



445th REPORT OF THE ACADEMIC POLICY COMMITTEE TO SENATE
on APC meetings held on 7th March 2013

Correction to 444th Report of APC (D12-43) page 6:

Section IV. A) 1. b) i. Moderate and minor program revisions

Faculty of Medicine:

Approved by SCTP on 24th January 2013:

- MDCM (~~200-204 cr.~~ 193-197 cr.)

I. TO BE APPROVED BY SENATE

(A) NEW TEACHING PROGRAMS REQUIRING SENATE APPROVAL (approvals of new minors and options added to existing programs and major revisions to programs are reported in Section IV.A.1.a. for information) - *none*

(B) ACADEMIC PERFORMANCE ISSUES / POLICIES / GOVERNANCE/AWARDS - *none*

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

(D) CHANGES IN DEGREE DESIGNATION – *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

Revisions to the Principal's Prize for Excellence in Teaching Guidelines – *Appendix A*

At a meeting on 14th February 2013, APC reviewed revisions to the Principal's Prize for Excellence in Teaching (PPET) Guidelines that were proposed by the APC Subcommittee on Teaching and Learning. APC proposed and approved further revisions that were finalized and confirmed at the APC meeting on 7th March 2013. The Guidelines have been made more inclusive by extending eligibility to all "ranked tenure track (or tenured) staff and ranked Contract Academic Staff", thus to teaching staff in clinical departments. Revisions include:

a) the addition of teaching in clinical/professional or practice settings and teaching in continuing education and faculty development among the teaching responsibilities listed in item 5;

b) a change in the conditions stated in item 6, from "over at least five (5) years" for all categories of academic staff to "over at least three (3) years for Assistant Professors and Faculty Lecturers, and at least five (5) years for Associate Professors and Full Professors";

- c) the addition of a representative from MACES (McGill Association of Continuing Education Students) and from MCSS (Macdonald Campus Student Society) on the PPET Selection Committee.

The Guidelines retain the sense that the combination of great research and excellent communication is valued at McGill, but the text acknowledges more forcibly that this is not necessarily applicable to all categories of instructors. The revised Guidelines are appended for the information of Senate.

IV. FOR THE INFORMATION OF SENATE

A) APPROVAL OF COURSES AND TEACHING PROGRAMS

1. Programs

- a) APC approvals (new options/concentrations and major revisions to existing programs)
 - i. New concentrations/options within existing 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

Faculty of Arts

Approved by SCTP on 7th February 2013:

- B.A.; English; Literature; Minor Concentration (18 cr.)
- B.A.; English; Literature; Major Concentration (36 cr.)
- B.A.; English; Literature; Honours (60 cr.)
- B.A.; World Religions; Major Concentration (36 cr.)
- B.A.; World Religions; Minor Concentration (18 cr.)
- B.A.; Music; Minor Concentration (18 cr.)

Desautels Faculty of Management

Approved by SCTP on 7th February 2013:

- B.Com.; General Management; Concentration in Entrepreneurship; Major (15 cr.)
- B.Com.; Labour Management Relations & Human Resources; Major (30 cr.)

- ii. Program retirements - *none*

2. Courses (all reported as having been approved by SCTP on 7th February 2013)

a) New Courses : 14

Faculty of Arts: 9

Desautels Faculty of Management: 5

b) Course Revisions: 7

Faculty of Arts: 4

Desautels Faculty of Management: 3

c) Course retirements: **2**

Faculty of Arts: 2

(B) OTHER - *none*



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 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 researchers who are also great teachers who 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. ~~Candidates must be either Faculty Lecturers who carry a full teaching load or full-time tenured or tenure-stream members of staff with the rank of Assistant Professor, Associate Professor or Full Professor in any Faculty at McGill University. 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. Faculties may choose not to submit nominations in every category.

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

- 1) Table of contents**
- 2) A nomination letter from the Dean** in support of the nominee
- 3) Curriculum vitae of the candidate**
- 4) 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.

5) Teaching responsibilities for at least the past two (2) years:

The suggested format is a table that presents the nominee's ~~involvement with~~ teaching responsibilities. This could include one or more of the following, depending upon Faculty expectations; for example:

- 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.

6) Evidence of teaching excellence, which may include one or more of the following:

- summary (in a table format) of ~~course-teaching~~ evaluations ~~numerical ratings~~ over at least three (3) years for Assistant Professors and faculty Lecturers, and at least five (5) years for Associate Professors and Full Professors, to demonstrate consistent excellence over time; the table should include, when available, including a comparison with department and other comparison means- ~~which would demonstrate consistent excellence over time;~~
- intact set of comments from students in a specific course;
- efforts to integrate research with teaching and to use inquiry-based teaching techniques;
- teaching awards received, invitations received, locally or globally, recognizing expertise as a teacher.

7) 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.

8) Letters of support

The letters of support could focus on 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, ~~or~~ Director or Dean (where applicable);

- b. up to four (4) letters from colleagues, former students, or other persons in a position to comment 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 graduate 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 undergraduate professor while enrolled in a different department or division;
 - 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 are solicited for the current award cycle (i.e. letters that were prepared in past years or for a different set of awards will not be accepted).

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

approved by APC on 15 March 2012
approved by APPC on 20 April 2000
amended and approved by Senate on 24 May 2000
amended by Senate 7 November 2001
amended and approved by APPC 6 February 2003
amended and approved by APC 13 March 2008
amended and approved by APC 14 February 2013