



McGill University Lifetime Achievement Award for Leadership in Learning

Guidelines

The McGill University Lifetime Achievement Award for Leadership in Learning recognizes sustained excellence in leadership and innovation which has had a significant impact on teaching and the learning experience at McGill and beyond, as well as the active integration of teaching and learning with inquiry, scholarship, and research. Nominations for this award must come from Faculty Deans, but all faculty members, students, former students, and others are encouraged to bring forward names of colleagues and professors whose long-term achievements and contributions to learning at McGill are truly outstanding.

This unique form of recognition brings with it a \$10,000 monetary award to be used at the recipient's discretion.

Attributes and Criteria

Competition for this Award is open to all current McGill instructional and academic staff, of any rank, inclusive of non tenure-track instructors and all others who teach in traditional or non-traditional programs at McGill. Nominees will normally have **an overall total of 25 years university teaching experience comprising a significant commitment to McGill**. Faculty members are also eligible for nomination within 36-months following their retirement. **Faculty members can be awarded this prize only once**. Nominees will:

- demonstrate exceptional leadership and vision in the advancement of teaching and learning;
- demonstrate extraordinary commitment and enthusiasm for students and their learning;
- demonstrate a commitment to promoting equity, diversity and inclusion practices in both curricular and pedagogical approaches;
- personify excellence and serve as role models for others teaching at the University;
- promote students' active engagement in learning by promoting inquiry-based learning and bringing the findings, methods and/or processes of research/scholarship into their classes and coursework;
- have made a career-long contribution to the University community resulting in a significant and lasting impact on the learning environment.

Only one Lifetime Achievement Award for Leadership in Learning will be granted per year. Exceptionally, the award as well as the monetary value of the award may be shared between two equally deserving nominees. Nomination dossiers that are not selected for the award will, with the agreement of the nominee, be retained the following year (as long as the nomination falls within the 36 months post-retirement); the dossier may be revised but must be resubmitted by June 15. This award will not necessarily be conferred annually.

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. The Dean's letter should highlight the leadership role that the nominee has played in the Faculty, the University, and the broader field of higher education. If there is more than one nominee from a Faculty, the Dean should provide a discussion of the relative merits of each.
- 4. Curriculum vitae of the candidate**
- 5. A statement provided by the candidate**, summarizing their approach to teaching and learning and the leadership role they have played in the Faculty, the University, and their field. The statement should include reflections on their approach to learning and teaching, and identify measures they have taken to develop and support their colleagues as well as advances in the teaching of their discipline. This statement should facilitate the Committee's interpretation of the rest of the dossier.
- 6. Evidence of leadership in learning** might include a combination of some of the following:
 - a) leadership in projects aimed at enhancing learning environments, programs and curricula, within or across disciplines;
 - b) leadership in creating a learning environment that welcomes openness to diverse world views and experiences;
 - c) innovation in curriculum design and the use of technology to facilitate students' learning during and beyond classes;
 - d) organizing or facilitating seminars, workshops or conferences on teaching and learning.
- 7. Letters of support** should address the criteria in section 6.
 - a) up to four (4) letters from colleagues, Department Chairs, Program Directors, former students¹, or other persons in a position to comment on the attributes of the nominee. Note that a colleague can be from McGill or another institution or professional association.

Teaching faculties are asked to submit the completed nomination dossiers by 15 June to teachingawards.tls@mcgill.ca. Note that due to the tight timelines associated with the selection and subsequent approval processes, no extension to the nomination deadline will be accorded.

The composition of the selection committee is available for consultation [here](#).

¹ A former student is defined as a student who has graduated from McGill or a current student who writes a letter in support of a former professor while enrolled in a different department and/or program. A student should not write a letter for a professor who is supervising or teaching in the program in which they are currently enrolled.