



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 in which they are nominated.
- 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 (<u>two-page</u> 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; • Note that individual student’s grades are confidential and should not be included in any of the materials
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 for at least the last three (3) academic years for Assistant Professors, Faculty Lecturers, and Course Lecturers; and the last five (5) academic years for Senior Faculty Lecturers, Associate Professors and Full Professors. Data should be presented for the four core questions²; 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; • a complete set of comments from students in a specific course for one term from the courses reported on should be presented as an appendix. 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>

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 report of peer assessment of teaching, if appropriate; • 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.