



MAUT APBM

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

Welcome

17th Tenure and Mentoring Workshop
April 20, 2018

Agenda

- 8:50 – 9:00 ***Opening Comments: The workshop, agenda and introduction of panelists***
Alenoush Saroyan, Educational and Counselling Psychology (ECP)
- 9:00 – 9:15 ***Preparing for the renewal and tenure processes***
Michael Smith, Sociology
- 9:15 – 9:25 ***Departmental Mentoring***
Alenoush Saroyan, Educational and Counselling Psychology
- 9:25 – 9:35 ***The Teaching Portfolio***
Laura Winer, Director of Teaching and Learning Services
- 9:35 – 9:45 ***The Research Portfolio***
Andy Kirk, Electrical Engineering
- 9:45 – 9:55 ***Using Altmetrics to Tell a Story about your Impact***
Alex Kohn, Libraries
- 9:55 – 10:05 ***The Service Portfolio***
Petra Rohrbach, Parasitology

10:05 – 10:45

Break-out Groups to Discuss General Evaluation Criteria

Faculty Moderators:

FAES: Brian Driscoll

Kevin Wade

Medicine: Thomas Duchaine

Terry Hébert

Arts: John Galaty

Education: Shaheen Shariff

Victoria Talwar

Music: Stefano Algieri

Science: Peter Grutter

Alenoush Saroyan

Libraries: Natalie Waters

Engineering: Andrew Kirk

Anais Salamon

Management: Emine Sarigollu

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

Kolja Eppert, Assistant Professor, Department of Pediatrics

Bretty Meyer, Associate Professor, Electrical and Computer Engineering

Isabelle Cossette, Music Research

11:35 – 11:45

Closing Comments; MAUT's Role; Professional Services

PREPARING FOR THE RENEWAL AND TENURE PROCESSES

Michael Smith
Department of Sociology

Basic suggestions ...

- Have *some* familiarity with the reappointment and tenure process.
- Seek advice within your own unit.
- Recognize the importance of “*due diligence*”.
- Understand the academic standards by which you will be judged.
- Keep performance-related records.
- Think about your audiences – the committees reviewing you for renewal and the Department and University Tenure Committees – when you prepare your tenure dossier.
- Understand that the renewal and tenure processes impose obligations on those deciding on whether or not to award you tenure, up to and including the Principal, as well as on you.
- Know that you have rights to contest decisions that recommend against granting you tenure.

Where you can find the regulations

- <https://www.mcgill.ca/apo/academic-staff/procedures/tenure-consideration>

Reappointment

- There should be written reappointment criteria (6.12.1) and “The criteria for reappointment shall be communicated in writing to the staff member by the chair within 2 months of the staff member’s initial appointment.” (6.12.3)
- Review for reappointment “during the final contract year (6.9). For Assistant Professors this will normally be the Fall (the beginning of the academic year) of year 3 of first contract. (*Assistant Professor, Special Category*, doesn’t count.)
- May be deferred if you’ve had an authorized leave (6.10).
- You should show ‘due diligence’ in preparing your case for reappointment. (6.11)

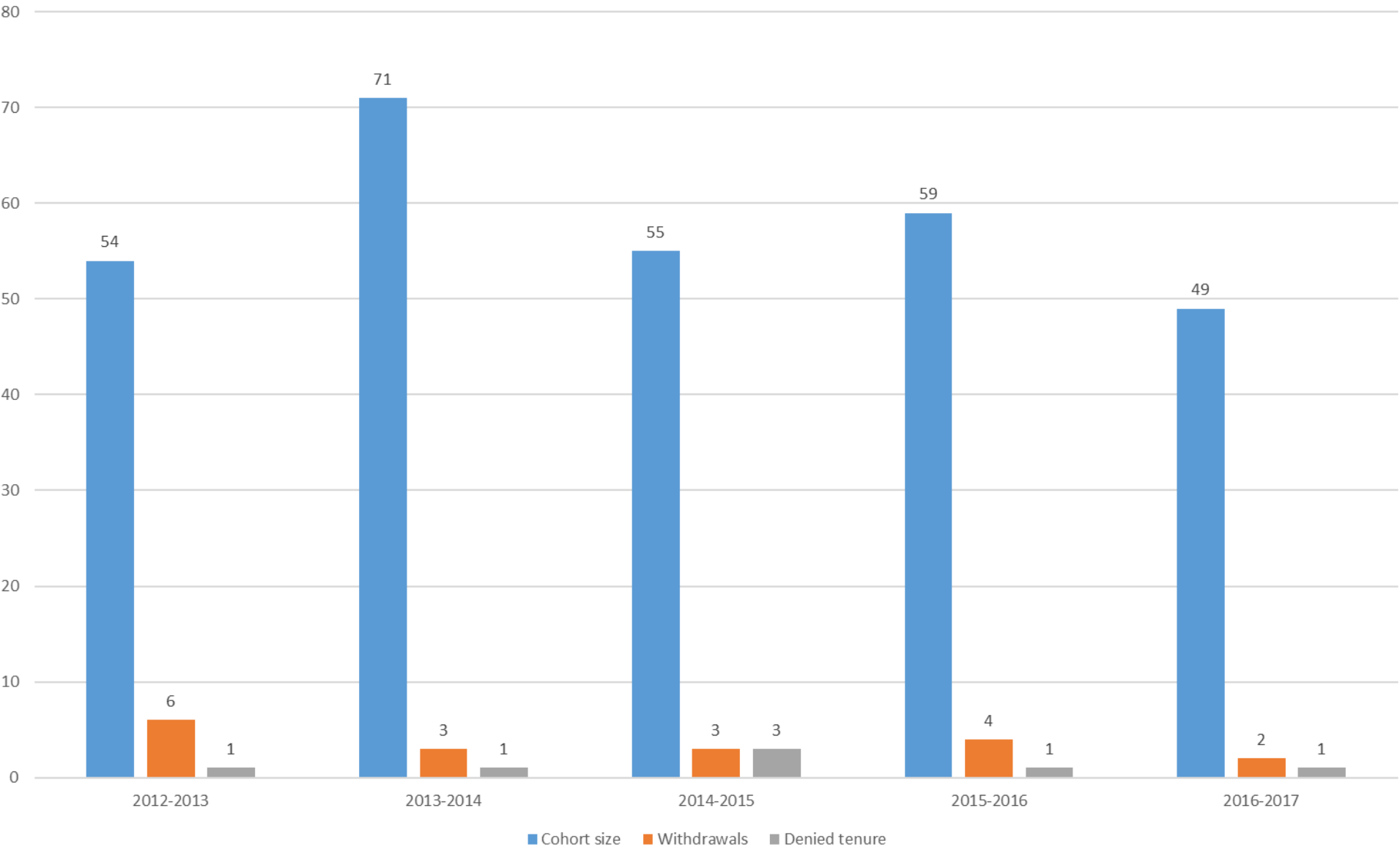
Reappointment (Cont'd)

- Preparing your material: “be guided in the preparation of their dossier by the requirements for a tenure dossier as set out in Section 7” (6.13.1) – something like:
 - summary of performance;
 - CV;
 - copies of publications;
 - teaching dossier (Appendix A) – with teaching evaluations summarized;
 - evidence that any problems have been met or are being met;
 - some information on service.
- The performance criterion – “*whether the staff member’s dossier discloses satisfactory progress and promise of meeting the tenure criteria ...*” (6.12)

Reappointment (Cont'd)

- If you get a letter from the Provost, Dean, or Chair specifying areas for improvement ...pay attention to it!

Tenure outcomes: last five years



Tenure: schedule

- The mysterious “year of tenure consideration” – Y of C (7.3):
 - a 13 month period from May 1st to May 31st *of the next year*.
 - where the May 1st in question is the one at the end of the academic year previous to your sixth year as an assistant professor (net of leaves).
- By May 1st of Y of C, agree with Department Chair on 8 external evaluators (7.16.1) and submit names to UTC for approval
- Alternate lists go to UTC if no agreement (7.16.3)
- Submit to Secretary General copies of *internal* and *external* dossiers, *in electronic* form, by September 1st of Y of C (7.12.2).

What should I put in my dossier?

(Internal=complete file, external=no teaching portfolio)

Internal: prescribed list (7.12)

- CV.
- Personal statements in support of candidacy – teaching, research service – see appendices A to C.
- Record of research and scholarship.
- Teaching portfolio, including graduate/professional supervision – see Appendix A of regulations).
- General contributions to the University/Scholarly community.
- *Any other materials you wish to submit* – if you need to explain some aspect of your performance that might seem deficient, do so.

External: “the same documents as the internal package, with the exception of information about the candidate’s teaching” (7.12.1).

Possible modifications to internal dossier

- The candidate can add pertinent research-related material to *internal* dossier up to November 15th of Y of C (7.15).
- The Chair of the DTC can add pertinent material “to complete the candidate’s tenure dossier”, copied to the candidate, until November 15th, or until the DTC has made its recommendation (whichever comes first - 7.14).
- After November 15th the candidate may submit clarifying material in response to queries of DTC, UTC, Principal (7.15.1). *This gives you some latitude to add material.*
- Reporting on delays because of leaves (sickness, maternity, other); you decide whether or not you take the delay (7.5).

On what criteria will you be judged?

- On the quality of your performance of your academic duties (4.1):
 - teaching at both the graduate and undergraduate levels;
 - research and other original scholarly activities (including grant performance);
 - other contributions to the University and scholarly communities.
- And you must be judged 'superior' in two of these and no less than 'reasonable' in the third.
- Note: University regulations do not allow the requirement that superior be the rating in any specific one of these categories. (But the process will go more easily if you have a good publication record!)

What does this mean *in practice*?

- Be careful how you categorize things. This is largely given in Appendices A to C of the regulations.
- How can 80 to 90% of the candidates be *superior* in, say, research? Assume that those with tenure at McGill are superior!
- Do I get tenure if my record is as good as those in my Department (etc.) who already have tenure? Not necessarily.
- There should have been written criteria for your unit, communicated to you within 2 months of your *initial appointment* (7.10.2). These may be rather general.

How might you make your case?

- Make the material easy to read – summarize course evaluation scores.
- If you started out with poor teaching evaluation scores and they improved – point that out somewhere prominent in the file.
- If you took steps to improve your teaching by using Teaching and Learning Services, record that.
- Try to make sure it's clear how your research has moved on, and continues to move on, beyond what you did for your Ph.D. thesis (or Post-Doc) – *it's what you did at McGill that matters* (mostly).
- There normally should be evidence on citations: present it.
- *Use your imagination to make your case, in consultation with suitable colleagues.*

Who evaluates you?

The *Department Tenure Committee* (whether your Faculty has departments or not):

- Normally chaired by department chair where Faculty has departments; someone else (not Dean, Associate Dean, V.P.s, etc. – 7.19.1), in faculties without departments;
- *minimum* membership of *four* plus a chair.

The *University Tenure Committee*.

- normally chaired by Dean;
- has 5 members plus Chair;
- there may be more than one committee in faculties where the number of candidates is large;
- each committee contains 3 members appointed by the Secretary-General, from a list provided by the Senate (7.22.5);

The *Principal* (possibly delegated to the Provost).

What about joint appointments across departments within a faculty or across faculties?

- a *single* DTC composed on the basis of agreement between chairs – goes to deans if no agreement;
- a single UTC composed on the basis of agreement between deans – goes to Provost if no agreement.

What happens if '*tending to a negative*' at any level?

- Seek advice from MAUT.
- Know that you're entitled to a written explanation.
- Know that you're entitled to provide a written response.
- Know that you have a right to meet with the DTC, UTC, or Principal, accompanied by an advisor.
- Many of these 'tending to negatives' can be construed as efforts to get additional information.

Mentoring in the Department of Educational and Counselling Psychology

- **Graduate department**
- **30 TT faculty (9 Assistants, 12 Associate, 6 Full and 3FT Faculty Lecturer)**
- **332 graduate students**
- **4 programs, 2 professionally accredited**



Mentoring Protocol

- Objective
- Mentor responsibilities
- Mentoring incentives
- Mentoring committee
- Choosing a mentor
- Frequency of meetings
- Responsibilities of mentee
- Indicators of mentoring effectiveness



Mentor Responsibilities



- Be familiar with performance review processes, norms & expectations
- Be familiar with important dates
- Be available for meetings
- Be in no conflict of interest with the mentee (DTC membership ok)
- Be able to provide advice on career planning
- Be able to tailor advice to individual needs
- Be able to make concrete suggestions for prioritizing / focusing efforts and activities
- Be able to coordinate activities/comments with other committee members
- Be able to provide advice on at least two academic tasks
- Facilitate mentee's integration into the Department/ University
- Document activities

Incentives for Mentoring



- **Intrinsic motivation**
- **Counted as Departmental service on the basis of documented activities**
- **Taken into account in the merit exercise on the basis of documented activities**

Mentoring Committee



- Comprised of 3 faculty
- Suggested composition (1 from the program, 1 from another program, and 1 recently tenured).

One of the first two should have experience as a member of UTC.

Choosing a Mentor

- **Following a discussion between candidate and Chair**
- **Within the first two months of appointment**



Frequency of Meetings



- **Within the first two months of appointment to set objectives for the year**
- **After the second term to review performance and to set goals for the following year**

Responsibilities of Mentee



- **Provide mentors with communication regarding performance expectation**
- **Coordinate meetings**
- **Discuss issues and concerns openly**
- **Inform committee of any potential issues**
- **Inform Chair of any issues with a member of the mentoring**
- **Document activities**

Indicators of Effectiveness

Candidate:

- Is able to meet set goals
- Is re-appointed
- Is successful in obtaining tenure
- Has a sense of belonging/being integrated in the Department/University



The Teaching Portfolio



McGill

Laura Winer

Director, Teaching and Learning Services (TLS)

MAUT Teaching and Mentoring Workshop for
Non-Tenured Academic Staff
20 April 2018

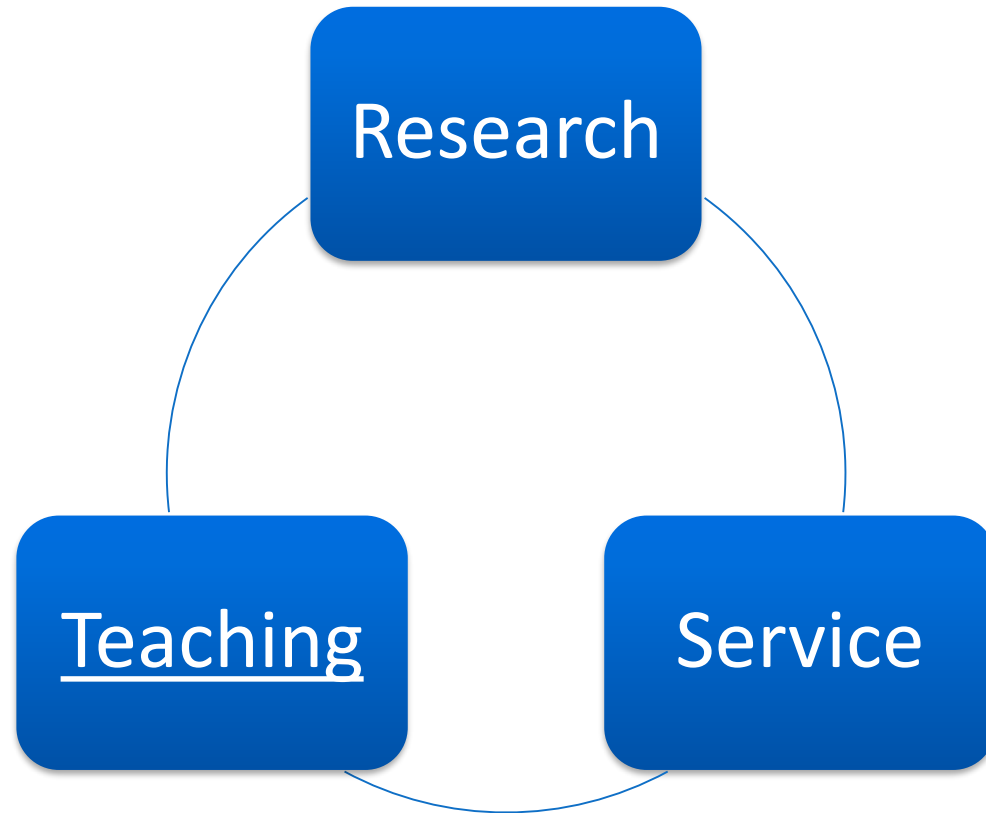
TLS

Overview



- Context
- What is a teaching portfolio?
- Usefulness
- Guidelines
- Recommendations
- Questions

Context of the Teaching Portfolio



The tenure and promotion dossier

What is a teaching portfolio?



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: <http://www.mcgill.ca/tls/teaching/portfolio/>

Teaching Portfolio guidelines



Teaching statement (5-10 pages)

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

Appendices (10 pages max)

- Documents explicitly referenced in teaching statement

<http://www.mcgill.ca/tls/teaching/portfolio>

1. Teaching Approach – 1-2 pgs



How do you teach?

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

Why do you teach the way you do?

- Why did you become a teacher?
- What characterizes your teaching?

2. Teaching Responsibilities



Courses taught, level, enrolment, format

- Clinical teaching: describe and quantify interactions

New courses developed, with rationale

Supervision

- Undergraduate, Graduate and Post doc projects, theses, internships

3. Teaching Effectiveness



- Summary and interpretation of course evaluation numerical ratings with department/Faculty norms
<http://www.mcgill.ca/mercury/instructors/interpretation>
- Measures taken in response to feedback
- Evidence of effective post-doc, grad and undergrad supervision (where applicable)

Policy on End-of-Course Evaluations

Historical Background

Mercury System

Questionnaires

Promotional Efforts

Reports

Faculty Means (restricted)

Administration and Procedure

Evaluation Periods and Dates

Mercury Liaisons

Course Evaluation Advisory Group (CEAG)

Reports

Faculty Means, Response Rate Data and Annual Reports

REPORT & DESCRIPTION →	Faculty Means Report	Response Rate Data Report	Annual Report
<ul style="list-style-type: none"> Means for each Faculty and the School of Continuing Studies 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 	<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 	
↓ YEAR	<ol style="list-style-type: none"> Overall, this is an excellent course. Overall, I learned a great deal from this course. Overall, this instructor is an excellent teacher. Overall, I learned a great deal from this instructor. 		
2014-2015	Faculty Means Report	Response Rate Data	Annual Report
2013-2014	Faculty Means Report	Response Rate Data	Annual Report
2012-2013	Faculty Means Report	Response Rate Data	Annual Report
2011-2012	Faculty Means Report	Response Rate Data	Annual Report
2010-2011	Faculty Means Report	Response Rate Data	Annual Report
2009-2010	Faculty Means Report	Response Rate Data	Annual Report

4. Teaching development and educational leadership



Key items

- Teaching development efforts (e.g. workshops)
- TA / colleague mentoring
- Contributions to Departmental / Faculty / University teaching committees
- Contributions to the development of curriculum 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 & graduate)
 - 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
- Provides a framework for documenting teaching
- Expands the ways in which the complexity of teaching can be documented
- Fosters dialogue about teaching

Individual consultations available

It's never too early to call us



- Interpretation of course evaluations
<http://www.mcgill.ca/mercury/instructors/interpretation>
- Development of/feedback on portfolios
- Sample portfolios to review
<https://www.mcgill.ca/tls/teaching/portfolio/teaching-portfolio-samples>
- Request a consultation:
<https://www.mcgill.ca/tls/teaching/consultations/individual>
- tls@mcgill.ca
- x6648

Teaching portfolio development guidelines



McGill University, Teaching and Learning Services

<http://www.mcgill.ca/tls/teaching/portfolio>

**Canadian Association of University Teachers (CAUT)
Guidelines**

<http://www.caut.ca/docs/default-source/professional-advice/teaching-dossier.pdf>

Iowa State University, Center for Excellence in Learning and Teaching

<http://www.celt.iastate.edu/faculty/document-your-teaching/recommended-teaching-portfolio-contents>

Teaching philosophy



Online tutorial:

University of Minnesota, Center for Teaching and Learning

<http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/index.html>

Sample statements:

University of Saskatchewan

<http://www.usask.ca/gmcte/drupal/?q=node/189>

The Research Portfolio

presented by
Andrew Kirk

Professor and Department Chair
Dept. of Electrical and Computer Engineering
McGill University

(with great thanks to Patricia Boksa, Department of
Psychiatry who developed most of these slides)



WHERE TO FIND THE DOCUMENT !



“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).



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**





**KEEP
CALM
AND
TENURE
ON**

Using altmetrics to tell a story about your impact

Alexandra Kohn

Head, Office of Copyright Compliance

Scholarly Communications

Digital Initiatives

McGill University Library



McGill

Library
Bibliothèque

DISCLAIMERS

- Not a requirement (or even discussed) in tenure & promotion regulations or guidelines
- Not suitable for every researcher
- Altmetrics (like all metrics) should be viewed through a critical lens

What are altmetrics?

Proceedings of the National Academy of Sciences of the United States of America

CURRENT ISSUE // ARCHIVE // NEWS & MULTIMEDIA // AUTHORS // ABOUT // COLLECTED ARTICLES // BROWSE BY TOPIC

Home > Early Edition > Roger E. Beaty, doi: 10.1073/pnas.1713532115

Check for updates

Robust prediction of individual creative ability from brain functional connectivity

Roger E. Beaty^{a,1}, Yoed N. Kenett^b, Alexander P. Christensen^c, Monica D. Rosenberg^d, Mathias Benedek^e, Qunlin Chen^f, Andreas Fink^g, Jiang Qiu^f, Thomas R. Kwapił^g, Michael J. Kane^d, and Paul J. Silvia^c

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Online Impact



356

See more details

- Picked up by 31 news outlets
- Blogged by 4
- Tweeted by 102
- On 1 Facebook pages
- Reddited by 1
- 23 readers on Mendeley

This Altmetric score means that the article is:

- in the 99 percentile of a sample of 105403 of the 105820 tracked articles of a similar age in all journals
- in the 96 percentile (ranked 17) of the 480 tracked articles of a similar age in PNAS

- Altmetrics started as article-level metrics (can be used for datasets too)
- Complementary to traditional citation-based metrics
- Metrics used:
 - Views
 - Discussions
 - Saves
 - Cites
 - Recommendations
- Tracks how your work is being cited in social media, policy documents, Wikipedia, news outlets, blogs, and platforms like Mendeley

What can they do for me?

- Demonstrate/understand impact and reach of your work beyond the ivory tower (e.g. public policy, lay communities, news media)
- Great way to track reach of newer articles - citations accrue slowly
- Also taps you into conversations about your work, and gives you a chance to also join that conversation

How might I use altmetrics in my dossier?

Some people use them:

- to add context to newer publications
- to talk about greater societal impact and demonstrate reach of research
- to talk about non-traditional research outputs like software code, research data, etc.
- to showcase outreach & community engagement efforts

Some examples from other institutions:

<http://www.whatarealtmetrics.com/how/tenure/>

Where might I leverage altmetrics in my dossier?

Research statement should provide a narrative about the professor's scholarship that summarizes and contextualizes their research trajectory, creations and contributions.

A description of **research impact** documents the influence that their scholarship has wielded, as identified by objective markers...one may draw on a range of indicators... Such indicators may include:

- Effects of the professor's research outside of the academy, for example, in clinical practice, industry, government or civil society sectors, including notable technological or policy innovations, commercial activity or social ventures.
- Knowledge translation, mobilization and community engagement activities involving the professor's research, which may include public and community collaborations, workshops or symposia.

https://www.mcgill.ca/secretariat/files/secretariat/employment_of_tenure_track_and_tenured_academic_staff_regs_relating_to.pdf - Appendix B)

Where can I learn more?



[About the Toolkit](#) ▾ [Explore Metrics](#) [Choose Metrics](#) [Use Cases](#) [Resources](#) 

<http://www.metrics-toolkit.org/>



METRICS TOOLKIT

HELPING YOU NAVIGATE THE RESEARCH METRICS LANDSCAPE

The Metrics Toolkit is a resource for researchers and evaluators that provides guidance for demonstrating and evaluating claims of research impact. With the Toolkit you can quickly understand what a metric means, how it is calculated, and if it's good match for your impact question.

The Service Portfolio

Petra Rohrbach
Institute of Parasitology, FAES

STATEMENT OF SERVICE CONTRIBUTIONS

(Professors: approximately 4 pages; Librarians: no page limit)

A statement of service should provide a narrative about the candidate's approach and commitment to administrative work, notably by;

- demonstrating how the candidate's contributions exhibit:
 - a sense of citizenship,
 - initiative and capacity for leadership,
 - the community's confidence in the candidate's capacities, commitment, integrity and judgment; and/or
 - value and reach of service contributions, notably by explaining their influence and impact on the University and wider communities;

- describing whether and how a candidate's service activities have influenced their teaching and research, and vice versa.

STATEMENT OF SERVICE CONTRIBUTIONS

(Professors: approximately 4 pages; Librarians: no page limit)

Structure the portfolio into separate sections addressing contributions to:

- (i) the department and Faculty / the Libraries
- (ii) the University, and
- (iii) the wider scholarly community.

Within each of these sections, candidates should for each service activity:

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

(i) Professors: Contributions to the Department and Faculty

Service activities may include:

- Administrative appointments (e.g., Director of a Centre or Institute; Vice, Associate or Assistant Dean, Chair)
- Membership or leadership in standing or *ad hoc* committees of the department or faculty
- Initiatives to establish new working groups or committees within the department or faculty
- Creation or convening department or faculty workshops, research groups, or lecture or speakers' series
- Student service or student support roles (e.g., Graduate Program Director, Student Advising, Disciplinary Officer, Faculty Advisor to a journal or research publication housed within the Department or Faculty)
- Service as a mentor within unit- or Faculty-led mentorship programs
- Organizing or convening seminars, conferences or colloquia within the Department or Faculty

(i) Librarians: Contributions to the Library

Here, service activities may include:

- Membership or leadership in standing or ad hoc committees of the Library, other than those included in area (i) of academic duties for librarians, position responsibilities.
- Initiatives to establish new working groups or committees within the Libraries
- Creation or convening of professional development workshops, research groups, or lecture or speakers' series
- Service as a mentor within unit or Library led mentorship programs
- Organizing or convening seminars, conferences or colloquia within the Libraries

(ii) Professors/Librarians: Contributions to the University

Service activities may include:

- University governance roles (e.g., membership in Senate or the Board of Governors)
- Membership or leadership in standing or *ad hoc* committees of the University (examples are abundant, and may include committees related to: academic programs, research, equity, student life and learning, faculty development or promotion, campus resources/space/planning, alumni relations)
- Service on Senate-nominated and appointed committees (e.g., Committee on Student Discipline, University Tenure Appeals Committee, Committee on Staff Grievances and Disciplinary Procedures)
- Service as an Assessor appointed under the *Policy on Harassment, Sexual Harassment & Discrimination Prohibited by Law*
- Service on cyclical unit review committees

(ii) Professors/Librarians: Contributions to the University

Service activities may include:

- Initiatives to establish or lead centres, institutes, working groups or committees within the University
- Service as a mentor within a University-led mentorship program
- Service as an examiner on theses or juries for McGill students (a candidate may decide that this is more properly placed in their Teaching Portfolio)
- Organizing or convening research panels, conferences or colloquia within the University
- Leadership and work within the faculty association (McGill Association of University Teachers)
- Service as an Advisor under University regulations and policies

(iii) Professors/Librarians: Contributions to the Wider Scholarly Community

Service activities may include:

- Membership or leadership in inter-university academic committees
- Membership or leadership in disciplinary or professional committees
- Membership or leadership in conference organizing committees
- Membership or leadership in committees within the private, public or nongovernmental sector, where the candidate is called upon to bring their academic expertise and insights
- Community engagement, particularly opportunities arising from the candidate's expertise and experience, for example, participation in community-based events (whether within the academy or outside) or engagement with the media, all furthering knowledge dissemination
- Service as a reviewer on tenure and promotion dossiers from institutions other than McGill

(iii) Professors/Librarians: Contributions to the Wider Scholarly Community

Service activities may include:

- Membership in journal editorial committees
- Service as an examiner on theses or juries for students outside of McGill (although a candidate may feel this is more properly placed in their Teaching Portfolio)
- Membership in juries convened to assess research funding applications
- Peer review for granting councils, journals, publishers or conference proceedings
- LIBRARIANS: Teaching a professional development course or workshop