting [Report of the Equity, Diversity, & Inclusivity Review of Teaching Awards Working Group](#) suggests changes to the policy suite and adjudication practices to ensure equitable recognition of teaching and faculty excellence.

Report recommendations include, but are not limited to:

- Revisions to the nomination process to establish guidelines for self-nomination, provide mentorship, reduce the burden of application, and to reflect the new vision for inclusive excellence;

**GOVERNANCE OUTLINE**



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**FINAL ITEM NO. 4**

- Revisions to the nomination package to include a greater variety of submissions and reflection on Equity, Diversity, and Inclusion;
- Revisions to the adjudication process to streamline the procedure to ensure adjudication committees are diverse, trained on best adjudication practices and able to better assess the work of faculty and instructors from equity-denied groups.

Changes Proposed to the Policy Suite

To satisfy the recommendations set out in the report, a broad set of changes to the existing Policy suite are proposed. They will require the rescission of the existing Procedures and the establishment of a new Procedure that:

- ensure we, as a University, intentionally and thoughtfully demonstrate commitment to the 2019 Strategic Plan for Equity, Diversity, and Inclusivity through formal recognition of teaching, research, and service awards;
- ensures consistency with the recommendations of Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan; and
- works to address and redress systemic inequities inherent throughout the suite of awards at the University of Alberta.

The revised Policy is grounded in the University of Alberta's principles and values and establishes principles and practices that will guide recognition of teaching at the University.

The new Procedure under the Policy:

- outlines the University's commitment to Reconciliation with First Peoples and dedication to promoting equity, diversity, and inclusivity principles;
- states that award winners will be selected through processes that uphold values as reflected in the procedures for adjudication, and
- recognizes that valuing Indigenous Ways of Knowing, Being, and Doing and adopting EDI principles and practices will foster a culture of teaching excellence within the University community.

Changes to the University Teaching Awards Committee (UTAC)/Recognition of Teaching Committee (RTC) Terms of Reference

In alignment with the proposed changes to the policy suite, proposed changes to the UTAC Terms of Reference are currently being considered by GFC Executive Committee. These changes include:

- Revision of the mandate and role of the committee and updating the name of the policy suite throughout the document;



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- Change to responsibility to allow the committee to adjudicate all University-wide teaching awards;
- Proposed revisions to composition to ensure additional academic teaching staff and to reduce the number of members who are required to be members of GFC (10 members will continue to be elected by GFC);
- Addition of four ex officio members to the composition: the Executive Director of the Centre for Teaching and Learning; the Vice-Provost (Learning Initiatives), the Vice-Provost (Equity, Diversity, and Inclusion), and the Vice-Provost (Indigenous Research and Programming)
- Language that allows for additional members to be appointed if there are gaps in perspectives; and
- A responsibility to develop adjudication guidelines that reflect “transformed and transformative processes that embrace the knowledges and experiences of the committee’s membership in practice and outcome”.

**Supporting Materials:**

1. [UAPPOL Recognition of Teaching Policy | March 30, 2023 DRAFT](#)
2. [UAPPOL Teaching Awards Procedure | March 30, 2023 DRAFT](#)
3. GFC UTAC ToR tracked changes  
[Links to Current Policy and Procedures in UAPPOL:](#)
4. [Awards for Teaching Excellence Policy](#)
5. [Award for Excellence in Graduate Teaching Procedure](#)
6. [Graduate Student Teaching Award Procedure](#)
7. [Provost’s Award for Early Achievement of Excellence in Undergraduate Teaching Procedure](#)
8. [Rutherford Award for Excellence in Undergraduate Teaching Procedure](#)
9. [Teaching Unit Award Procedure](#)
10. [William Hardy Alexander Award for Excellence in Undergraduate Teaching Procedure](#)

**\*See Schedule A for additional items to include if needed.**

**SCHEDULE A**

**Engagement and Routing**

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

*Those who are actively **participating**:*

**GOVERNANCE OUTLINE**



**FINAL ITEM NO. 4**

- GFC University Teaching Awards Committee (UTAC)

***Those who have been consulted:***

- Vice-Provosts' Council (April 11, 2022)
- GFC Executive Committee (May 16, 2022)
- Deans' Council (May 18, 2022)
- General Faculties Council (June 6, 2022)
- GFC Committee on the Learning Environment (November 30, 2022)

***Those who have been informed:***

- GFC Executive Committee

**Approval Route:**

Discussion:

GFC UTAC March 9, 2023

GFC Executive Committee, March 13, 2023 (for placement on the GFC agenda)

General Faculties Council, March 20, 2023 (item was deferred and feedback requested by email)

GFC UTAC March 30, 2023

Recommendation:

GFC UTAC April 6, 2023

**Supplementary Notes / Context:**

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**April 6, 2023 DRAFT**

Original Approval Date: May 3, 2010

Most Recent Approval:

Most Recent Editorial Date:

## Recognition of Awards for Teaching Excellence Policy

|   |   |
|---|---|
| <b>Office of Accountability:</b>                | Provost and Vice-President (Academic)   |
| <b>Office of Administrative Responsibility:</b> | Provost and Vice-President (Academic) University Governance                           |
| <b>Approver:</b>                                | General Faculties Council   |
| <b>Scope:</b>                                   | Compliance with University policy extends to all members of the University community. |

### Overview

The University of Alberta is committed to inclusive recognition, celebration and learning from all teaching practices and pedagogies. Teaching recognition is based on the *Framework for Effective Teaching* outlined in the *Teaching, Learning and Evaluation Policy* and is grounded in the University of Alberta's principles and values, as defined in the Institutional Strategic Plans including: *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*, and the *Strategic Plan for Equity, Diversity and Inclusivity*. Inclusive recognition of teaching celebrates and showcases intellectually rewarding educational environments that benefit all members of the University community and are achieved through diverse instructional activities. For example, teaching that takes place in and beyond traditional classroom, studio, laboratory and clinical environments; teaching may also include supervision, mentoring, emotional work, community engagement, Indigenous ways of Knowing, Being and Doing, experiential and work-integrated learning, and leadership. Central to this policy is recognition of teaching through a lens that acknowledges all members of the institution including equity-denied groups.

## Purpose

The purpose of this Policy is to establish a set of principles and practices that guide the inclusive recognition of teaching.

To recognize teaching excellence publicly, to publicize such excellence to the University and the wider community, to encourage the pursuit of teaching excellence, and to promote informed discussion of teaching and its improvement at the University of Alberta.

## Policy

The University of Alberta will honor the teaching accomplishment of its community members through recognitions that celebrate the diversity of instructors, instructional teams and educational means responsible for student experiences and outcomes. Awards will be guided by the Teaching Awards Procedure. The recognition and awards will be grounded in the following:

- Teaching as a collective and shared effort that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good;
- The importance of teaching in creating an intellectually rewarding, inclusive and supportive learning environment that values diverse perspectives, positionalities, and experiences;
- Creativity, innovation, ongoing reflection, and growth in all stages of knowledge creation and dissemination;
- Diversity in the understanding of excellence that is fostered by an awards culture and community-wide support for the recognition of teaching;
- All My Relations, Decolonization, Indigenization, Indigeneity, Indigenous Ways of Knowing, Being, and Doing, Intersectionality/Confluence, Reconciliation, Self-Determination, Sovereignty, and Strength-Based Approach—Guiding Values and Principles of *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*; and
- Equity, Diversity, and Inclusion, Human Rights, Equality (substantive), Intersectionality, and Accessibility across our people, campuses and disciplines; - Principles from the Strategic Plan for Equity, Diversity, and Inclusivity.

The University of Alberta will recognize the outstanding teaching achievements of **faculty members** and **graduate students** by conferring awards on a regular basis in accord with the associated procedures of this policy.

## Definitions

|   |   |
|---|---|
| Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. |   |
| <b>Faculty Members</b>  | Instructors as defined by the eligibility criteria set out in the associated Procedures of this Policy.   |
| <b>Graduate Students</b>  | Any student registered in the Faculty of Graduate Studies and Research at the University of Alberta.  |
| <b>Equity-Denied Groups</b>   | Including but not limited to: Indigenous peoples, racialized people, Black people, and people of colour and non-white people, religious minorities, disabled people and people with disabilities, 2SLGBTQIA+ people, gender diverse people, women, and all those who may contribute to the further diversification of ideas and the University. The University of Alberta acknowledges that language is ever-evolving and that listing categories of self-identification does not constitute commitment in and of itself. |
| <b>Inclusive Recognition</b>  | Inclusive recognition of teaching celebrates and showcases intellectually rewarding educational environments that benefit all members of the University community and are achieved through diverse instructional activities.  |

## Related Links

- [Framework for Effective Teaching](#)
- [Teaching, Learning and Evaluation Policy](#)
- [Awards for Faculty Excellence Policy \(UAPPOL\)](#)
- [Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan \(University of Alberta\)](#)
- [Strategic Plan for Equity, Diversity, and Inclusivity \(University of Alberta\)](#)

If any of the links are broken, please contact [uappol@ualberta.ca](mailto:uappol@ualberta.ca)

## Published Procedures of This Policy

- Teaching Awards Procedure (UAPPOL) - *pending approval*
- ~~[Graduate Student Teaching Award Procedure](#)~~
- ~~[Provost's Award for Early Achievement of Excellence in Undergraduate Teaching Procedure](#)~~
- ~~[Rutherford Award for Excellence in Undergraduate Teaching Procedure](#)~~
- ~~[Teaching Unit Award Procedure](#)~~
- ~~[William Hardy Alexander Award for Excellence in Undergraduate Teaching Procedure](#)~~

**April 6 2023 DRAFT**

**Original Approval Date:**

**Most Recent Approval:**

**Most Recent Editorial Date:**

**Parent Policy: Recognition of Teaching Policy**

## Teaching Awards Procedure

|   |  |
|---|--|
| <b>Office of Administrative Responsibility:</b> | Provost and Vice-President (Academic)  |
| <b>Approver:</b>                                | Provost and Vice-President (Academic)  |
| <b>Scope:</b>                                   | Compliance with University policy extends to all members of the University community |

### Overview

The University of Alberta is committed to the identification and celebration of creativity and innovation in all stages of knowledge creation and dissemination in an inclusive manner that provides pathways for the recognition of faculty, students, staff, University partners, individuals and communities. This Procedure describes how the University of Alberta will adopt Indigenous Ways of Knowing, Being, and Doing and Equity, Diversity, Inclusion principles and practices in all application and adjudication processes for University-wide teaching awards.

### Purpose

The purpose of this Procedure is to outline the principles and practices for the application and adjudication of University-wide teaching awards to promote equity in the recognition of teaching and to foster an inclusive and supportive environment that values, acknowledges, and celebrates diverse contributions and experiences.

## Procedure

The Office of the Provost, in consultation with the University Teaching Awards Committee (UTAC), shall establish the application and adjudication guidelines for each teaching award and publish them on a relevant UofA website.

### 1. Application

The application guidelines shall ensure:

- The Framework for Effective Teaching grounds the awards criteria;
- Acknowledgement of the value of educational creativity, inspiring teaching, teaching innovation, and leadership;
- Clear communication of criteria for each teaching award and an indication of how many of those criteria are to be addressed in a successful application;
- The application process is not burdensome and can be submitted in a variety of modalities;
- The student voice is included in meaningful ways;
- Acknowledgement and respect of the principles of All My Relations; Decolonization; Indigenization; Indigeneity; Indigenous Ways of Knowing, Being and Doing; Intersectionality/Confluence; Reconciliation; Self-Determination; Sovereignty; Strength-Based Approach - From Braiding;
- Equity, Diversity and Inclusion (EDI); Human Rights, Equality (substantive), Intersectionality, and Accessibility - from the EDI Strat Plan;
- Applicants can account for their labour/emotional labour/mentorship/sponsorship (especially those from equity-denied communities);
- The inclusion of clarifying language and provisions around awards and leaves of absence, and community engagement;
- Teaching accomplishments are demonstrated in multifaceted forms
- That applicants are aware of mentorship opportunities and supports;
- Cultural, structural, and political barriers are accounted for in order to increase the applicant pool; and
- That translation costs will be covered by the University in support of languages other than English.

### 2. Adjudication

The adjudication guidelines shall ensure:

- That the adjudication process is inclusive, diverse, and equitable, and that all eligible applicants are considered and evaluated fairly based on their achievements and contributions to teaching excellence, including those from equity-denied groups, taking into account any systemic barriers or challenges that they may face;
- That adjudicating committees are diverse and trained on best adjudication practices with a particular emphasis on Indigenization; Reconciliation; and Equity, Diversity and Inclusion;
- The development of equitable and objective criteria that support assessment of the work

of faculty and instructors and recognition of excellence in an inclusive and diverse manner that takes into account diverse modes of instruction; and

- Consideration of parental and other leaves so that applicants who have taken leave are not unfairly disadvantaged in the adjudication process.

## Related Links

- [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff and Colleagues](#) (UAPPOL)
- [Post-Secondary Learning Act](#) (Government of Alberta)
- [University Teaching Awards Committee \(UTAC\) Terms of Reference](#) (University of Alberta)
- [Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan](#) (University of Alberta)
- [Strategic Plan for Equity, Diversity, and Inclusivity](#) (University of Alberta)

If any of the links are broken, please contact [uappol@ualberta.ca](mailto:uappol@ualberta.ca)



**1. Mandate and Role of the Committee**

The University Teaching Awards Committee (UTAC) is a standing committee of General Faculties Council (GFC) charged with adjudicating teaching awards according to the Recognition of Teaching Policy

**2. Areas of Responsibility**

- a. Adjudicate teaching awards
- b. Review and recommend changes to the UAPPOL Recognition of Teaching Policy suite.

**3. Composition**

**Voting Members (16)**

**Elected by GFC (10)**

- 6 academic staff, at least 2 should be Academic Teaching Staff (A2.1) and at least two should be members of GFC. To ensure diverse representation, additional academic staff members can be appointed as set out below. The committee will elect a Chair and a Vice-Chair, at least one of whom is a member of GFC.
- 3 undergraduate students
- 1 graduate student

**Appointed (6)**

- 2 alumni, appointed by the Alumni Association
- Executive Director, Centre for Teaching and Learning
- Vice-Provost (Learning Initiatives)
- Vice-Provost (Equity, Diversity, and Inclusion)
- Vice-Provost (Indigenous Research and Programming)

**Additional Appointed (as needed)**

- The Chair of UTAC, after consultation with the committee and the Chair of the GFC Nominating Committee, may appoint additional members to ensure a balance of knowledges, pedagogical approaches and lived experiences that are representative of our values as defined in Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan, the Strategic Plan for Equity, Diversity, and Inclusivity, and the Framework for Effective Teaching.

**Non-Voting Members**

- University Secretary
- GFC Secretary

**4. Delegated Authority from General Faculties Council**

*Should be reviewed at least every three years and reported to GFC.*

4.1 Adjudicate teaching awards according to approved UAPPOL policies and procedures.

**5. Responsibilities Additional to Delegated Authority**

5.1 Review and approve, on an annual basis, the GFC UTAC Adjudication Guidelines that speak to conflicts of interest and adjudication procedures and reflect transformed and transformative

processes that embrace the knowledges and experiences of the committee's membership in practice and outcome.

5.2 Review UAPPOL Recognition of Teaching Policy and its procedures and recommend changes to GFC or the Provost and Vice President (Academic) for approval as appropriate.

**6. Sub-delegations from University Teaching Awards Committee**

*Should be reviewed at least every three years and reported to GFC.*

None.

**7. Limitations to Authority**

7.1 The committee will use criteria outlined in UAPPOL policies and procedures and conduct activities in accordance with UTAC adjudication guidelines.

**8. Reporting to GFC**

The Committee should regularly report to GFC with respect to its activities and decisions.

**9. Definitions**

Academic staff – as defined by the [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff, Administrators and Colleagues](#) in UAPPOL

**10. Links**

Recognition of Teaching Policy  
Teaching Awards Procedure

Approved by General Faculties Council:  
November 26, 2018  
Updated Approval Date