



20th Tenure and Mentoring Workshop for Non-Tenured Academic & Librarian Staff Wednesday, April 21, 2021

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***
Andrew Kirk, Electrical and Computer Engineering
- 9:20-9:30 ***The Teaching Portfolio***
Carolyn Samuel, Teaching and Learning Services
- 9:30-9:40 ***The Research Portfolio***
Peter Grutter, Physics
- 9:40-9:50 ***The Service Portfolio***
Petra Rohrbach, Parasitology
- 9:50-10:00 ***Departmental Mentoring***
Angela Campbell, Law
- 10:00-10:45 ***Break-out Groups to Discuss General Evaluation Criteria***
- 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***
Noémie-Manuelle Dorval Courchesne, Assistant Professor, Chemical Engineering
Edward Klorman, Associate Professor, Music
Sarah Woolley, Associate Professor, Biology
- 11:35- 11:45 ***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 21st 2021



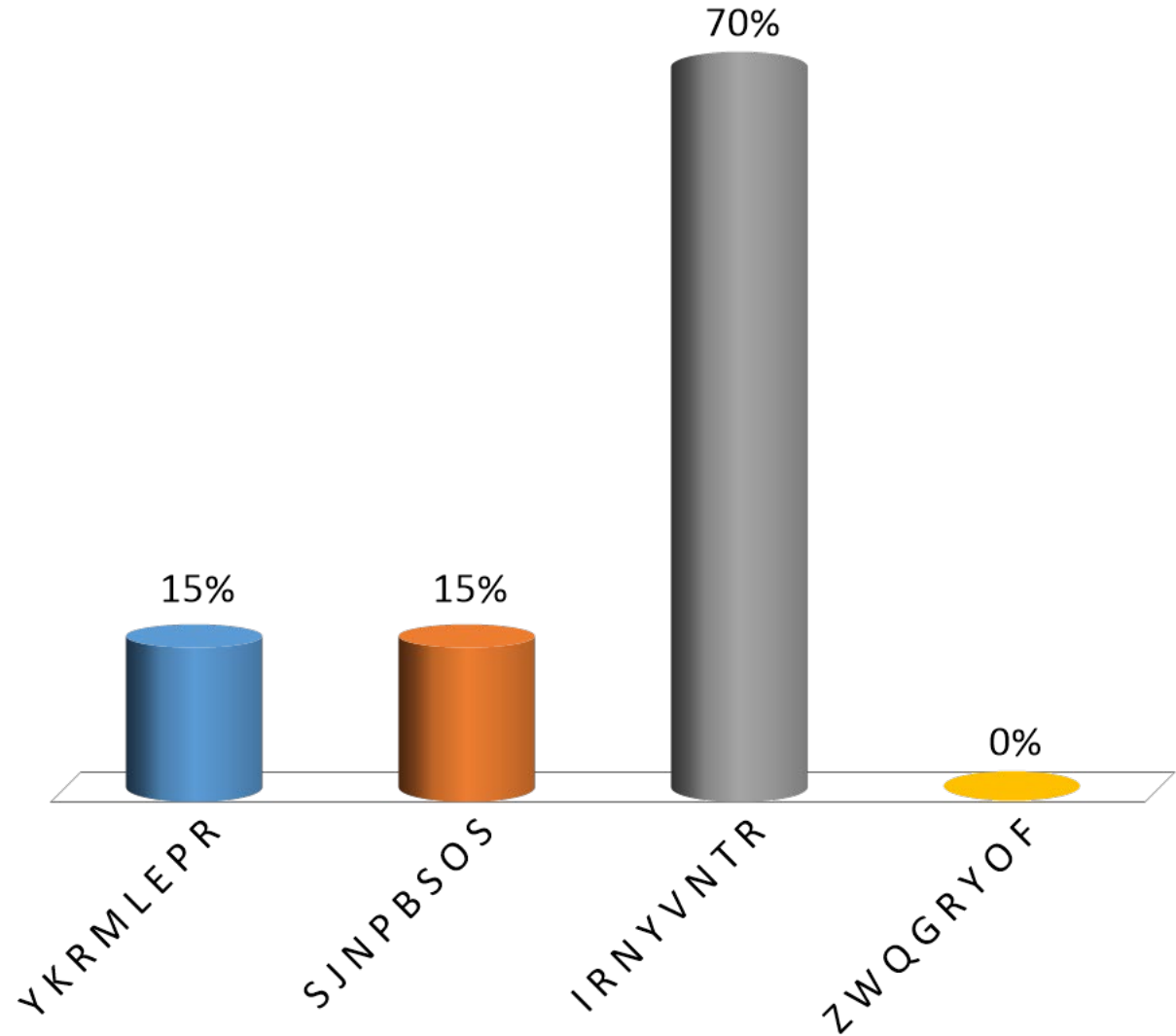
Polling questions

- We would really appreciate your input during the session
- Navigate to <https://www.mcgill.ca/polling/>
- Select A blue rectangular button with the text "Join Polling Session" in white.
- The session ID is *tenure*

Icebreaker: which letters are missing?

U _ I _ E _ S _ T _ _ E _ U _ E

- A. Y K R M L E P R
- B. S J N P B S O S
- C. I R N Y V N T R
- D. Z W Q G R Y O F

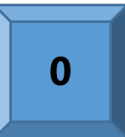
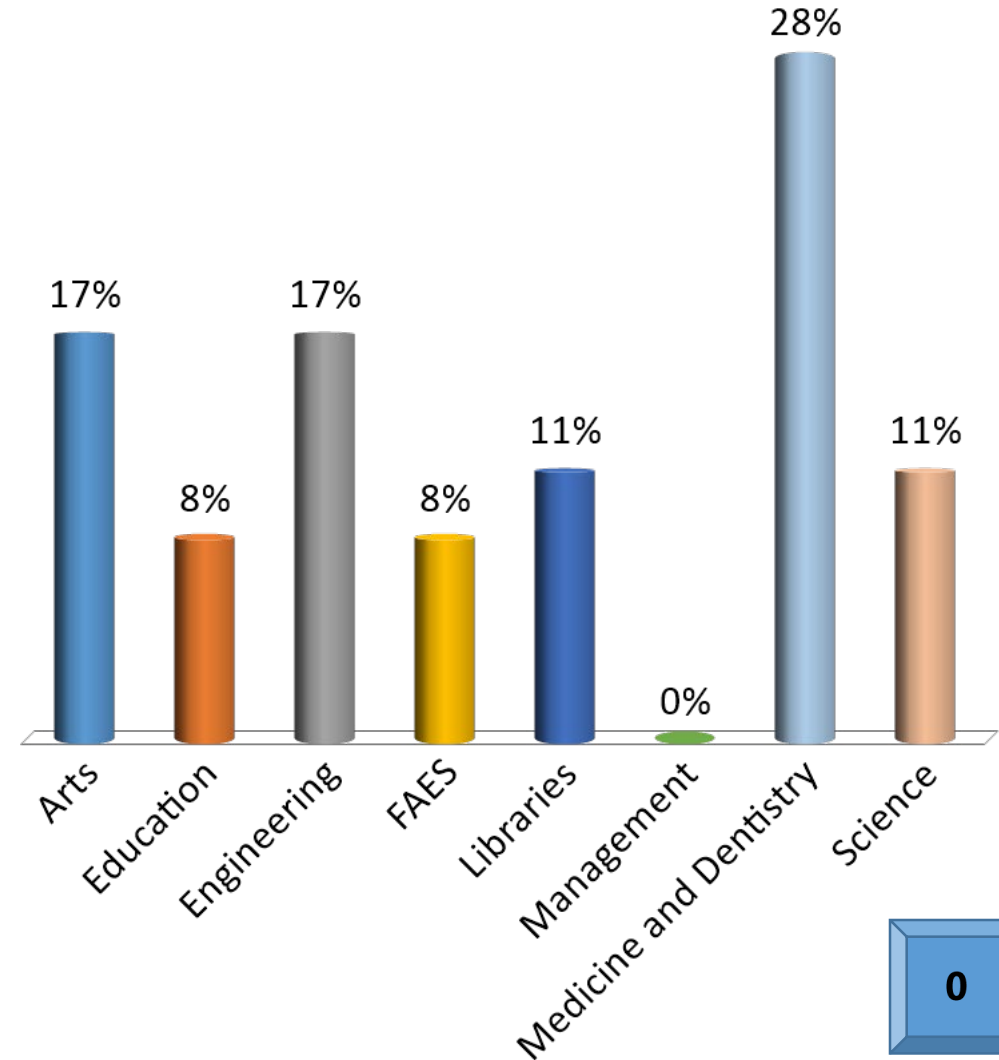


<https://www.mcgill.ca/polling/>

Session ID: tenure

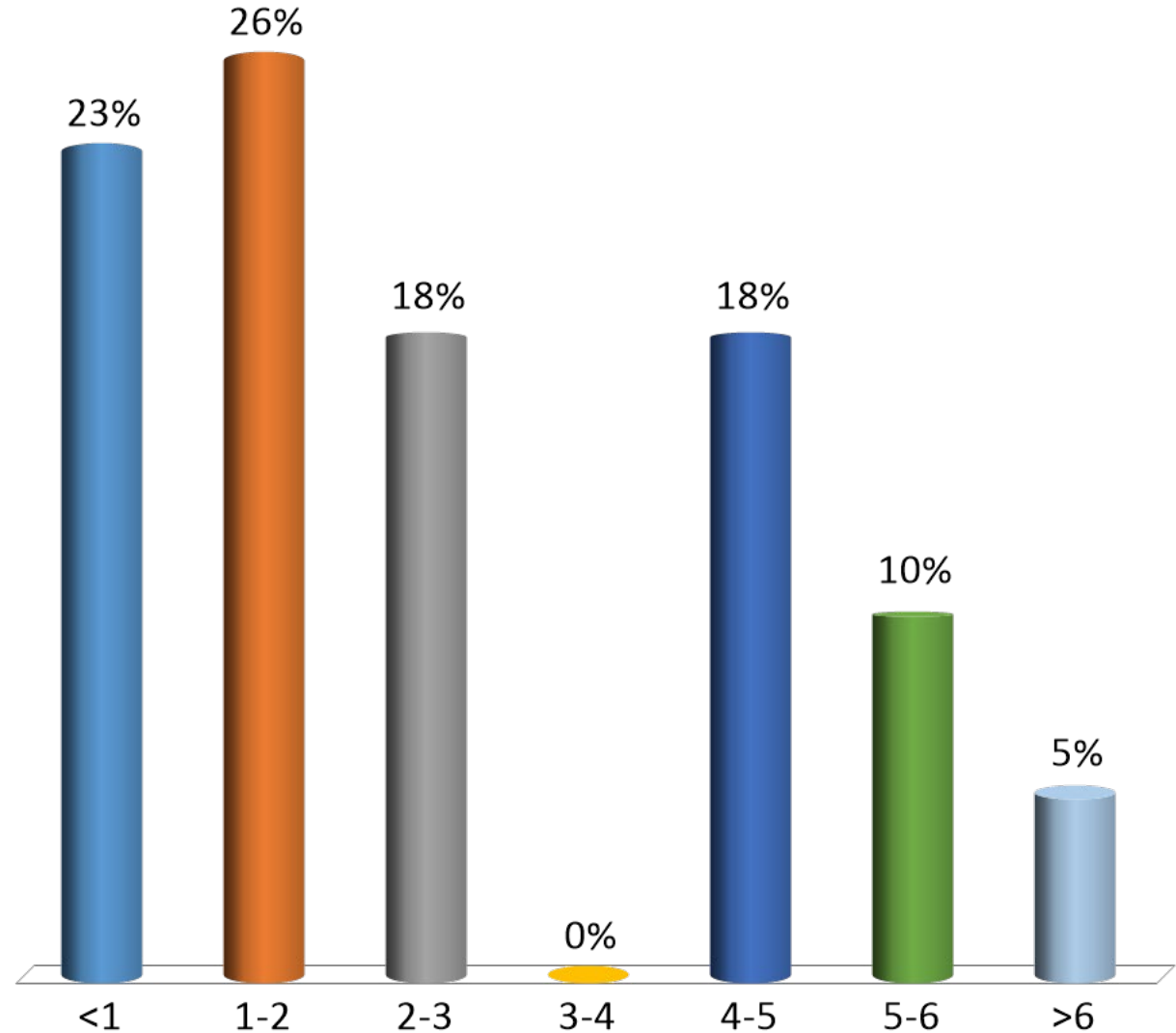
Which Faculty are you in?

- A. Arts
- B. Education
- C. Engineering
- D. FAES
- E. Libraries
- F. Management
- G. Medicine and Dentistry
- H. Science



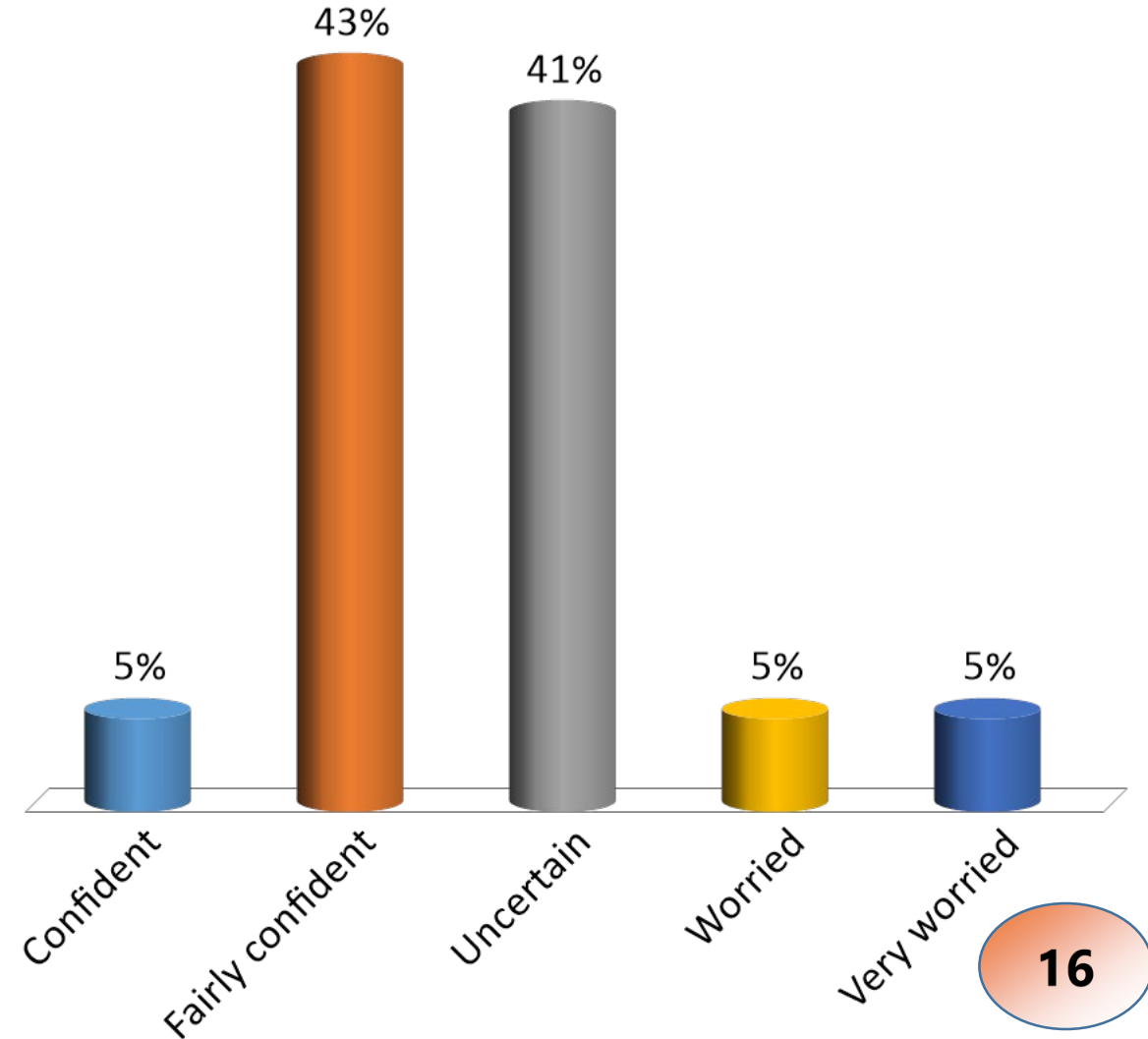
How many years ago were you appointed to tenure-track?

- A. <1
- B. 1-2
- C. 2-3
- D. 3-4
- E. 4-5
- F. 5-6
- G. >6



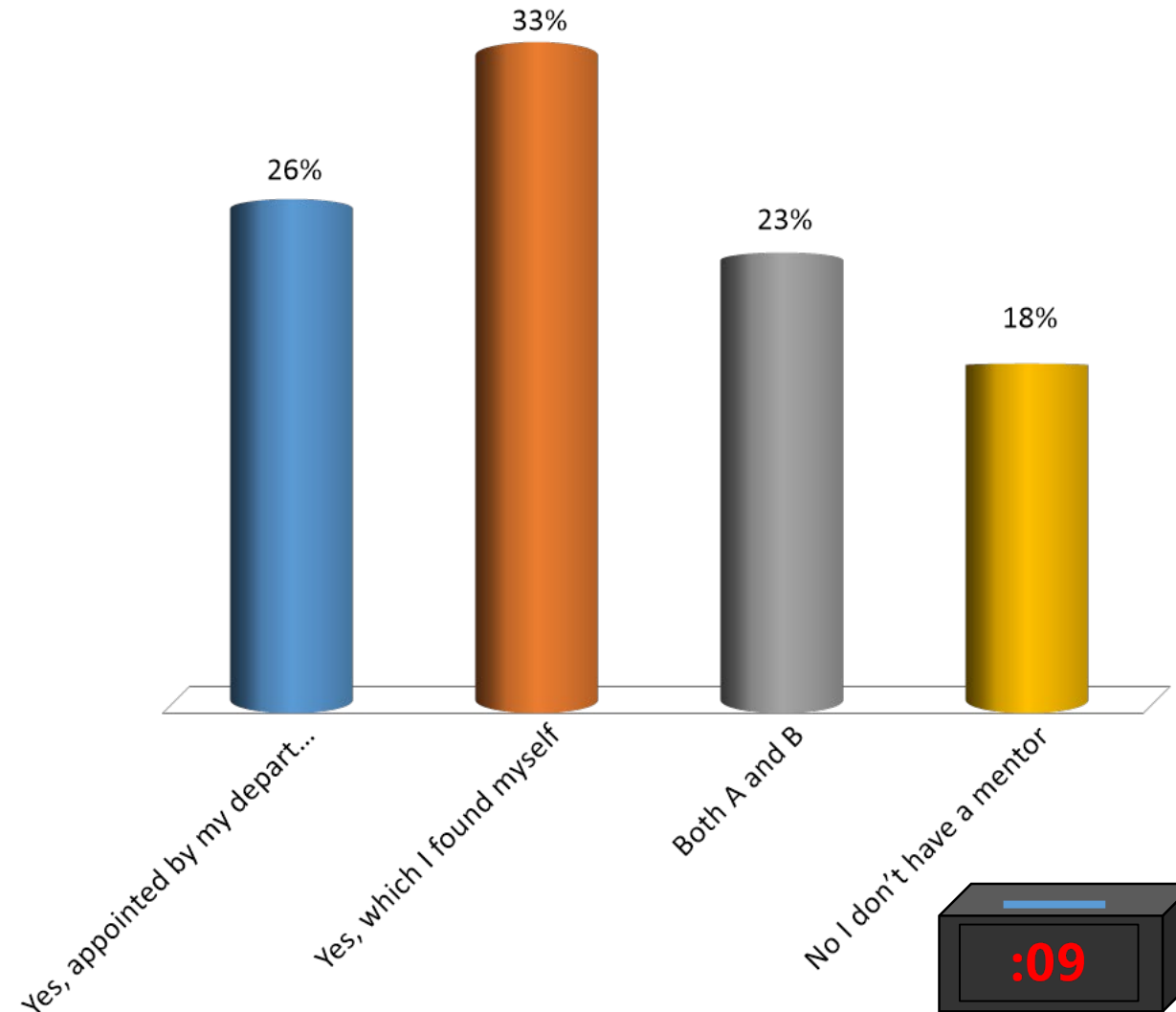
How are you feeling about the tenure/reappointment process?

- A. Confident
- B. Fairly confident
- C. Uncertain
- D. Worried
- E. Very worried



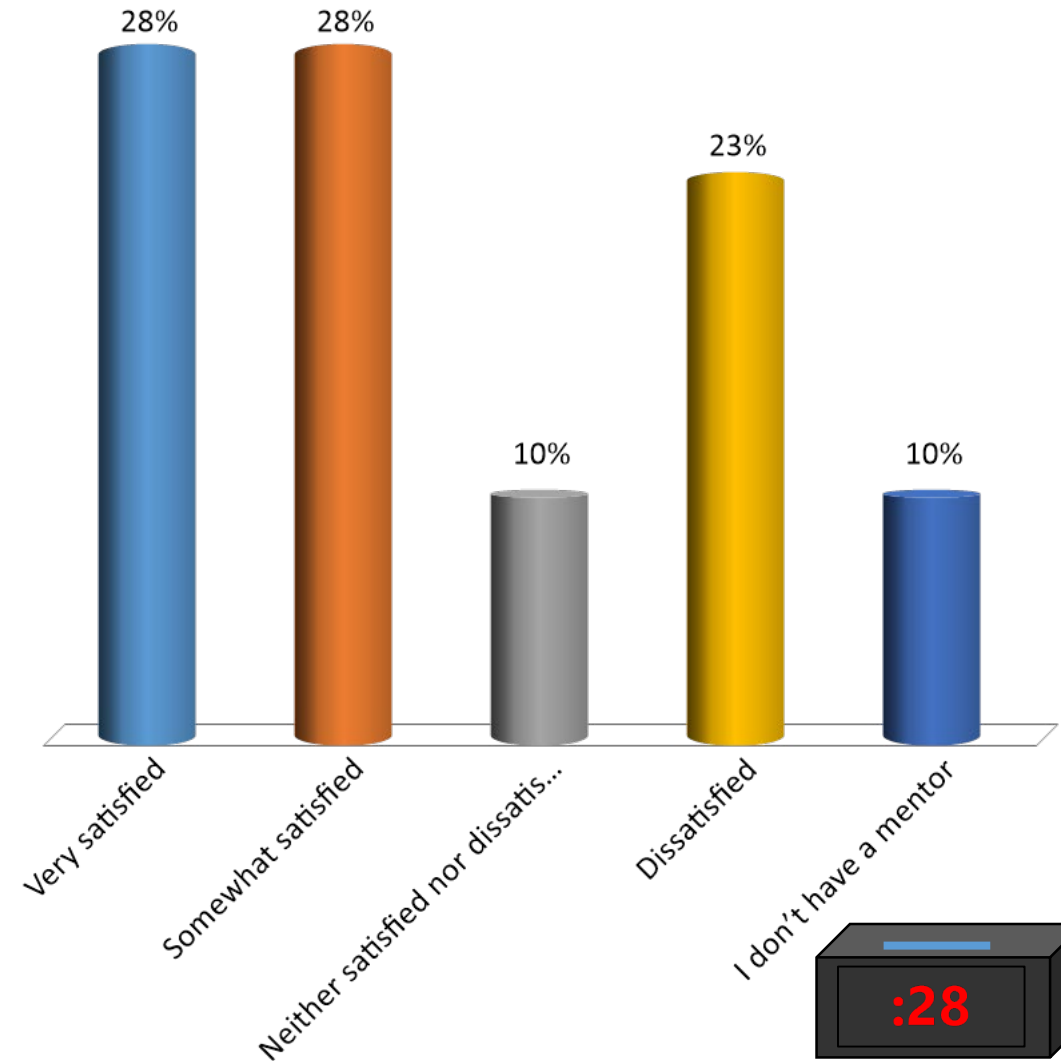
Do you have a mentor(s)

- A. Yes, appointed by my department/faculty
- B. Yes, which I found myself
- C. Both A and B
- D. No I don't have a mentor

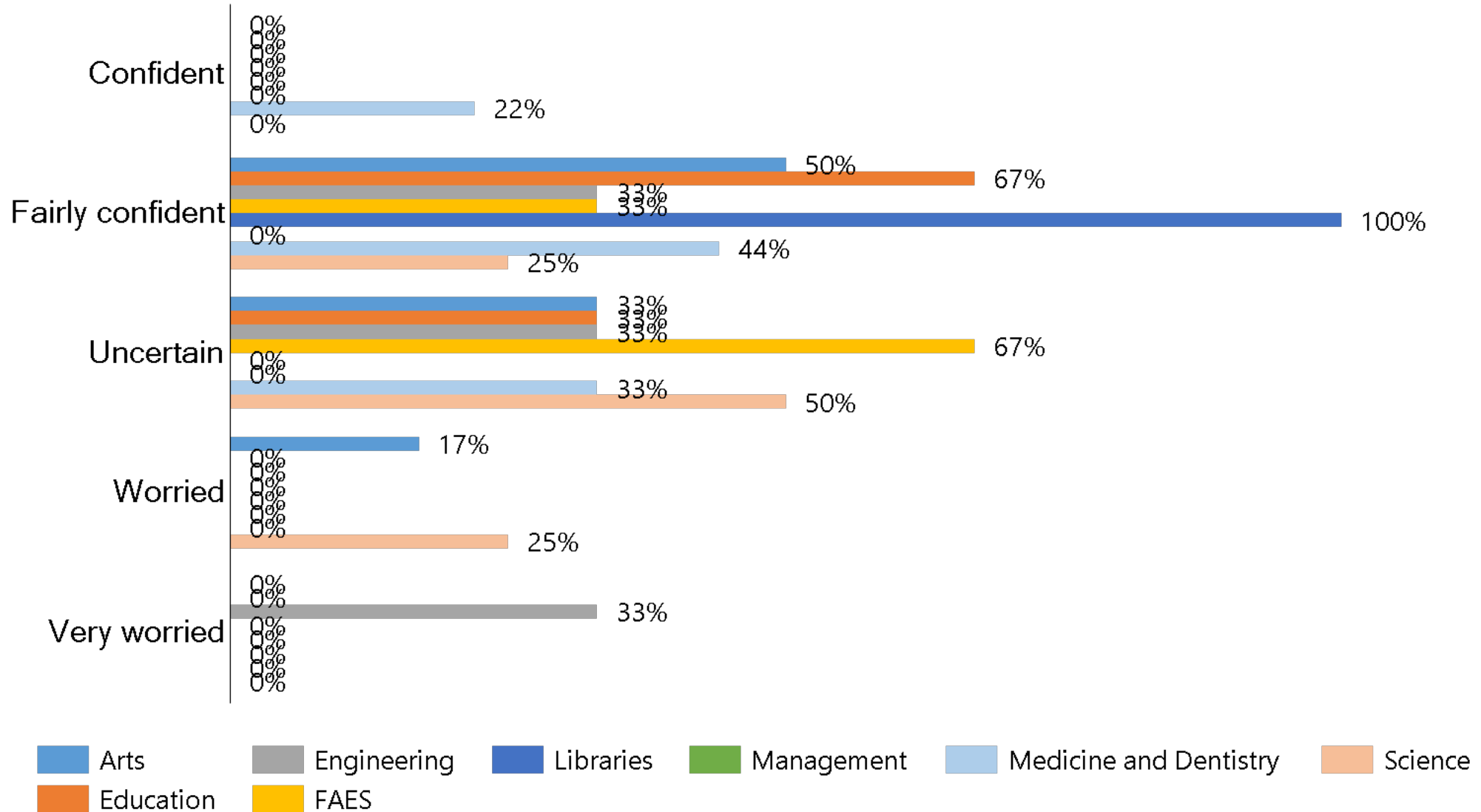


How satisfied are you with your mentoring relationship

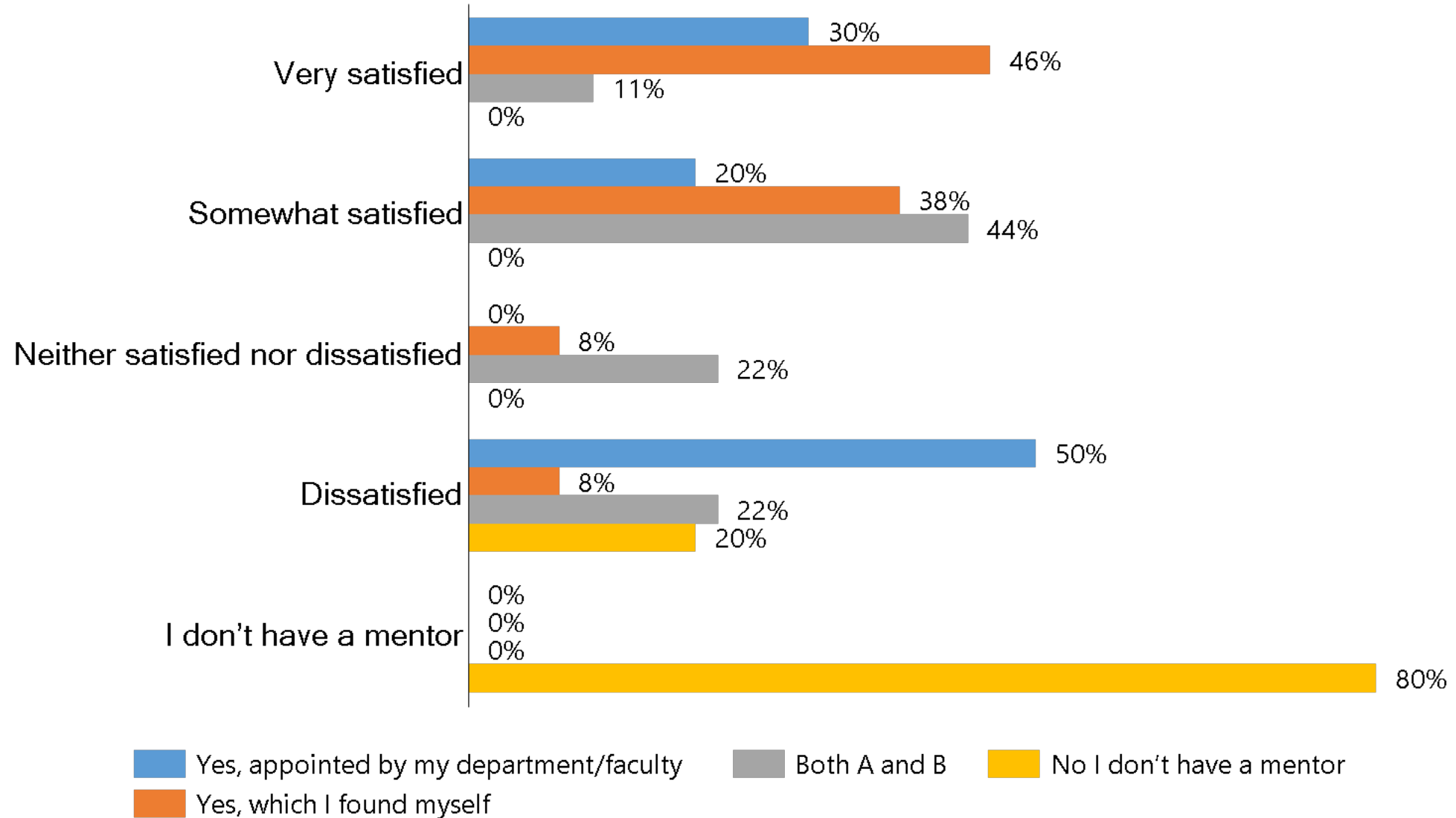
- A. Very satisfied
- B. Somewhat satisfied
- C. Neither satisfied nor dissatisfied
- D. Dissatisfied
- E. I don't have a mentor



How are you feeling about the tenure/reappointment process?



How satisfied are you with your mentoring relationship



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

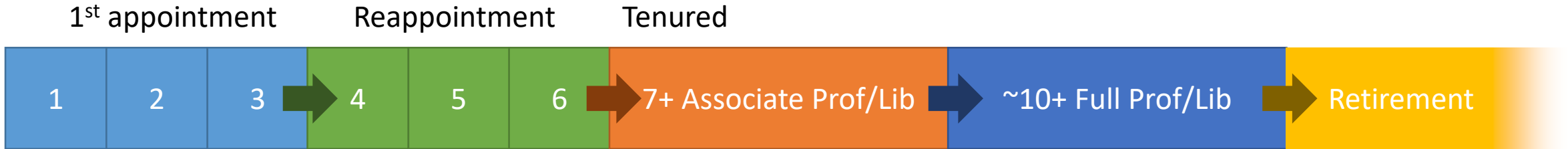
2. What

3. How

4. If things go wrong

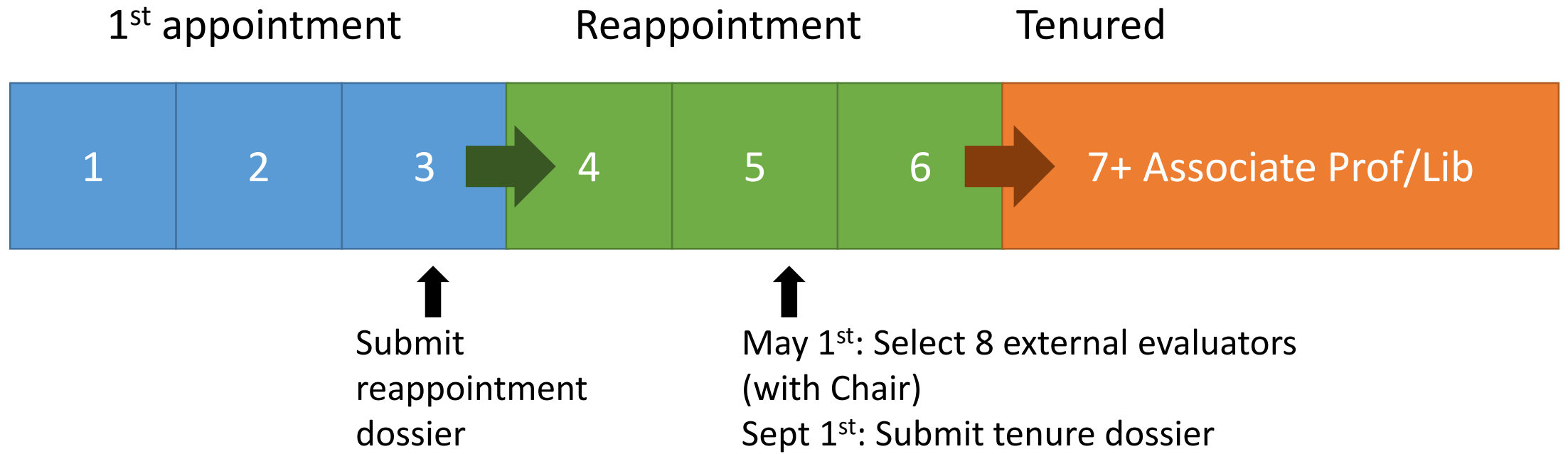


Academic career trajectory



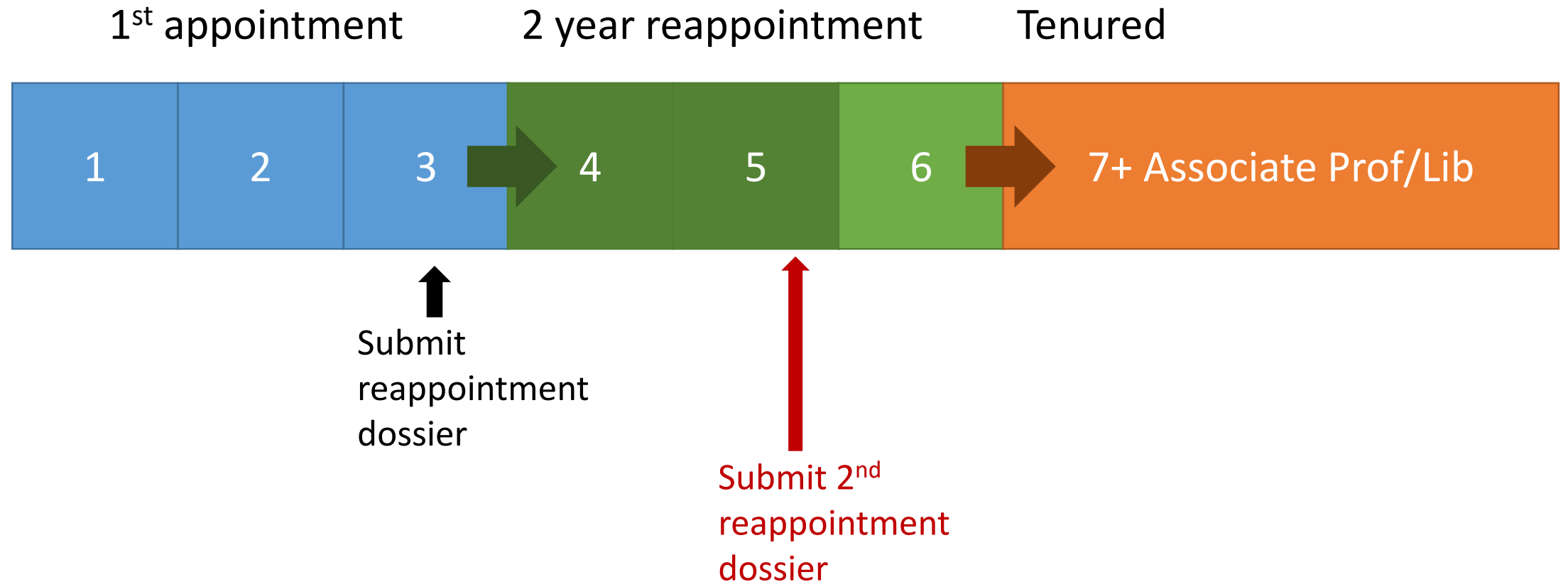


Academic career trajectory





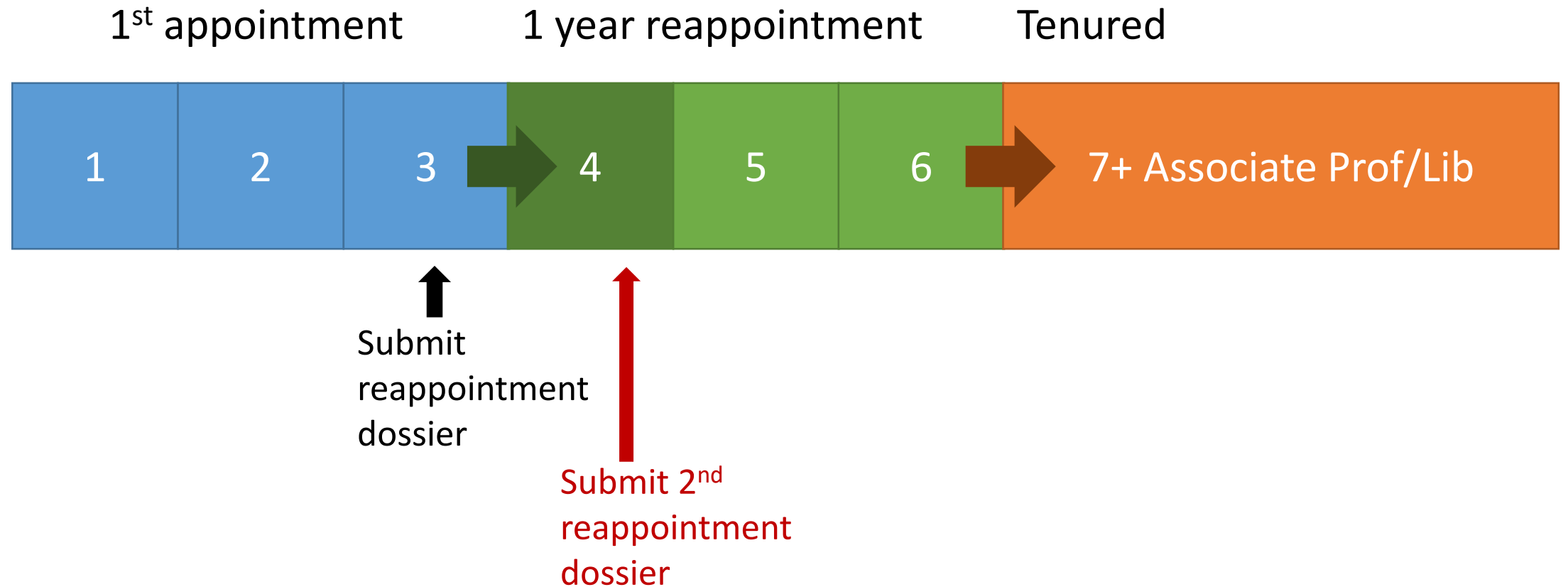
Academic career trajectory: reappointment



- 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: reappointment



- A one year reappointment is a very serious message
- You are being told that you need to improve your performance
- However, it is also necessarily the end of the world so long as you do make course corrections



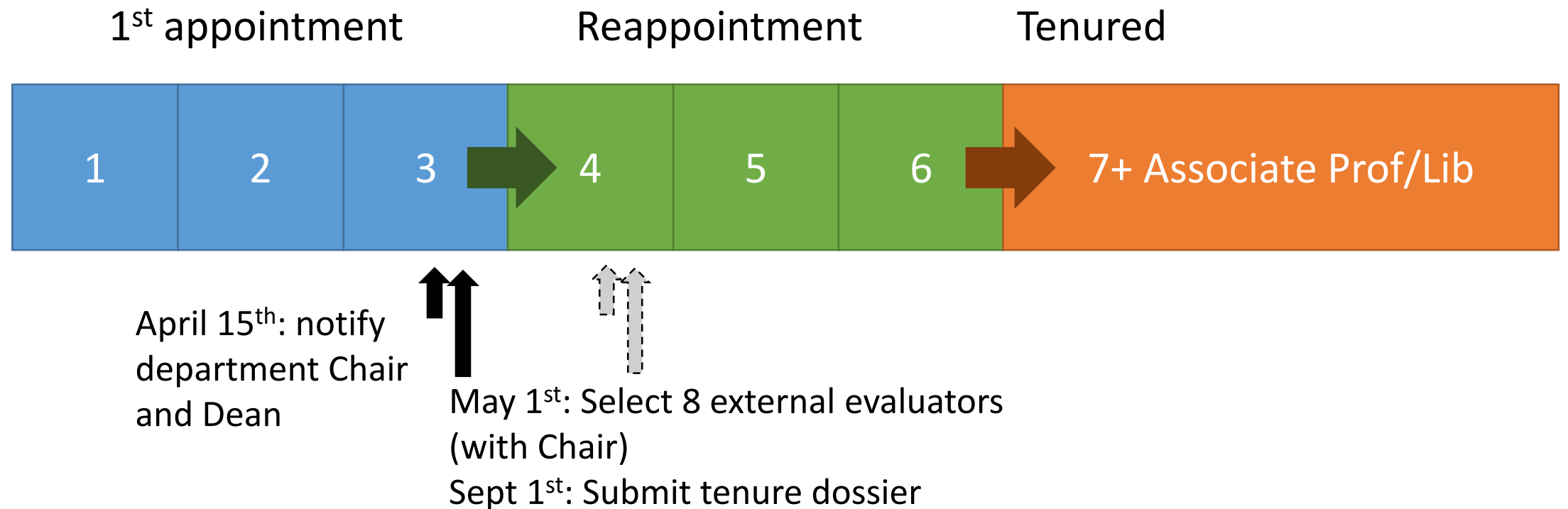
Academic career trajectory: leaves



- 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

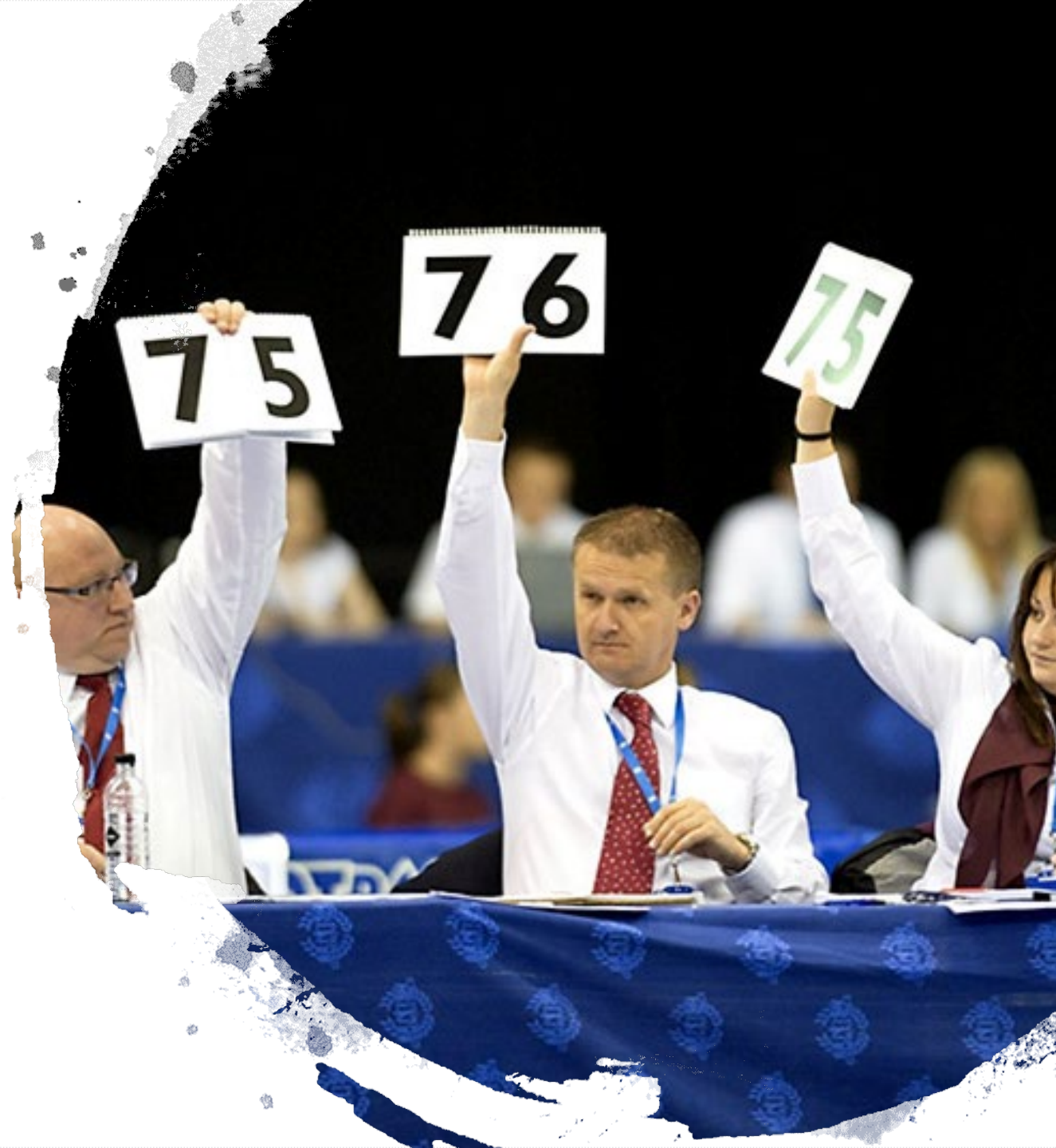
Preparing for the reappointment and tenure processes

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*

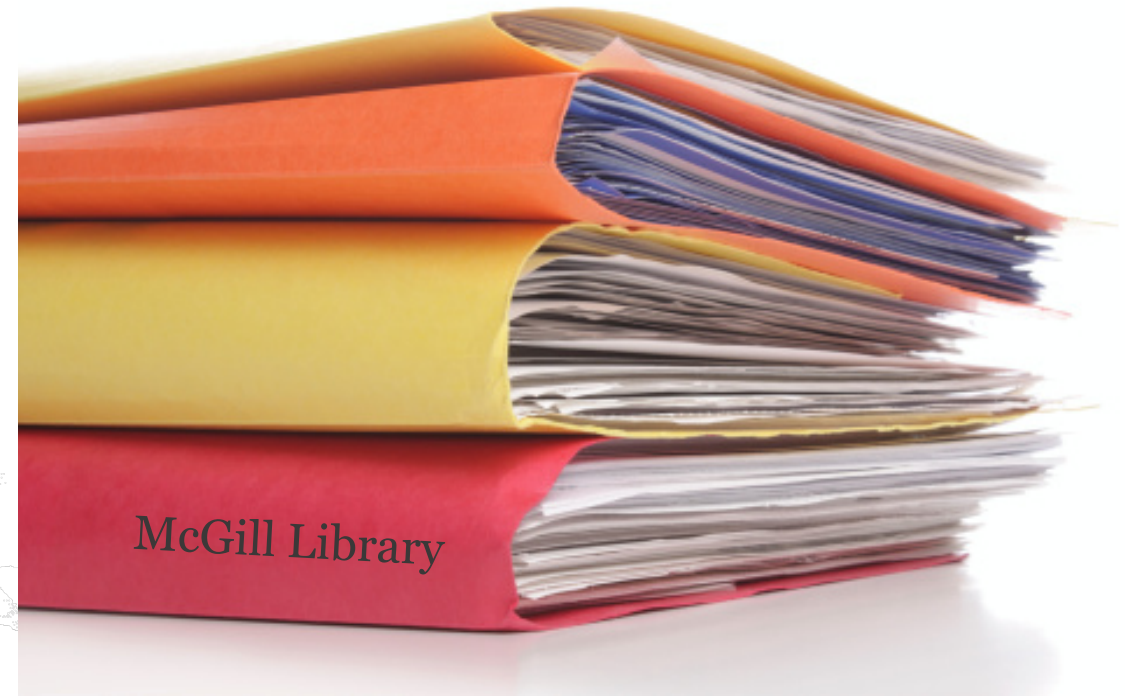
Tenure/reappointment dossier (**academic** staff)

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
4. Appendices
 - Teaching evaluations
 - Other material



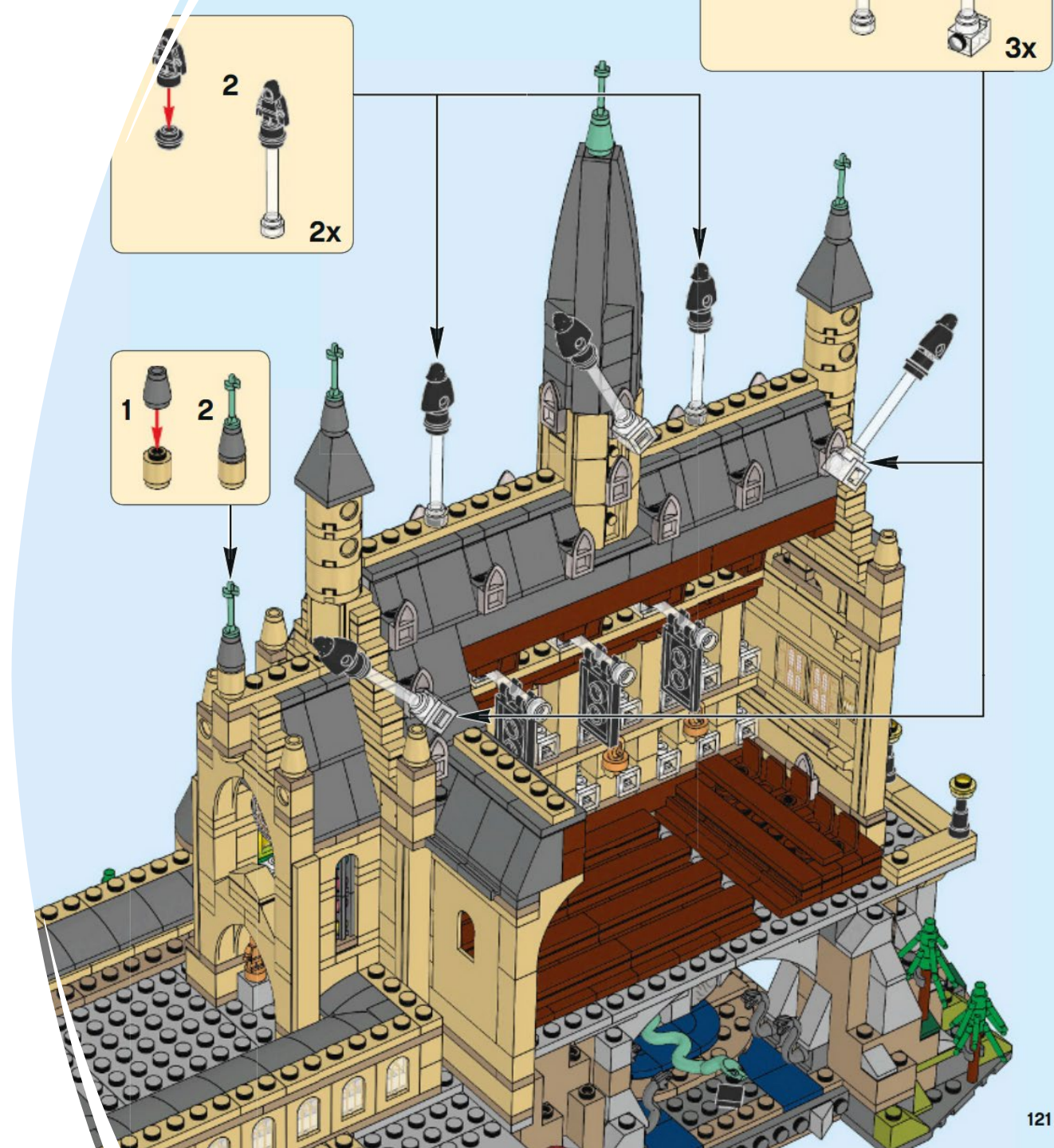
Tenure/reappointment dossier (**librarian** staff)

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

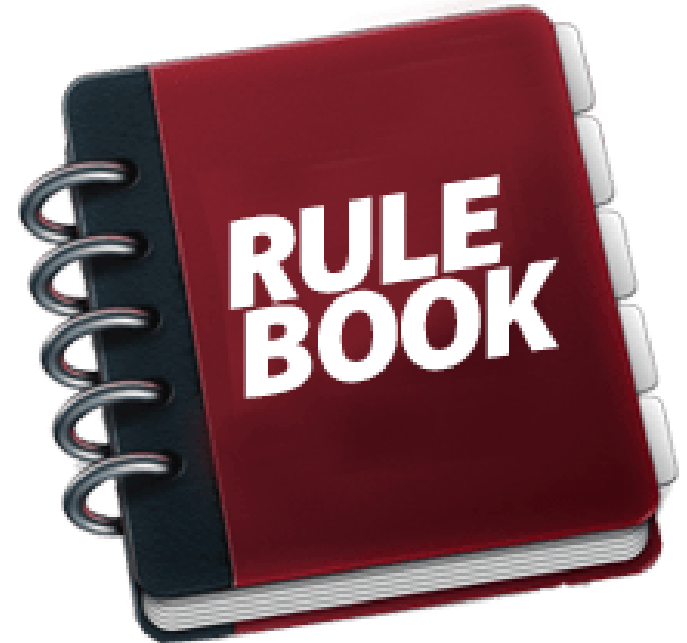
1. When
2. What: Tenure criteria
3. How, in five steps
4. If things go wrong



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

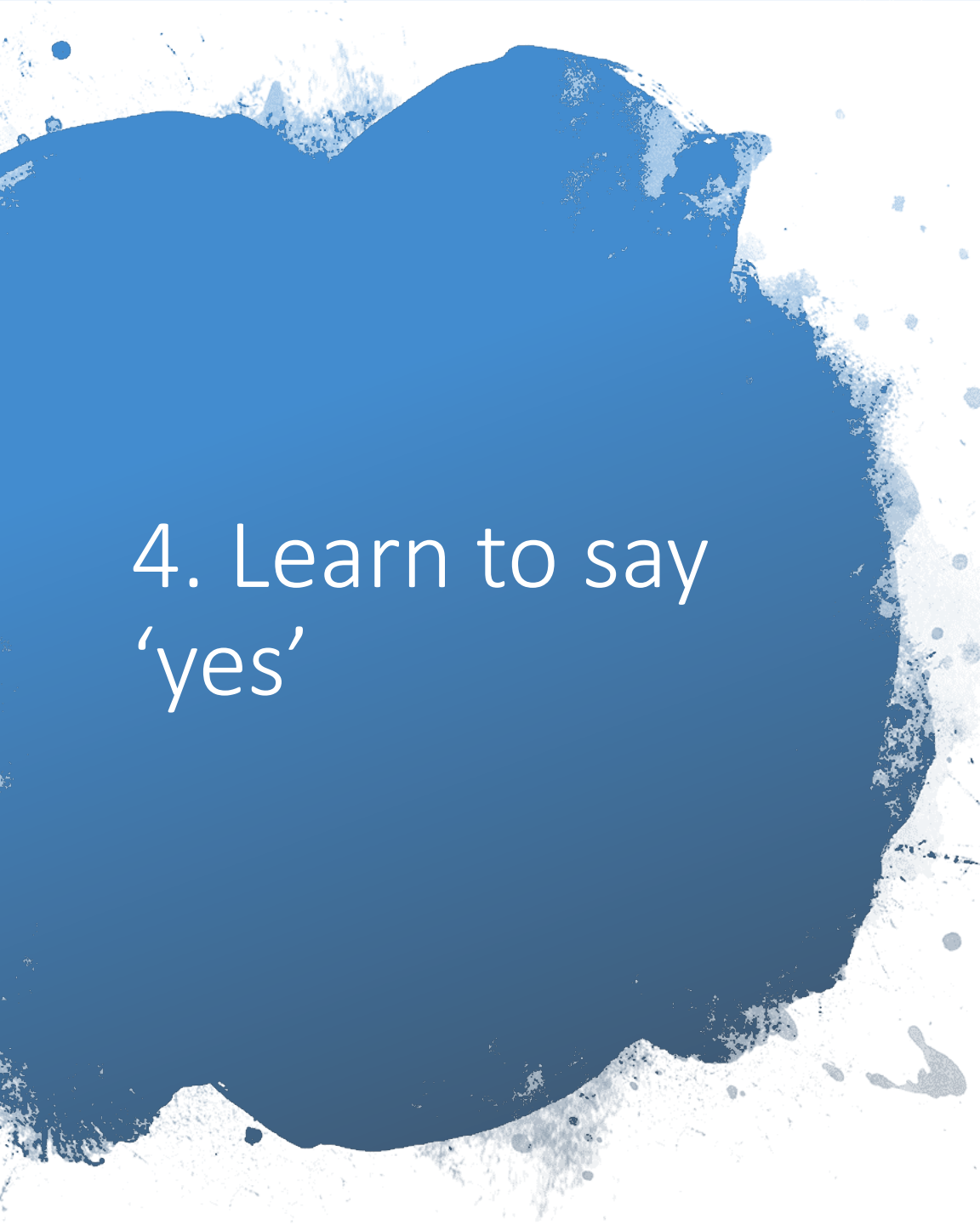
- Keep a record of EVERYTHING you do related to
 - Research
 - Teaching
 - Service (i.e. ANY contribution outside teaching and research)
- Start from the first day you are appointed!
- Do not “double-count”



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'

- 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



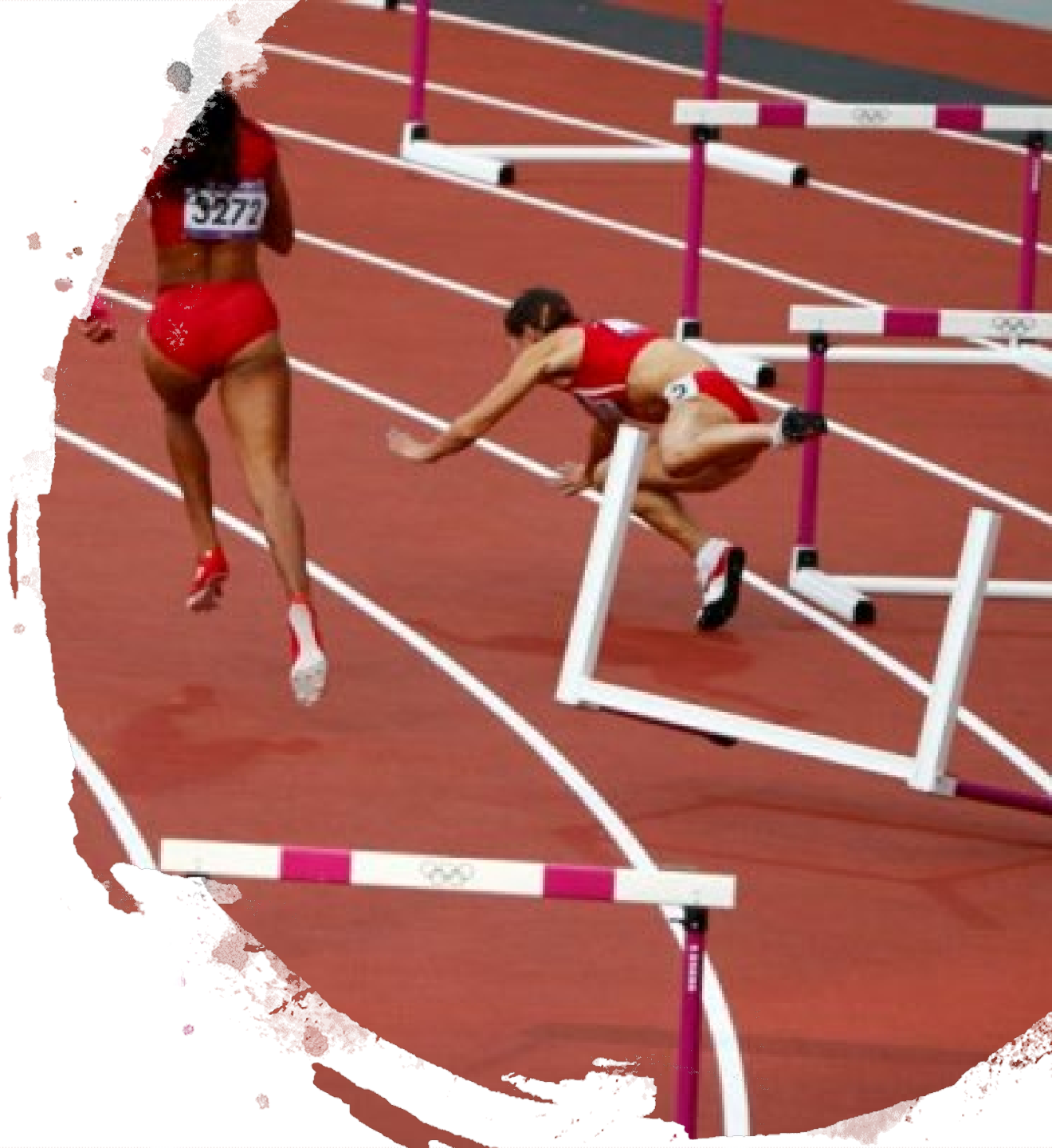
Preparing for the reappointment and tenure processes

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

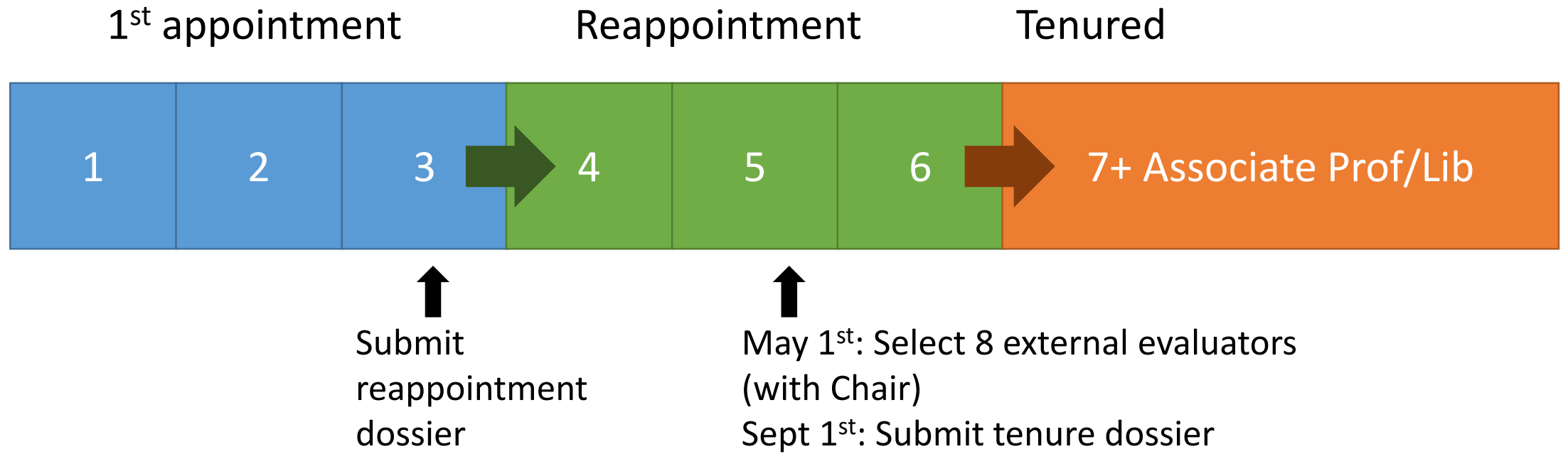
Summary

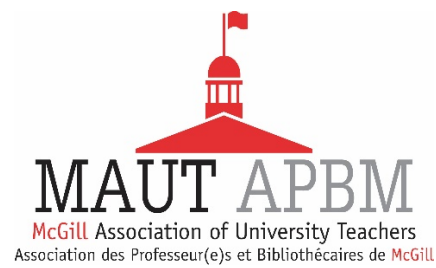
- Know the rules
- Know your rights
- Know when to ask for help
- Know that you are not alone





Academic career trajectory





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AGENDA

10:00-10:45

Break-out Groups to Discuss General Evaluation Criteria

10:45-11:10

General Discussion about criteria with input from round tables

Faculty Moderators

Arts: Catherine Lu

Education: Paul Zanazanian

Engineering: Andrew Kirk

FAES: Brian Driscoll

Law: Evan Fox-Decent

Libraries: Dawn McKinnon

Management: Dror Etzion

Medicine and Dentistry: Lisa Munter

Music: Julie Cumming

Science: Peter Grutter

11:10-11:35

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

Noémie-Manuelle Dorval Courchesne, Assistant Professor, Chemical Engineering

Edward Klorman, Associate Professor, Music

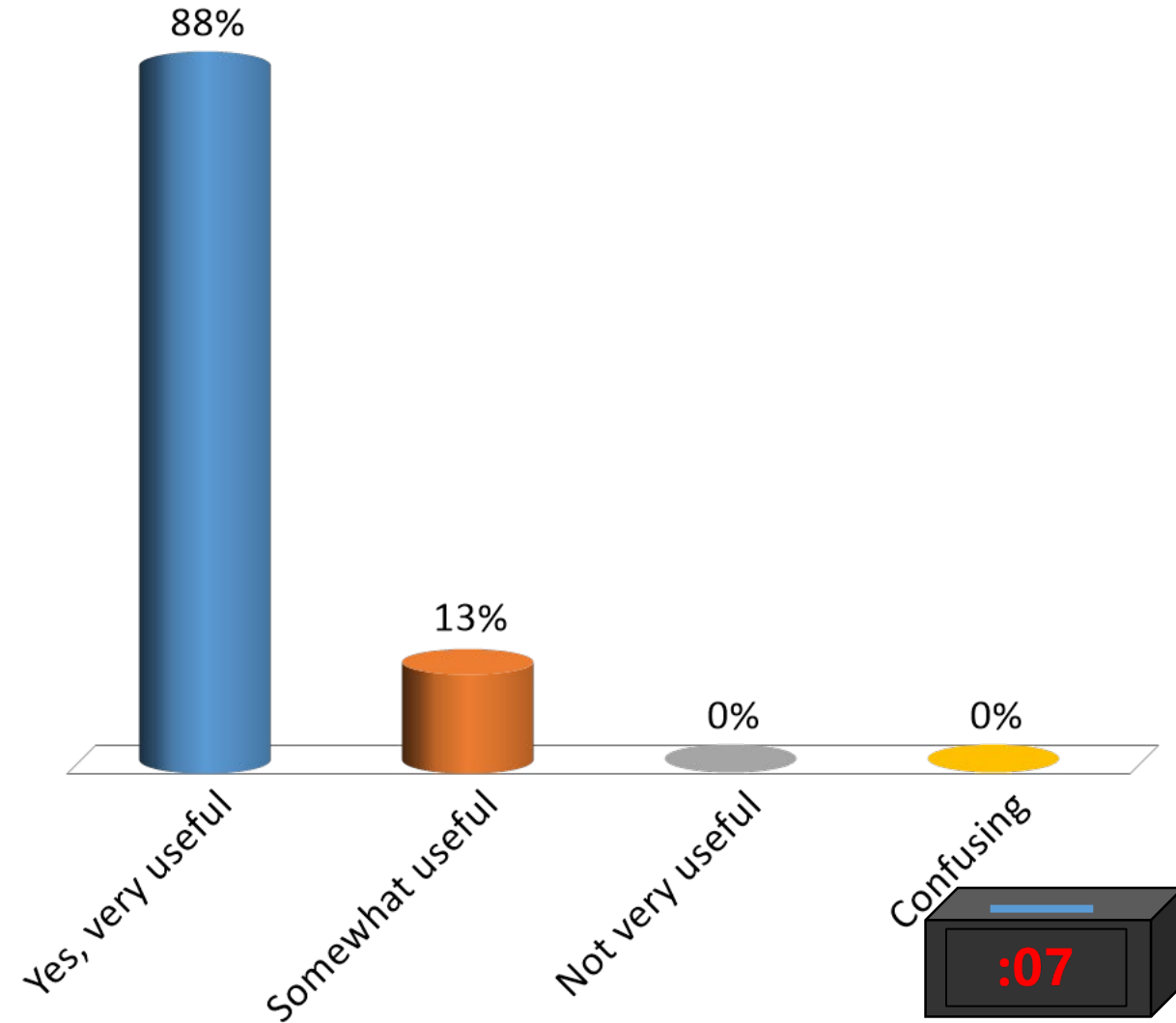
Sarah Woolley, Associate Professor, Biology

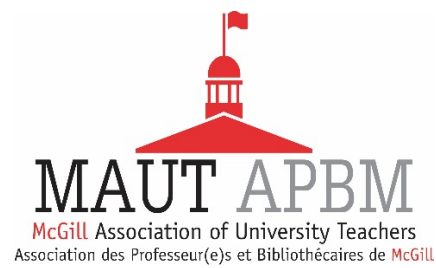
11:35- 11:45

Closing Comments; MAUT's Role; Professional Services

This session has been useful?

- A. Yes, very useful
- B. Somewhat useful
- C. Not very useful
- D. Confusing





20th Tenure and Mentoring Workshop for Non-Tenured Academic & Librarian Staff
Wednesday, April 21, 2021

Thank you to

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

The Teaching Portfolio



McGill

Carolyn Samuel, PhD

Senior Academic Associate, Teaching and Learning
Services

MAUT Teaching and Mentoring Workshop for
Non-Tenured Academic Staff

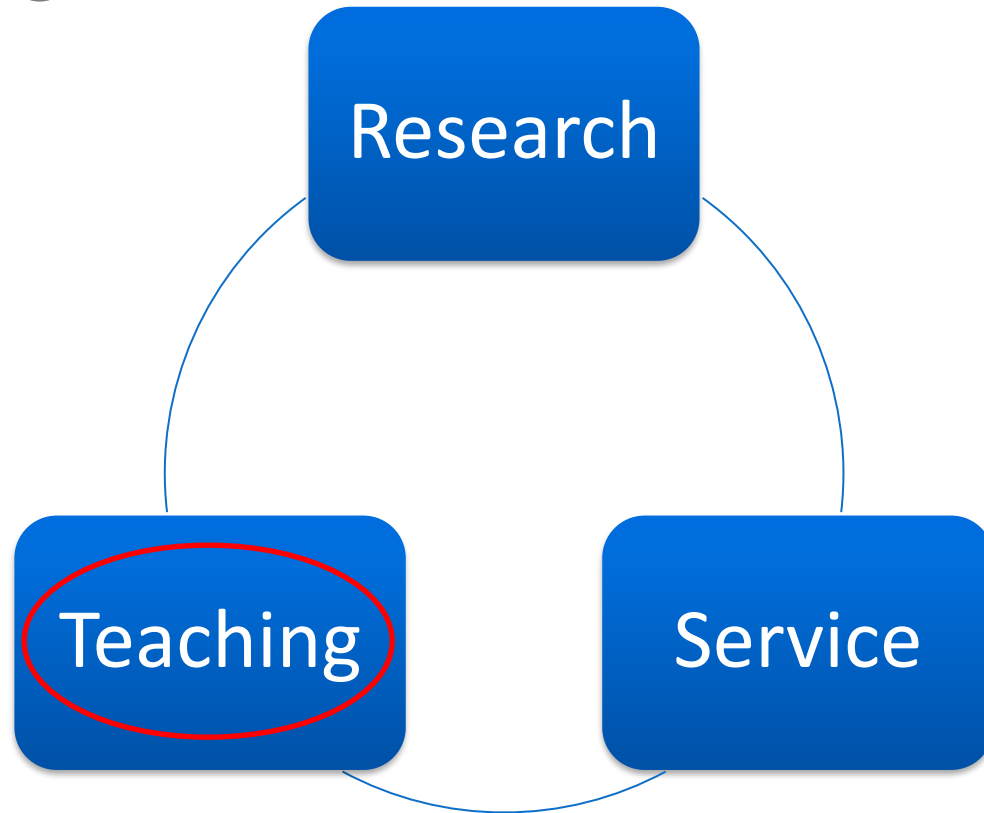
21 April 2021

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



- 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)

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>
2019-2020	Note: We are currently experiencing a problem with Reports for 2019-2020 and will provide	Note: We are currently experiencing a problem with Reports for 2019-2020 and will provide	Note: We are currently experiencing a problem with Reports for 2019-2020 and will provide	Note: We are currently experiencing a problem with Reports for 2019-2020 and will provide

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

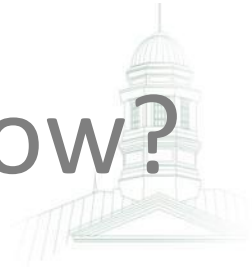
<http://www.mcgill.ca/mercury/instructors/interpretation>

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

- 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>



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 21, 2021



McGill

Service and other contributions to the University

Service portfolio

Approximately 4 pages

- 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
- Outreach (can be implemented at all levels), i.e., research day of department, research ambassador, etc.

Service and other contributions to the University

Details can be found in the

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

➤ APPENDIX C: Guidelines for Developing a Service Portfolio

www.mcgill.ca/secretariat/files/secretariat/employment_of_tenure_track_and_tenured_academic_staff_regs_relating_to.pdf



Questions?



Mentorship at McGill

MAUT Tenure Information Session

April 2021





A Good Mentor...

- Breaks social isolation
- Provides guidance
- Provides “reality checks” or barometers for what’s expected or acceptable
- Builds confidence
- Builds capacity
- 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
- 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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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>

