



McGILL ASSOCIATION OF UNIVERSITY TEACHERS

14th Tenure and Mentoring Workshop for Non-Tenured Academic & Librarian Staff

Friday, April 24, 2015
Forum: 9:00 -11:45 am

McGILL FACULTY CLUB
Buffet lunch: 11:40 am

AGENDA

- 9:00-9:05 *Opening comments: The workshop, agenda and introduction of panelists*
Alenoush Saroyan, Educational and Counselling Psychology
- 9:05-9:20 *Preparing for the renewal and tenure processes*
Bernard Robaire, Pharmacology
- 9:20-9:35 *Departmental Mentoring*
Alenoush Saroyan, Educational and Counselling Psychology
- 9:35-9:45 *The Teaching Portfolio*
Laura Winer, Director, Teaching and Learning Services
- 9:45-10:45 *Break-out Groups to Discuss General Evaluation Criteria*
Faculty Moderators
- | | |
|--------------|---|
| FAES: | Brian Driscoll, Kevin Wade |
| Arts: | Maggie Kilgour |
| Education: | Alenoush Saroyan |
| Engineering: | Arun Misra |
| Management: | Emine Sarigollu |
| Medicine: | Gloria Tannenbaum, Al Shrier, Dan Bernard |
| Music: | Stéphane Lemelin |
| Science: | Laurie Hendren |
| Libraries | Cathy Martin and Jane Aitkens |
- 10:45-11:00 *General Discussion about criteria with input from round tables*
- 11:00-11:30 *The experience of the exercise from the perspective of newly renewed and promoted faculty members*
- Reappointment: Carl Ernst, Medicine
Tenured: Isabelle Rouiller, Anatomy and Cell Biology
Tenured: Dominic Frigon, Civil Engineering
- 11:30- 11:35 *Closing Comments; MAUT's Role; Professional Services*

Preparing for the renewal and tenure processes

Bernard Robaire

Department of Pharmacology and Therapeutics

**MAUT Tenure Workshop
April 24, 2015 – Faculty Club**

- **Key things to do from the beginning**
- **Tenure criteria**
- **Tenure committees**

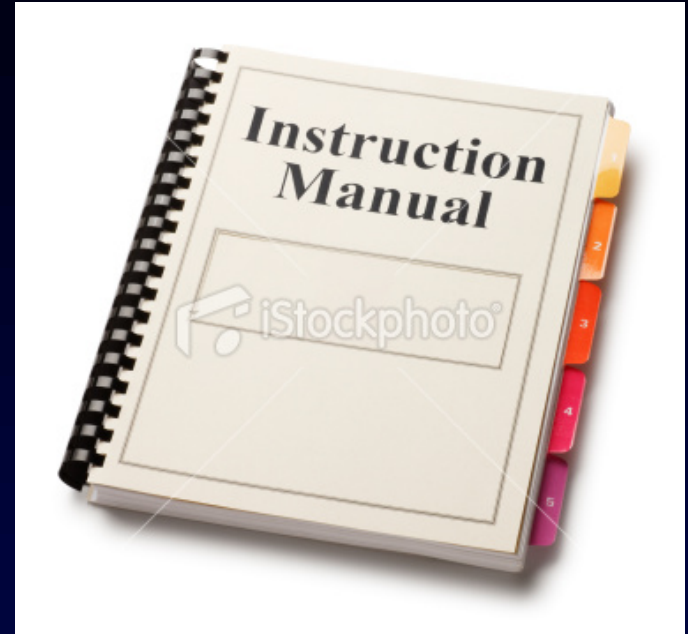
6 Key things to do from the beginning

6 Key things to do from the beginning

1

Read the rules carefully.

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



http://www.mcgill.ca/secretariat/files/secretariat/employment_of_tenure_track_and_tenured_academic_staff_regs_for_the.pdf

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 at the start!

Do not “double-count”.

6 Key things to do from the beginning

3

Get yourself at least one mentor, BUT make sure that she/he is the right mentor for you



6 Key things to do from the beginning

4

Learn to say:



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

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

Candidates are judged principally 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
- Clinical teaching
- Large courses/front line contact hours count more
- Volunteer! Include faculty development workshops. Student evaluations do matter.

Examples of Superior in Research

- Demonstrate that you have established an **INDEPENDENT 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 Peer Review Committees
- 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 pursue 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

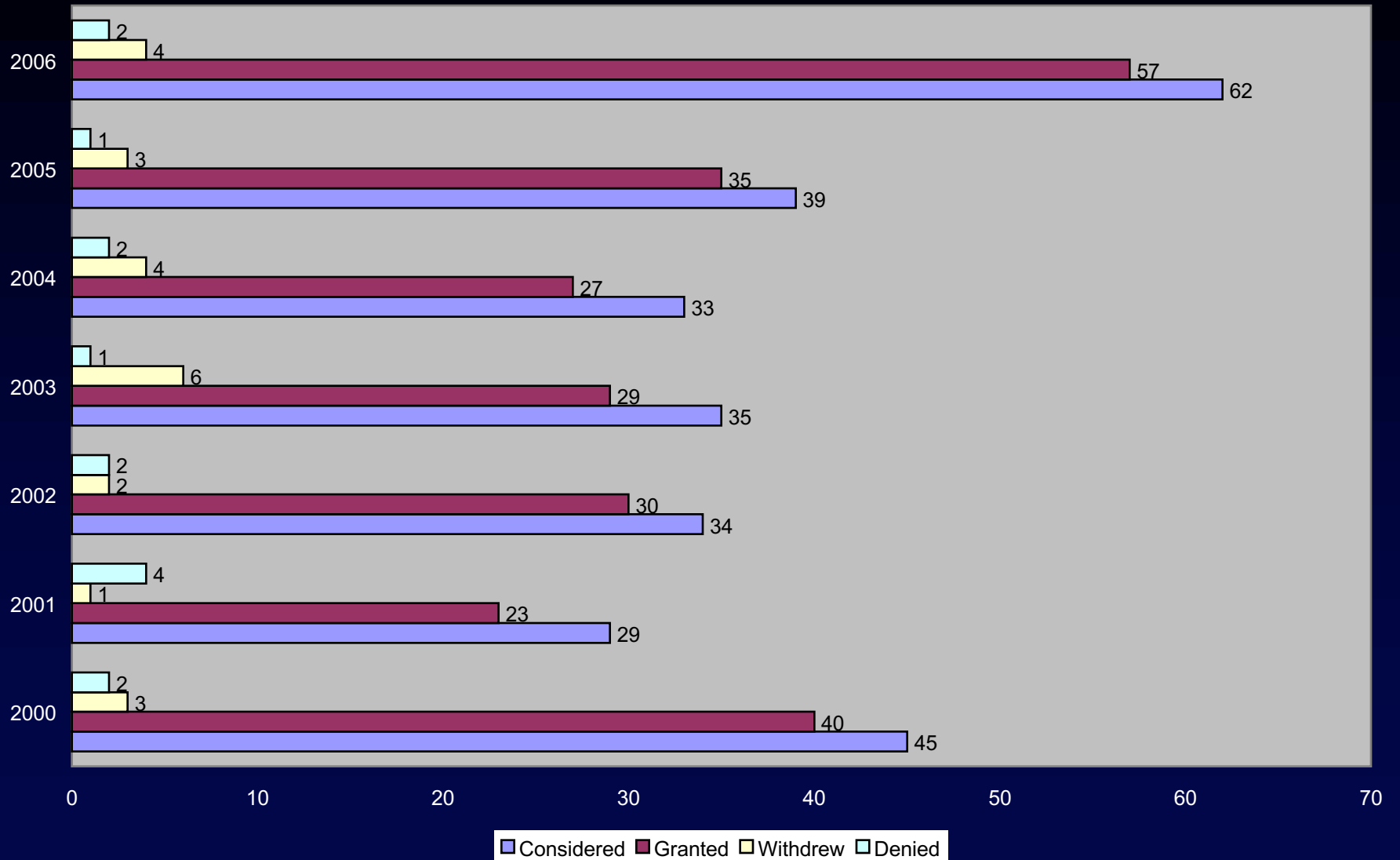
- the list of external evaluators and the written justification for the choice of each of them
- all reports received from external evaluators
- additional items submitted in accordance with regulations.

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!

Tenure Candidates and outcome: 2000-2008



Mentoring in the Department of Educational and Counselling Psychology

- **Graduate department**
- **23 faculty (1 Lecturer, 6 Assistant,
10 Associate, 6 Full)**
- **320 + 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



- Familiar with performance review processes, norms & expectations
- Familiar with important dates
- Available for meetings
- Be in no conflict of interest with the mentee (DTC membership ok)
- Able to provide advice on career planning
- Able to tailor advice to individual needs
- Able to make concrete suggestions for prioritizing / focusing efforts and activities
- Able to coordinate activities/comments with other committee members
- 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 the 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
24 April 2015

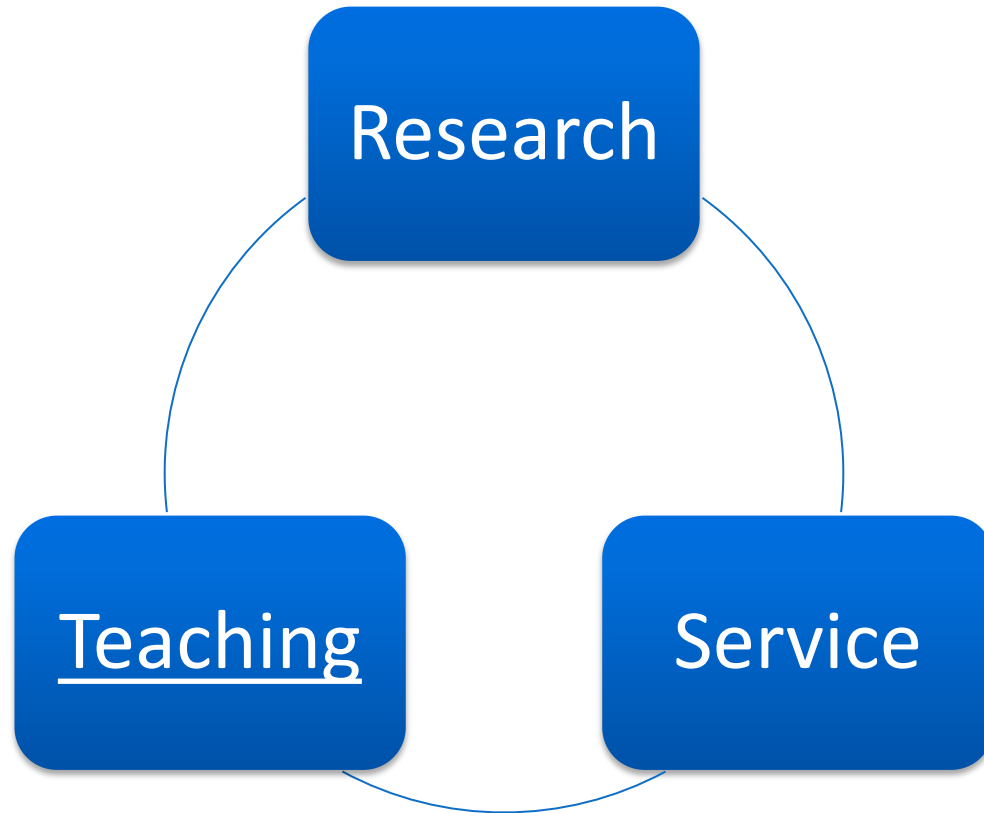
TLS

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/guidelines>

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/tls/teaching/course-evaluations/interpretation>
- Measures taken in response to feedback
- Evidence of effective post-doc, grad and undergrad supervision (where applicable)



Teaching and Learning Services

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- McGill Policies and Guidelines
- Focus on Teaching
- Course & Program Design
- Course Evaluations
- Mid-Course Evaluations
- End-of-Course Evaluations
- Reports**
- Interpretation of Results

Course Evaluation Reports

Faculty Means

The reports provide means for each Faculty and the School of Continuing Studies. The means are presented by course level and by class size for the four questions which appear on all course evaluations (*Q1-Overall, this is an excellent course; Q2-Overall, I learned a great deal from this course; Q3-Overall, this instructor is an excellent teacher; Q4-Overall, I learned a great deal from this instructor.*)

Note: You need to login using your McGill email and password in order to access the Faculty means:

- [2012-2013 Academic Year](#) [.pdf]
- [2011-2012 Academic Year](#) [.pdf]
- [2010-2011 Academic Year](#) [.pdf]

EVALUATION PERIODS

Regular period:
March 24 - April 11, 2014
Extended period:
March 24 - April 29, 2014
[Participating Units](#)

MERCURY ACCESS

- [Students](#)
- [Instructors](#)
- [Teaching Assistants](#)
- [Department Unit Heads](#)
- [Mercury Liaisons](#)

MERCURY LIAISON



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/tls/teaching/course-evaluations/interpretation>
- Development of/feedback on portfolios
- Sample portfolios to review

- tls@mcgill.ca
- x6648

Teaching and Learning Services

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



**Questions?
Comments?**

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>

University of Toronto, Centre for Teaching Support & Innovation

<http://www.teaching.utoronto.ca/topics/documenting-teaching/teaching-dossier.htm>

Iowa State University, Center for Excellence in Learning and Teaching

http://www.celt.iastate.edu/faculty/portfolio_contents.html

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>

Tenure Process: How to react to the unexpected?

Survival Guide or First Aid Kit

*MAUT 14th Tenure and Mentoring Workshop for
Non-Tenured Academic & Librarian Staff*

Isabelle Rouiller
isabelle.rouiller@mcgill.ca

React immediately

- Contact MAUT:
 - **Professional & Legal Officer:** Joseph Varga, jvarga.maut@mcgill.ca; Phone: 514-398-3089
 - Joseph is your first point of contact ! He is great!
 - He will help you find an advisor.
- Find an advisor (MAUT preferable, arm length from the department or the faculty, neutral, no personal/professional history with anyone in DTC or UTC).
- Develop a strategy with your advisor and Joseph to address the situation and prepare your response and meeting the DTC, UTC, provost.

My experience

- Dec 11: Letter from DTC “tending towards making a negative recommendation on your application for tenure”.
- Jan 11: Send written response to DTC.
- Jan 13: Met with DTC
- DTC requested additional information, which I provided
- Jan 27: Letter DTC- Negative recommendation.
- May 6: Report from UTC: “candidate recommended for tenure”, who had met Feb 24.
- May 9: Letter from Provost “tending towards making a negative decision”.
- May 20: Meeting with the Provost.
- May 20: Letter from the Provost: “I recommend to the Board of Governors that you be granted tenure”.
- May 27: Letter from Board of Governors: “Board of Governors of McGill University has approved the grant of tenure and the promotion to the rank of associate professor to you, both effective June 1, 2014.”

What I did?

- After DTC letter:
 - Met with Joseph and my MAUT advisor (David Lowther).
 - Developed a strategy:
 - Obtained support letters from previous supervisors, colleagues in my field of research, colleagues in the department, former and current trainees. Between Christmas and New Year, I was able to collect ~20 letters. Support I received was fantastic!!
 - Talked to people who went through a similar situation.
 - Prepare a response letter (reviewed by my advisor and colleagues), including an updated CV.
 - Prepare a presentation (slides) and practise it with your supervisors and colleagues (especially my 2 previous departmental who in the summer had told me I would have no problem...).
- After the UTC report:
 - Celebrated (bad idea)
- After the Provost letter:
 - Talked to people who had to meet the Provost during their tenure dossier. Wanted to know what to expect.
 - Prepared documents to add to the dossier (update CV, grant update...)
 - Prepared a presentation (speech), again with my advisor

What was important?

- Including in tenure dossier the list of grants I was planning to apply to during the year:
 - Important because if positive response it can be counted for the final decision (else it can not).
- Staying professional. No emotion. Don't show any anger (committee members are colleagues you will have to work with if the procedure is successful).
- Did not use personal problems as an excuse:
 - You may get sympathy but it will not influence the decision of the committee. It is distracting from what they are evaluating: your performance. It is also distracting for you (and emotional).

Judgements I made

- Tried to present dossier as positively as possible.
 - Sure I had some weakness (you likely have some too)... But dwelling on them in the dossier is not going to help. If you say you are bad at something, it will be hard for reviewers to contradict you!!
- Let the committees do their job:
 - The criteria you use to judge/evaluate yourself may not be the same they will use. They may see weakness where you think you have strength... They may not have the same background as you (different research field with different expectations, teaching...).

Things to remember

- Others have gone through “tending to negative” letters and even “negative recommendations” and are still at McGill.
 - Surmountable situation.
 - Lots of experience. Talk to people who went through it (recommended by MAUT or colleagues).
- Take the situation seriously .
- A committee is composed of people. It can be influenced by a member or a few members. For whatever reason, the atmosphere of the committee can turn negative.

What I would have done differently given hindsight?

- Long time before preparing the tenure dossier:
 - Renewal dossier: preparation template.
 - Address any issues early. It may take several trials to resolve them and find the “right person” to help you.
- During dossier preparation:
 - Have colleagues (if you can) review your dossier... get advise on section organisation (teaching, research and service)... What to put where? What is the expectation of your department/ faculty?
 - Start early (if you can) and provide plans to colleagues who have experience in DTC and UTC.
- During the review process:
 - Not much. I spend nearly 100% of my time working on the situation.

The most important thing to
remember

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514-398-3089

Joseph x3089