

The Lieutenant Governor's Post-Secondary Teaching Award

Award Guide

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Introduction

The purpose of the Lieutenant Governor's Post-Secondary Teaching Award (LGPTA) is to recognize post-secondary educators in Saskatchewan who have displayed excellence in teaching and learning over a number of years, primarily at the undergraduate level.

An individual nominated for this award will be characterized by a proven commitment to enhanced student engagement and learning, having a reflective and intentional approach to teaching practices, having a dedication to teaching improvement, and including successful implementation of any of the 94 Calls to Action from the Truth and Reconciliation Commission of Canada.

Award Categories

The LGPTA will be made annually to all educators from different publicly funded post-secondary institutions. Recipients of the LGPTA will be recognized under the following categories:

A. Distinguished Teaching Award

This award recognizes a distinguished individual who shows commitment to teaching and student success, excellence in teaching practices that reflects the highest standards of andragogy, a record of outstanding teaching effectiveness, effective course design or program development, and the ability to foster critical thinking and problem-solving skills.

B. Equity, Diversity, and Inclusion Teaching Award

This award recognizes an individual who promotes and advances the principles of equity, diversity, inclusion, and accessibility in teaching and learning. An individual nominated for this award will be characterized by a proven commitment to respect and inclusivity in instructional practice and utilizing intercultural communication in all learning environments.

C. Indigenous Teaching Excellence Award

This award recognizes a First Nations, Métis, or Inuit educator who maintains a mastery of subject areas and has made a significant impact to curricula with the inclusion of First Nations, Métis and Inuit content, perspectives, and ways of knowing. An individual nominated for this award will be recognized by students, staff, and community members as an exemplary Indigenous educator who demonstrates exceptional commitment to lifelong learning, andragogical engagement and teaching, fosters pathways to student success, acknowledges the importance of Indigenous language revitalization, and is impacting systemic changes by exemplary teaching and leadership.

Note: Post-secondary institutions are responsible for verifying Indigenous citizenship through their internal processes.

D. Innovative Teaching Award

This award recognizes excellence in andragogical innovation. In the context of this award, andragogical innovation may refer to a number of innovative practices, including but not limited to the innovative use of technology, innovative approaches to andragogy that support equity, diversity, inclusion, and accessibility, innovative practices for the Indigenization of curriculum and instruction, innovative assessment practices, and innovative approaches to student engagement.

Evaluation Guidelines

The following list reflects significant criteria for all award categories of the LGPTA. The Adjudication Committee is aware that opportunities to demonstrate all these characteristics may vary according to the institutional context. While it is understood that applicants may not be able to provide evidence for all the guidelines, applicants are encouraged to address as many as possible in their application. The Adjudication Committee will evaluate applications holistically, considering the overall quality and impact of the applicant's teaching.

1. Teaching and Learning
 - a. promotes a teaching and learning environment that fosters respect, responsibility, relevance and reciprocity;
 - b. demonstrates knowledge of the teaching and learning process through clearly developed student learning outcomes, competencies or goals, assessments and pathways to success;
 - c. encourages student participation in the learning process;
 - d. employs innovative techniques for achieving learning;
 - e. fosters critical thinking and problem solving abilities;
 - f. engages experiential learning opportunities that connect students to community or other stakeholders for an authentic learning experience; and
 - g. uses assessment methods that are authentic, aligned with learning outcomes and instructional approaches.

2. Equity, Diversity, and Inclusion
 - a. uses approaches to teaching and evaluation of learning that are inclusive and respects diverse student learning needs;
 - b. incorporates universal design principles for learning to minimize possible barriers for all learners;
 - c. incorporates multiple perspectives and points of view; and
 - d. demonstrates cultural safety and sensitivity.

3. Curriculum Development
 - a. curriculum and course development are informed by research to adapt and develop teaching practices;
 - b. links learning outcomes to intercultural or global learning;
 - c. designs learning activities to support all learners in achieving the learning outcomes and steps;
 - d. creates learning resources that represent diverse perspectives; and
 - e. updates course curriculum on an ongoing basis to ensure the up-to-date relevance of materials and equity.

4. Indigenization and Reconciliation
 - a. incorporates Calls to Action from the Truth and Reconciliation Commission of Canada into curriculum and teaching;
 - b. acknowledges and embeds Indigenous world views and Indigenous ways of knowing/being into learning practices;
 - c. incorporates local Indigenous examples and resources sourced from local Knowledge Keepers, Elders, and surrounding First Nations communities;

- d. uses regional land acknowledgment and greetings (from local Indigenous languages) in verbal communication (i.e., welcoming learners, guests, etc.).
 - e. incorporates Indigenous history, language and culture specific to subject matter; and
 - f. promotes learning and shared cross-cultural experiences among all learners;
5. Assessment and Evaluation
- a. establishes clear learner performance criteria to reflect global and local industry or professional standards;
 - b. designs a variety of assessment tools that are aligned with the learning outcomes and accommodates a variety of learners (e.g. Universal Design for Learning);
 - c. designs assessments that recognize and validate cultural differences in writing and communication styles; and
 - d. analyzes assessment results on an equity scale.
6. Professionalism, Development and Mentorship
- a. if applicable, participates in educational research and updates teaching portfolio to show educational research and reflection in lesson content;
 - b. understands how one's subject area, discipline or profession connects to and impacts Indigenous and non-Indigenous communities in Saskatchewan and beyond where applicable; and
 - c. demonstrates reflective teaching, for example, by:
 - i. engaging in the scholarship of teaching and learning;
 - ii. sharing good practice with others through workshops, presentations, or publications on teaching and learning;
 - iii. participating in professional development activities to enhance teaching practice; and
 - iv. building relationship(s) with Indigenous peoples and communities to appropriately reflect an Indigenous lens.

Eligibility

1. Nominations are accepted in electronic form. If submissions are in a language other than English, an English translation is required.
2. Those nominated must be active teaching members of their post-secondary institution's faculty, with a standard teaching load for their discipline, level, or term of appointment as determined by their nominating institution.
3. Chairs and department heads who continue to teach a minimum of half a standard teaching load are also eligible for nomination.
4. A nominee for each award may be selected according to a procedure established by the post-secondary institution and need not have received an institutional award.
5. Recipients of the institution's teaching award are also eligible for nomination for the LGPTA.

6. No current member of the LGPTA Adjudication Committee may be nominated.
7. An individual may be nominated for only one award each year.
8. Adult Basic Education instructors are not eligible for the LGPTA as it is not post-secondary education.

Nomination Procedure

Application Deadlines

The annual deadline for applications is June 30.

Who Can Nominate?

Faculty and staff members may nominate eligible post-secondary educators either within their own institution or another. Cross-nominations between institutions are also encouraged. Nominations must be endorsed by the institution's President, Vice-President, Provost or Designate. Each institution or institution group will have an internal adjudication committee to determine which one or two nominations will be sent to lgprovincialteachingaward@gov.sk.ca for their respective institution or group. Each institution group's representative will submit the nomination package and all supporting documents (in PDF format) to the LGPTA Adjudication Committee by June 30th. THE INSTITUTION IS RESPONSIBLE FOR ENSURING ALL REQUIRED DOCUMENTS ARE SUBMITTED. The package will be denied/disqualified if any information is missing.

Award Submission

Each group of post-secondary institutions may collectively submit the following number of nominations:

Institution Group	Nominations per categories
Saskatchewan Polytechnic	Two
University of Regina	Two
University of Saskatchewan	Two
Briercrest College & Seminary Campion College College of Emmanuel and St. Chad Horizon College & Seminary Luther College	Lutheran Theological Seminary St. Andrew's College St. Thomas More College St. Peter's College Two
Carlton Trail College Suncrest College Great Plains College Lakeland College (Lloydminster campus only)	Northlands College North West College Southeast College Two
First Nations University of Canada	One
Gabriel Dumont Institute	One
Saskatchewan Indian Institute of Technologies	One

Please submit each nomination form and dossier to the LGPTA Adjudication Committee via email or secure electronic link to: lgprovincialteachingaward@gov.sk.ca

Supporting Materials

Submissions that are concise and well written and organized will be scored favourably.

Each nomination shall be accompanied by material supporting the application in accordance with the Nomination Guidelines. **Nomination dossiers should aim for 15 or less numbered pages.** The Adjudication Committee will only accept dossiers with a nomination letter, endorsed by the President, Vice-President Academic or Designate.

Adjudication Committee

Committee Responsibilities

- Identify chair for Adjudication Committee and determine meeting schedules.
- Review the process, evaluation, shortlisting and voting procedures.
- Determine the timelines required, depending on the number of submissions received.
- Administer the award, including:
 - Call for nominations to post-secondary institutions.
 - Evaluate submissions according to a rubric and prepare a shortlist.
 - Determine the winners through scores and a culminating vote.
 - Inform the Lieutenant Governor's Office of the Committee's decision.
 - Plan awards ceremony with the Lieutenant Governor's Office (if applicable).

Procedures for Selecting Award Recipients

1. 1. Committee members will excuse themselves from the procedure when a submission from their school is being evaluated. This will not impact the overall score of the submission.
2. Submissions will be kept confidential at all times to the exclusion of the Adjudication Committee.
3. The Committee Chair will provide guidance and direction to the committee members on matters related to the process, the evaluation, shortlisting and voting procedures.
4. Members of the Adjudication Committee will have access to the submissions that allows enough time to evaluate each submission according to a rubric and prepare a shortlist. The committee members will determine the timelines required, depending on the numbers of submissions received.
5. The scores will be emailed to lgprovincialteachingaward@gov.sk.ca. The Chair will collect and collate the scores for the submissions.
6. The Committee will meet to discuss the submissions, the shortlist, and will determine the recipients through scores and a culminating vote.
7. The Chair will inform the Lieutenant Governor's Office of the Committee's decision.
8. The Lieutenant Governor's Office will announce the recipients in the fall.
9. The recipients will be honoured at an award ceremony in November.

Nomination Guidelines

Refer to the Evaluation Guidelines section.

Dossier Format

The Adjudication Committee is aware that each of the nominating institutions will have its own procedures and criteria relating to internal teaching awards and it wishes to respect these differences. The following format guidelines are presented to ensure fairness and consistency in the presentation of nominations for the Lieutenant Governor's Post-Secondary Teaching Award.

Important Information About Dossier Format Requirements

1. The dossier must be formatted as a PDF document and submitted electronically.
2. Each institution's group representative will submit via secure electronic transfer the PDF document to the LGPTA Adjudication Committee by June 30 each year. Please send to lgprovincialteachingaward@gov.sk.ca
3. **Nomination dossiers must not exceed 15 numbered pages.** The following are required but not counted in the 15-page limit: a cover page displaying the nominee's name, academic unit, institution, and year of submission; and table of contents.
4. Dossiers must be presented in 12-point Garamond or Helvetica font, single spaced, with all original dossier content written by the nominator. Use standard one-inch page margins all around
5. The Adjudication Committee's decision will be based on material contained within the dossier. The dossier must not include URLs to supporting material.

Dossier Contents

The dossier should make a persuasive case for distinguished teaching using evidence from a variety of sources, including the nominee, learners, peers, Indigenous community, Elder(s), Knowledge Keepers, and exemplary teaching materials.

The following categories of evidence should be presented in the given order:

Part 1: Nomination Letter

A nomination letter from the President, Vice-President Academic or designate illustrating the nominee's major strengths must be provided. No current member of the LGPTA Adjudication Committee may be the designated nominator.

Part 2: Achievements

A one- or two-page (maximum) summary in list or abbreviated CV format that highlights the nominee's major achievements in teaching, service, research, and student evaluations (if applicable), with an emphasis on contributions to teaching and learning, such as course development, introducing new instructional strategies or technologies, presenting workshops, or publishing on teaching and learning.

Part 3: Evidence of Excellence in Teaching

Explain the varied evidence of how the nominee implements their approach to teaching. Such evidence may include course syllabi, examples of their most effective teaching and learning strategies, their development and use of formative teaching evaluation, learning activities developed, or assessment strategies used.

Part 4: Letters of Support

Up to three letters of support with a maximum three from the following groups of supporters may be included: students not currently enrolled in any of the nominee's classes or working under their supervision, colleagues/peers with personal experience of the nominee's teaching, or Indigenous or community members outlining the impact of student involvement as part of their course work.

Important Information About Supporting Letters

1. The Committee will accept letters of support that are up to 18 months old.
2. Current members of the LGPTA Adjudication Committee are ineligible to write letters of support.
3. Letters should provide specific examples illustrating the characteristics attributed to each nominee.
4. Letters from Indigenous communities, Elder(s), or Knowledge Keeper(s) should provide specific information regarding the nominee's connection and relationship to them and ways in which they use Indigenous worldviews, ways of knowing and being.
5. Letters should include the signature and postal address of the writer. If the letter is in the form of an email message, it should include the full name and e-mail address of the sender.

The support letters, and any supporting material, are included in the 15-page limit for the dossier.

Contact Us

If you have any questions concerning the award or nomination process, please email:

lgprovincialteachingaward@gov.sk.ca.

More information on the award categories and the nomination requirements can also be found on saskatchewan.ca.