



**484th REPORT OF THE ACADEMIC POLICY COMMITTEE TO SENATE
on the APC meeting held on December 14th, 2017**

I. TO BE APPROVED BY SENATE

(A) NEW TEACHING PROGRAMS REQUIRING SENATE APPROVAL - *none*

(B) ACADEMIC PERFORMANCE ISSUES / POLICIES / GOVERNANCE/AWARDS

Teaching and Learning Services

Revised Guidelines for the Principal's Prize for Excellence in Teaching – *appendix A*

At a meeting on December 14th, 2017, APC reviewed and approved the revisions to the Guidelines for the Principal's Prize for Excellence in Teaching presented by Teaching and Learning Services. For clarification purposes, TLS revised the eligibility criteria and the wording in point 7.0 *Evidence of Teaching Excellence*. Changes were also made to the submission requirements, which now include an intact set of comments from students in one course for one term instead of a sample, as it has been the case since 2015.

APC therefore recommends that Senate approve the following resolution:

Be it resolved that Senate approve the proposed revisions to the Guidelines for the Principal's Prize for Excellence in Teaching.

(C) CREATION OF NEW UNITS / NAME CHANGES / REPORTING CHANGES - *none*

(D) CHANGES IN DEGREE DESIGNATION – *none*

(E) INTER-UNIVERSITY PARTNERSHIPS – *none*

(F) OTHER – *none*

II. TO BE ENDORSED BY SENATE / PRESENTED TO SENATE FOR DISCUSSION – *none*

III. APPROVED BY APC IN THE NAME OF SENATE

(A) DEFINITIONS – *none*

(B) STUDENT EXCHANGE PARTNERSHIPS / CONTRACTS / INTERUNIVERSITY PARTNERSHIPS - *none*

(C) OTHER - *none*

IV. FOR THE INFORMATION OF SENATE

A) ACADEMIC UNIT REVIEWS – *none*

B) APPROVAL OF COURSES AND TEACHING PROGRAMS

1. Programs

- a) APC Approvals (new options/concentrations and major revisions to existing programs)
 - i. New Programs - *none*
 - ii. Major Revisions of Existing Programs - *none*
- b) APC Subcommittee on Courses and Teaching Programs (SCTP) Approvals
(Summary Reports: <http://www.mcgill.ca/sctp/documents/>)
 - i. Moderate and Minor Program Revisions
Approved by SCTP on November 9th, 2017 and reported to APC on December 14th, 2017
 - School of Continuing Studies**
Certificate in Proficiency in French Language and Culture (120 CEUs)
Diploma in Applied Marketing (30 cr.)
Graduate Certificate in Digital Marketing (15 cr.)
 - Faculty of Dentistry**
D.M.D. (219 cr.)
 - Faculty of Science**
B.Sc.; Major in Pharmacology (67 cr.)
B.Sc.; Honours in Pharmacology (76 cr.)
B.Sc.; Major in Geography (58 cr.)
B.Sc.; Honours in Geography (66 cr.)
B.Sc.; Liberal Program – Core Science Component in Geography (49 cr.)
B.Sc.; Minor in geography (18 cr.)
 - ii. Program Retirements
 - School of Continuing Studies**
Graduate Certificate in Marketing (15 cr.)

2. Courses

- a) New Courses
Reported as having been approved by SCTP on November 9th, 2017: 17
 - Faculty of Arts: 9
 - School of Continuing Studies: 1
 - Faculty of Dentistry: 1
 - Faculty of Education: 2
 - Faculty of Engineering: 1
 - Graduate and Postdoctoral Studies: 3
- b) Course Revisions
- c) *Reported as having been approved by SCTP on November 9th, 2017: 51*
 - Faculty of Arts: 14
 - Faculty of Dentistry: 2
 - Faculty of Education: 3
 - Faculty of Engineering: 4
 - Faculty of Law: 3
 - Faculty of Science: 25

- d) Course Retirements
- e) *Reported as having been approved by SCTP on November 9th, 2017: 14*
 - Faculty of Arts: 12
 - Faculty of Engineering: 1
 - Faculty of Science: 1

3. Other

Faculty of Arts

Closure of the McGill Summer Institute for the Study of Montreal and Quebec

At a meeting on December 14th, 2017, APC reviewed and approved a motion to close the McGill Summer Institute for the Study of Montreal and Quebec as of summer 2018, brought forward by the Faculty of Arts. Created in 2007, the McGill Summer Institute for the Study of Montreal and Quebec is an intensive multidisciplinary 6-credit course in French, available to McGill and non-McGill students interested in improving their linguistic skills and acquiring a basic knowledge of the Quebec political, cultural and social history. Initially funded by the Provost and subsequently by the Faculty of Arts, the Institute has not been able to generate enough revenue from non-McGill students to be self-financed. Therefore, the Faculty of Arts has decided to close the Institute, which has become financially unsustainable. The one course (QCST 336) associated with the program will remain active within the Quebec Studies Minor Concentration.

Analysis, Planning and Budget

At the APC meeting of December 14th, 2017, Bradley Tucker announced the creation of a working group composed of diverse stakeholders, whose mandate will be to assist and provide information to units developing new programs, regulated and self-funded, from the very beginning of the program design process. This will remedy the *ad hoc* and inconsistent nature of the current process, and strive to eliminate any duplication of the work and to speed up the process. This working group will particularly ensure that budget and resource allocations have been reviewed and vetted early in the process.



Principal's Prize for Excellence in Teaching

Guidelines

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 following categories:

- the four categories of ranked academic staff: Faculty Lecturer, Assistant Professor, Associate Professor, and Full Professor in any Faculty¹ at McGill. Ranked tenure track (or tenured) staff and ranked Contract Academic Staff are eligible.
- a Course Lecturer in any Faculty at McGill.

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, Contract Academic Staff or Course Lecturers. Each award brings with it a \$5,000 monetary award.

Eligibility

- Ranked academic staff: 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 [academic](#) year for which the award is given.
- Course Lecturers: Candidates, from any Faculty or School, must have been teaching at McGill for a minimum of three years and a total of 12 credits. Candidates must have taught in the [academic](#) year for which the award is given.

Nomination Procedure

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.

Submission requirements

Dossiers are expected to be a concise compilation of selected information, and must not exceed 25 pages **exclusive** of the nomination form, table of contents, [student course evaluation comments](#), 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. Dossiers in excess of the page limit will be returned to the Faculty for revision and resubmission.

¹ The term *Faculty* is used to represent all teaching faculties including the School of Continuing Studies

Using the following numbering system, the nomination package must include:

1.0	Completed nomination form
2.0	Table of Contents
3.0	A nomination letter from the Dean in support of the nominee. The Dean's letter should speak to the contributions that the nominee has made to enhancing teaching in the Faculty, and the academic experience of students at McGill.
4.0	<p>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.</p> <p>Dossiers should include a maximum of four (4) letters from colleagues, former students or other persons in a position to comment on the abilities of the nominee. At least two (2) of the letters must be from former students. It should be noted that:</p> <ul style="list-style-type: none"> ○ 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, except in the case of a student association President as described below. ○ one letter may be from the President of a departmental or Faculty undergraduate or graduate student association, even if the President is currently a student in the same department as the nominee. Only one (1) letter from a student association will be accepted. <p>Letters of support must have been written within the last three (3) years and for this award only.</p>
4.1	Letter from the Departmental Chair or Director (where applicable)
4.2	<p>Letters from former students (minimum of two)</p> <p>A former student is defined as:</p> <ul style="list-style-type: none"> • a student who has graduated from McGill or; • a current McGill 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; • in the case of a Course Lecturer, a former student is defined as a student who is not currently enrolled in a course with the nominee.
4.3	Letters from colleagues or other persons in a position to comment on the abilities of the nominee.
5.0	Statement of teaching approach (two-page limit): Nominees should provide a brief description of their teaching approach, with an explanation of why they have chosen this approach.

	<p>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.</p> <p>N.B. Please ensure that nominees are given adequate time to prepare the statement. It can be drawn from the nominee's Teaching Portfolio which is required for reappointment, tenure and promotion.</p>
6.0	<p>Teaching responsibilities for at least the past three (3) years for Assistant Professors, Faculty Lecturers, and Course Lecturers, and at least five (5) years for Senior Faculty Lecturers, Associate Professors and Full Professors.</p> <p>The suggested format is a table or, where appropriate, a narrative that presents the nominee's teaching responsibilities. This must include one or more of the following, depending upon Faculty expectations:</p> <ul style="list-style-type: none"> • courses taught, course level, enrollment and format, required or elective, new courses developed (including fieldwork and course coordination); • undergraduates supervised (e.g., projects, theses); • graduate students and postdoctoral scholars supervised (e.g., projects, theses, internships); • teaching in a clinical, professional, or practice setting (e.g., supervision of clinical interns); teaching in continuing education or faculty development.
7.0	<p>Evidence of teaching excellence should demonstrate consistent excellence over time. Dossiers must include:</p> <ul style="list-style-type: none"> • a summary (in a table or graph format where appropriate) of teaching evaluations over at least three (3) years for Assistant Professors, Faculty Lecturers, and Course Lecturers; and at least five (5) years for Senior Faculty Lecturers, Associate Professors and Full Professors. <u>Data should be presented for the four core questions²</u>; instructions on how best to present the data as well as sample reporting tables can be found below³. Raw data or computer printouts should not be included; • an complete intact set of comments from students in a specific course <u>for one term should be presented as an appendix. Should the number of comments exceed four (4) pages, nominees are asked to include a representative sample of student comments vetted by their Chair, Director, or nominator with a signed notation to that effect.</u> Instructions on how to download course evaluation results including student comments can be found below⁴. <p>In addition, nominees are encouraged to include the following:</p> <ul style="list-style-type: none"> • a report of peer assessment of teaching, if appropriate;

² The four core questions are: 1) Overall, this is an excellent course; 2) Overall, I learned a great deal from this course; 3) Overall, this instructor is an excellent teacher; 4) Overall, I learned a great deal from this instructor.

³ Sample tables for reporting of results, taken from *Interpreting End-of-Course Evaluation Results* can be found here: <http://www.mcgill.ca/mercury/instructors/interpretation>

⁴ Instructions on how to download course evaluation results from Mercury, including student comments, can be found here: <http://www.mcgill.ca/mercury/instructors/manuals>

	<ul style="list-style-type: none"> • a list of teaching awards received; • a list of invitations received, either locally or globally, recognizing their expertise as a teacher.
8.0	<p>Evidence of integrating research with teaching and using inquiry-based techniques: nominees are asked to summarize their use of strategies both in and out of class, such as:</p> <ul style="list-style-type: none"> • discussing their research with students; • discussing the research of others and/or relevant evidence with students; • discussing ways in which their 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.
9.0	<p>Evidence of educational leadership: nominees are asked to summarize their involvement in activities such as:</p> <ul style="list-style-type: none"> • 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 at the University (e.g., organizing seminars, workshops, conferences or other teaching-related events); • contributions to policy development
10.	Curriculum vitae of the nominee

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

Adjudication Committee:

Principal

Provost and Vice-Principal (Academic)

Director, Teaching and Learning Services

Representative from SSMU

Representative from PGSS

Representative from MACES

Representative from MCSS

*Previous recipient from the level of Course Lecturer, or representative from MCLIU

*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

*In the case when a previous recipient from a given category is not available, a representative from that category will be selected by the Provost, in consultation with the Deans.