19th Tenure and Mentoring Workshop for Non-Tenured Academic & Librarian Staff

Thursday, May 7, 2020

AGENDA

9:00-9:05   ***Opening comments: The workshop, agenda and introduction of panelists***
Andrew Kirk, Electrical and Computer Engineering

9:05-9:20   ***Preparing for the renewal and tenure processes***
Bernard Robaire, Pharmacology and Therapeutics

9:20-9:30   ***The Teaching Portfolio***
Carolyn Samuel, Teaching and Learning Services

9:30-9:40   ***The Research Portfolio***
Andrew Kirk, Electrical and Computer Engineering

9:40-9:50   ***The Service Portfolio***
Petra Rohrbach, Parasitology

9:50-9:55   ***Departmental Mentoring***
Andrew Kirk, Electrical and Computer Engineering

9:55-10:05   ***Options for tenure and reappointment deferral during COVID-19 pandemic***
Petra Rohrbach and Janine Mauzeroll

Preparing for the renewal and tenure processes

Bernard Robaire

Department of Pharmacology & Therapeutics and of Obstetrics & Gynecology

MAUT Tenure Workshop
May 7, 2020

Changes in 2020 due to the COVID-19 Pandemic

- If you wish, you may defer by one year the assessment of your file for tenure with no negative consequences.

- However, if you feel your file is ready for the planned year, you may go ahead without any change.

Changes in 2020 due to the COVID-19 Pandemic

All pre-tenure (tenure-track) professors and librarians will be allowed to elect to defer their consideration for reappointment and tenure by one full year because of the impact of the coronavirus on their productivity.

Professors and librarians who wish to defer <u>reappointment</u> consideration in light of this option must advise their Chair/Director and Dean at least **one month** before their reappointment dossier is due in their Department, and follow the same process as below (except for the delay which is one month for this option) but indicate that the reason is the current situation.

This extension does not count against the maximum two-year extension to reappointment and tenure clocks for periods of authorized leave permitted under McGill's <u>Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff</u> (ss. 6.10 and 7.5) and <u>Regulations Relating to the Employment of Librarian Staff</u>.

- **Key things to do from the beginning**

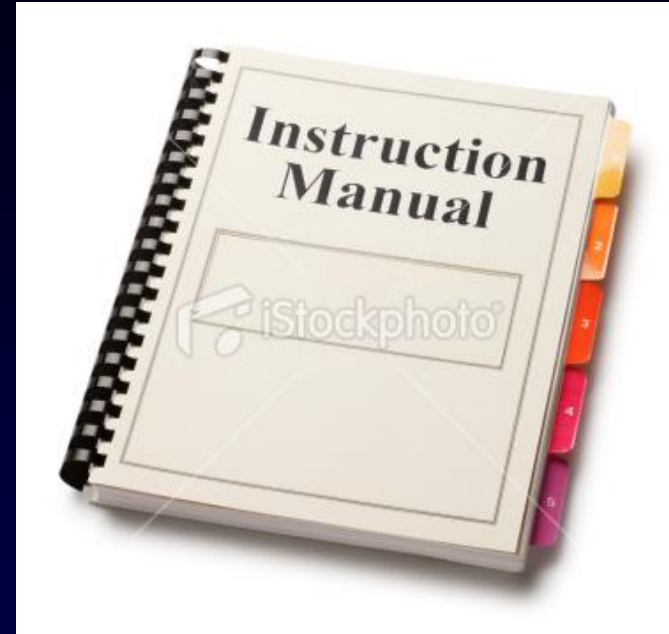- **Tenure criteria**

- **Tenure committees**

6 Key things to do from the beginning

6 Key things to do from the beginning

1

Read the rules carefully.

**Know the regulations,
They can have you
lose or get tenure!**

6 Key Things to do from the Beginning

2

Keep a record of EVERYTHING you do related to:

• Research
• Teaching
• Service – this means ANY contribution outside of teaching and research

Start from day 1 you are appointed! Do not "double-count".

6 Key things to do from the beginning

3

Get yourself at least one Mentor (more than one is better), BUT make sure that she/he is the right mentor for you

Having someone in your field and someone outside of your Department can often be helpful.

6 Key things to do from the beginning

4

Learn to say:

Yes I can!

Oui, je le peux!

You need to get involved – teaching well and doing high quality research is just NOT enough!

6 Key things to do from the beginning

4

Learn to say:

Yes I can!

Oui, je le peux!

You need to get involved – teaching well and doing high quality research is just NOT enough!

BUT

Do not overcommit yourself

6 Key things to do from the beginning

5

Understand the standards and rules by which you are being judged.

Standards are NOT uniform across the University

6 Key things to do from the beginning

6

You have the right to contest decisions that recommend against granting you tenure

- **Key things to do from the beginning**

- **Tenure criteria**

- **Tenure committees**

Tenure criteria

The criteria for reappointment, developed by the Department and approved by the Dean, shall be communicated in writing to the staff member by the Departmental Chair within 2 months of the staff member's initial appointment.

Tenure criteria

Of the 3 categories
- teaching
- research
- contributions to university
and scholarly communities)

- superior in two categories
- satisfactory in one

Tenure Criteria: What is Most Important?

Teaching
Research
Service

Research
Teaching
Service

Service
Teaching
Research

Tenure Criteria: What is Most Important?

Teaching
Research
Service

Research
Teaching
Service

Service
Teaching
Research

Candidates are judged on performance, rather than promise.

Examples of Superior in Teaching

• Teach in several courses: ~30 contact hrs per year over the last few years

• Coordination/curriculum development: Coordinate one course (perhaps one you created)

• Supervise graduate students and postdocs

• Large courses/front line contact hours count more

• (Clinical teaching)

• Student evaluations matter

• Volunteer! Include faculty development workshops

Examples of Superior in Research

• Demonstrate that you have established an INDEPENDENTLY FUNDED research program – CIHR, other tri-council agencies

• Research publications from your lab/based on your years at McGill – originality, contribution to the field, journals, numbers, authors

• Judgment of external referees

• Recognition – invited talks at meetings, book chapters, memberships on editorial boards, peer review activities

• Intellectual property

Examples of Superior in Service/Other

• Participate in / Chair of Departmental/Faculty/University committees

• Member of agency peer review vommittees, journal editorial functions

• Administration – supervise facilities, organize conferences, play a leadership role in scientific societies

• Public service

• Demonstrate leadership at the National or International level.

- **Key things to do from the beginning**

- **Tenure criteria**

- **Tenure committees**

Tenure Process/Committees

Departmental Tenure Committee (DTC)

University Tenure Committee (UTC)

Principal or Delegate

and

University Appeals Committee

Consideration for Tenure
for Assistant Professors

- must be considered during sixth year

- can ask once for early consideration after 3 years

- can elect to exclude or include periods of leaves

Responsibilities

- Responsibility of Dean to ensure that deadlines are met

- Responsibility of staff member to prepare and <u>pursue</u> case for tenure

Early Tenure

7.6 A staff member is entitled to one early consideration for tenure at her or his own request, as follows:
(i) Assistant Professors in the third or subsequent year of a tenure track appointment;
(ii) Associate Professors at any time;
(iii) Professors at any time.

The Dossier will be evaluated on contributions made since appointment at McGill, but previous accomplishment will also be considered.

The "tenure dossier"

the "internal package"
- curriculum vitae
- personal statement in support of candidature
- record of the research, scholarship and professional
  activities and contributions
- record of teaching (including graduate and professional
  supervision as appropriate)
- record of general contributions to the University and
  scholarly communities
- any other materials that you may wish to submit

…and
- the list of external evaluators and the written justification
for the choice of each of them
- all reports received from external evaluators
- additional items submitted in accordance with regulations.

GET HELP EARLY

"Where the departmental committee is tending towards recommending non-renewal of the appointment, the committee shall, prior to making a recommendation, provide the staff member with written reasons and an opportunity to appear before the committee accompanied by an Advisor, if he or she so wishes, to address the committee's concerns."

This applies to all levels of review!

The Teaching Portfolio

Carolyn Samuel, PhD

Academic Associate, Teaching and Learning Services

MAUT Teaching and Mentoring Workshop for
Non-Tenured Academic Staff

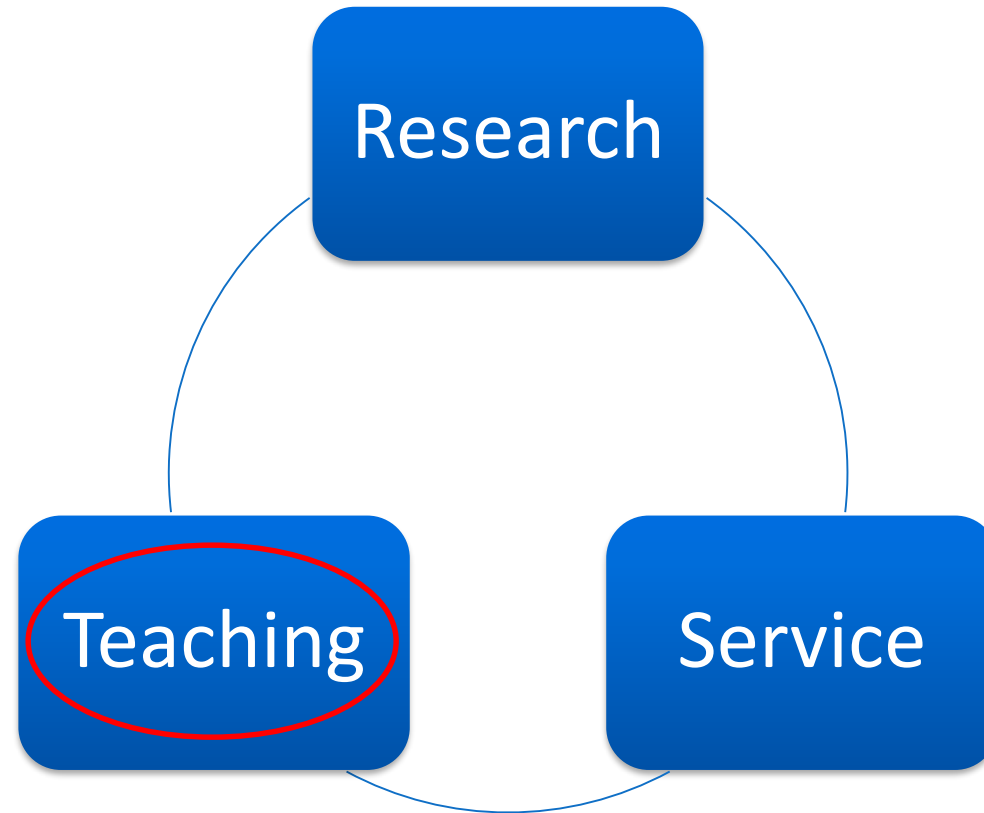7 May 2020

TLS

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 max)
Documents explicitly referenced in teaching statement

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

Special measures for Winter 2020

- Course evaluations
  - Summary
  - Interpretation of numerical ratings with department/Faculty norms

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

- Measures taken to address feedback

- Evidence of effective undergrad, grad and postdoc supervision (as applicable)

McGill

Winter 2020 Course Evaluations: Communication to instructors

- **Instructors may choose whether or not to include course evaluation results from Winter 2020.**

- **Numerical results from the Winter 2020 term will not be published on the Mercury website even if you gave permission to disseminate them.**

More information at: https://www.mcgill.ca/mercury/

Winter 2020 Course Evaluations: Communication to students

"Given the current situation regarding COVID-19 and McGill's shift to remote teaching and learning, please base your numerical ratings on your experience only up until March 13th. If appropriate, feel free to provide comments on how your instructor adapted the course and their teaching to the new circumstances."

McGill | Mercury
Course Evaluations

Search

General Information | Students | Instructors | Teaching Assistants | Unit Heads & Liaisons | Testimonials | Contact Us & Support

McGill.CA / MERCURY / General Information

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	• 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	• 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	• Course Evaluation Advisory Group (CEAG) membership • Summary of goals and results from the year • System updates implemented • Participation data • Goals for the upcoming year	Numerical results of course evaluations are available for the McGill community to view when the following two conditions are met: • An instructor has not objected to access; and • An adequate response rate has been received. Instructors, Teaching Assistants, and their academic unit head always have full access to their course evaluation results.
2018-2019	Faculty Means Report	Participation Data	Coming soon.	Summer 2019 Fall 2018 & Winter 2019: On Minerva

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

  o Students supervised (undergrad and grad)

  o Course evaluations

  o Committees related to teaching and learning

  o Contributions to program development

  o (Re)Design of courses

  o Presentations about teaching

  o 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

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

- Development of/feedback on portfolios

- Interpretation of course evaluations
  http://www.mcgill.ca/mercury/instructors/interpretation

- Sample portfolios
  https://www.mcgill.ca/tls/instructors/portfolio

- Consultation
  https://www.mcgill.ca/tls/contact/consultations

What else would you like to know?

- **McGill University**, Teaching Portfolio Guidelines
  https://www.mcgill.ca/tls/instructors/portfolio
- Canadian Association of University Teachers **(CAUT), Teaching Dossier**
  http://www.caut.ca/docs/default-source/professional-advice/teaching-dossier.pdf
- Iowa State University, **Recommended Teaching Portfolio Contents**
  http://www.celt.iastate.edu/faculty/document-your-teaching/recommended-teaching-portfolio-contents
- University of Calgary, **Teaching Philosophies and Teaching Dossiers Guide**
  https://taylorinstitute.ucalgary.ca/sites/default/files/Teaching%20Philosophies%20and%20Teaching%20Dossiers%20Guide.pdf
- University of Minnesota, **Online tutorial on teaching philosophies**
  http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/index.html

The Research Portfolio

presented by
Andrew Kirk
Department of Electrical and Computer Engineering
McGill University

MAUT APBM
McGill Association of University Teachers
Association des Professeur(e)s et Bibliothécaires de McGill

McGill UNIVERSITY

"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"

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?

➢ Looking ahead – goals for next 5 years

2) YOUR RESEARCH ACCOMPLISHMENTS

❖ Most significant research accomplishments

❖ Record of Productivity
   ➢ Publications, creations, impacts
   ➢ research funding
   ➢ patents

❖ Innovative research efforts

3) 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

4) IMPACT OF YOUR RESEARCH

Use OBJECTIVE markers!

- ❖ The range of scholarship that benefits from your research
- ❖ Citation record
- ❖ 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

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**

Service and other contributions to the University

Service portfolio

➢ Is part of the three pillars required for the tenure dossier
➢ Should be rewarding to you
➢ Expand your horizons
  • find areas of interest
  • use your talent
➢ Should be part of a greater narrative
➢ Try to include department, faculty and university 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)

➢ Department Level:
- Committees (search, graduate admissions, program reviews, space, budget, safety, etc.)

➢ Faculty Level:
- Committees (animal care, curriculum, awards, space, safety, libraries, etc.)
- Faculty Senate member

Service and other contributions to the University

What can be included in the Service portfolio

➢ University Level:
- Senate
- Senate standing committees (9/10 committees)
- Committees arising out of University regulations
- Working groups/committees for policy or regulation revisions
- MAUT Council / MAUT Executive
- Assessors (Harassment and Discrimination)
- Outreach (can be implemented at all levels), i.e. research day of department, research ambassador, etc.

McGill
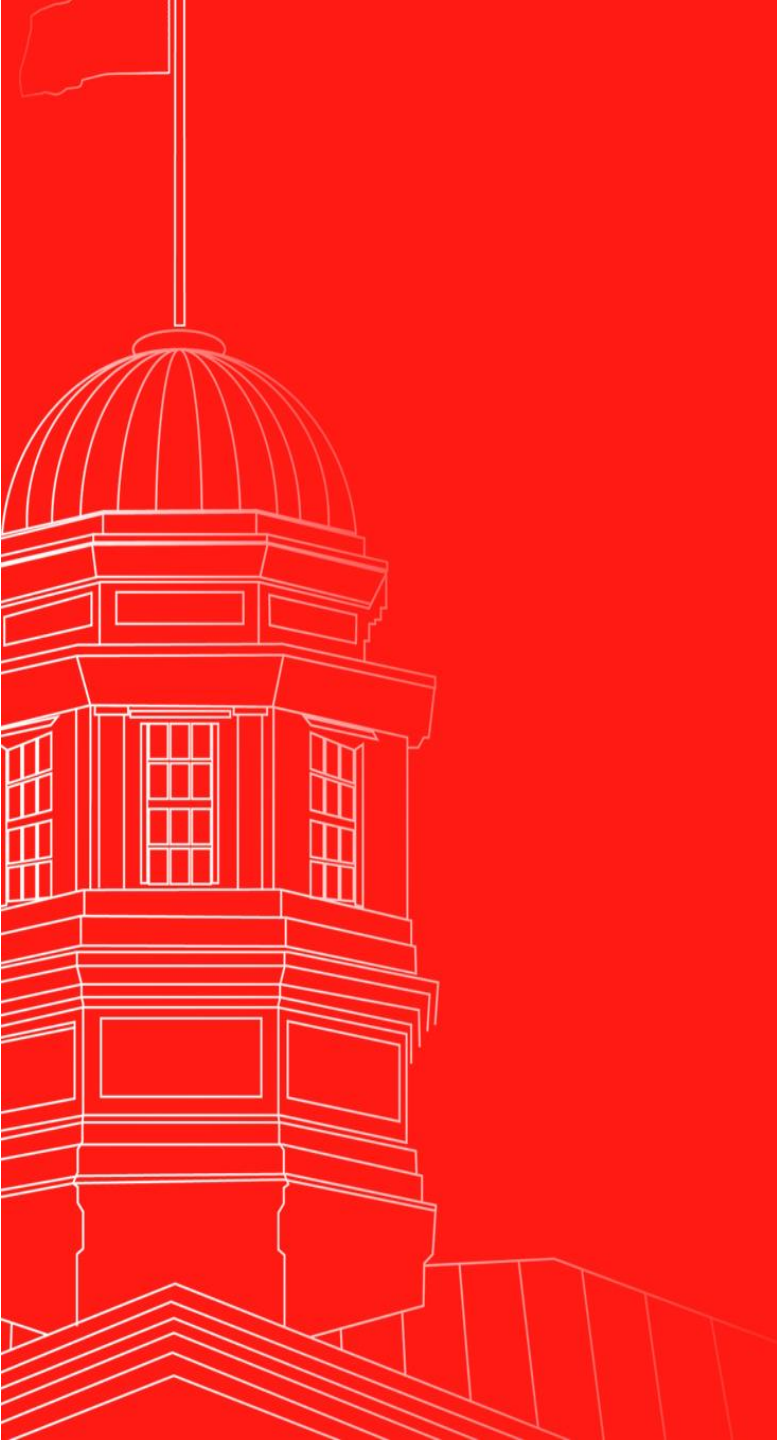
Questions?

Departmental Mentoring

MAUT Tenure and Mentoring Workshop

May 7, 2020

Andrew Kirk

Electrical and Computer Engineering
(with thanks to Gloria Tannenbaum for the slides)

Mentoring

- A valuable and critical component of faculty career development.

- While there is no formal University-wide mentoring program at McGill, individual departments/faculties practice some variations of mentoring - formally or informally.

- New colleagues should request/**demand** mentorship from their Chairs, if a system is not already in place.

What can a mentor do for you?

- Help integrate you into the department, university and professional communities.

- Provide advice on research funding sources, how to make effective applications, and how to build a research program.

- Provide assistance in recruiting students.

- Provide advice on how to develop a teaching dossier and make steady improvement in teaching skills. This may require that the mentor attend some of the classes of the junior staff member.

What can a mentor do for you….

- Provide advice on the range of academic opportunities which might be sought including conference attendance, collaboration with others, and establishing recognition outside the University.

- Provide assistance in becoming involved in departmental and professional activities.

- Provide early, friendly, constructive criticism if deficiencies are noted in any area.

- Translate personal experience and knowledge into counsel appropriately tailored to the mentee.

Mentees need a mentor who will:

- teach them and share experiences with them;
  e.g. work-life balance issues

- believe they are capable of achieving more and be
  willing to help them

- provide them with unique opportunities to prove
  themselves

- introduce them to others

- value their opinions and ideas, seek their input and
  learn from them

Build your support network

- Most faculty/departments mentoring programs have a 1:1

- That does not prevent you from reaching out to other senior colleagues inside and outside your department

- Having a range of opinions can be invaluable

- Clearly, every department and faculty has a particular culture and context and, as such, one model or set of prescribed mentoring activities is unlikely to suit all.

- A mentoring program not only helps faculty progress successfully in their career, it guides us to reach our full potential in this chosen profession.

- It is a positive approach toward building a community.

- Mentoring does not stop……

Telemachus and Mentor
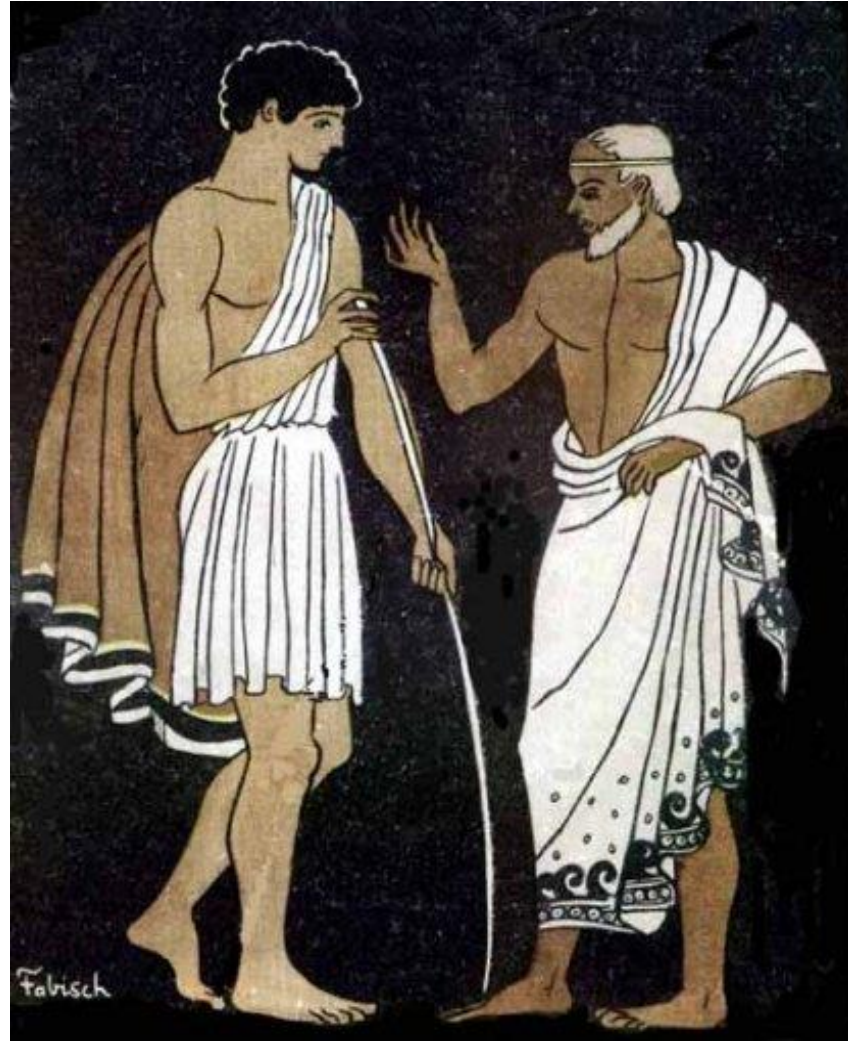
Thank you!

19th Tenure and Mentoring Workshop for Non-Tenured Academic & Librarian Staff

Thursday, May 7, 2020

Options for tenure and reappointment deferral during COVID-19 pandemic

Petra Rohrbach and Janine Mauzeroll

19th Tenure and Mentoring Workshop for Non-Tenured Academic & Librarian Staff
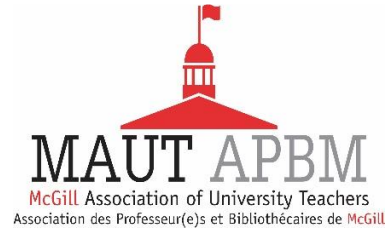
Thursday, May 7, 2020

AGENDA

10:05-10:45   ***Break-out Groups to Discuss General Evaluation Criteria***
<u>Faculty Moderators</u>
Arts: Catherine Lu
Education: Shaheen Shariff
Engineering: Andrew Kirk
FAES: Brian Driscoll
Libraries: Nathalie Waters
Medicine / Dentistry: Bernard Robaire
Science: Peter Grütter

MAUT APBM
McGill Association of University Teachers
Association des Professeur(e)s et Bibliothécaires de McGill

19th Tenure and Mentoring Workshop for Non-Tenured Academic & Librarian Staff

Thursday, May 7, 2020

AGENDA

10:45-11:10   *General Discussion about criteria with input from round tables*

11:10-11:35   *The experience of the exercise from the perspective of newly renewed and promoted faculty members*
- Jordan Koch, Assistant Professor, Kinesiology and Physical Education
- Gunter Mussbacher, Associate Professor, Electrical and Computer Engineering
- Sarah Woolley, Associate Professor, Biology

11:35- 11:45   *Closing Comments; MAUT's Role; Professional Services*