The Principal's Prize for Excellence in Teaching recognizes excellence and commitment to teaching and the importance of these qualities in the academic experience of students at McGill. One award is granted annually at Fall Convocation in each of the four following categories of ranked academic staff: Faculty Lecturer, Assistant Professor, Associate Professor, and Full Professor in any Faculty at McGill. Ranked tenure track (or tenured) staff and ranked Contract Academic Staff are eligible. To highlight the importance McGill places on individuals’ commitment to the link between teaching and research (in the academic and clinical settings), the award will recognize great teachers who also enhance their students’ understanding of research. While desirable, this is not imperative for Faculty Lecturers or for Contract Academic Staff. Each award brings with it a monetary prize.

Eligibility

Candidates, from any Faculty or School, must be ranked academic staff (Faculty Lecturer, Associate Professor, Assistant Professor, Full Professor) who carry a full time teaching load as defined by their Faculty. Candidates must have taught in the year for which the award is given.

Nomination Procedure and Requirements

Teaching Faculties are asked to submit their nominations by the first week of June. Faculties should submit only one nomination per category. While candidates are eligible at all levels, previous recipients may not be nominated again in the same category in which they were previously awarded the Prize. Faculties may choose not to submit nominations in every category.

Dossiers are expected to be no more than 25 pages exclusive of the nomination form, table of contents, curriculum vitae, and page dividers (if used). As evidence for a great nominee will quickly push past the 25-page limit, dossiers should not include course syllabi or course materials.

Each nomination package should be a concise compilation of selected information that includes:

1) Completed nomination form

2) Table of contents

3) A nomination letter from the Dean in support of the nominee

4) Letters of support
   The letters of support should discuss the nominee’s dedication to teaching, ability to engage students in the learning process, the impact their teaching has had on former students’ academic achievements or other successes, educational leadership (such as involvement with program or curriculum development), and the integration of research and teaching. The nomination package should include:
a. a letter of support from the Chair, Director or Dean;
b. up to four (4) letters from colleagues, former students, or other persons in a position to
coment on the abilities of the nominee. Of these:
   • at least two (2) letters must be from former students. A former student is defined
     as a student who has graduated from McGill or a current student (or in the case of
     continuing education or faculty development this could be a faculty member) who
     writes a letter in support of a former professor while enrolled in a different
department or division. A student should not write a letter for a professor who is
supervising or teaching in the program in which he or she is currently enrolled;
   • one (1) letter may be from the President of a departmental or Faculty
undergraduate or graduate student association, even if currently a student in the
same department as the nominee;
   • letters of support must have been written within the last three (3) years.

5) **Statement of teaching approach** (one-page limit):
Nominees should provide a description of their teaching approach, with an explanation of why
they have chosen this approach. The statement should also include a description of how the
nominee’s thinking about teaching and learning has changed over time, and how they work to
improve their teaching. This statement can facilitate the Committee’s interpretation of the rest
of the dossier.

N.B. Please ensure that nominees are given adequate time to prepare this. This can be drawn
from the nominee’s Teaching Portfolio which is required for reappointment, tenure and
promotion.

6) **Teaching responsibilities** for at least the past three (3) years for Assistant Professors and Faculty
Lecturers and at least five (5) years for Senior Faculty Lecturers, Associate Professors and Full
Professors. The suggested format is a table or, where appropriate, a narrative that presents the
nominee’s teaching responsibilities. This could include one or more of the following, depending
upon Faculty expectations:
   • courses taught, course level, enrollment and format, required or elective, new courses
developed (including fieldwork and course coordination);
   • undergraduate supervision (e.g., projects, theses);
   • graduate students and postdoctoral scholars supervised (e.g., theses, projects,
internships);
   • teaching in a clinical, professional, or practice setting (e.g., supervision of clinical
interns); teaching in continuing education or faculty development.

7) **Evidence of teaching excellence**, which may include one or more of the following:
   • summary (in a table or graph format when appropriate) of teaching evaluations over at
least three (3) years for Assistant Professors and Faculty Lecturers and at least five (5)
years for Senior Faculty Lecturers, Associate Professors and Full Professors, to
demonstrate consistent excellence over time. The summary should include, when
available, a comparison with department and other relevant means\(^1\);

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\(^1\) Sample tables for reporting of results, taken from *Interpreting End-of-Course Evaluation Results* can be
• intact set of comments from students in a specific course;  
• report of peer assessment of teaching;  
• teaching awards received, invitations received, locally or globally, recognizing expertise as a teacher.

8) Evidence of integrating research with teaching and using inquiry-based teaching techniques
Summarize use of strategies both in and out of class, such as:
• discussing your research with students;  
• discussing the research of others and/or relevant evidence with students;  
• discussing ways in which your teaching is informed by research;  
• providing students with opportunities to read scholarly writing and/or discuss research with peers;  
• providing students with opportunities to address authentic problems, either individually or in groups.

9) Evidence of educational leadership
Summarize involvement with activities such as:
• curriculum or program (re)design and development;  
• work with teaching and learning centers/committees, educational associations;  
• advising and mentoring colleagues;  
• efforts made to enhance teaching in a unit or the University, e.g. organizing seminars, workshops, conferences or other teaching-related events;  
• contributions to policy development.

10) Curriculum vitae of the candidate

Faculties are asked to submit the complete nomination dossier to tls@mcgill.ca.

Selection Committee:
Principal  
Provost  
Director, Teaching and Learning Services  
Representative from SSMU  
Representative from PGSS  
Representative from MACES  
Representative from MCSS  
Previous recipient from the rank of Faculty Lecturer  
Previous recipient from the rank of Assistant Professor  
Previous recipient from the rank of Associate Professor  
Previous recipient from the rank of Full Professor

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2 Instructions on how to download course evaluation results from Mercury, including student comments, can be found here:  [http://www.mcgill.ca/tls/teaching/course-evaluations/resources/manuals](http://www.mcgill.ca/tls/teaching/course-evaluations/resources/manuals)