455th REPORT OF THE ACADEMIC POLICY COMMITTEE TO SENATE
On APC meetings held on March 20th 2014 and April 3rd 2014

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)

Faculty of Education - *Appendix A*

Certificat d'Études Supérieures (Graduate Certificate); Enseignement Immersif (15 cr.) – *Appendix A*

At a meeting on 20th March 2014, APC reviewed and approved a proposal from the Faculty of Education for the creation of a Certificat D'Etudes Supérieures; Enseignement Immersif. This Graduate Certificate has been created to address the growing need for qualified French Immersion teachers in Quebec schools. It aims to provide conceptual and pedagogical support for teaching in French Immersion contexts, targeting those with teacher certification seeking employment as well as in-service teachers.

APC therefore recommends that Senate approve the following resolution:
Be it resolved that Senate approve the proposed Certificat D'Etudes Supérieures; Enseignement Immersif.

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

Revised Course Evaluation Policy – *Appendix B*
At a meeting on 20th March 2014, APC reviewed revisions to the University Course Evaluation Policy that were proposed by the APC Subcommittee on Teaching and Learning. The proposed changes are necessary to ensure that the policy is clear, consistent, and allows for desired options. Substantive changes include a) the addition of "use as one indicator of teaching effectiveness" and "to help administrators and faculty committees in their decision-making processes" (section 3), b) a change of the default period to the extended dates option (section 6), c) changes to the conditions of accessibility of results stated in section 8, granting instructors the possibility to opt-out from current opt-in, and extending the availability period to 15 terms (5 years) from the previous "three academic years". All other proposed changes aim at clarifying ambiguities and responding to inconsistencies in the earlier version. APC proposed and approved further revisions that were finalized and confirmed at the APC meeting on 3rd April 2014.

APC therefore recommends that Senate approve the following resolution:
Be it resolved that Senate approve the proposed revisions to the Course Evaluation Policy.

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

(D) CHANGES IN DEGREE DESIGNATION - *none*

(E) INTER-UNIVERSITY PARTNERSHIPS – *none*

(F) OTHER – NEW PROGRAM DEFINITION

School of Continuing Studies

Professional Development Certificate – Appendix C

At a meeting on March 20th 2014, APC reviewed and approved the creation of a Professional Development Certificate. This certificate responds to a growing demand for a credential that recognizes transcript programs of study comprised of a coherent body of non-credit courses offering Continuing Education Units (CEUs). Aimed at very specific micro-programs, it will ensure that students get real recognition for the amount of work required by such programs. This should attract more potential students, locally and at the international level.

The creation of this Professional Development Certificate has been initiated by the School of Continuing Studies but could be used by other faculties as long as the criteria are respected.

APC therefore recommends that Senate approve the following resolution:
> *Be it resolved that Senate approve the proposed Professional Development Certificate.*

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 guidelines for the Lifetime Achievement Award for Leadership in Learning – *Appendix D*

At a meeting on 20th March 2014, APC reviewed and approved revisions to the Lifetime Achievement Award for Leadership in Learning (LAALL) guidelines that were proposed by the APC Subcommittee on Teaching and Learning. The revised guidelines are appended for the information of Senate.

Revisions to the guidelines for the Principal's Prize for Excellence in Teaching – *Appendix E*

At a meeting on 3rd April 2014, APC reviewed and approved revisions to the Principal's Prize for Excellence in Teaching (PPET) guidelines that were proposed by the APC Subcommittee on Teaching and Learning. 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

Faculty of Arts

- McGill Summer School in Greece (3cr.)

The McGill Summer School in Greece, a combination of seminar practice and field work, will be offered in June to Canadian and International students. Held in Thessaloniki, it will give them the possibility to have an on-site approach to the history, culture and politics of the South Eastern Europe in ancient and modern times.

Approved by SCTP on 27th February 2014 and APC on 20th March 2014

- M.A.; Art History; Gender and Women's Studies; Thesis (45 cr.)

The M.A. in Art History, Thesis option in Gender and Women's Studies is an interdisciplinary program for students who meet the degree requirements in Arts History and who wish to earn 6 credits of approved coursework focusing on gender and women's studies and issues in feminist research and methods.

Approved by SCTP on 27th February 2014 and APC on 3rd April 2014.

Faculty of Medicine

The Ingram School of Nursing is creating concentrations to replace each stream within the Masters of Science (Applied) program, in order to better track students and reduce administrative overload.

- M.Sc. (Applied); Nursing; Primary Care Nurse Practitioner, Non-Thesis (45 cr.)

The M.Sc. (Applied) in Nursing; Non-Thesis; Nursing; Primary Care Nurse Practitioner concentration was developed in order to train graduate-level nurses, who will assume responsibility for tasks related to physical assessment, diagnosis and treatment within legally sanctioned, pre-determined conditions that have been traditionally exclusive to medical practice.

- M.Sc. (Applied); Nursing; Nursing Services Administration; Non-Thesis (49 cr.)

The M.Sc. (Applied) in Nursing; Non-Thesis; Nursing Services Administration concentration aims at training students able to make effective and strategic decisions with regards to the planning and management of the nursing workforce.

- M.Sc. (Applied); Nursing; Nursing Education; Non-Thesis (49 cr.)

The M.Sc. (Applied) in Nursing; Non-Thesis; Nursing Education concentration has been created to expose graduate-level nurses to instructional and learning theory in order to better equip them to lead the movement towards more innovative and effective pedagogical approaches in training nurses working in health care establishments or nursing students in academic settings.

- M.Sc. (Applied); Nursing; Neonatology Nurse Practitioner; Non-Thesis (45 cr.)

The M.Sc. (Applied) in Nursing; Non-Thesis, Neonatology Nurse Practitioner prepares students for the multifaceted role of nurse practitioners in intermediate, acute and critical

care in neonatology. Students will acquire the necessary skills to deal with the health care needs and problems of neonates and their families in a variety of settings.

- M.Sc. (Applied); Nursing; Global Health Direct Entry; Non-Thesis (58 cr.)

The M.Sc. (Applied) in Nursing; Non-Thesis; Global Health direct entry sets to prepare its Bachelor ready non-nurse students for the challenges of working with diverse populations and limited resources. Global Health content is present throughout the program of study, which is complimented by a semester spent in a global health placement site during the final year of study. It is aimed at the bachelor ready non-nurse students

- M.Sc. (Applied); Nursing; Global Health Clinical Nurse Specialist; Non-Thesis (51 cr.)

The M.Sc. (Applied) in Nursing; Non-Thesis; Global Health Clinical Nurse Specialist provides Bachelor prepared nurse students with the necessary skills to work with diverse populations in limited resources environment. Global Health content is present throughout the program of study, which is complimented by a semester spent in a global health placement site during the final year of study.

- M.Sc. (Applied); Nursing; Direct Entry Nursing; Non-Thesis (55 cr.)

The M.Sc. (Applied) in Nursing; Non-Thesis, Direct Entry Nursing is a three year program aimed at university graduates with a general degree and no previous training in nursing or other healthcare related profession. Unique in Canada, it allows candidates to complete entry-to-practice preparation in nursing while also completing graduate studies in Nursing.

- M.Sc. (Applied); Nursing; Clinical Nurse Specialist; Non-Thesis (49 cr.)

The M.Sc. (Applied) in Nursing; Non-Thesis; Clinical Nurse Specialist prepares students for advanced practice nursing roles in diverse settings and with diverse populations. The curriculum focuses on such areas as family intervention, collaborative practice and working with family strength and resources.

Approved by SCTP on 27th February 2014 and APC on 3rd April 2014.

- PhD; Epidemiology; Population Dynamics (0 cr.)
- M.Sc.; Public Health; Population Dynamics; Non-Thesis (60 cr.)

The Population Dynamics option is open to students enrolled in the PhD in Epidemiology program or in the M.Sc. Public Health program in the Department of Epidemiology, Biostatistics and Occupational Health specializing in Population Dynamics. The purpose of this option is to provide Graduate training in demographic methods and enhance students' knowledge of critical population issues.

Approved by SCTP on 27th February 2014 and APC on 3rd April 2014.

ii.   Major revisions of existing programs

Faculty of Arts

M.S.W.; International Partner; Non-Thesis (45 cr.)

The M.S.W.; International Partner program responds to the need of developing countries for qualified social workers. It allows international partners to refer motivated and committed candidates who need to improve their English and learn the basics of social work in a Canadian context. At the end of this qualifying period, they may enrol in the regular M.S.W. program (45 credits) if they meet the entrance requirements. Cohorts may then return to their country of origin to assume a leadership role in the implementation of a social development program initiated by a partner institution.

Approved by SCTP on 27th February2014 and APC on 3rd April 2014.

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 SCTP 27th February 2014; reported to APC 20th March 2014 (14-APC-03-55)
B.A.;Political Science; Honours (54 cr.)
B.A.; Political Science Component; Joint Honours (36 cr.)
B.A.; Political Science; Major Concentration (36 cr.)
B.A.; Political Science; Minor Concentration (18 cr.)
B.A.; Politics, Law and Society; Minor Concentration (18 cr.)
B.A.; International Relations; Minor Concentration (18 cr.)
B.A.; Comparative Politics; Minor Concentration (18 cr.)

School of Continuing Studies
Approved SCTP 27th February 2014; reported to APC 20th March 2014 (14-APC-03-55)
Certificate; Accounting (30 cr.)
Certificate, Human Resources Management (30 cr.)
Diploma; Accounting (30 cr.)

Faculty of Engineering
Approved SCTP 27th February 2014; reported to APC 20th March 2014 (14-APC-03-55)
B.Eng.; Materials Engineering; Co-op (148 cr.)

Faculty of Law
Approved SCTP 27th February 2014; reported to APC 20th March 2014 (14-APC-03-55)
B.C.L/LL.B (105 cr.)
D.C.L.; Air and Space Law (0 cr.)
D.C.L; Comparative Law (0 cr.)
D.C.L (0 cr.)

Faculty of Medicine
Approved SCTP 27th February 2014; reported to APC 20th March 2014 (14-APC-03-55)
M.D.; C.M. (194-198 cr.)

ii.   Program retirements
Desautels Faculty of Management

Approved by SCTP 27th February 2014; reported to APC 20th March 2014 (14-APC-03-55)
Graduate Diploma; Public Accountancy (30 cr.)

2. Courses

   a) New Courses
    *Reported as having been approved by SCTP on 30th January 2014: **2***
    Faculty of Medicine: 1
    Schulich School of Music: 1

    Reported as having been approved by SCTP on 27th February 2014: 26
    Faculty of Arts: 11
    School of Continuing Studies: 6
    Faculty of Engineering: 1
    Faculty of Law: 4
    Faculty of Medicine: 4

    Reported as having been approved by SCTP on 3rd March 2014: 17
    Faculty of Education: 11
    Faculty of Engineering: 5
    Schulich School of Music: 1

   b) Course Revisions
    *Reported as having been approved by SCTP on 30th January 2014:**4***
    Faculty of Education: 1
    Faculty of Medicine: 3

    Reported as being approved by SCTP on 27th February 2014: 16
    Faculty of Arts: 1
    School of Continuing Studies: 1
    Faculty of Engineering: 4
    Faculty of Medicine: 10

    Reported as having been approved by SCTP on 3rd March 2014: 6
    Faculty of Education: 4
    Faculty of Science: 1
    Schulich School of Music: 1

   c) Course retirement
    Reported as being approved by SCTP on 27th February 2014: 15
    Faculty of Arts: 3
    Faculty of Engineering: 1
    Desautels Faculty of Management: 8
    Faculty of Medicine: 3

    Reported as having been approved by SCTP on 3rd March 2014: 2
    Faculty of Medicine: 1
    Faculty of Science: 1

(B) OTHER

McGill

New Program/Major or Minor/Concentration Proposal Form

(07/2004)

1.0 Degree Title
Please specify the two degrees for concurrent degree programs

> Certificat d'études supérieures

1.1 Major (Legacy= Subject)(30-char. max.)

> Enseinement immersif

1.2 Concentration (Legacy = Concentration/Option)
If applicable to Majors only (30 char. max.)

> [blank]

1.3 Minor (with Concentration, if Applicable) (30 char. max.)

> [blank]

2.0 Administering Faculty/Unit

> Graduate and Postdoctoral Studies

Offering Faculty/Department

> Education/Integrated Studies in Education

3.0 Effective Term of Implementation
(Ex. Sept. 2004 = 200409)
Term

> 201409

4.0 Rationale for new proposal

> SEE ATTACHED

5.0 Program Information
Please check appropriate box(es)

5.1 Program Type	5.2 Category	5.3 Level
Bachelor's Program	Faculty Program (FP)	Undergraduate
☐ Master's	Major	Dentistry/Law/Medicine
M.Sc. (Applied) Program	Joint Major	Continuing Ed (Non-Credit)
Dual Degree/Concurrent Program	Major Concentration (CON)	Collegial
Certificate	Minor	x Masters & Grad Dips & Certs
Diploma	Minor Concentration (CON)	Doctorate
x Graduate Certificate	Honours (HON)	Post-Graduate Medicine/Dentistry
Graduate Diploma	Joint Honours Component (HC)	Graduate Qualifying
Ph.D. Program	Internship/Co-op	Postdoctoral Fellows
Doctorate Program	Thesis (T)	
(Other than Ph.D.)	Non-Thesis (N)	
Private Program	Other	
Off-Campus Program	Please specify	
Distance Education Program		
(By Correspondence)	[blank]	
Other (Please specify)		

6.0 Total Credits

> 15

7.0 Consultation with
Related Units   Yes ☐   No x
Financial Consult   Yes   No
Attach list of consultations.

P1-1

4.0 Rationale for new proposal

There is an ever increasing need for qualified French Immersion teachers in Quebec schools. It is increasing difficult to find full-time employment teaching exclusively in English in Quebec. In addition, many practicing teachers are teaching in French Immersion contexts without specific training.

This graduate certificate is being proposed to address these realities. It aims to provide conceptual and pedagogical support for teaching in French Immersion contexts, targeting those with teacher certification seeking employment as well as in-service teachers. Courses will be offered online and in the evenings in order to serve the targeted populations. One of the courses included in the proposed program (EDSL 505) is an existing course taken by Graduate Certificate TESL students and MATL TESL students. The remaining four courses (one existing (EDSL 515) and three new courses) will initially be cross-listed with similar courses in our *Kindergarten and Elementary Pédagogie de l'Immersion Française program*, and the courses will be delivered in a differentiated fashion. Our goal is to grow each program such that the courses will be offered separately in the future.

8.0 Program Description (Maximum 150 words)

Le certificat d'études supérieures en enseignement immersif vise à former des enseignants en immersion française, tout en abordant les défis pédagogiques reliés à l'enseignement. Ce certificat d'études supérieures cible conjointement la langue et le contenu. Ce certificat d'études supérieures est destiné à la formation des enseignants des niveaux primaire et secondaire. À cette fin, il amène d'abord l'étudiant à comprendre les causes à la fois linguistiques et cognitives des difficultés qu'éprouvent les élèves en immersion. Ensuite, il propose une variété de stratégies d'enseignement propices à répondre à ces difficultés, ainsi que des situations d'apprentissage étayées par les enseignants de manière à dépasser le cloisonnement entre langue et contenu. La réussite d'un test de français est obligatoire lors de la demande d'admission.

9.0 List of proposed program for the New Program/Major or Minor/Concentration.

If new concentration (option) of existing Major/Minor (program), please attach a program layout (list of all courses) of existing Major/Minor.

Proposed program (list courses as follows: Subj Code/Crse Num, Title, Credit weight under the headings of: Required Courses, Complementary Courses, Elective Courses)

Certificat d'études supérieures en enseignement immersif (15 credits)

Required Courses (15 credits)
EDSL 505 Second Language Acquisition Applied to Classroom Contexts (3 credits)
EDSL 515 Étude de la langue française pour enseignants (3 credits)
EDSL 541 Littératie et littérature de jeunesse en contexte immersif (3 credits)
EDSL 544 Didactique du français en contexte immersif (3 credits)
EDSL 545 Fondements pédagogiques de l'immersion (3 credits)

Attach extra page(s) as needed

10.0 Approvals

Routing Sequence	Name	Signature	Date
Department	LISE W. NER, GPD		Nov 18, 2013
Curric/Acad Committee			
Faculty 1	Elizabeth Wood, Associate Dean		Nov 20, 2013
Faculty 2			
Faculty 3			
SCTP	Cindy Smith		Dec. 5, 2013
GS			
APPC			
Senate			Feb. 17, 2014

SCTP APPROVED

CGPS APPROVED

Submitted by

		To be completed by ARR
Name	Michelle Haraznv	
Phone	514-398-4527	CIP Code
Email	Michelle.Haraznv@mcgill.ca	
Submission Date	Nov. 18, 2013	

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Teaching and Learning Services
Telephone: 398-6648
Fax: 398-8465
tls@mcgill.ca

To:	Senate
From:	Laura Winer
Subject:	Revised Course Evaluation Policy
Date:	23 April 2014
Document #:	
For:	☐ Information ☐ Feedback/Discussion x Decision

Issue:	Proposed revisions to Course Evaluation Policy
Background:	Since 2011, several substantive revisions to the course evaluation policy have been suggested by students, instructors and administrators.
Motion or Resolution for approval:	The revised course evaluation policy as presented in attached document be accepted.
Rationale:	In order to ensure that the policy is clear, consistent, and allows for desired options, revisions are necessary.

Recommendations:	The substantive changes proposed:
	 1) Purpose (section 3): add "use as one indicator of teaching effectiveness" and "to help administrators and faculty committees in their decision-making processes";
	 2) Timing (section 6): change the default period to the extended dates option;
	 3) Accessibility of results (section 8):
	     o change instructor permission to opt-out from current opt-in;
	     o extend the availability period to 15 terms (5 years) from the previous "three academic years".
	
	 All other changes are to clarify ambiguities and respond to inconsistencies in the earlier version.

Prior consultations & approvals:	1) Course Evaluation Advisory Group (Oct 24, 2013) 2) Anthony Masi, Ollivier Dyens, Lydia White & Line Thibault (Nov 6, 2013) 3) Associate Deans (Academic); MAUT; SSMU; PGSS; ESAAC (Dec 12, 2013) 4) STL (Feb 17, 2014) 5) APC (March 20, 2014)
Next steps:	Approval by: 1) Senate
Appendices:	Appendix I: Proposed revised Course Evaluation Policy Appendix II: Communications Plan

Current	Proposed changes
Title	
Policy on official end-of-course evaluations	
Policy statement	<u>1.</u>
~~1.~~ McGill University values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.	<u>1.1</u>
~~2.~~ There shall be a university wide course evaluation system, administered through an agreed upon process, which is the official system [Mercury] for collecting course evaluation data from students for all courses subject to evaluation.	<u>1.2</u>
Definitions	<u>**2.**</u>
~~3.1~~ "Academic Unit" includes department, School, Institute and a Faculty without departments.	<u>2.1</u>
~~3.2~~ "Academic Unit Head" includes Chair, Director and, where appropriate, Dean of a Faculty without departments, and Provost when a Dean is the instructor.	<u>2.2</u>
~~3.3~~ "Courses" shall mean all undergraduate and graduate lecture, seminar and laboratory courses listed in the University Calendar.	<u>2.3</u>
~~3.4~~ "Course Evaluations" refers to the end-of-course process of evaluation conducted by means of the Course Evaluation Questionnaire.	<u>2.4</u>
3.5 "Course Evaluation Results" shall mean the results of both the numerical and written comments gathered by means of the Course Evaluation Questionnaire.	<u>2.5</u>
3.6 "Course Evaluation Questionnaire" means the questionnaire devised in accordance with	<u>2.6</u>

this policy for such purpose.	
3.7 "Course Instructors" shall mean the members of the academic staff responsible for a Course.	2.7
Purpose	**3.**

4. Course evaluations, as one indicator of teaching effectiveness, are used to:
 	
   a. help instructors improve the future delivery of courses; and
   b. inform students about courses and instructors.
	3. Course evaluations may be used, as one indicator of teaching effectiveness,
	
	a. to help instructors improve the future delivery of courses;
	
	b. to inform students about courses and instructors;
	
	c. as a component of the teaching dossier; and
	
	d. to help administrators and faculty committees in their decision-making processes.

Scope	**4.**
5. All courses with five (5) or more registered students shall be evaluated. Any exception must be approved by the Deputy Provost (Student Life and Learning).	4
Content	**5.**

6.1 The Course Evaluation Questionnaire for each course shall not exceed 25 questions. The Course Evaluation Questionnaire shall consist of three parts:
 	
   a. 4 core questions,
   b. 21 additional questions, and
   c. Section for written comments
	5.1 The Course Evaluation Questionnaire shall consist of three parts:
	
	  a. Required:
	
	     i. 4 core questions.
	
	  b. Optional:
	
	     i. Not to exceed 21 questions: the Academic Unit may include up to 18 questions and the instructor(s) may include up to 3 questions. Academic Units are encouraged to select questions from the recommended pool of questions following the best practices as identified on the course evaluation web site.

	c. Required, if the course has teaching assistants: i. Core questions 3 and 4 referring to teaching assistants rather than instructor. ii. Up to 3 questions related to teaching assistants. Part c. may be included with parts a. and b. on the same questionnaire or it may be on a separate questionnaire. Each part must include a space for students to provide written comments.
6.2 All Course Evaluations Questionnaires shall begin with the following four (4) core questions: 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.	5.2 When applicable, the Academic Unit may replace the word "instructor" by another appropriate term, such as "teacher" or "lab coordinator".
	5.3 All opinion questions shall be answered on a scale from 1-5 where: 1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree Where appropriate, questions shall include a "not applicable" option.

6.3 All Course Evaluations Questionnaires shall also include up to 21 additional questions selected by the Academic Unit, of which up to three (3) may be added by the individual course instructor. Units are encouraged to select these additional questions from the recommended pool of questions following the best practices as identified on the course evaluation web site.	
	5.4 In multiple instructor courses, each instructor shall be evaluated. Students should not have to respond to more than three (3) instructor specific questions for each instructor.
6.4 All questions shall be answered on a scale from 1-5 where: — 1 = Strongly disagree — 2 = Disagree — 3 = Neutral — 4 = Agree — 5 = Strongly agree Where appropriate, questions shall include a "non-applicable" option.	Moved to 5.3
7. In multiple instructor courses, each instructor will be evaluated. Students should not have to respond to more than three (3) instructor specific questions for each instructor.	Moved to 5.4
8. Teaching assistants (TAs) shall be evaluated as part of the course evaluation process. Instructors shall share individual results of TA questions with the TA as one way to help them improve their teaching abilities. Students shall not have to respond to more than three (3) TA specific questions for each teaching assistant.	Moved to 5.1

Timing	6.
9. The evaluation period shall normally last approximately 3 weeks and end the day before the start of the examination period. Individual academic units may, with the prior approval of the Dean, extend the evaluation period to no later than the last day of exams.	6.1 The evaluation period shall normally last approximately six (6) weeks and end no later than two days after the end of the examination period. Academic Units, with the prior approval of the Dean, may change the closing date of the evaluation period to the day before the start of the examination period and thus shorten the evaluation period to approximately three (3) weeks.
	6.2 Academic Units will be reminded (by Teaching and Learning Services) twice a term that they need to opt out if they do not want to have the longer evaluation period available to their students, and that they need to opt in if they subsequently decide to revert to the default.
10. Results shall not be disclosed to the instructor, the Academic Unit Head or delegate before final grades in the course have been submitted and processed.	6.3
Anonymity and confidentiality	7.
11. All course evaluation results shall be anonymous.	7.1
12.1 Written evaluations in the form of comments shall be considered confidential to the Instructor and the Academic Unit Head or their delegates.	7.2
12.2 Numerical evaluation results shall be confidential to the instructor, the Academic Unit Head, and the Dean of the Faculty or their delegates.	7.3
12.3 Numerical results may be used by individuals other than the Instructor in reporting only if presented in aggregate form.	7.4
Accessibility of results	8.
13. Numeric results of course evaluations for the previous three academic years shall be made available to McGill students and academic staff, provided two conditions are met:	8.1. Numerical results of course evaluations, with the exception of teaching assistant results, shall be made available to McGill students and academic staff, provided two conditions are met:

a) the instructor has granted permission to allow access. b) an adequate response rate has been received, as follows: *Class size* *Response rate (%)* 5-11 min 5 responses 12-30 at least 40% 31-100 at least 35% 101-200 at least 30% 201 or more at least 25%	a. an instructor has not objected to access. b. an adequate response rate has been received, as follows: *Class size* *Response rate (%)* 5-11 min 5 responses 12-30 at least 40% 31-100 at least 35% 101-200 at least 30% 201 or more at least 25%
	8.2 Results shall be available for the previous fifteen semesters (five academic years).
Use	**9.**
14.1 Instructors shall discuss the results of their course evaluations annually with the Academic Unit Head, mentor, or a consultant from Teaching and Learning Services.	9.1
14.2 Results from course evaluations should be included in the teaching portfolio as part of the evidence of effectiveness.	9.2
14.3 Students may consult results from previous evaluations as one information source about specific courses and instructors.	9.3
Oversight	**10.**
15. The Office of the Provost shall be responsible for the application of this policy and its principles. Each ~~Department~~ is responsible for implementing the course evaluation procedure consistent with this policy and University administrative practices.	10 The Office of the Provost shall be responsible for the application of this policy and its principles. Each Academic Unit is responsible for implementing the course evaluation procedure consistent with this policy and University administrative practices.
Depository	**11.**
16. There shall be a University wide depository for course evaluation questionnaires. Results data for each department shall be permanently retained in electronic form only. The University's system	11

(Mercury) will serve as the depository.	

Required statements	12.

~~17.~~ The following statement concerning the purpose, uses, utility, and mode of accessibility shall be put at the top of every course evaluation questionnaire by the University:
 	
"Subject to certain limitations, end-of-course evaluation results are to be accessible to the McGill community. A statistical summary of responses will be used:
 	
   ~~1.~~ *to help instructors improve future offerings of courses;*
   ~~2.~~ *to inform students about courses and instructors~~.~~*
 	
Any written comments will be used to provide useful information (e.g., suggested improvements) to the instructor and Head of the academic unit but will not be available to the McGill community.
 	
Course evaluations are completely anonymous.
 	
Results are not available to an instructor until the final grades for the course have been submitted and approved."
	12.1 The following statement concerning the purpose, uses, utility, and mode of accessibility shall be put at the top of every course evaluation questionnaire by the University:
	
	"Subject to certain limitations, end-of-course evaluation results are to be accessible to the McGill community. A statistical summary of responses will be used:
	
	a. to help instructors improve future offerings of courses;
	
	b. to inform students about courses and instructors;
	
	c. as a component of the teaching dossier; and
	
	d. to help administrators and faculty committees in their decision-making processes.
	
	Any written comments will be used to provide useful information (e.g., suggested improvements) to the instructor and Head of the academic unit but will not be available to the McGill community.
	
	Course evaluations are completely anonymous.
	
	Results are not available to an instructor until the final grades for the course have been submitted and approved."
	
	*****
	
	« Sous réserve de certaines restrictions, les résultats des évaluations de cours doivent être mis à la disposition de la communauté de l'Université McGill. Un résumé statistique des réponses sera utilisé
	
	a. pour aider les enseignant(e)s à améliorer la prestation future des cours;
	
	b. pour informer les étudiant(e)s au sujet des cours et des enseignant(e)s; et
	
	c. comme une composante du dossier d'enseignement des professeurs; et
	
	d. pour aider les administrateurs ainsi que les comités facultaires dans leurs processus

	décisionnels.
	Les commentaires écrits serviront à présenter des renseignements utiles (p. ex. améliorations proposées) à l'enseignant(e) et au directeur/directrice du département, mais ne seront pas mis à la disposition de la communauté de l'Université McGill.
	Les évaluations de cours sont entièrement anonymes.
	Les résultats sont remis à un(e) enseignant(e) seulement après que les notes finales du cours ont été présentées et approuvées. »
18. The following statement shall be put by the University at the top of course evaluation results that are disseminated to students:	12.2 The following statement shall be put by the University at the top of course evaluation results that are disseminated to students:
"End-of-course evaluations results, as one indicator of teaching effectiveness, are used to: *1. help instructors improve future offerings of courses; and* *2. inform students about courses and instructors.*	*"End-of-course evaluations results at McGill are used:* *a. to help instructors improve the future delivery of courses;* *b. to inform students about courses and instructors;* *c. as a component of the teaching dossier; and* *d. to help administrators and faculty committees in their decision-making processes.*
Written comments are treated as confidential and are not made available to the McGill community. *"Total number of completed evaluations xx* *Total enrolment in course xx* *Response rate xx%"*	*Written comments are treated as confidential and are not made available to the McGill community.* *"Total number of completed evaluations xx* *Total enrolment in course xx* *Response rate xx%"* ******* *« À l'Université McGill, les résultats des évaluations de fin de cours sont utilisés* *a. pour aider les enseignant(e)s à améliorer la prestation future des cours;* *b. pour informer les étudiant(e)s au sujet des cours et des enseignant(e)s ; et* *c. comme une composante du dossier*

	d'enseignement des professeurs; et
	d. pour aider les administrateurs ainsi que les comités facultaires dans leurs processus décisionnels.
	Les commentaires écrits sont traités de façon confidentielle et ne sont pas mis à la disposition de la communauté de l'Université McGill.
	Nombre total d'évaluations effectuées *xx*
	Inscription totale au cours *xx*
	Taux de réponse *xx % »*

Appendix II - Communication plan regarding permission to disseminated results and option to extend evaluation period

Permission to disseminate results to McGill community

Message sent to:	Message sent:
SENIOR ADMIN STAFF Deans, Assoc Deans & Assoc Directors of Libraries, Chairs, and Academic Directors. To see a listing of who these people are, please go to the applicable APO grouping at: http://www.mcgill.ca/apo/listings/acad-admin/	– Sept & Oct for Fall term – Jan & Feb for Winter term
ADMIN SUPPORT STAFF to Deans, Chairs, and Academic Directors, the Principal, Secretary-General, Provost, Deputy-Provost, VPs, Assoc VPs, Assoc Provosts.	– Sept & Oct for Fall term – Jan & Feb for Winter term
MERCURY DEPARTMENTAL LIAISONS for academic units. To see a listing of who these people are, please go to the TLS website at: *http://www.mcgill.ca/tls/teaching/course-evaluations/resources/liaisons*	– Sept & Oct for Fall term – Jan & Feb for Winter term
INSTRUCTORS Receive memo from Mercury Departmental Liaisons Receive automatic email message from system. Receive TLS bi-monthly e-bulletin (Focus on Teaching) with announcement re permission	– A week or so prior to opening date of evaluation period – First day of evaluation period – A week prior and during evaluation periods

Option to extend course evaluation period

Message sent to:	Message sent:
SENIOR ADMIN STAFF Deans, Assoc Deans & Assoc Directors of Libraries, Chairs, and Academic Directors. To see a listing of who these people are, please go to the applicable APO grouping at: http://www.mcgill.ca/apo/listings/acad-admin/	– Sept & Oct for Fall term – Jan & Feb for Winter term
ADMIN SUPPORT STAFF to Deans, Chairs, and Academic Directors, the Principal, Secretary-General, Provost, Deputy-Provost, VPs, Assoc VPs, Assoc Provosts.	– Sept & Oct for Fall term – Jan & Feb for Winter term
MERCURY DEPARTMENTAL LIAISONS for academic units. To see a listing of who these people are, please go to the TLS website at: *http://www.mcgill.ca/tls/teaching/course-evaluations/resources/liaisons*	– Sept & Oct for Fall term – Jan & Feb for Winter term

❦ McGill

OFFICE OF THE DEPUTY PROVOST (STUDENT LIFE AND LEARNING)
James Administration Building
Room 621
Tel: (514) 398-3109; Fax: (514) 398-3576

TO: Anthony C. Masi, Provost and APC Chair

FROM: Ollivier Dyens, Deputy Provost (Student Life and Learning) and SCTP Chair

DATE: March 13, 2014

SUBJECT: NEW PROGRAM DEFINITON

The APC Subcommittee on Courses and Teaching Programs (SCTP) recommends to the Academic Policy Committee (APC) the approval of a new program definition: **Professional Development Certificate** (12-45 CEUs).

Attached is the program definition, as proposed by the School of Continuing Studies and approved by SCTP March 13, 2014 via electronic review following the SCTP meeting of February 27, 2014.

/cs

Attachment

Proposal to Introduce a McGill Professional Development Certificate

This proposal to introduce a new credential at McGill, specifically a Professional Development Certificate, is being initiated by the School of Continuing Studies because of an identified need. It could, however, be used by other units within McGill as long as the criteria are respected.

Background

Currently, many units within McGill offer certificate programs. The McGill School of Continuing Studies, for example, offers eleven undergraduate credit certificates and ten graduate certificates through its Career and Professional Development (CPD) and Translation Studies (TS) units, as well as two 30-credit certificates through its Language and Intercultural Communication (LIC) unit.

There is an increasing need and demand for a credential that recognizes transcript programs of study comprised of a coherent body of non-credit courses offering Continuing Education Units (CEUs). To maintain the distinction and avoid confusion, the proposed name for this new credential is Professional Development Certificate.

Definitions

1. **Certificate program:** A certificate is a 30-credit first-cycle program, governed by the teaching Faculty.

   McGill University website: http://www.mcgill.ca/study/2012-2013/faculties/continuing/getting_started/scs_glossary

2. **Graduate Certificate:** A Graduate Certificate is a program of fewer than 30 credits but no less than 15 credits, which has, as a prerequisite, an undergraduate degree, and for which faculty approval rests with Graduate and Postdoctoral Studies.

   McGill University website: http://www.mcgill.ca/study/2012-2013/faculties/continuing/getting_started/scs_glossary

3. **Continuing Education Units (CEUs):** Some courses at the School carry a Continuing Education Unit rating. These courses do not normally count toward the fulfillment of a credit program. A Continuing Education Unit is a measure of the number of hours of participation—contact and/or study—in an organized Continuing Education activity. One unit represents ten hours of participation.

   McGill University website: http://www.mcgill.ca/study/2012-2013/faculties/continuing/getting_started/scs_glossary

4. **Non-Transcript Activity:** A non-transcript activity is a course, seminar, or workshop in any discipline that does not carry university credit or Continuing Education Units and will not appear on a university transcript.

   McGill University website: http://www.mcgill.ca/study/2012-2013/faculties/continuing/getting_started/scs_glossary

Proposal

We are proposing the introduction of a Professional Development Certificate to be awarded for a coherent body of non-credit transcript courses awarding CEUs. The certificate name would be:

Professional Development Certificate in X subject

(e.g.. Specialized ESL for English Language Teachers; Digital Content & Community Management)

Rationale

The development of high quality, targeted non-credit programs that meet the learning needs of particular professional audiences has been identified as an opportunity by SCS. These professional development micro-programs consist of a series of courses and, therefore, require a higher level of recognition of students' efforts beyond an Attestation. One such CPD micro-program, Condominium Management, was launched during the Fall 2012 session. This micro-program consists of 4 non-credit courses of 30 hours each plus 10 hours of readings and assignments (total of 16 CEUs). An example of a micro-program in LIC is the Intensive Professional Development for English Language Teachers (IPDELT) – a skills and knowledge upgrading micro-program for elementary and secondary teachers or university instructors. At the moment, students receive only an Attestation of Completion or Participation.

Professional development micro-programs are primarily targeted at professionals who already have some experience in a specific industry or professional field, and wish to sharpen their professional skills and competencies, as well as validate them through academic recognition.

Under the current structure, we are limited to offering an Attestation to students whether they complete only *one (1)* course or the *entire* micro-program. Simply offering an Attestation does not give McGill the edge to attract, motivate, and encourage students to look to McGill for comprehensive professional development. We anticipate that the possibility of obtaining a PD certificate will make non-credit CEU (transcript) offerings more attractive for potential students and will lead to an increase in registrations and, ultimately, an increase in revenue for the University.

As these programs are shorter than existing credit certificate programs and intended for working professionals for whom attending Convocation is not a value-add, we recommend that the Professional Development Certificate not be awarded during Convocation ceremonies but distributed by the faculty/school upon completion of all requirements.

Environmental scan

Among the top 15 research-intensive universities in Canada (known as U-15), 10 universities offer non-credit certificates. They are:

1. University of British Columbia
2. University of Calgary
3. Dalhousie University
4. Laval University
5. University of Manitoba
6. Queen's University
7. University of Saskatchewan
8. University of Toronto
9. University of Waterloo
10. University of Western Ontario

Our research shows that:

- The number of courses and the number of hours per non-credit certificate vary greatly between universities: from as low as 45 hours to as high as 270 hours;
- The structure of non-credit certificate programs varies from 3 to 7 required courses, or a combination of several short workshops and courses;
- Delivery methods (in-class, distance learning, blended learning) vary significantly;
- Assessment methods (exam, group project, case studies, participation or a combination thereof) vary significantly;
- Pricing per certificate varies significantly: from $ 1,295 to $9,200;
- Many universities offer both credit and non-credit certificates.

Professional Orders, Industry Associations and private Training & Development providers, e.g., Global Knowledge, Canadian Management Centre, etc. also issue Certificates for professional development courses, workshops and corporate training regardless of duration.

Objectives

- Provide appropriate recognition of students' achievements
- Enhance recognition of McGill PD training by orders, professional associations, private sector, governmental agencies, etc.
- Attract the best instructors/industry experts (generally recommended by Program Committee)
- Encourage alumni to return to McGill University for continuing professional education
- Increase registrations and stimulate program enrolment, not just course enrolment
- Remain competitive in the highly saturated professional development market in Quebec, Canada and internationally
- Increase revenue generated from self-funded activities

Criteria for Professional Development Certificate (non-credit- transcript):

1. Definition

Professional Development Certificate is a non-credit transcript micro-program of not more than forty-five (45) CEUs but no less than twelve (12) CEUs.

The number of CEUs will depend on the overall objectives and expected learning outcomes of each micro-program, how much content needs to be covered, as well as the number of hours allocated to assigned work outside of classroom time.

Professional development micro-programs are primarily targeted at professionals who already have some experience in a specific industry or professional field and wish to sharpen their professional skills and competencies, as well as validate them through academic recognition.

2. Minimum Admission Requirements

- Students must be at least 18 years of age and must hold a CEGEP diploma (Diploma of Collegial Studies in Quebec (DEC)) or equivalent; or
- Students who are 21 years of age and over but do not have the normal academic background for admission may be admitted as mature students.
- Students below 18 years of age will **not** be admitted to any non-credit Professional Development Certificate program, nor will they be permitted to take individual courses.

3. General Assessment Guidelines

- A structured assessment is required for each course or component forming part of a non-credit Professional Development micro-program. Such assessment may consist of the following: written reflection, research assignments, quizzes, tests, case study analyses, team workshops, group presentations, peer teaching evaluations, active participation, etc., as well as a final exam.
- Attendance requirements may vary among faculties and schools.
- For SCS, a minimum attendance of 75% in all courses of a Professional Development Certificate is required.

4. Academic Standing Requirements

- In order to qualify for the Professional Development Certificate, students must complete all required courses with a minimum grade of 65% in each course.
- Students who fail to obtain the minimum grade of 65% will instead receive an Attestation of Participation.

5. Advanced Standing

- Advanced standing arrangements may vary among faculties and schools.
- For SCS, no advanced standing will be granted for the Professional Development Certificate.

6. Prerequisites

- Course prerequisites for non-credit Professional Development micro-   programs may vary among Faculties and Schools.
- For SCS, there are no formal course prerequisites, however, for some micro-programs it may be strongly recommended to follow courses in a certain order; or a minimum number of years of experience in a certain industry or professional field may be required.

7. Time Limits

For a single non-credit Professional Development Certificate requiring a minimum of 12 CEUs, the micro-program must be completed within 2 (two) years of initial registration. Students who wish to exceed the time limit must make a written request to the Director or Chair of the department. Students who do not register for any course in their micro-program for 2 (two) years will be required to reapply and meet any new program requirements.

8. Transfer of Courses

Non-credit CEU Professional Development courses are not transferable to any credit program.

9. Governance

All Professional Development Certificate programs will be first approved by the faculty/school committee(s) and then submitted to SCTP, APC, and Senate for approval.

10. Consultation

As pertinent for particular programs, consultations will be held with various Faculties (e.g., Management, Arts, Education, Law, Engineering, etc.)

This proposal was approved by the School of Continuing Studies Academic Committee on February 12, 2013, by the Academic Policy Committee Subcommittee on Continuing Education on December 10, 2013 and by the APC Subcommittee on Professional Programs on January 29th, 2014.In addition, Enrolment Services was consulted with regard to and is supportive of the proposal.

SCTP approval: March 13, 2014.

March 2014

McGill

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, 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 monetary award. Recipients may also be invited to deliver a public lecture on a topic related to teaching, and/or be invited to speak at convocation.

Teaching Faculties are asked to submit their nominations by the first week of July.

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 also:

- demonstrate exceptional leadership and vision in the advancement of teaching and learning;
- demonstrate extraordinary commitment and enthusiasm for students and their learning;
- personify excellence and serve as role models for others teaching at the University;
- promote students' active engagement in learning by 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. 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. If there is more than a single nominee from a Faculty, the Dean should provide a discussion of the relative merits of each one.

4. **Curriculum vitae of the candidate**

5. **A statement** provided by the candidate, summarizing their approach to learning and teaching, and describing how their thinking about teaching and learning may have changed or evolved over time. They might identify measures they have taken to develop, motivate and empower students in the learning process. This statement can 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) innovation in curriculum design and the use of technology to facilitate students' learning during and beyond lectures;
   c) organizing or facilitating seminars, workshops or conferences on teaching and learning.

7. **Letters of support** should address the following: leadership in support of inquiry based learning, development and enhancement of academic learning environments, and contributions to the teaching and learning community.
   a) up to four (4) letters from students, colleagues, Department Chairs, Program Directors or other persons in a position to comment on the attributes of the nominee;
   b) at least two (2) of the letters of support must be from former students. 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 he or she is currently enrolled.

Faculties are asked to submit the complete nomination dossiers in the first week of July to tls@mcgill.ca.

Selection Committee
Provost, Chair
Director, Teaching and Learning Services
Representative from the Faculty of Agricultural and Environmental Sciences
Representative from the Faculty of Arts
Representative from the School of Continuing Studies
Representative from the Faculty of Dentistry
Representative from the Faculty of Education
Representative from the Faculty of Engineering
Representative from the Faculty of Law
Representative from the Faculty of Management
Representative from the Faculty of Medicine
Representative from the Faculty of Music
Representative from the Faculty of Religious Studies
Representative from the Faculty of Science

McGill
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.

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 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 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 found here: http://www.mcgill.ca/tls/teaching/course-evaluations/interpretation

- intact set of comments from students in a specific course[2];
- 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