



21st Tenure and Mentoring Workshop for Non-Tenured Academic & Librarian Staff
Thursday, April 28, 2022

9:00-9:15

Registration and Coffee

9:15-9:20

Opening comments: The workshop, agenda and introduction of panelists

Andrew Kirk

9:20-9:35

Preparing for the renewal and tenure processes

Andrew Kirk

9:35-9:45

The Teaching Portfolio

Carolyn Samuel

9:45-9:55

The Research Portfolio

Peter Grutter

9:55-10:05

The Service Portfolio

Petra Rohrbach

10:05-11:10

Break-out Groups to Discuss General Evaluation Criteria

11:10-11:20

Mentoring

Angela Campbell

11:20-11:50

The experience of the exercise from the perspective of newly renewed and promoted faculty members

Recently reappointed:

Sara Mahshid, Engineering

Recently tenured:

Marta Kobiela, Education

Marie-Hélène Boudrias, Medicine and Health Sciences

11:50- 12:00

Closing Comments; MAUT's Role; Professional Services

Preparing for the reappointment and tenure processes

Andrew Kirk

Department of Electrical and Computer
Engineering

MAUT Tenure and Mentoring Workshop
April 28th 2022



Preparing for the reappointment and tenure processes

1. When

2. What

3. How

4. If things go wrong



Preparing for the reappointment and tenure processes

1. When: academic career trajectory

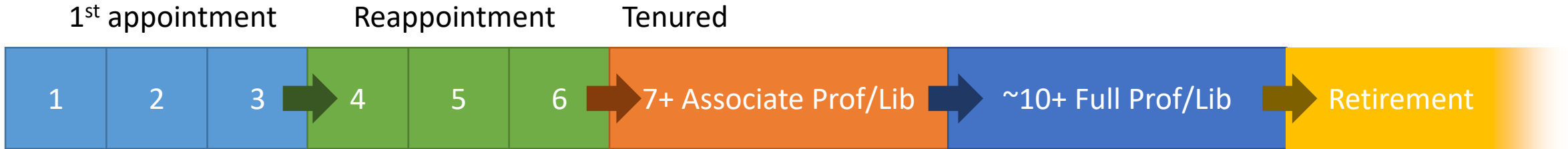
2. What

3. How

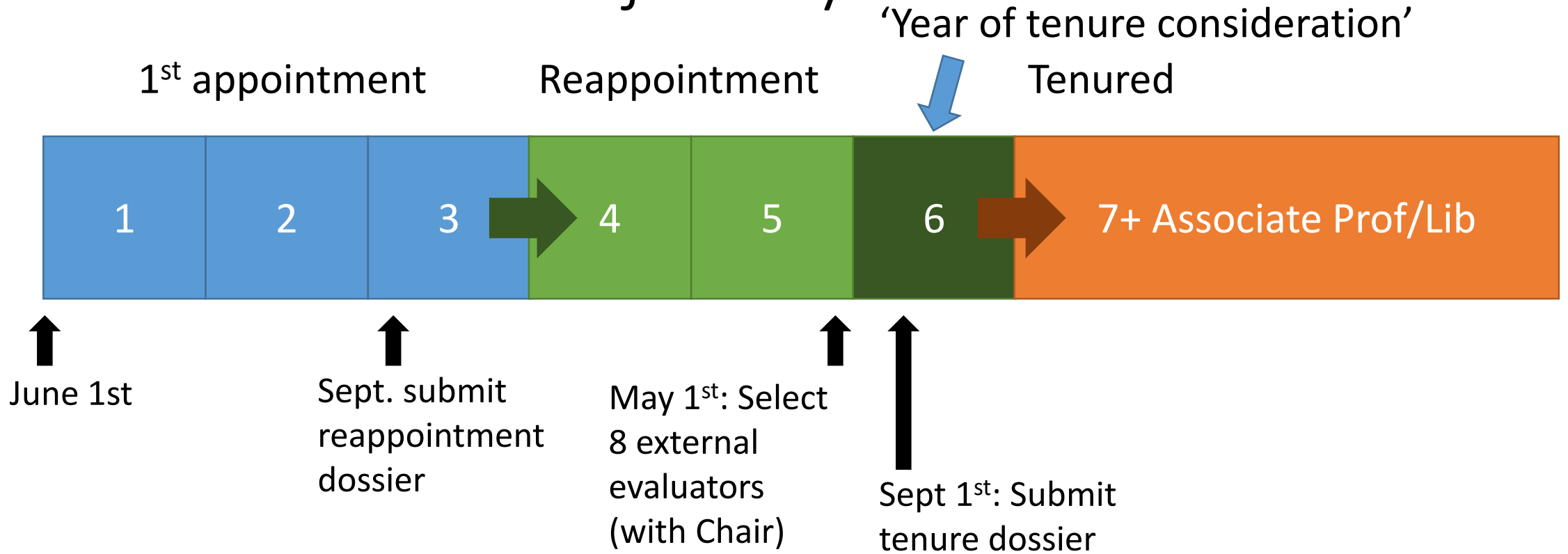
4. If things go wrong



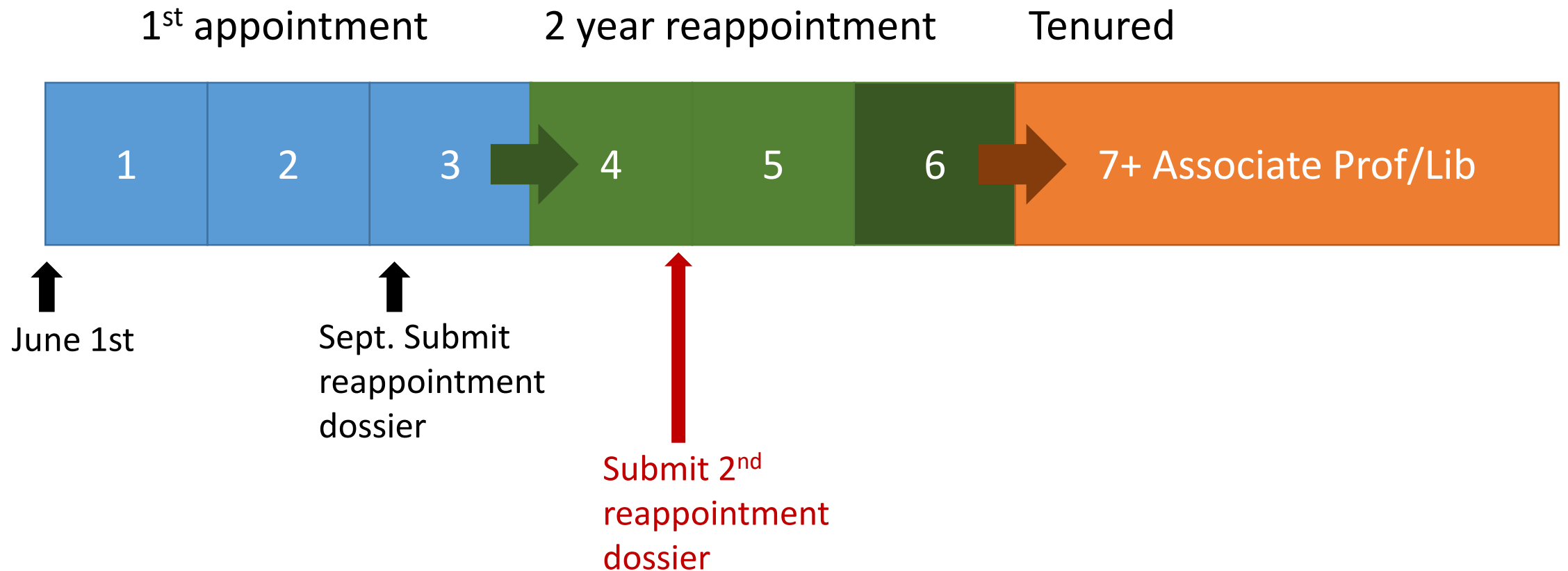
Academic career trajectory



Academic career trajectory

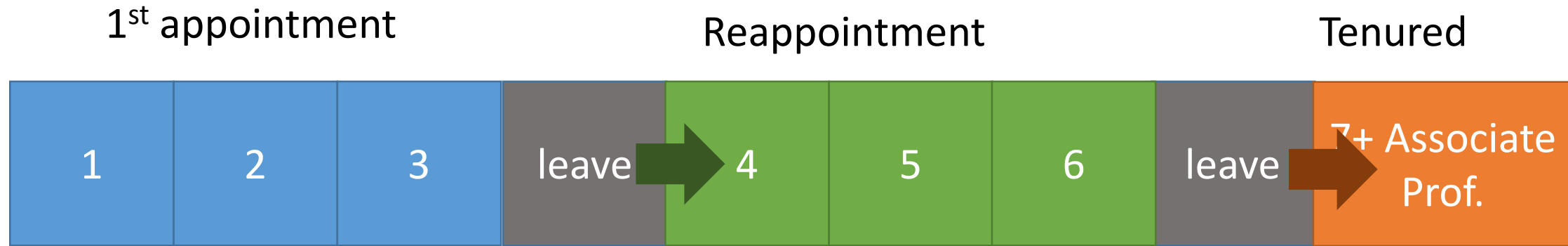


Academic career trajectory: reappointment



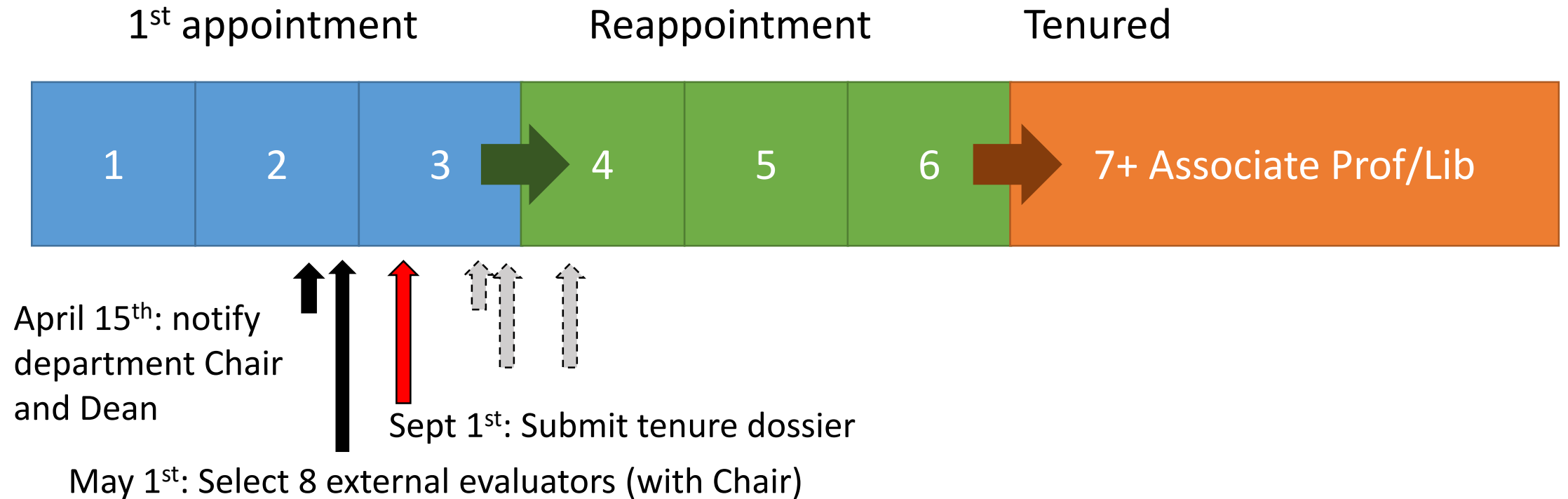
- 2 year reappointments are not uncommon in some faculties
- Use reappointment as an opportunity to obtain feedback from Chair **and act on it!**

Academic career trajectory: leaves



- An approved leave of more than 3 months can be basis for reappointment/tenure deferral
- Up to **two** leaves and **one** delay due to Covid-19 can be requested (3 years total)
- Deferral must be requested by June 1st of tenure year

Academic career trajectory: early tenure



- **One** request for **early** consideration for tenure can be made
- Earliest possible point is in 3rd year of appointment
- If unsuccessful, candidate will be considered again at usual time

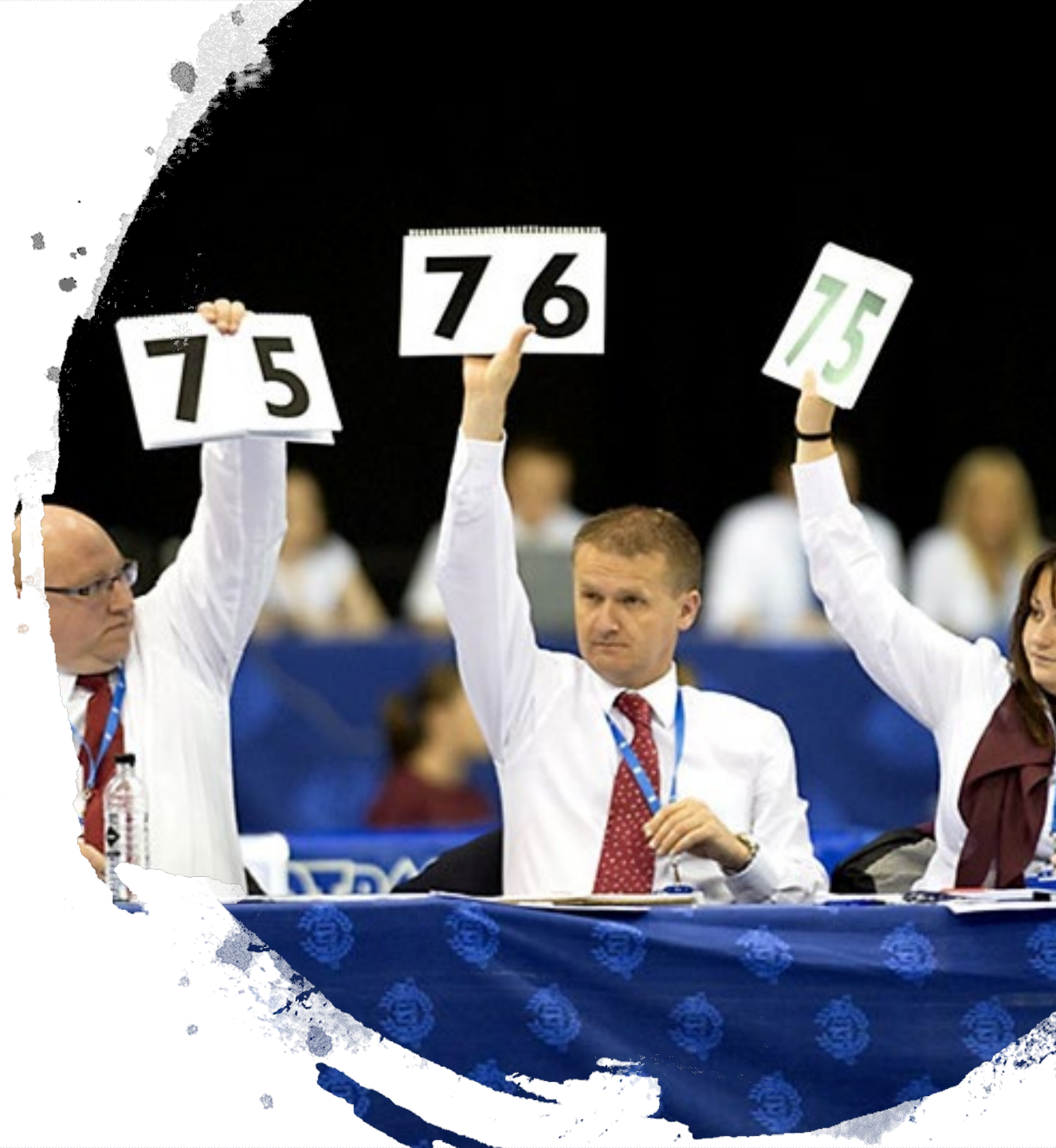
Preparing for the reappointment and tenure processes

1. When

2. What: Tenure criteria

3. How

4. If things go wrong



Tenure criteria:

Performance of academic duties

PROFESSORS	LIBRARIANS
Teaching	Position responsibilities
Research	Professional and scholarly activities
Other contributions (Service)	Other contributions (Service)
Minimum assessment	
Superior performance in two categories	One of two superior assessments must be for position responsibilities
Reasonable performance in the third	

Criteria for tenure and reappointment

- 6.12.1 *Each department shall establish written **criteria** for the **reappointment** of Assistant Professors and Associate Professors. These criteria shall provide staff members with guidance in anticipation of meeting the requirements for reappointment and tenure.*
- 6.12.3 *The criteria for reappointment shall be **communicated** in writing to the staff member by the Departmental Chair **within 2 months** of the staff member's initial appointment.*
- 7.10 *Each department shall establish written **criteria** which provide staff members with guidance in anticipation of meeting the requirements for **tenure**.*
- 7.10.2 *The criteria for tenure shall be **communicated** in writing to the staff member by the Departmental Chair **within 2 months** of the staff member's initial appointment*

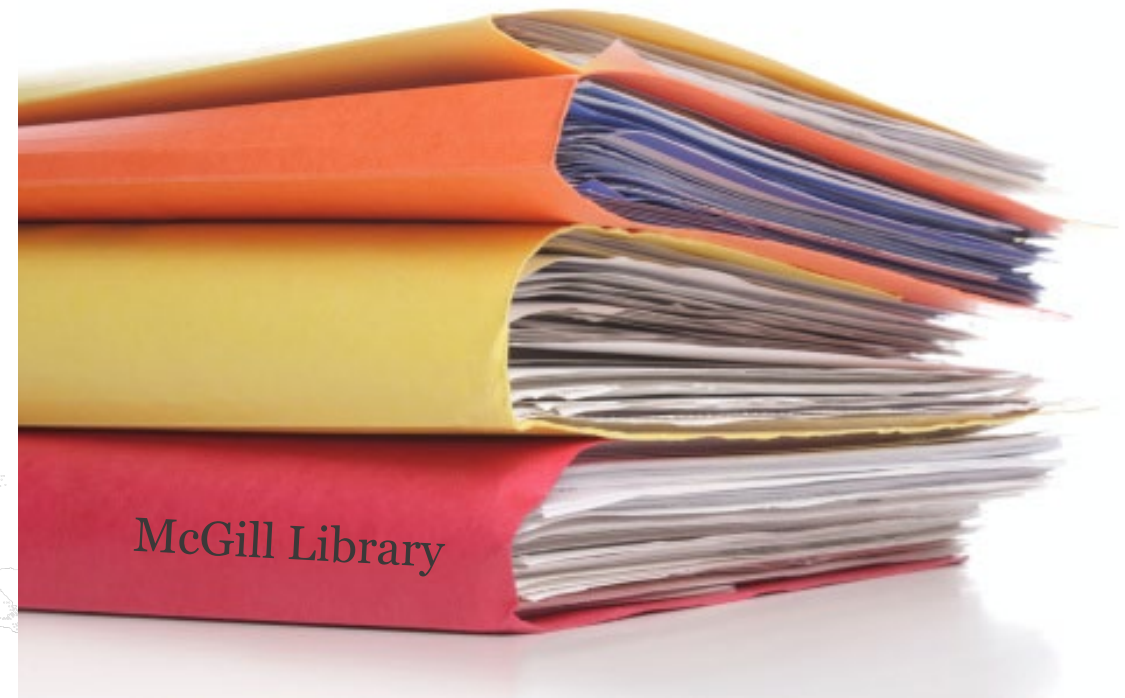
Tenure/reappointment dossier (**academic** staff)

1. Your CV
2. A personal statement in support of your candidature
3. Your record of
 - Research, scholarship and professional activities and contributions
 - Teaching portfolio
 - General contributions to the University and scholarly communities ('Service portfolio')
4. Appendices
 - Teaching evaluations
 - Other material



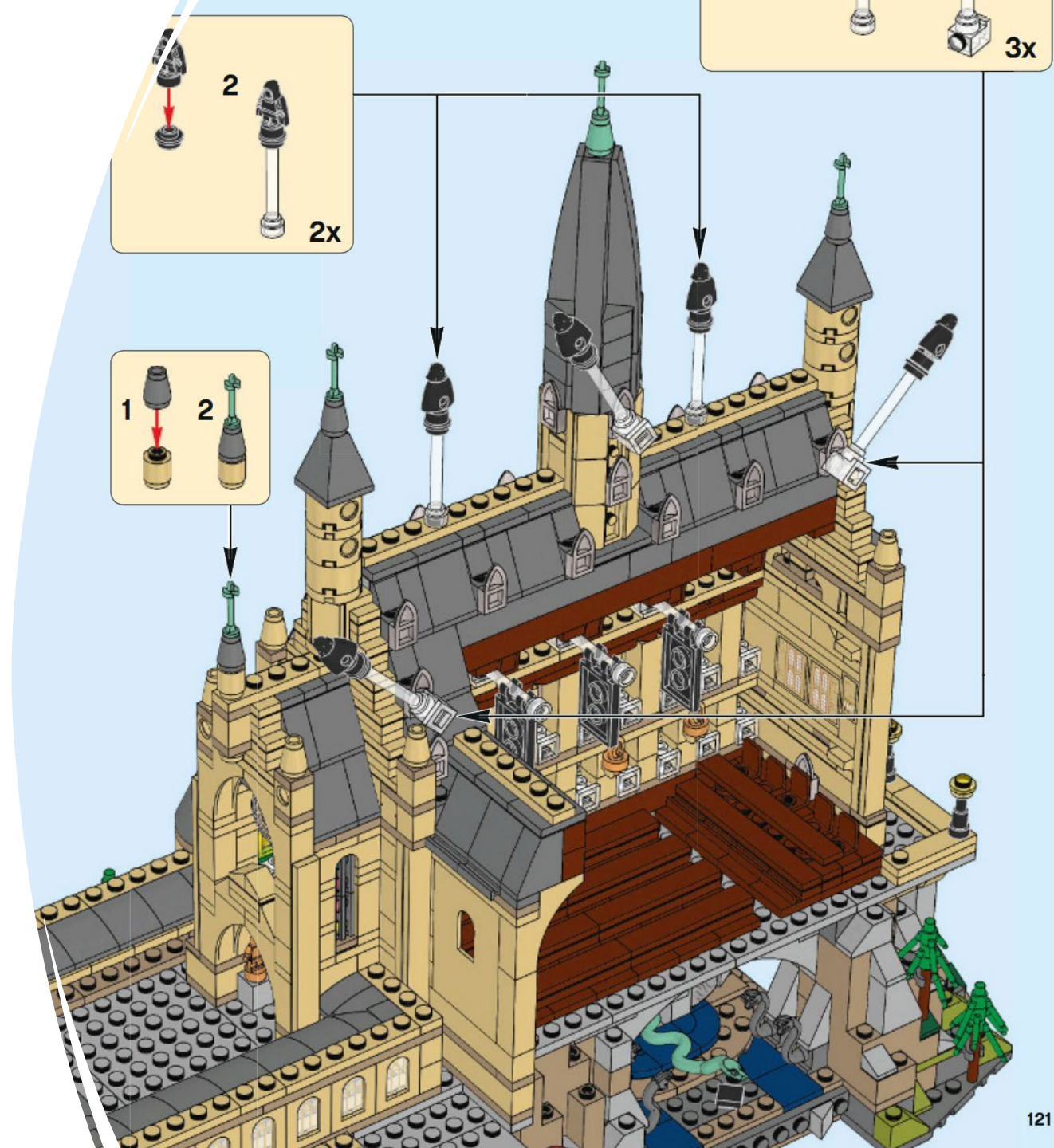
Tenure/reappointment dossier (**librarian** staff)

1. Your CV
2. A personal statement in support of your candidature
3. Your record of
 - Position responsibilities and performance reviews
 - Professional and scholarly activities
 - Teaching portfolio (if one exists)
 - General contributions to the University and scholarly communities
4. Appendices if required



Preparing for the reappointment and tenure processes

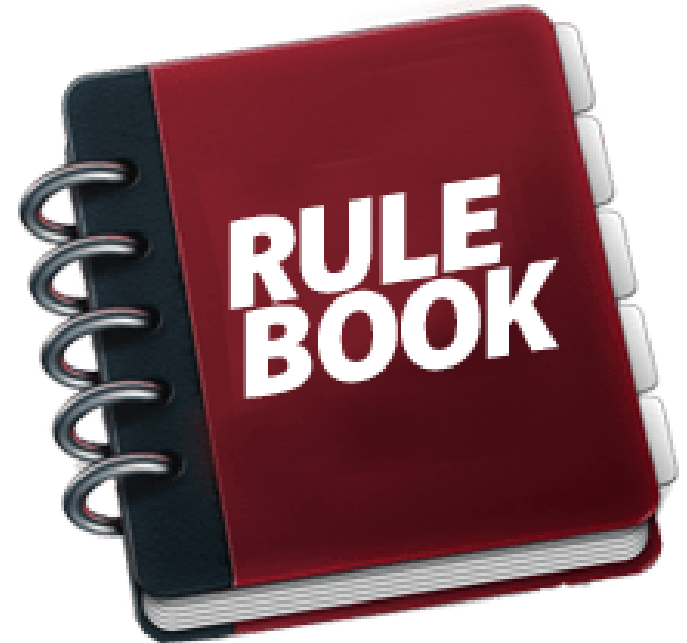
1. When
2. What: Tenure criteria
3. How, in five steps
4. If things go wrong



1. Understand the rules

6.11 It is the responsibility of staff members to prepare and pursue their case for reappointment.

- Keep track of the process
- Know what you need to do, and by when
- Exercise **due diligence**
- Know your **rights**



Resources: information

Secretariat:

- [Tenure track and tenured academic staff regulations](#)
- [Employment of librarian staff regulations](#)
- [Tenure information sessions](#)

Expectations of you:

Your appointment letter

Your reappointment letter

2. Keep track of everything

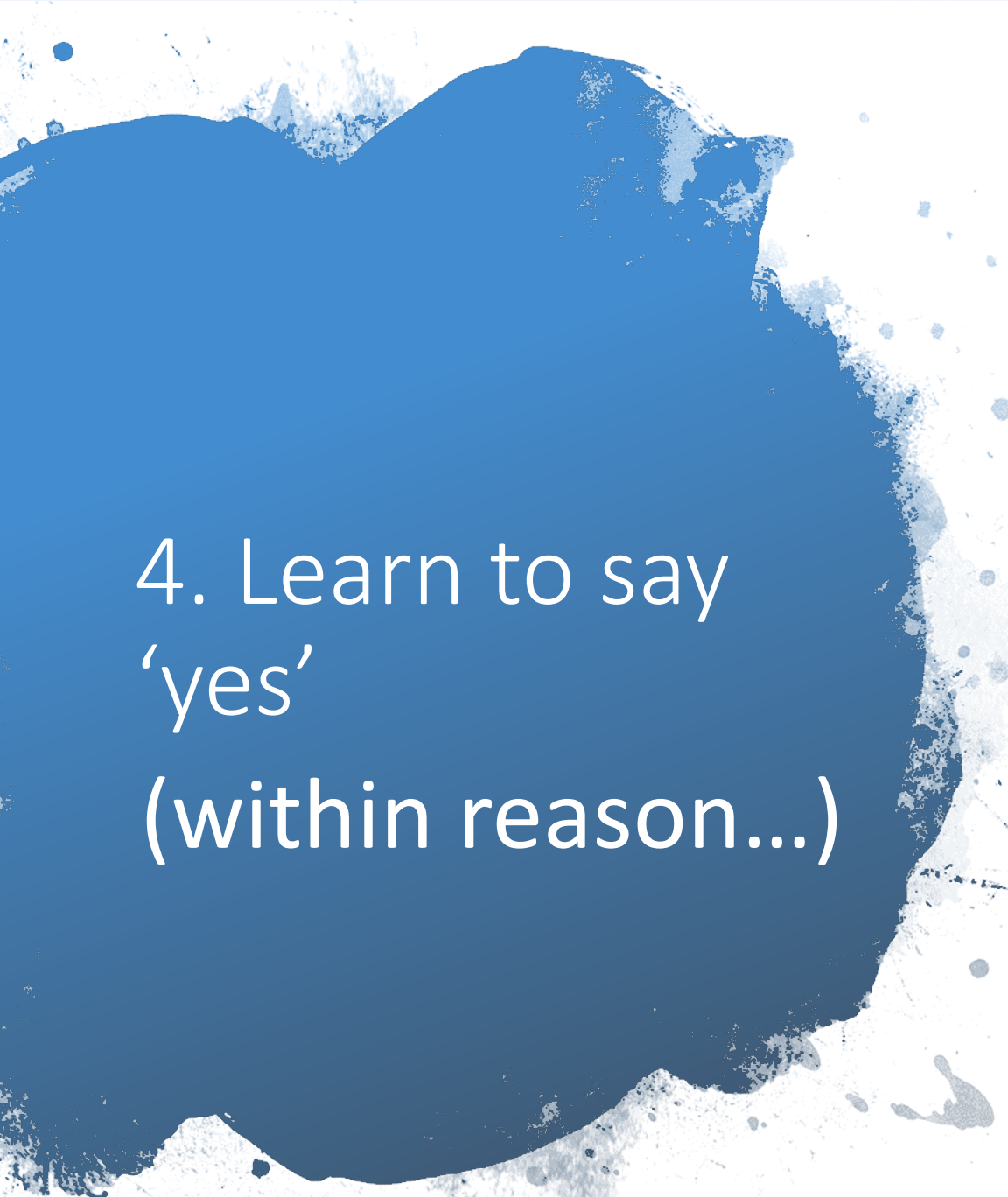
- Keep a record of EVERYTHING you do related to
 - Research
 - Teaching
 - Service (i.e. ANY contribution outside teaching and research)
- Start from the first day you are appointed!
- Do not “double-count”



3. Find a mentor

- Get yourself at least one mentor
- Many, but not all, departments run a mentorship program
- Make sure they are the right mentor for you
- Can be helpful to have someone inside and outside your department





4. Learn to say 'yes' (within reason...)

- Research and teaching alone are not sufficient to get tenure
- Be willing to take on service activities for your department, faculty, at the university level or professional community
 - But be mindful of not overcommitting
 - Obtaining a 'superior' in the Service category usually requires taking on a leadership role

5. Criteria and expectations

- Understand the standards and rules by which you are being judged
- (Re)appointment letters are vague as to criteria
- Standards are NOT uniform across the university
- Talk to your department chair or director about expectations in your unit (and ideally also talk to other colleagues too!)
- Remember: at tenure you are judged on **performance**, not promise



Preparing for the reappointment and tenure processes

1. When

2. What: Tenure criteria

3. How

4. If things go wrong



If things go wrong

1. **Don't panic!** Most assistant professors and librarians at McGill get tenure
2. Know your rights: you have the right to contest decisions that recommend against granting you tenure
3. At **every** level (Departmental Tenure Committee, University Tenure Committee and the Principal), if the committee is **tending towards recommending non-renewal**, you have the **right** to appear before the committee with an advisor and provide **additional** information
4. Talk to MAUT and find an advisor

Summary

- Know the rules
- Know your rights
- Know when to ask for help
- Know that you are not alone



The Teaching Portfolio

MAUT Tenure and Mentoring Workshop for Non-tenured Academic and Librarian Staff

28 April 2022

Carolyn Samuel, PhD
Associate Director,
Faculty and Teaching Development



McGill

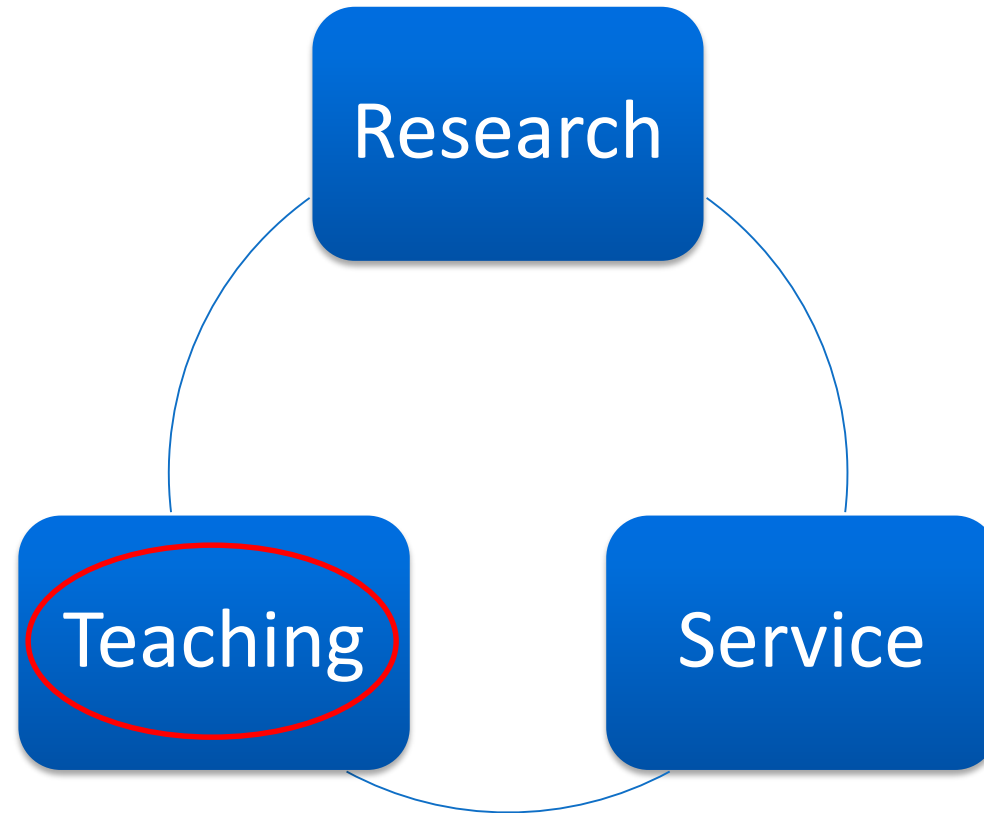
**Teaching and
Learning Services**

Overview



- Context
- The teaching portfolio
- Guidelines
- Support resources

Context for the Teaching Portfolio



The tenure and promotion dossier

A teaching portfolio is ...



... a **concise** compilation of selected information that systematically documents the **effectiveness, scope, complexity,** and **individuality** of an instructor's teaching.

It reflects the **progression** of an instructor's teaching over the last few years.

Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff (2014), Guidelines for developing a teaching portfolio, Appendix A, p. 19:
<https://www.mcgill.ca/tls/instructors/portfolio>

McGill Guidelines

Teaching statement (5-10 pages)

1. Teaching approach (1-2 pages)
2. Teaching responsibilities
3. Evidence of teaching effectiveness
4. Teaching development and educational leadership (if applicable)

Appendices (10 pages maximum)

Documents explicitly referenced in teaching statement



McGill Guidelines <https://www.mcgill.ca/tls/instructors/portfolio>

1. Teaching Approach (1-2 pages)



How do you teach?

- What strategies do you use?
- How do you assess learning?

Why do you teach the way you do?

- What characterizes your teaching?
- What inspires your teaching practices?

2. Teaching Responsibilities



Courses taught, level, enrolment, format

- Clinical teaching: describe and quantify interactions

New courses developed, with rationale

Supervision

- Undergraduate, graduate, postdoc
 - Projects, theses, internships

3. Teaching Effectiveness



- Course evaluations – numerical and comments
 - Summary
 - Interpretation of numerical ratings with department/Faculty norms
<http://www.mcgill.ca/mercury/instructors/interpretation>
- Measures taken to address feedback

Winter 2020 Course Evaluations



Teaching and Learning Services (TLS)

- Home
- About Us
- For Instructors
- For Students
- Teaching & Learning Spaces
- Events
- Contact

McGill.CA / TEACHING AND LEARNING SERVICES (TLS) / For Instructors

Course and Program Design

Instructional Strategies

Assessment

Mid-course Evaluations

Teaching Portfolio

In light of the disruption to classes caused by COVID-19, instructors may choose whether or not to have their course evaluation results from the Winter 2020 term included in their teaching portfolio for purposes of reappointment and tenure. For more details about Winter 2020 course evaluations, go to <https://mcgill.ca/mercury>.

<https://www.mcgill.ca/tls/instructors/portfolio>

Numerical results from the Winter 2020 term will not be disseminated to the public even if permission was granted by the instructor and the response threshold is met.

<https://www.mcgill.ca/mercury/instructors/dissemination>





Policy on End-of-Course Evaluations

Historical Background

Mercury System

Questionnaires

Promotional Efforts and Materials

Reports and Results

Faculty Means (restricted)

Administration and Procedure

Equity and Course Evaluations

Evaluation Periods and Dates

Mercury Liaisons

Course Evaluation Advisory Group (CEAG)

Reports and Results

Report Type	Faculty Means Report	Participation Data Report	Annual Report	Numerical course evaluation results for the McGill community
Description	<ul style="list-style-type: none"> Means for each Faculty and the School of Continuing Studies for the 4 core questions Presented by course level and by class size for the four core questions on all course evaluations 	<ul style="list-style-type: none"> Average response rate by Faculty, academic unit, class size, type of course, rank of professor Number of instructors who granted/denied permission to disseminate results Number of students who complete and decline evaluations Submission patterns during evaluation periods Additional questions submitted by instructors 	<ul style="list-style-type: none"> Course Evaluation Advisory Group (CEAG) membership Summary of goals and results from the year System updates implemented Participation data Goals for the upcoming year 	<p>Numerical results of course evaluations are available for the McGill community to view when the following two conditions are met:</p> <ul style="list-style-type: none"> An instructor has not objected to access; and An <u>adequate response rate</u> has been received. <p>Instructors, Teaching Assistants, and their academic unit head always have full access to their course evaluation results.</p>
2021-2022	Faculty Means Report**	Participation Report**	Annual Report**	Summer 2022** Winter 2022** Fall 2021

3. Teaching Effectiveness (cont'd)



Since teaching is a multi-faceted endeavour, **evidence can also include:**

- supervision information, e.g., completion and subsequent success (undergrad, grad, postdoc, as applicable)
- formal recognition of teaching accomplishment (e.g., teaching awards)
- comments from peer observers
- invitations to teach due to reputation

See more examples at <https://www.mcgill.ca/tls/instructors/portfolio>

4. Teaching development and educational leadership



- Teaching development efforts (e.g., workshops, webinars)
- Mentoring (e.g., colleague, TA)
- Contributions to teaching committees (e.g., Departmental, Faculty, University)
- Contributions to the development of curricula or policies on teaching
- Teaching related publications



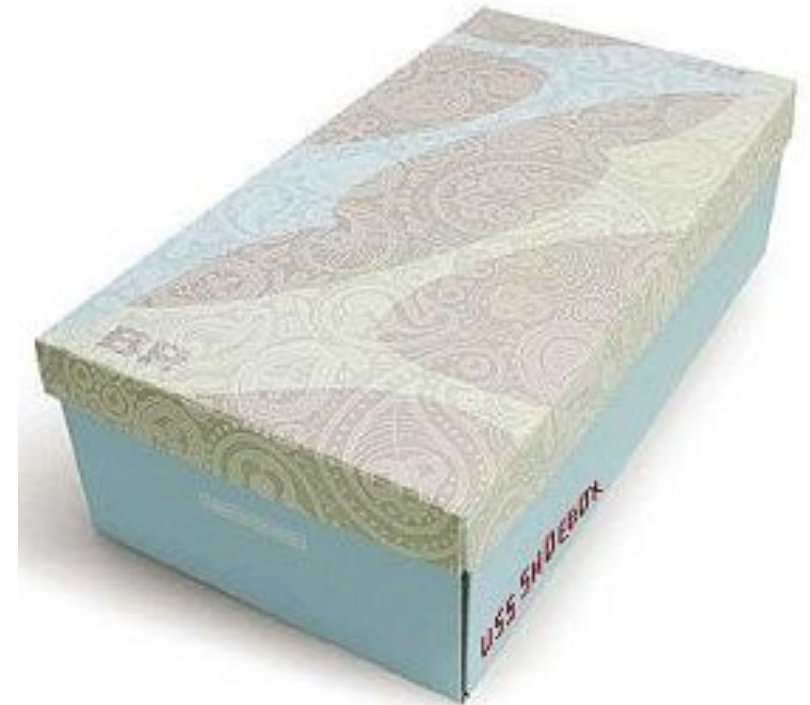
How do you make teaching visible?



Gather evidence!



- Keep a record (CV, annual reports)
- Collect relevant materials - a (virtual) shoebox
 - Students supervised (undergrad and grad)
 - Course evaluations
 - Committees related to teaching and learning
 - Contributions to program development
 - (Re)Design of courses
 - Presentations about teaching
 - Role in development initiatives



Summary



The teaching portfolio ...

- encourages reflection on teaching
- expands the ways in which the complexity of teaching can be documented
- provides a framework for documenting teaching
- fosters dialogue about teaching



Support Resources

- Sample portfolios

<https://www.mcgill.ca/tls/instructors/portfolio>

- Interpretation of course evaluations

<http://www.mcgill.ca/mercury/instructors/interpretation>

It's never too early to contact TLS for a consultation ... but it can be too late!

<https://www.mcgill.ca/tls/contact/consultations>

What else would you like to know?



- Teaching Portfolio Guidelines - McGill University
<https://www.mcgill.ca/tls/instructors/portfolio>
- Teaching Dossier (Canadian Association of University Teachers (CAUT))
<http://www.caut.ca/docs/default-source/professional-advice/teaching-dossier.pdf>
- Documenting Evidence of Effective Teaching (Iowa State University)
<https://www.celt.iastate.edu/wp-content/uploads/2021/10/Documenting-Evidence-of-Effective-Teaching.pdf>
- Teaching Philosophies and Teaching Dossiers Guide (University of Calgary)
<https://taylorinstitute.ucalgary.ca/resources/teaching-philosophies-and-teaching-dossiers-guide>

The Research Portfolio

presented by

Peter Grutter

Department of Physics

McGill University



Research criteria

- Performance, not promise.
- The period assessed includes all years up to the year of tenure consideration during tenure track period, rather than before. (Exception: early tenure candidates)
- Your dossier is what matters – no one else's; tenure is not a comparative analysis.
- Record of research, scholarship, professional activities and contributions

(verbatim from the Provost's tenure info session)

“Guidelines for Developing a Research Portfolio”

http://www.mcgill.ca/senate/files/senate/6._d15-57_473rd_apc_report_and_appendices.pdf

plus

“Examples of the Range of Research Accomplishments,
Recognition and Impacts Valued at McGill”

https://www.mcgill.ca/secretariat/files/secretariat/examples_of_research_-_final.pdf



Research Portfolio (5-7 pages):

“A research portfolio should include a statement about the professor’s scholarship that addresses:

- 1) The professor’s *research program*
- 2) The professor’s *research accomplishments, recognition and impact*

The statement should provide a narrative about the professor’s scholarship that summarizes and contextualizes their research trajectory, creations and contributions. The statement should **complement or elaborate on** (rather than repeat) information otherwise available in the curriculum vitae.”

1. YOUR RESEARCH PROGRAM

A narrative summarizing your research to-date

- Describe your *key* lines of research
 - *Why* these were pursued?
 - *How* these were pursued?
-
- Who are your audiences and interlocutors? (who engages with, contribute to and uses/benefits from your research)

 - Looking ahead – goals for next 5 years

2.1 YOUR RESEARCH ACCOMPLISHMENTS

❖ Most significant research accomplishments

Explain role in collaborations.

Explain role of HQP

❖ Record of productivity

➤ Publications, creations, impacts

➤ Disclosures, patents, copyrights

➤ Research funding

❖ Innovative research efforts

2.2 RECOGNITION OF YOUR RESEARCH

at local, provincial, national, international levels

- Invitations (edited collections, keynote talks, conferences, seminars & workshops, visiting professor, research networks)
- Peer review for journals & granting agencies
- Consultancies or serving as an expert
- Prizes and awards
- Review of your work in journals or media
- Election as leader or member of scholarly society

2.3 IMPACT OF YOUR RESEARCH

Use OBJECTIVE markers!

- ❖ The range of scholarship that benefits from your research
- ❖ Citation record (but NOT impact factor of journal)
- ❖ Effects of research in clinical practice, industry, government, civil society (technology or policy innovations, commercial activity, social ventures)
- ❖ Effects of research on teaching and training
- ❖ Knowledge translation and community engagement

Avoid double counting!

(invited presentation as recognition OR evidence of impact)

Appendices (no page limit)

- Appendices should support and be germane to the Research Statement. They should be clearly labeled and organized. They may include:
 1. A list of publications in standard citation style (may be omitted if this list is part of the submitted CV).
 2. Copies (electronic) of, or active hyperlinks to, publications.
 3. Other materials that may be relevant (e.g., reviews of the professor's written or other work; artistic portfolios or recordings; a summary of innovation and entrepreneurial activity, including patent applications, patents, commercial or social enterprises launched).

Other thoughts

- The research portfolio guidelines are *advisory*
 - If you feel that you can tell your story more effectively with a different structure, you can do so
 - Be sure to capture *what, why, how, impact* and *what next?*
- For research collaborations: it is very important to explain *your* contribution.
 - Why was it essential to the results?
 - Did you play a role in forming and/or leading the team and getting funding?

Closing words

- Remember that you are writing for:
 - Experts (your external reviewers)
 - Researchers in related areas (your DTC members)
 - Researchers in unrelated areas (UTC members)
- If you received tenure guidelines from your Dean or Chair when you were hired, review them to get a better idea of what gets credit
- Effective time management is key. Prioritize!
- Spend time on what gets you credit
- Start a “Tenure Folder”. Keep everything
- **Publish a lot in high impact journals**



Tenure & Mentoring Workshop
Service Portfolio

Petra Rohrbach

April 28, 2022



McGill

Service and other contributions to the University

Service Portfolio (Approximately 4 pages)

- Is part of the three pillars required for the tenure dossier
- Service portfolios will vary from one colleague to the next, within and across disciplines
- Should be part of a greater narrative about a candidate's approach, engagement, commitment and possibly leadership in a topic/area
- Should be rewarding to you
- Expand your horizons
 - find areas of interest
 - use your talent
- Try to include all levels of service

Service and other contributions to the University

What can be included in the Service portfolio

Service found at various levels (Department & Faculty, University, wider scholarly community)

Within each of these sections, candidates should:

- explain the nature of the mandate/role/responsibility
- identify the term or duration of the mandate/role/responsibility
- briefly describe the work undertaken and its contribution or impact, including efforts that demonstrate leadership and initiative

Service and other contributions to the University

Examples of what can be included in the Service portfolio

➤ Department & Faculty Level:

- Committee membership (graduate admissions, program reviews, animal care, curriculum, awards, libraries, safety, space, budget, etc.)
- Faculty senate member
- Creation or convening workshops, lecture series, etc. within Department or Faculty
- Mentor either within formal mentorship programs or informally
- Outreach (can be implemented at all levels), i.e., research day of department, research ambassador, etc.
- Etc.

Service and other contributions to the University

Examples of what can be included in the Service portfolio

➤ University Level:

- Senate-nominated or appointed committees (9/10 committees)
- Ad hoc committees arising out of University regulations
- Working groups/committees of the University (e.g., academic programs, research, equity, student life and learning, academic or staff recruitment, faculty development or promotion, for policy or regulation revisions, etc.)
- MAUT Council / MAUT Executive
- Cyclical unit review committees
- Pro-dean on doctoral defence
- Etc.

Service and other contributions to the University

Examples of what can be included in the Service portfolio

➤ Wider Scholarly Community:

- Membership or leadership in inter-university academic committees
- Conference organizing committees
- Community engagement
- Reviewer on tenure and promotion dossiers from institutions other than McGill
- Journal editorial committees
- Peer review for granting councils, journals, publishers
- Initiatives not formally assigned but developed on your own in consultation with the Chair or Dean
- Etc.

Service and other contributions to the University

- McGill University recognizes that **not all service will occur in formal, structured activities.**
- Colleagues who are members of **underrepresented groups** are disproportionately called upon to take up these responsibilities.
- This work, which is often **less visible** than that which occurs in committee contexts, makes an important and valued contribution to the University community.
- Candidates are **encouraged** to include this work within their service portfolio

Service and other contributions to the University

Details can be found on the website

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

in the **Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff**

- APPENDIX C: Guidelines for Developing a Service Portfolio (recently revised version approved at Senate on April 19, 2022)





21st Tenure and Mentoring Workshop for Non-Tenured Academic & Librarian Staff

Thursday, April 28, 2022

Break-out Groups to Discuss General Evaluation Criteria

Faculty Moderators

Arts: Catherine Lu

Dentistry: Ji Zhang

Education: Steven Jordan

Engineering: Andrew Kirk

FAES: Petra Rohrbach

Medicine and Health Sciences: Lisa Munter

Music: Julie Cumming

Science: Peter Grutter



Mentorship at McGill

MAUT Tenure Information Session

April 2022





A Good Mentor...

- Breaks social isolation
- Provides guidance
- Provides “reality checks” or barometers for what’s expected or acceptable
- Builds confidence
- Builds capacity and empowers
- Is an active listener
- Is empathic
- Provides a sounding board or a “safe” place to test the things we contemplate
- Can provide the “inside scoop” about how things work
- Has the courage and the compassion to provide tough feedback



Mentorship Does Not Work When a Mentor...

- Gives bad advice
- Is a weak listener
- Directs rather than guides
- Is unable to centre the mentee
- Lack empathy
- Disregards boundaries
- Is jealous
- Gossips
- Is absent or unreliable
- Is judgmental or needlessly/unhelpfully critical



Finding a Mentor

- Look within and beyond your research group(s) and department.
- Understand that advice is just that – advice. It's not a judgment, not a direction, not a rule.
- What works for your mentor won't necessarily work for you. Finding your own path is important and a strong mentor will not only understand but nourish that.
- Rely on more than one source of advice.

Finding a Mentor: McGill's New Provost's Faculty Mentorship Network



Equity at McGill

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McGill.CA / EQUITY AT MCGILL

Why Faculty Mentorship Matters

Becoming a Mentee

The Mentorship Agreement

Mentor Profiles

Further Reading

Provost's Faculty Mentorship Network

Set to launch in summer 2021, the Provost's Faculty Mentorship Network will be an important source of guidance and support to all pre-tenure professors. Mentors who are part of this network are outstanding teachers and researchers who have experience as institutional leaders at McGill. As their [profiles](#) show mentors possess a range of strengths and capacities that will contribute to guiding and advising junior colleagues.

All pre-tenure faculty are eligible to participate in the mentorship program. Information about how to be matched with a mentor within the Network, and about what participation as a mentee, see our [Becoming a Mentee](#) page.

Applications for the Provost's Faculty Mentorship Network will be accepted starting May 2021.



McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodians of the lands and waters on which we meet today.

For more information about traditional territory and tips on how to make a land acknowledgement, visit our [Land Acknowledgement webpage](#).

Please visit: <https://www.mcgill.ca/equity/mentorship>





Finding a Mentor: McGill's New Provost's Faculty Mentorship Network

Defining features of the PFMN relationship:

- Professional
- Mentee-centred but mutually-beneficial to professional learning and growth
- Information- and fact-driven
- Supportive
- Bounded (scope, commitment, place)



Finding a Mentor: McGill's New Provost's Faculty Mentorship Network

Reflections on Year 1 of the PFMN:

- 52 Mentees
- 30 Mentors
- Positive Feedback from mentees-mentors:
 - Mutually beneficial
 - Responsive to the individual needs of the mentees
 - Universal/shared understanding of boundaries and limits of role
 - Mentees and mentors alike had opportunities to convene, share experiences
 - Has shed light on both systemic and individual challenges, with a view to addressing both
- Most common themes raised in PFMN relationship:
 - Support with inter-personal conflict
 - Learning how to navigate/respond to requests (esp. re service responsibilities)
 - Social isolation
 - Worry about tenure
 - Resource issues (e.g., space)
- Interest in broadening/expansion, notably to mid-career/post-tenure faculty, and to CAS



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Thursday, April 28, 2022

The experience of the exercise from the perspective of newly renewed and promoted faculty members

Recently reappointed: Sara Mahshid, Engineering

Marta Kobiela, Education

Recently tenured: Marie-Hélène Boudrias, Medicine and Health Sciences



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Thursday, April 28th 2022

Closing Comments; MAUT's Role; Professional Services

Thank you to

- All presenters and facilitators
- All participants
- Members of MAUT's Tenure and Mentoring Committee
- Jo-Anne for organising today's session