



22nd Tenure and Mentoring Workshop for Non-Tenured Academic & Librarian Staff
Thursday, April 27, 2023

9:00-9:15	<i>Registration and Coffee</i>	
9:10-9:15	<i>Opening comments: The workshop, agenda and introduction of panelists</i>	Andrew Kirk
9:15-9:30	<i>Preparing for the renewal and tenure processes</i>	Andrew Kirk
9:30-9:45	<i>The Teaching Portfolio</i>	Carolyn Samuel
9:45-10:00	<i>The Research Portfolio</i>	Peter Grutter
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	AJung Moon, Engineering	
	Jennifer Ronholm, FAES	
	Adam Dubé, Education	
11:50- 12:00	<i>Closing Comments</i>	

Preparing for the reappointment and tenure processes

Andrew Kirk

Department of Electrical and Computer
Engineering

MAUT Tenure and Mentoring Workshop
April 27th 2023



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

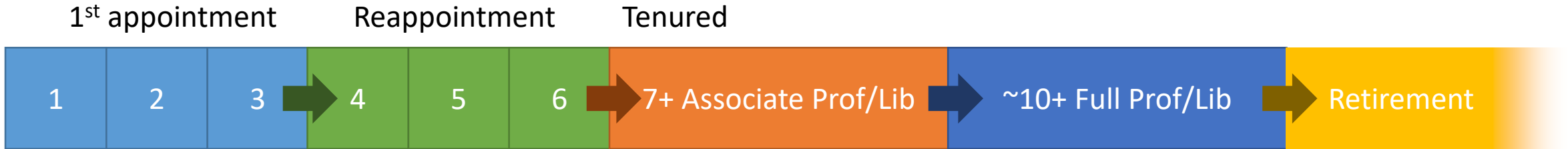
2. What

3. How

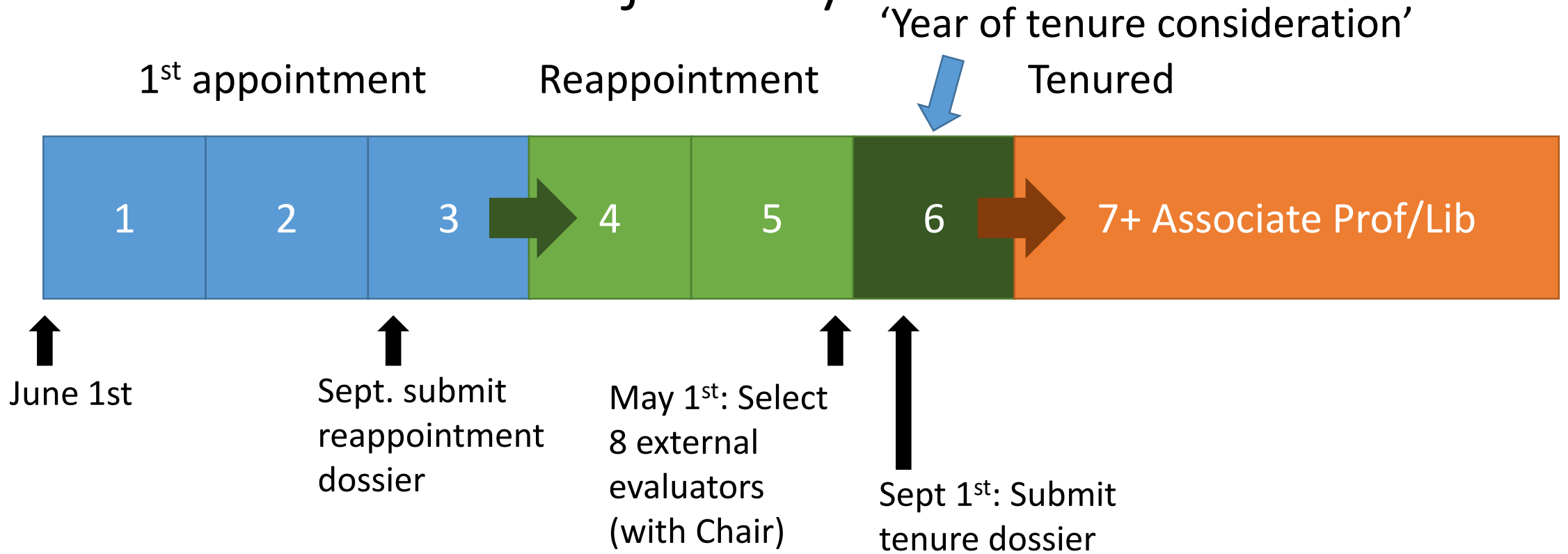
4. If things go wrong



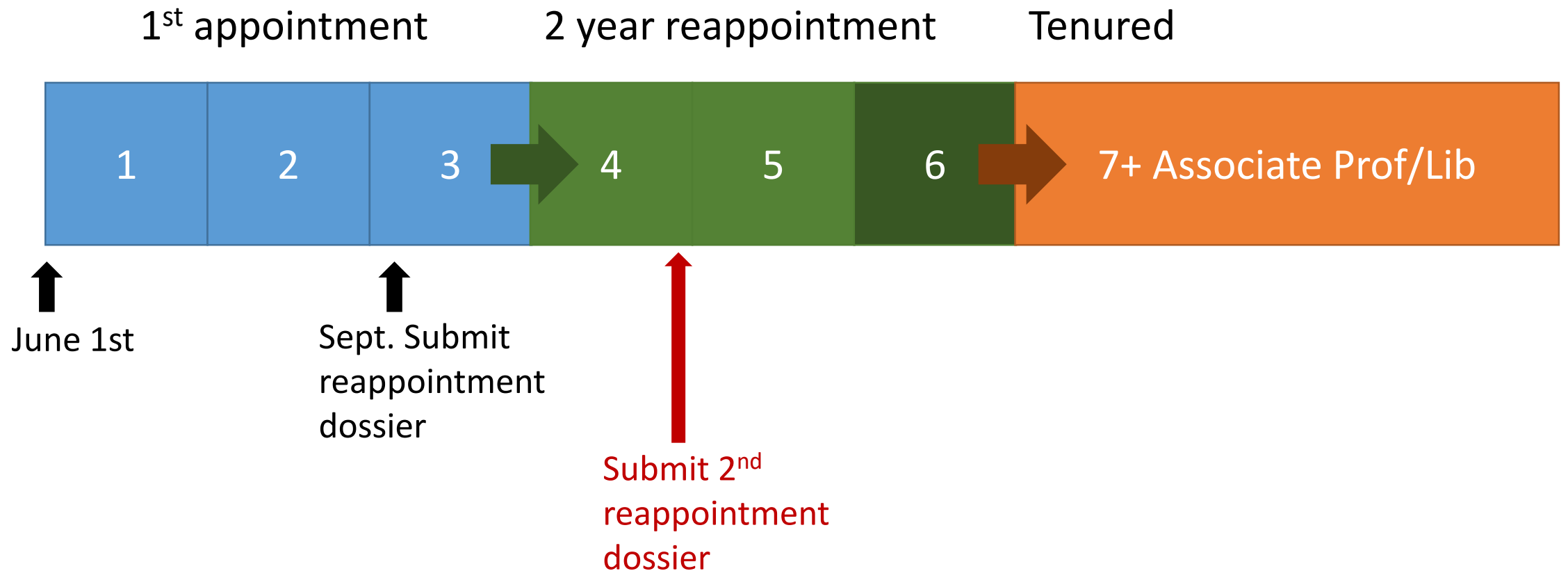
Academic career trajectory



Academic career trajectory

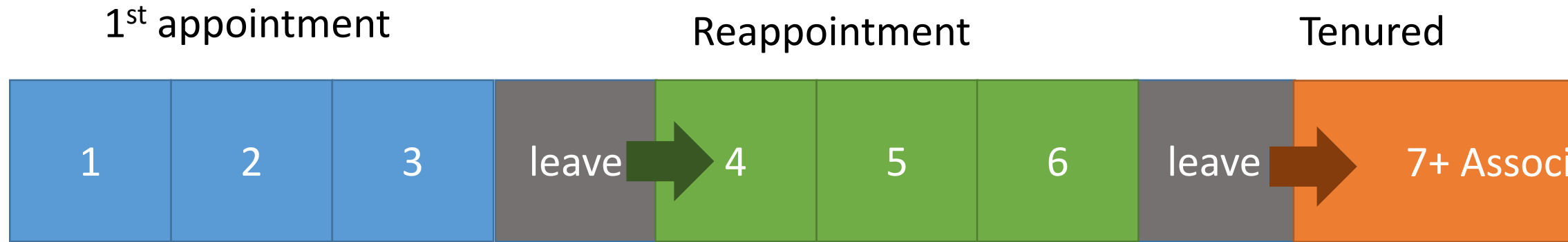


Academic career trajectory: reappointment



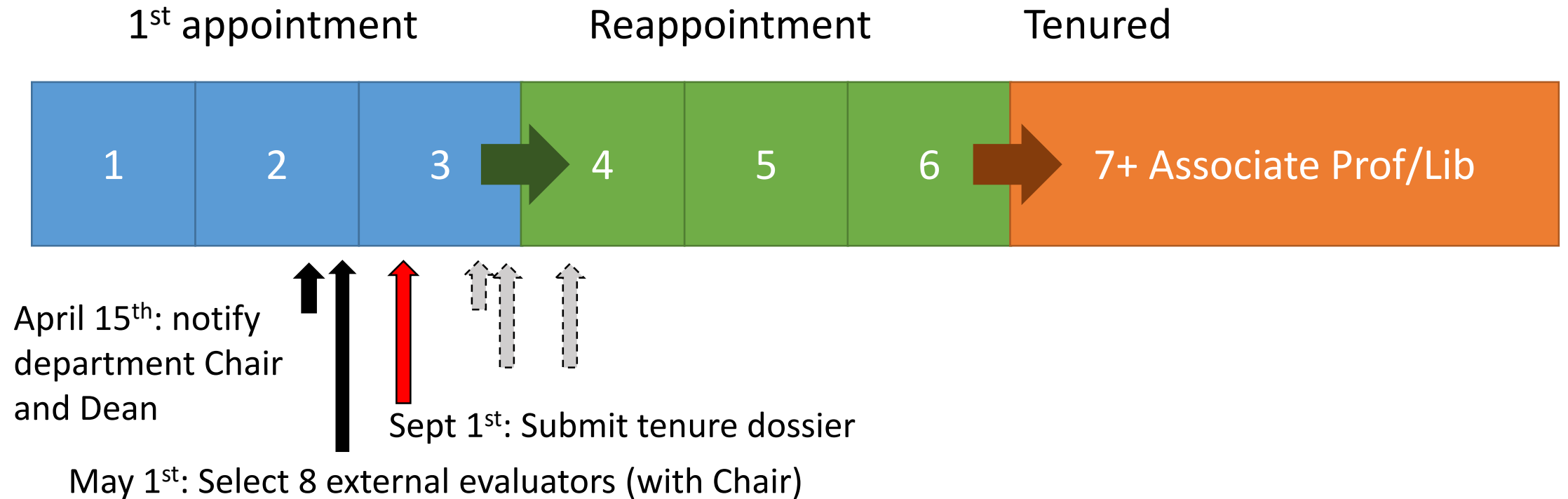
- 2 year reappointments are not uncommon in some faculties
- Use reappointment as an opportunity to obtain feedback from Chair **and act on it!**

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 (*for those hired before Aug 1st 2022*) can be requested (3 years total if eligible)
- 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

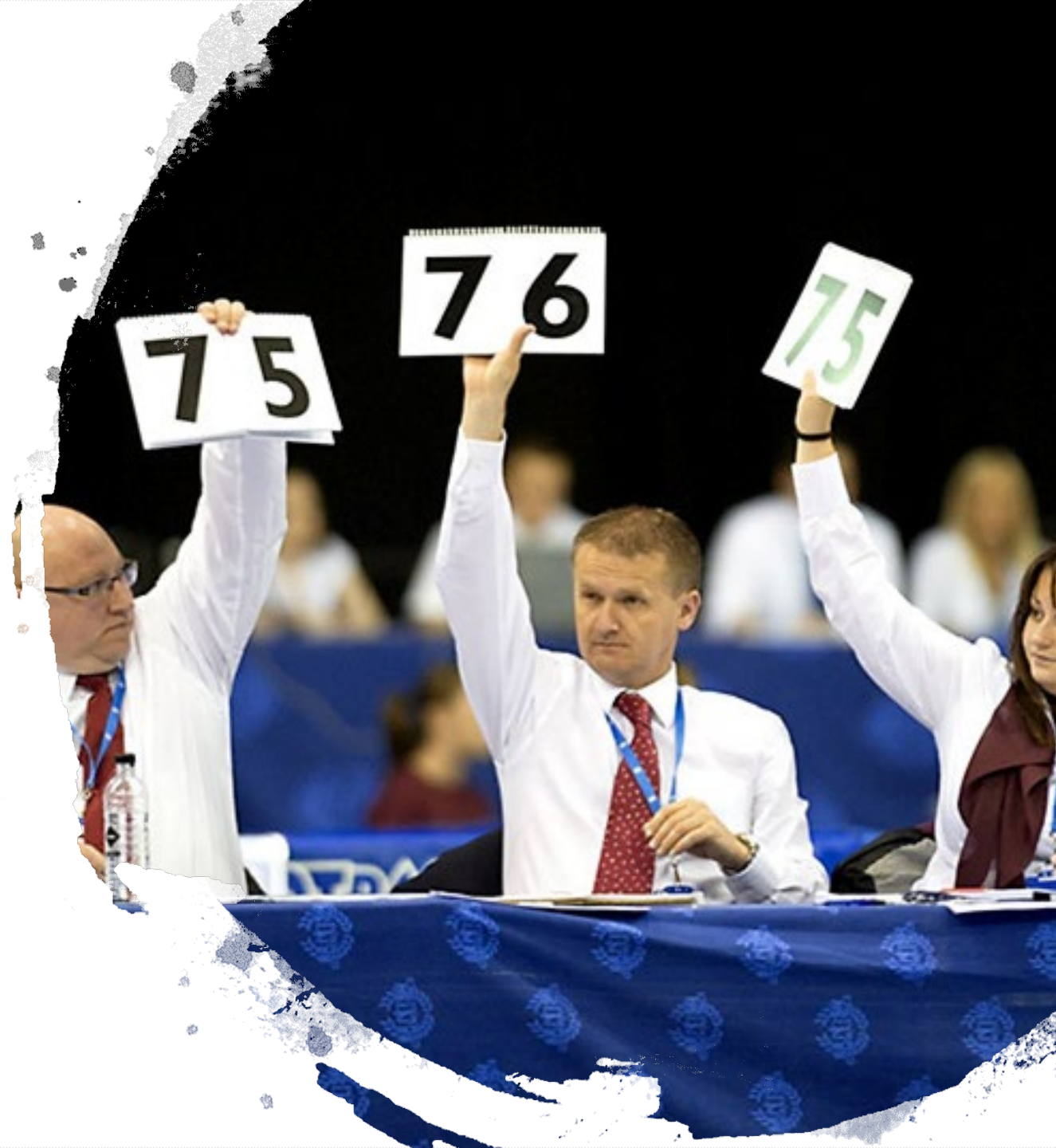
Preparing for the reappointment and tenure processes

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*

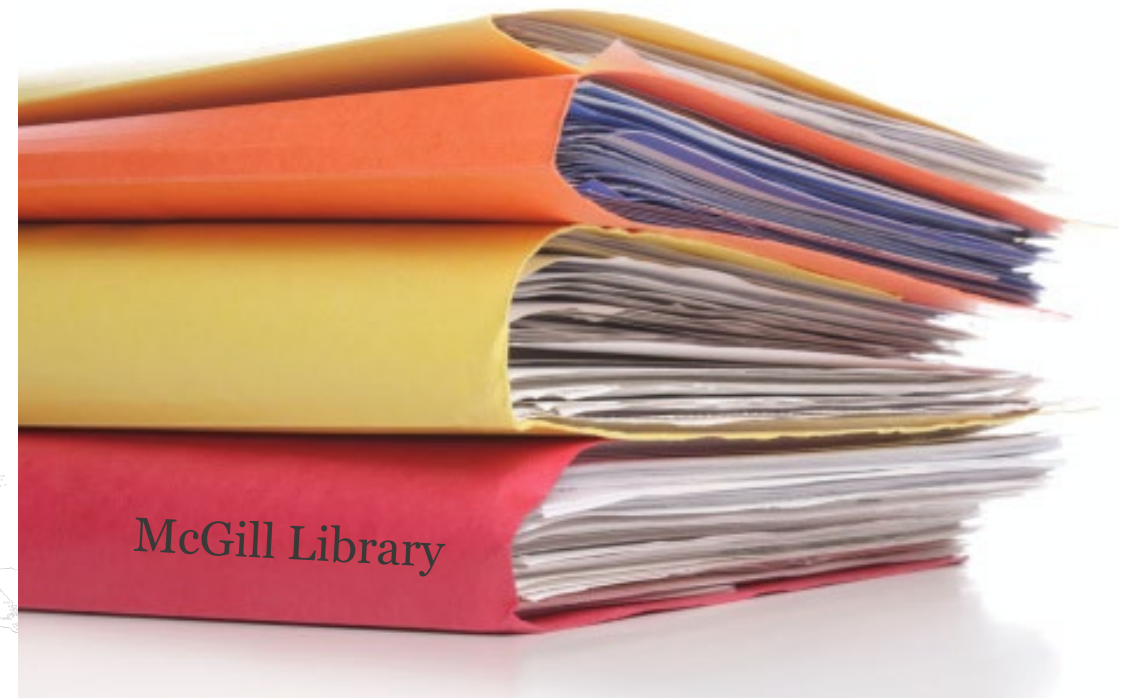
Tenure/reappointment dossier (**academic** staff)

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



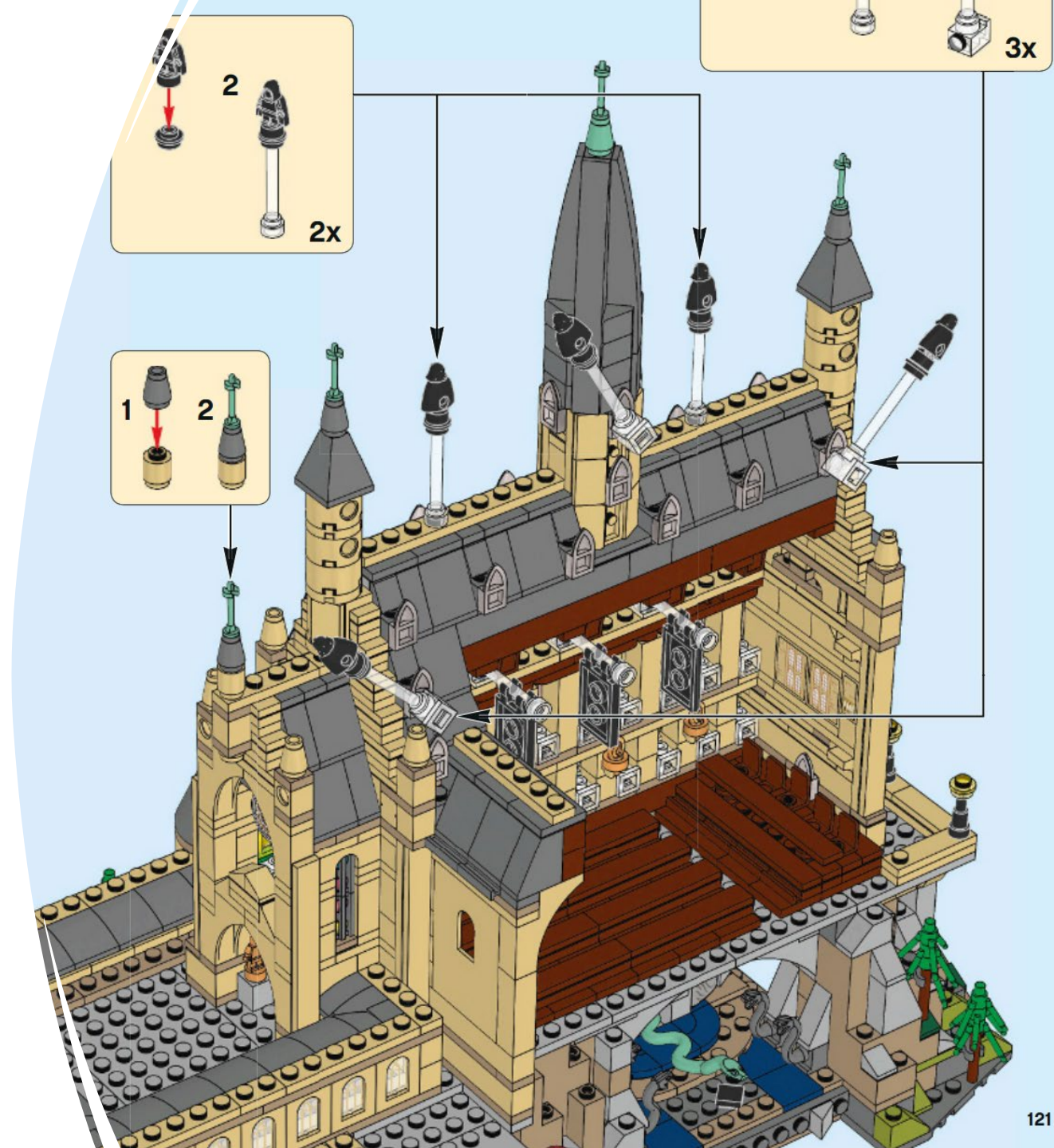
Tenure/reappointment dossier (**librarian** staff)

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

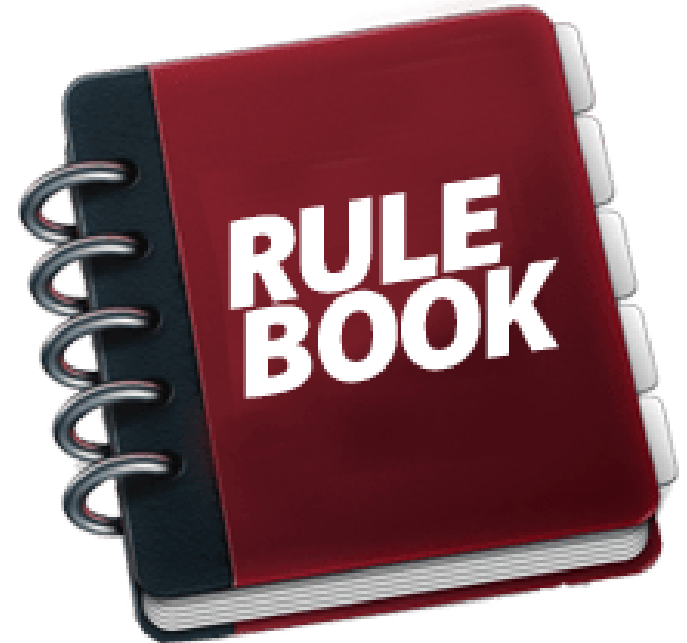
1. When
2. What: Tenure criteria
3. How, in five steps
4. If things go wrong



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

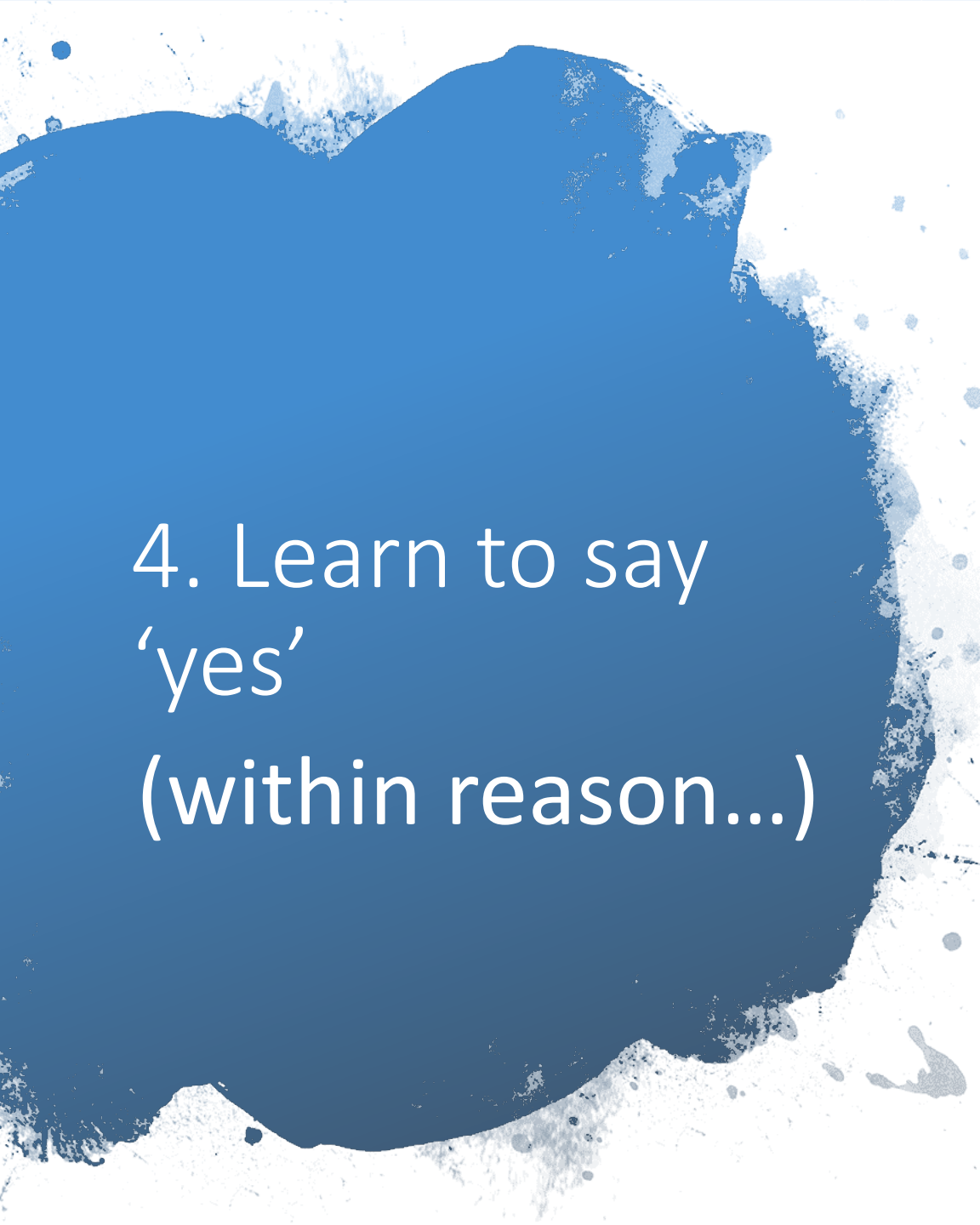
- Keep a record of EVERYTHING you do related to
 - Research
 - Teaching
 - Service (i.e. ANY contribution outside teaching and research)
- Start from the first day you are appointed!
- Do not “double-count”



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



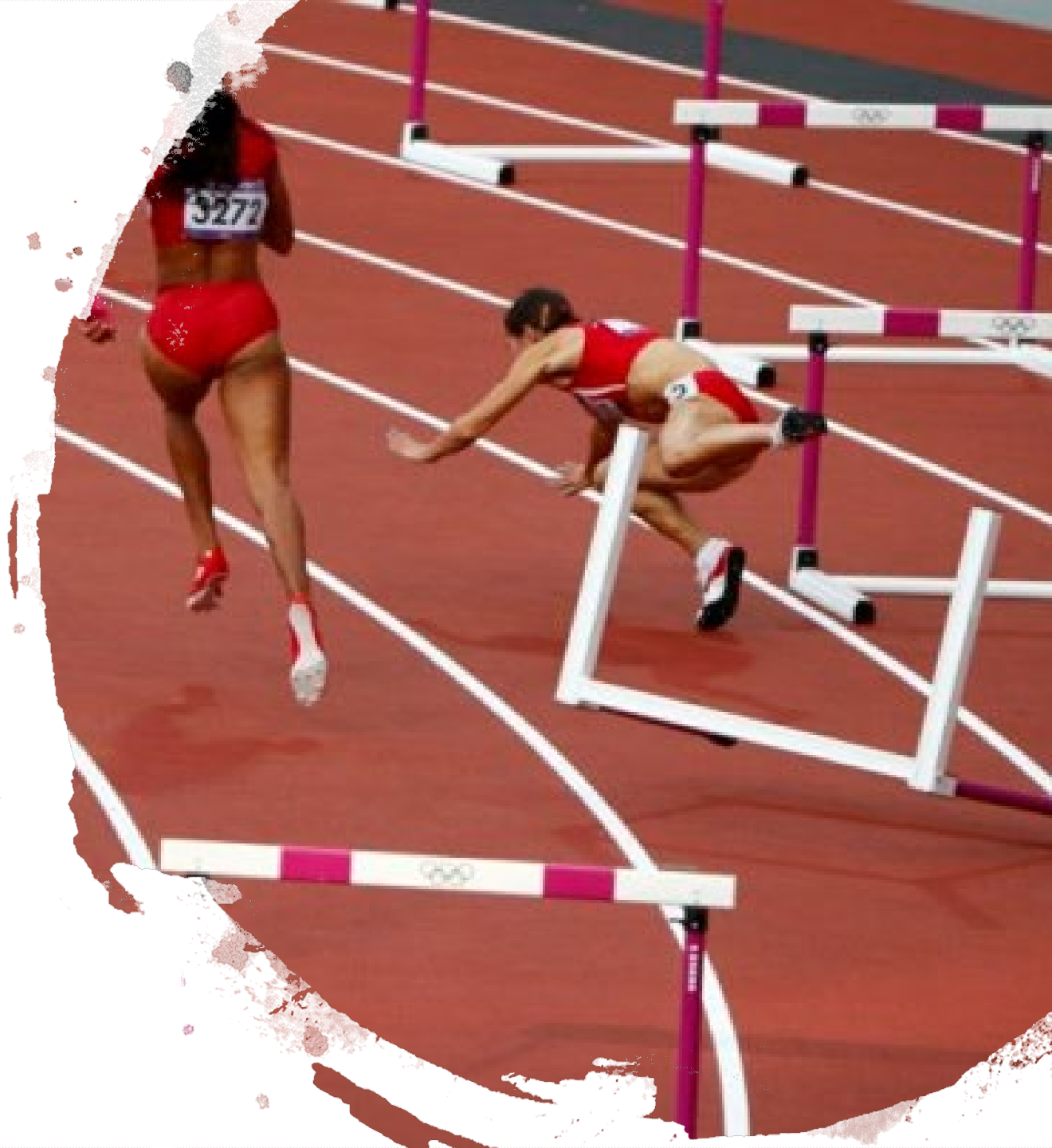
Preparing for the reappointment and tenure processes

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. You can also contest reappointment decisions
4. 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
5. 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





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Break-out Groups to Discuss General Evaluation Criteria

FACULTY MODERATORS

AES: Petra Rohrbach

Arts: Brendan Gillon

Dentistry: Paul Allison

Education: Steven Jordan

Engineering: Subhasis Ghoshal

Libraries: Sandy Hervieux

Management: Dror Etzion

Music: Julie Cumming

Science: Peter Grutter

Medicine and Health Sciences (*Regular Track*): Michel Tremblay and Marie-Hélène Boudrias

Medicine and Health Sciences (*Clinical Track*): Gerald Fried

11:15-11:50

Panel discussion: *Perspectives from newly renewed and promoted faculty members*

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Thank you to

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

The Teaching Portfolio

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

27 April 2023

Carolyn Samuel, PhD
Associate Director,
Faculty and Teaching Development



McGill

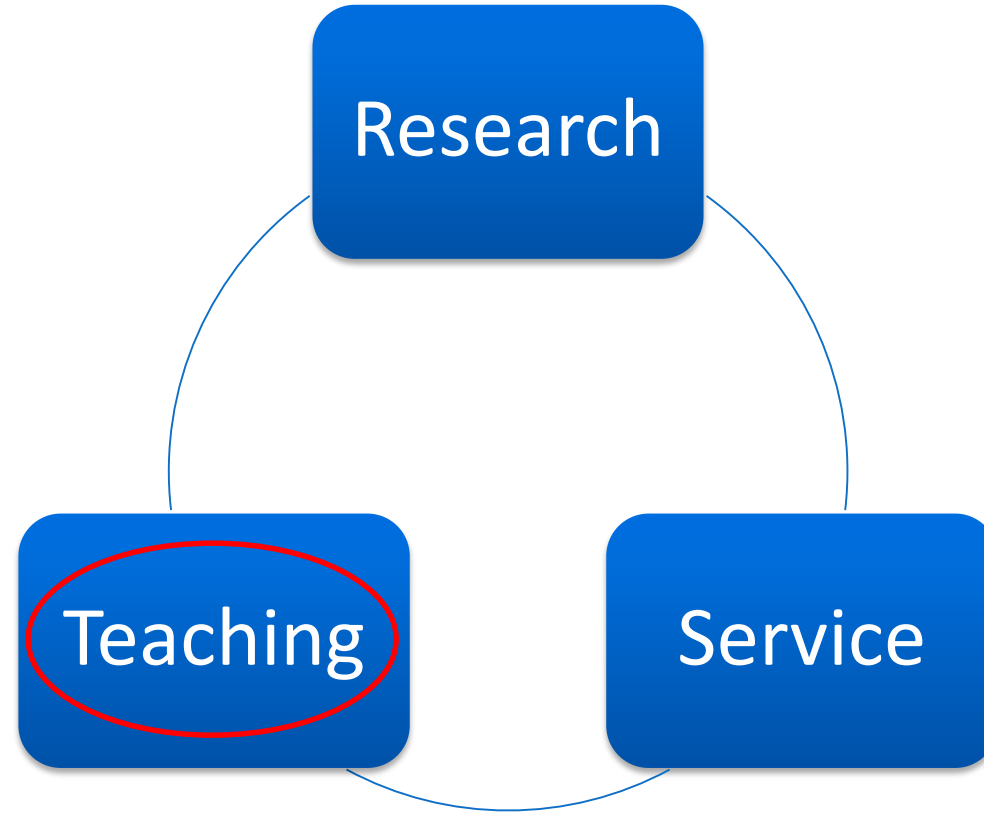
**Teaching and
Learning Services**

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>
2022-2023	Not Available***	Not Available***	Not Available***	<p>Winter 2023</p> <p>Summer 2023</p> <p><u>Fall 2022</u></p>

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



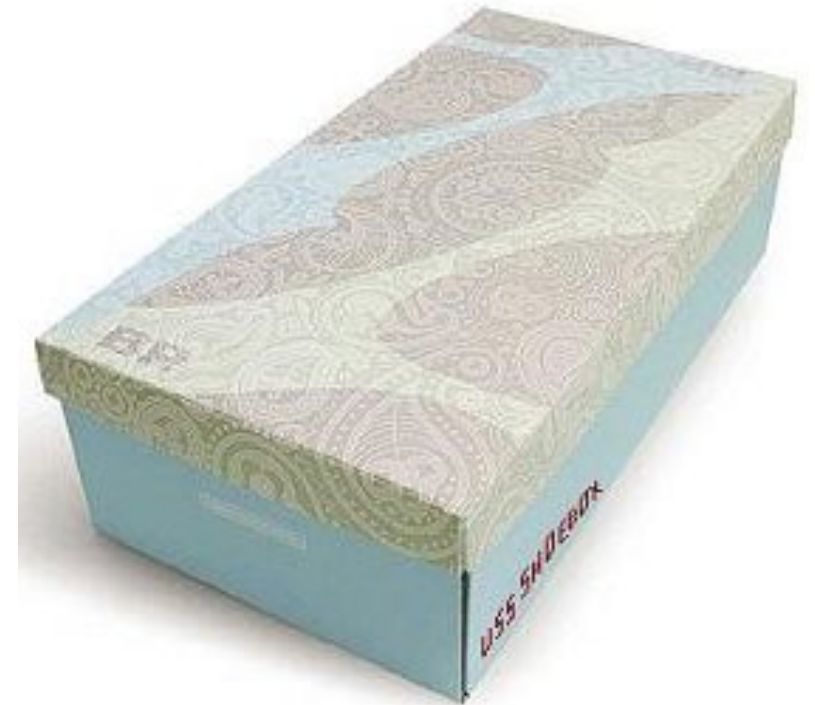
How do you make teaching visible?



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





TEACHING PORTFOLIO: PREPARATION RESOURCE

McGill University's official guidelines for developing a teaching portfolio are in the Regulations Relating to the Employment of Tenure-Track and Tenured Academic Staff, Appendix A, page 20 (version française)

Per the guidelines:

- The recommended length for the portfolio is
- Appendices can be a maximum of 10 pages c
- One intact set of students' written comments; comments are in addition to any appendices.

THIS RESOURCE

Putting together a teaching portfolio requires first reflecting on your teaching experience and development. To help you with this process, this resource gets you started with reflecting on your teaching and (

A. GUIDING QUESTIONS

From among the questions below, choose the ones you want to answer after each question. As you write, keep in mind that, the person and is a narrative associated with your teaching portfolio, but they do not necessarily make their way into your portfolio, but the



B. SELF-/PEER-REVIEW FORMATIVE FEEDBACK

Once you have a draft of your portfolio, you might find the following worksheet useful for identifying both strengths and potential areas for improvement among the content. You can fill in the worksheet yourself and/or ask a trusted colleague to read your draft portfolio and fill in the worksheet to provide you with feedback. **Be sure you have included all required pieces of information per McGill's Guidelines.**

Strengths	Criteria	Potential areas for improvement
	<p>Teaching approach</p> <ul style="list-style-type: none"> ▪ Learning goals for students are described. ▪ Teaching strategies are described with examples. Rationales for teaching strategies employed are provided. Effectiveness of teaching approach is supported by student comments in your evaluations. ▪ Strategies for assessing student learning are described with examples. Rationales for assessment strategies employed are provided. ▪ Examples are provided of how research and the process of inquiry are integrated into the teaching. ▪ Short- and long-term goals for future development of teaching are described. 	





Support Resources

- Sample portfolios and Preparation resource
<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

President, MAUT

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

1. A narrative summarizing your research to-date

- Describe your *key* lines of research (3-5 max)
- *Why* these were pursued?
- *How* these were pursued?

2. Who are your audiences and interlocutors? (who engages with, contribute to and uses/benefits from your research)

3. 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 obtained

❖ 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 27, 2023



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

