

The Nomination Dossier Guide

DOSSIER CONTENTS

Nomination packages are limited to **15 pages** and must be submitted as a single PDF document through the submission portal available on teaching.usask.ca.

1. **Cover page and Table of Contents:** Neither are mandatory but are appreciated. Not counted toward 15-page limit.
2. **Nomination Letter:** A strong nomination letter acts as an executive summary of the dossier. It provides reviewers with a clear roadmap, highlighting the nominee's key contributions under each criterion and indicating where supporting evidence can be found. Award nominations may come from students, peers, department heads, or deans. **Individuals may also nominate themselves.** The best letters vividly bring the nominee's teaching to life, offering a well-rounded view of their impact. This letter is essential in setting the tone and framing the story of the nominee's teaching. *(Examples may be requested by email to awards_gmctl@usask.ca)*
3. **Evidence of Teaching & Learning (see four criteria on next page):** Each criterion is equally important. Nominees are encouraged to present meaningful and relevant evidence across all four to illustrate their holistic contributions to teaching and learning. See the detailed criteria descriptions and rubric below.
4. **Achievements:** Provide an annotated list, table, or abbreviated CV highlighting major achievements in teaching, service, and scholarship related to teaching and learning. Examples may include course development, instructional innovation, leadership in teaching initiatives, or presentations and publications on teaching and learning. *(Examples may be requested by email to awards_gmctl@usask.ca)*
5. **Letters of Support:** Letters should speak directly to the award criteria, providing specific examples of the nominee's influence on learning and teaching. These letters are included in the 15-page limit. Packages may include up to maximum of four letters written by:
 - Students (not currently enrolled or supervised),
 - Colleagues or peers, and/or
 - Indigenous or community members.

Important formatting information:

1. The dossier must **not exceed 15 pages**.
 - Cover pages or divider pages are excluded *unless* they include text, quotes, or images—then, they will count toward the 15 pages.
 - Nomination Letter, Achievements section, and Letters of Support are *included* in the 15-page count.
 - The Adjudication Committee will consider hyperlinks, but each link counts as **three pages** toward the total.
 - Dossiers exceeding 15 pages will not be reviewed.
2. Use a **standard 12-point font** with one-inch margins.
3. Number each page clearly.

SUBMISSIONS

Nominations should be submitted to the Gwenna Moss Centre for Teaching and Learning by **February 15th each year** using the **online submission portal**. The link for the portal is found on the **Teaching.usask.ca** website.

(Note: The portal is only open during the nomination period.)

AWARD CRITERIA

Evidence of Teaching & Learning (four criteria): The four (4) criteria reflect **Our Learning Charter's** Educator Commitments. Nominees should provide evidence demonstrating proficiency in each area.

Criterion #1: Exemplify Learning

Educators commit to *"exemplify active learning and curiosity, demonstrate broad thinking, follow ethical principles, and engage with students and peers in a respectful manner."*

Nominees should articulate in their own voice a thoughtful teaching philosophy and describe how they create an engaging, respectful, and motivating learning environment. Examples of evidence that may demonstrate this include:

- A clear teaching philosophy statement that shows a passion for teaching and learning.
- Intentional design and organization of class materials and activities to support student learning.
- Evidence of the capacity to motivate and inspire students to engage actively in learning.
- Integration of Indigenous perspectives, knowledge systems, or ways of knowing, where appropriate to the discipline or context.
- Documentation or feedback showing how the learning environment values diverse perspectives and supports student success.

Criterion #2: Strive for Excellence in Teaching

Educators commit to *"Integrate research, scholarship, artistic work and /or professional activities with teaching; Align learning outcomes, teaching activities and assessment; and Develop respectful and inclusive learning environments that support student learning."*

Evidence should demonstrate strong skill in teaching and a solid command of the nominee's subject area evidenced through their course design, materials, and instruction practices. Examples of evidence that may demonstrate this include:

- Course materials, slides, or assignment showing clear and effective communication of disciplinary knowledge.
- Syllabi or lesson plans illustrating preparation, organization, and thoughtful sequencing of course content.
- Evidence of inclusive instructional approaches that acknowledge diverse learner needs, experiences, and abilities.
- Examples of incorporating Indigenous content, voices, or pedagogies that deepen student learning or foster connection to place.
- Student or peer feedback describing engagement and enthusiasm for learning.

Criterion #3: Assess Fairly and Transparently

Educators commit to *"Communicate and uphold clear academic expectations and standards; and Perform fair and relevant assessment for and of student learning."*

Evidence should demonstrate integrity, clarity, and fairness in assessment and feedback. Examples of evidence that may demonstrate this include:

- Assessment descriptions showing clear expectations and criteria for assignments and exams.
- Alignment between assessments and stated learning outcomes.
- Examples of constructive, timely feedback provided to students.
- Student or peer feedback reflecting perceptions of fairness and clarity in grading.
- Evidence of assessment approaches that accommodate diverse learning styles, promote equity, or support accessibility.

Criterion 4: Enhance Continuously

Educators commit to *"Solicit and reflect on feedback from students, peers and others; and Engage in lifelong learning and continuous enhancement of teaching practice."*

Evidence should demonstrate how the nominee reflects on their teaching and seeks ways to strengthen their practice within their available opportunities. **Examples of evidence that may demonstrate this include:**

- Reflections or statements showing how feedback from students or peers informed changes in teaching.
- Documentation of small, meaningful adjustments to teaching approaches or course design.
- Evidence of reflection on or participation in learning opportunities related to Indigenization, reconciliation, or inclusive teaching.
- Use of available resources (formal or informal) to enhance effectiveness.
- Examples of sharing good practices or mentoring others when opportunities arise.