

The Lieutenant Governor's Post-Secondary Teaching Award

Award Guide

Updated: February 2026

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Introduction

The purpose of the Lieutenant Governor's Post-Secondary Teaching Award (LGPTA) is to recognize Saskatchewan educators who have demonstrated excellence in teaching and learning within post-secondary education sector. The LGPTA is open to all educators from public post-secondary institutions.

A nominee for this award is characterized by a demonstrated commitment to enhance student engagement and learning, improve teaching excellence, as well as integrate Indigenous knowledge and teaching methods into the classroom, in response to the Truth and Reconciliation Commission Calls to Action.

Award Categories

LGPTA recipients are recognized under the following categories:

A. Distinguished Teaching Award

This award recognizes a distinguished individual who shows commitment to teaching and student success, with excellence in teaching practices that support adult learners and fosters critical thinking, problem solving, and practical skill development. Nominees have a record of outstanding teaching effectiveness, innovative course design or program development, and applied learning experiences that support student learning and growth.

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 is characterized by a proven commitment to inclusive, respectful, and culturally responsive practices that support all learners, foster engagement, and create equitable opportunities for success in all learning environments.

C. Indigenous Teaching Excellence Award

This award recognizes a First Nations, Métis, or Inuit educator who has made a significant impact by integrating First Nations, Métis and Inuit content, perspectives, and ways of knowing into teaching and learning. An individual nominated for this award is recognized by students, staff, and community members as an exemplary Indigenous educator who demonstrates exceptional commitment to lifelong learning, engagement and teaching, fosters pathways to student success, acknowledges the importance of honouring Indigenous language and traditions, and leads changes in teaching and learning through exemplary leadership.

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

D. Innovative Teaching Award

This award recognizes excellence in innovative practices, including but not limited to technology and innovative approaches that support equity, diversity, inclusion, and accessibility. Approaches may also include innovative practices for the Indigenization of curriculum and instruction, including a focus on trades and career pathways, innovative assessment methods, as well as innovative approaches to student engagement and learning.

Evaluation Guidelines

The following list reflects the primary teaching attributes that will be used to adjudicate the nominations for the four award categories of the LGPTA. Nominations that include evidence for as many of the attributes listed are encouraged. Consideration will be given to the overall quality and impact of the candidate's teaching profile as submitted.

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 partners for an authentic learning experience;
- g. uses assessment methods that are authentic, aligned with learning outcomes and instructional approaches; and
- h. integrates hands-on, applied learning methodologies to enhance skill development, professional practice, and workplace readiness.

*Preference will be given to candidates in the Distinguished Teaching category who strongly demonstrate the Teaching and Learning attributes.

2. Equity, Diversity, and Inclusion (EDI)

- a. uses approaches to teaching and evaluation of learning that are inclusive and respects diverse student learning needs, backgrounds, and pathways;
- b. incorporates universal design principles for learning to minimize possible barriers and support accessibility for all learners;
- c. incorporates multiple perspectives and points of view, including diverse cultural, professional, and lived experiences; and
- d. demonstrates cultural safety, respect and sensitivity in all learning environments.

*Preference will be given to candidates in the Equity, Diversity, and Inclusion category who strongly demonstrate the EDI attributes.

3. Curriculum Development

- a. curriculum and course development are informed by research, professional practice, or industry standards to adapt and improve teaching practices;
- b. links learning outcomes to intercultural or global, or community-based learning;
- c. designs learning activities to support all learners in achieving the learning outcomes and progression of skills or competencies;
- d. creates learning resources that represent diverse perspectives;

- e. updates course curriculum on an ongoing basis to ensure the continued relevance, accuracy and equity of materials; and
- f. incorporates curriculum that reflects industry certifications, regulatory standards, and practical skill-building components to align with workforce demands.

4. Indigenization and Reconciliation

- a. incorporates Calls to Action from the Truth and Reconciliation Commission of Canada into curriculum and teaching;
- b. uses regional land acknowledgment and greetings (from local Indigenous languages) in verbal communication (i.e., welcoming learners, guests, etc.).
- c. acknowledges and embeds Indigenous world views and Indigenous ways of knowing/being into learning practices;
- d. incorporates Indigenous history, language and culture specific to subject matter;
- e. incorporates local Indigenous examples and resources sourced from local Knowledge Keepers, Elders, and surrounding First Nations communities; and
- f. promotes learning and shared cross-cultural experiences among all learners.

*Preference will be given to candidates in the Indigenous Teaching Excellence category who strongly demonstrate these Indigenous and Reconciliation attributes.

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;
- d. analyzes assessment results through an equity lens to identify and address potential barriers; and
- e. develops competency-based assessments that reflect both theoretical knowledge and practical skill application relevant to the discipline.

6. Professionalism, Development and Mentorship

- a. engages in the scholarship of teaching and learning;
- b. shares good practice with others through workshops, presentations, or publications on teaching and learning;
- c. participates in professional development activities to enhance teaching practice;
- d. builds relationship(s) with Indigenous peoples and communities to appropriately reflect an Indigenous lens; and
- e. fosters career readiness and workforce integration through continuous learning, skill development, hands-on training, and mentorship in real-world settings.

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 postsecondary institution and need not have received an institutional award.
5. No current member of the LGPTA Adjudication Committee may be nominated.
6. An individual may be nominated for one award each year. Award recipients may be nominated for a different award category in subsequent years and are no longer eligible for the award category they won.
7. Adult Basic Education instructors are not eligible for the LGPTA as it is not post-secondary education.

Nomination Procedure

Application Deadline – June 30th

Award Submission Requirements

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.

The table below outlines the number of nominations per category by institution. Please ensure that nominations are centrally coordinated, and the designated institution representative submits each nomination package with all supporting documents to the Ministry of Advanced Education on behalf of the LGPTA Adjudication Committee at lgprovincialteachingaward@gov.sk.ca.

Read the nomination guide/instructions carefully to ensure all required documents are submitted with each nomination package. INSTITUTIONS ARE RESPONSIBLE FOR ENSURING THAT ALL REQUIRED DOCUMENTS ARE SUBMITTED. The package will be disqualified if any required information is missing.

Nomination Allocation

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

Supporting Materials

Nominations should include a nomination letter, endorsed by the President, Vice-President Academic or Designate.

Nomination Format

Submissions that are complete, concise, well-written and organized will be viewed favourably.

1. **Nomination package length should be 15 pages or less.**
2. 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.
3. Adjudication will be based on material contained within the dossier. External links or URLs to other supporting information will not be considered.

Supporting Letters – Guidelines

1. Supporting letters that are recent, i.e., up to 18 months, are encouraged, and should include specific examples illustrating the characteristics attributed to each nominee.
2. 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.
3. Letters should include the name (printed), signature, email address and postal address of the writer.

Nomination Contents

The LGPTA values excellence in teaching across all post-secondary contexts. Evidence of teaching excellence may look different depending on discipline, teaching environment, or learner population. Applied and experiential learning, industry partnerships, and community engagement are all valid forms of evidence. This guidance is intended to help nominees and nominators present the strongest possible case.

A strong nomination package contains support or evidence from a variety of sources, including the nominee, learners, peers, Indigenous community members, Elder(s), Knowledge Keepers, and exemplary teaching materials.

Nomination packages should contain and present the following parts, in order, as follows:

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, and student support (if applicable). Emphasis should be placed on contributions to teaching and learning. This may include course development, integrating new instructional methods or technologies, presenting workshops, and supporting student achievement.

Additional evidence may highlight contributions to community engagement, industry partnerships, or collaboration with Indigenous communities to enhance learning experiences. Where applicable, contributions to research, publishing, or sharing best practices through presentations and workshops may also be included. Non-traditional evidence, such as project-based student outcomes, hands-on skills development, or student success stories, is highly valued. Press releases or local media coverage/stories that show instructional impact are also valid examples of evidence.

Part 3: Evidence of Teaching Excellence

Explain the varied evidence of how the nominee implements their approach to teaching. Such evidence may include course syllabi, project assignments, lab simulations, clinical or shop demonstrations, or other applied learning activities. Evidence may also include examples of the nominee's most effective teaching and learning strategies, the development and use of formative teaching evaluation, learning activities developed, or assessment strategies used.

Additional evidence may include the integration of Indigenous ways of knowing and being, land-based or experiential learning opportunities, storytelling as a teaching tool, engagement with Elders and Knowledge Keepers, the use of culturally responsive teaching methods, or collaborative learning that fosters respect, reciprocity, and community connections.

Part 4: Letters of Support

Up to three letters of support with a maximum of three from the following groups of supporters including:

- students not currently enrolled in 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.
- industry or community partners outlining the impact of the nominees teaching on student skill development, workplace readiness, or community engagement.

Current members of the LGPTA Adjudication Committee are ineligible to write letters of support.

Need More Information - Contact Us

If you have any questions concerning the award or nomination process, or would like to attend an online nomination information session (May TBD), please email: lgprovincialteachingaward@gov.sk.ca

The information session is intended to provide guidance on how to prepare/write a nomination package.

More information about the Saskatchewan Lieutenant Governor's Post-Secondary Teaching Award, including award categories and the nomination requirements can also be found on saskatchewan.ca.

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