

FACULTY OF ENGINEERING

GUIDELINES FOR REAPPOINTMENT OF FULL-TIME ACADEMIC STAFF IN DEPARTMENTS AND SCHOOLS

A copy of these guidelines must be provided to all new untenured appointees, whether assistant or associate professors, by the Chair of the department or Director of the school no later than sixty days after the commencement date of their initial appointment.

These guidelines are based on the *Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff* (referred to as the “*Regulations*” hereafter) available at:

<https://www.mcgill.ca/secretariat/tenure-promotion/information-tenure>

Relevant sections related to appointment, reappointment, and tenure are found in sections 6 and 7 of the *Regulations*. Hereafter, sections of the *Regulations* will be simply referred to as “section” with the appropriate number.

A. Timing of Reappointment Consideration

The first consideration for reappointment takes place at the beginning of the third year of a full-time assistant professor’s or associate professor’s initial three-year appointment. Subsequent reappointment considerations (if necessary) occur at the beginning of the final year of the term for which a staff member was re-appointed.

B. Reappointment Criteria

The “academic duties” of members of the full-time academic staff are set out in the *Regulations* (section 4.1) – they include:

1. teaching (such as graduate and undergraduate courses, supervision of individual students and assessment of student work);
2. research and other original scholarly activities, and professional activities; and
3. other contributions to the University and scholarly communities.

The *Regulations* require that academic units establish reappointment criteria to provide guidance both to new appointees as to what is expected from them in the discharge of their academic duties, and to the unit in evaluating the staff member’s performance of academic duties in anticipation of meeting the requirements for tenure (section 6.12.1). In essence, at time of reappointment a decision has to be made as to whether a staff member’s performance of his or her academic duties supports the conclusion that the staff member shows reasonable promise of being able to meet the tenure criteria by the time of mandatory tenure consideration. The criteria for the award of tenure are “superior” performance in any two categories of academic duties noted above, and at least reasonable performance in the remaining category (section 7.11.1).

While the assignment of academic duties is the responsibility of Chairs/Directors (section 4.3), it is also the responsibility of staff members, in consultation with the Chair/Director, to seek appropriate opportunities to meet the criteria for reappointment.

In addition to the above duties, at the time of reappointment, full-time academic staff in engineering departments must already be a member of, or have applied for membership in, a Canadian professional engineering association.

The basic reappointment criteria – the factors that are weighed in determining whether a candidate has met the criteria for reappointment – are indicated in the Appendix, hereto.

C. Procedures

At the commencement of the final year of his or her appointment a staff member (hereafter “candidate”) must provide the Chair/Director with a dossier containing the information and supporting documentation necessary to establish that the candidate warrants reappointment (section 6.13). This dossier need not be as detailed as that required for tenure consideration; nevertheless, it is recommended that a reappointment dossier be modeled on the requirements of a tenure dossier (section 7.12), if only to save a candidate time and effort when he or she has to prepare for tenure consideration.

The basic elements of a reappointment dossier are:

1. a curriculum vitae;
2. the candidate’s statement in support of her or his candidature;
3. a record of the candidate’s research, scholarship and professional activities and contributions;
4. a record of the candidate’s teaching (including graduate and professional supervision as appropriate);
5. a record of the candidate’s general contributions to the University and scholarly communities;
6. any other relevant materials the candidate may wish to submit.

Information about the candidate’s research, teaching, and service shall be prepared in accordance with the guidelines for developing teaching, research and service portfolios found in Appendices A, B and C of the *Regulations*. In addition, in the preparation of a dossier, it is recommended that attention be paid to factors relevant to reappointment assessments (see Appendix to this document). Also, in light of section 6.11, candidates are expected to prepare their dossiers in a clear, concise and well-organized manner to facilitate evaluation.

The Chair/Director and a departmental/school committee will review the candidate’s dossier and evaluate his or her performance taking into account the criteria. Should the department/school be tending towards non-renewal of the appointment, the candidate must be invited to meet with the departmental/school committee to address its concerns before a recommendation is reached (section 6.14.1).

On conclusion of this process, the Chair/Director provides the Dean with a written report (which must be copied to the candidate) containing the department's/school's recommendation supported by substantive reasons.

Following receipt of the Chair's/Director's report, the Dean makes a recommendation to the Provost concerning the reappointment of the candidate. Should the Dean be tending towards recommending non-renewal of the appointment, the candidate must be invited to meet with the Dean to address his or her concerns prior to the Dean finalizing the recommendation to the Provost (section 6.14.3).

D. Terms of Reappointment

Reappointments may be for one, two or three years – normally, a reappointment will be for three years if the department/school and Dean are satisfied that a candidate is performing at an appropriate level. Should a candidate be reappointed for less than three years, he or she will again be subjected to a further reappointment consideration at both the departmental/school and decanal levels.

E. Post Reappointment

At the time of reappointment, the Chair/Director and the Dean should provide feedback to the candidate when necessary, signaling the issues that the candidate needs to address during the reappointment period. This process is designed to aid in the academic and professional development of the candidate.

When a candidate is reappointed for a three-year term (which would take the candidate to mandatory tenure consideration) the Chair/Director must provide the Dean with an update on the candidate's performance in the fourth and fifth years of his or her appointment.

F. Non-Reappointment

In the event that a candidate is not reappointed, he or she is entitled to at least 37 weeks' notice of non-reappointment (section 6.4). Unsuccessful candidates have a right to appeal a decision not to reappoint them.

Jim A. Nicell, Ph.D., P.Eng.
Dean, Faculty of Engineering
September 14, 2018

APPENDIX

CRITERIA FOR REAPPOINTMENT OF FULL-TIME ACADEMIC STAFF IN DEPARTMENTS AND SCHOOLS OF THE FACULTY OF ENGINEERING

At the time of reappointment an evaluation is made of a candidate's performance of academic duties to determine whether he or she is on track to meet the requirements for tenure. The minimum requirements for tenure are "superior" performance in two categories of academic duties and "reasonable" performance in the remaining category (see sections 4.1 and 7.11.1 in the *Regulations*).

A candidate's reappointment is not contingent on his or her having attained, in the period(s) leading up to reappointment consideration, the standards of performance demanded for tenure. **However, a candidate must establish to the satisfaction of those making reappointment recommendations that he or she has made reasonable progress towards the attainment of those standards and is on track to meeting them.**

Factors that will be weighed by those making reappointment recommendations in the evaluation of a candidate's performance with respect to each of the academic duties are provided below. Important guidance with respect to the development of a record of teaching, research and service may also be found in the Appendices to the *Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff*, as follows:

- Appendix A – Guidelines for Developing a Teaching Portfolio
- Appendix B – Guidelines for Developing a Research Portfolio
- Appendix C – Guidelines for Developing a Service Portfolio

Moreover, the Faculty of Engineering's *Instructions for Completing the General Activity Report and Annual Report of External Consultation Activities* provides general guidance on the range of activities that professors typically undertake and report on as part of their work each year. These are important resources that can assist a candidate in preparing the reappointment dossier.

Teaching

The candidate must demonstrate an active and growing record of participation and contributions to teaching, including satisfactory reports from students, the unit Chair or Director and, where appropriate, peers and coordinators. Examples of activities may include but are not limited to the following:

- teaching of undergraduate and graduate courses: e.g., lectures and small group sessions, laboratories, examinations, assignments, reports, term papers, student research projects, etc.
- supervision of graduate students (Masters and Ph.D.) and postdoctoral fellows and expected graduation dates. *A key consideration includes being on track to graduate at least 1 Ph.D. student (as the sole supervisor) by the time of tenure review.*
- supervision of undergraduate students in research projects, including but not limited to: NSERC Undergraduate Student Research Award recipients, Summer Undergraduate Research Experience (SURE) students, co-op work terms

- course, program and curriculum development
- teaching enhancement and pedagogical initiatives (e.g., new delivery methods, use of active learning strategies, learning assessment)
- development of new methods for evaluation of graduate attributes to assist in accreditation (e.g., assignments, rubrics, measurement and analysis methods, surveys, etc.)
- course and/or program coordination
- teaching of continuing education courses and short courses
- teaching and/or coaching in professional and academic development courses/seminars
- guest lectures in undergraduate or graduate courses
- teaching development activities (e.g., teaching, symposia, professional development courses, sharing of best practices, participating in education research).

Research and other original scholarly activities, and professional activities

The candidate must demonstrate an active and growing record of independent research (both individually and in the context of collaborations) and communication and dissemination of the results of this research to the scholarly and professional communities (e.g., industry). Examples of activities may include but are not limited to the following:

- publications in high-quality, peer reviewed, scholarly journals and books (number may vary with the field and the nature of research). *Key considerations include: originality, substance, scientific merit and importance, impact, journal standings, citations, level of collaboration, publications with graduate students, significance of contribution to multi-authored papers, amount of the actual research and documentation done subsequent to the candidate's first appointment at McGill.*
- publication of papers and abstracts in peer reviewed conferences (including conference presentations)
- other invited publications (e.g., book chapters, collected works)
- demonstrated ability to obtain and sustain independent research funding from peer-reviewed external agencies/bodies and industry. *Key metrics for evaluation of grants and contracts include: value, number, caliber of granting institutions, duration and renewal history.*
- establishment of an independent research group that includes graduate students
- presentations at local, national and international conferences, symposia or workshops
- presentations of lectures (e.g., invited talks or keynote speeches), seminars, symposia or workshops to provincial, national and/or international academic and professional bodies or organizations
- leadership and other evidence of peer-recognition by provincial, national and international scholarly bodies
- patents and inventions applied for or obtained
- transfer and/or commercialization of technology

- other contributions, typically peer reviewed and/or recognized in academic or professional circles, that is of a scholarly nature and advances the candidate's discipline.

Other Contributions to the University and Scholarly Communities

The candidate must demonstrate an active and growing record of other contributions to the University and scholarly and/or professional communities.

Contributions to the Department/School, Faculty and University may include, but are not limited to the following.

- participation in the work of department/school, faculty or university committees (e.g., admissions, scholarships, curriculum, computing, safety)
- contributions to the organization or activities of research centres and institutes
- participation in the governance of the University (e.g., Faculty Council, Senate and its sub-committees)
- administrative appointments (e.g., laboratory director, program director)
- student academic advising
- mentoring/supervision of undergraduate and graduate students in activities that complement their programs of study (e.g., field trips, design teams, student societies, scholarly and professional competitions).
- participation in the examination of graduate students (e.g., committee participation, thesis reviews)
- supervision of facilities and/or personnel
- any other activities of an assigned or voluntary nature of relevance to the University community and its partners (e.g., outreach, skills development workshops).

Contributions to scholarly and professional communities, including those that increase visibility, may include, but are not limited to, the following activities:

- membership/leadership in professional societies and their technical committees
- organization of and participation in activities of professional societies
- editorships or membership on editorial boards for scientific journals
- supervisory roles and/or professional services for granting agencies and professional societies
- involvement in policy-making or review processes: e.g., service on a granting committee for a funding agency; establishing criteria for environmental controls; code and standards development
- organization of conferences, symposia and workshops (local, national and international)
- review scientific manuscripts for well-respected journals
- review of research and grant proposals for funding agencies
- chairing of sessions at conferences
- contribution and outreach to public and industry (lectures, media).

Membership in a Canadian professional engineering association

In light of accreditation requirements associated with undergraduate engineering programs, full-time academic staff appointed in engineering units are required to be:

- enrolled as a licensed engineer, i.e., Eng. or P.Eng. (this can include a *limited license for faculty members*), or
- enrolled as an engineer-in-training (EIT) or junior engineer (Jr. Eng.), or
- have applied for membership and demonstrated steps towards becoming one of the above.

Similarly, full-time academic staff in the School of Urban Planning or the Peter Guo-hua Fu School of Architecture may be required to be licensed with their corresponding professional organizations or have demonstrated steps towards becoming licensed. Such requirements are communicated at the time of initial appointment.