

McGILL ASSOCIATION OF UNIVERSITY TEACHERS



15th Tenure and Mentoring Workshop for Non-Tenured Academic & Librarian Staff

Thursday, April 21, 2016

Forum: 9:00 -11:45 am; 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
- 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 and Kevin Wade
Arts: Maggie Kilgour and Michael Smith
Education: Alenoush Saroyan
Engineering: Milica Popovich
Management: Emine Sarigollu
Medicine: Terry Hébert, Roberta Palamour
Music: Stéphane Lemelin
Science: Barbel Knauper, Psychology.
Law: Adelle Blackett
Libraries: Eamon Duffy, Sara Holder
- 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: Armando Bertone, ECP
Tenured: Isabelle Roullier, Anatomy and Cell Biology
Tenured: Jelena Ristic, Psychology
- 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 21, 2016 – Faculty Club**

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

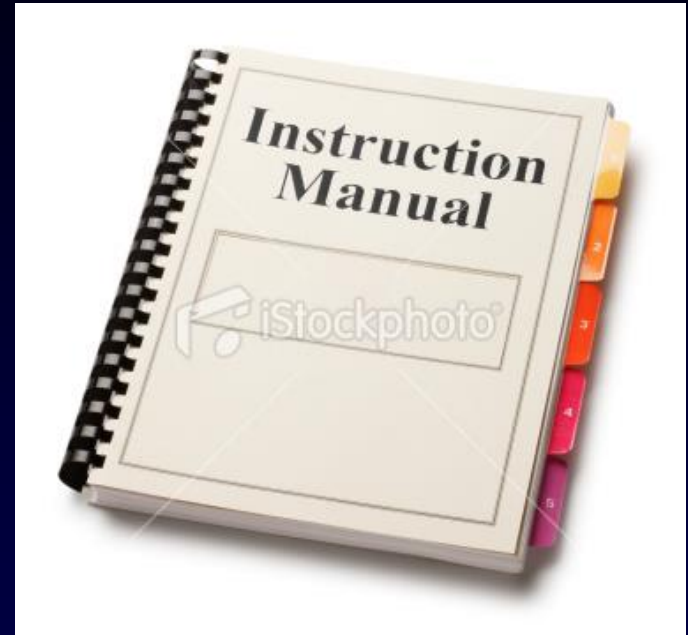
6 Key things to do from the beginning

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

http://www.mcgill.ca/apo/files/apo/research_portfolio_guidelines_-_consultation_draft.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

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:



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

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 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”

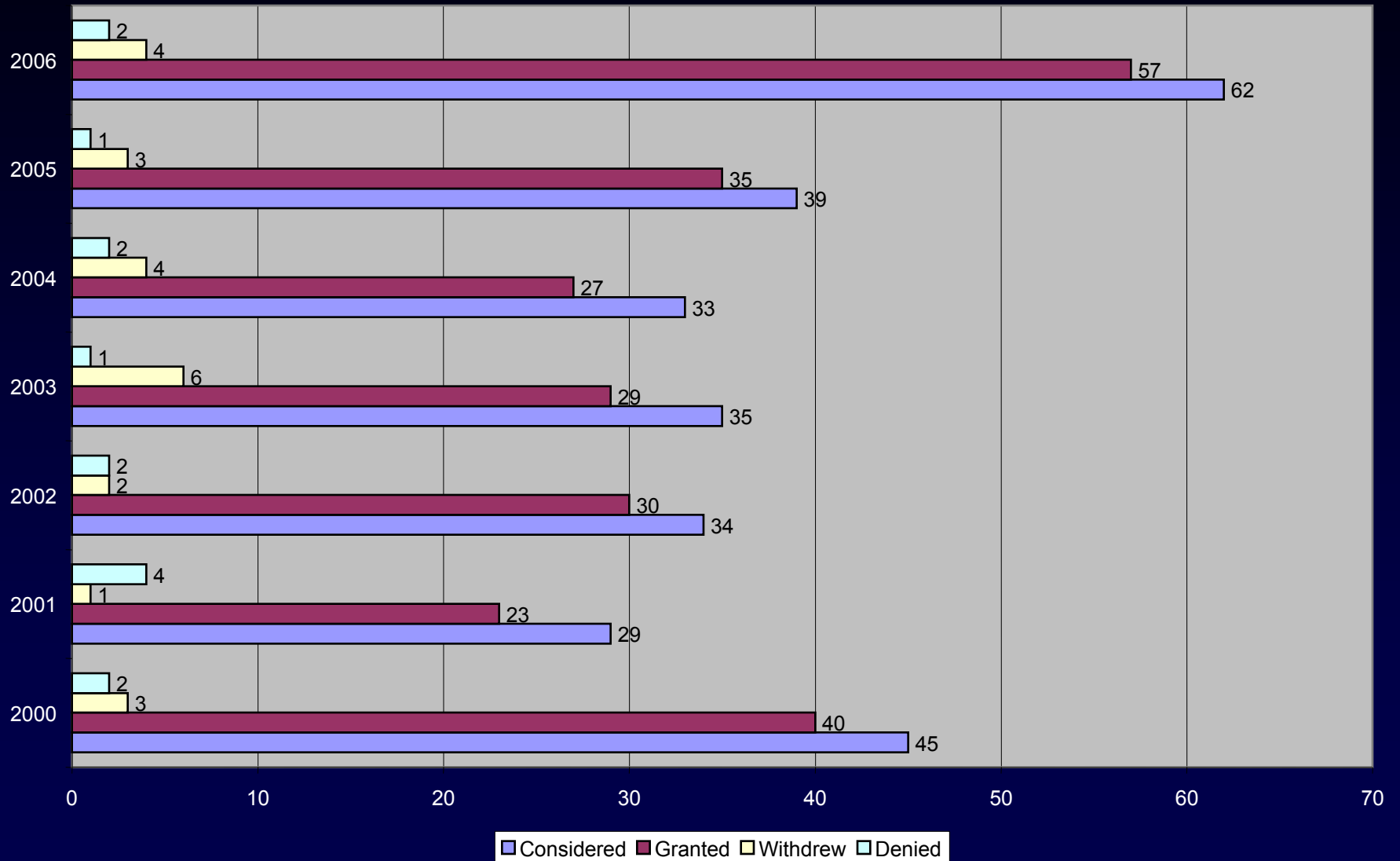
the “internal package”

- 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.

Tenure Candidates and outcome: 2000-2006



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!

Mentoring in the Department of Educational and Counselling Psychology

- **Graduate department**
- **25 TT faculty (6 Assistants, 13 Associate, 6 Full and 1 FT Faculty Lecturer)**
- **332 graduate students**
- **4 programs, 2 professionally accredited**



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

21 April 2016

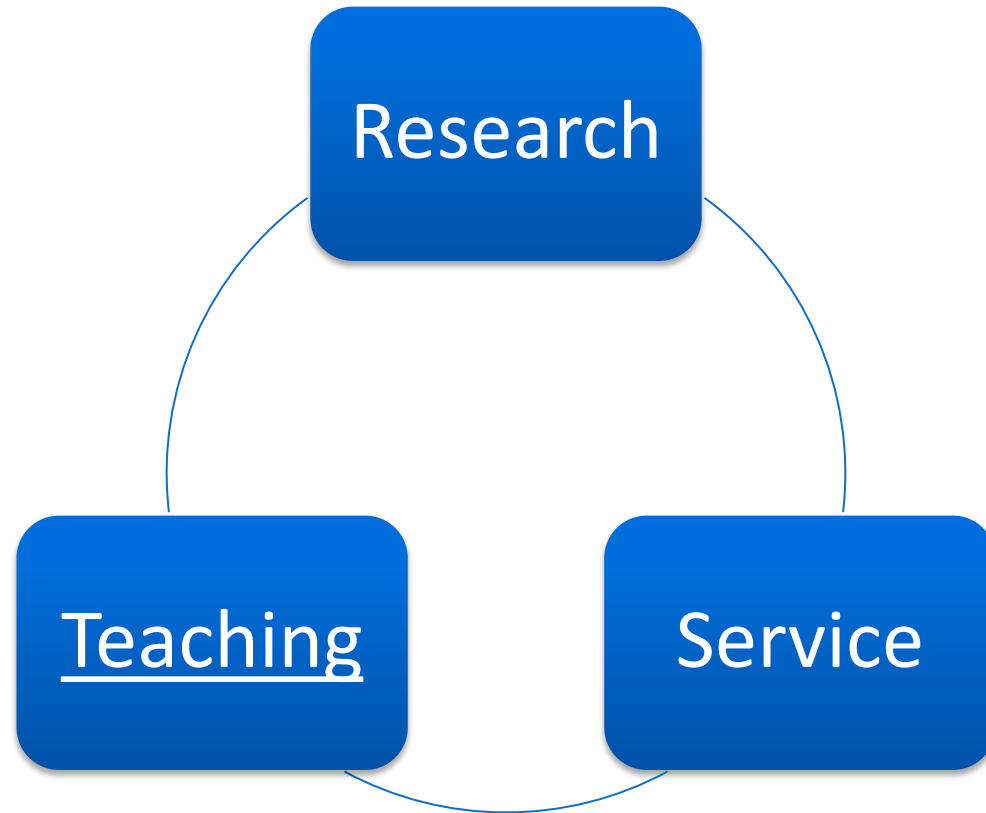
TLS

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

- 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>

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 experience of the exercise :
re-appointment and tenure*

Armando Bertone

Assistant Professor, ECP, Education

Hired : Sept. 2011

Re-appointed : 2014

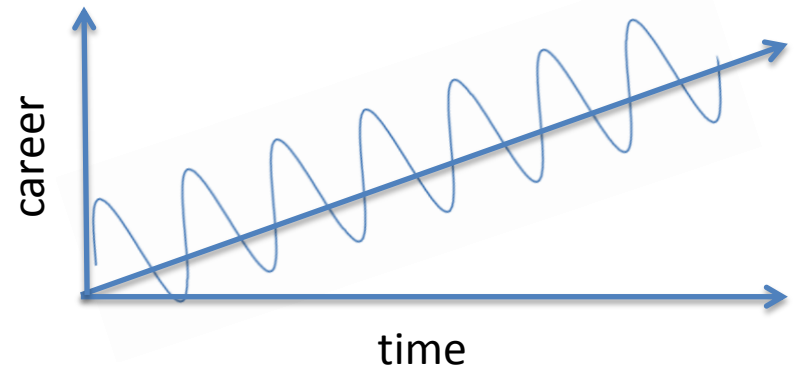
Tenure dossier submitted

practical advice

- word file / CV on desktop - up-to-date
 - organized under (i) research, (ii) teaching, (iii) service headings
- get examples of re-appointment / tenure dossiers
 - use what best fits your needs - highlight your strengths
 - on-line docs / resources (teaching evals)
- find the right mentorship committee
 - try to have junior/recently re-appointed or tenured member & a senior faculty member
 - not just motivators, but problem-solvers ...
- funding
 - get help finding "early-career awards" (grants) and smaller awards ...
 - don't change your funding goals / momentum (at least not initially)
- ask colleagues about their experience
 - student recruitment, supervision, building your lab, teaching, grant writing, developing a research program, committee membership, collaborations, etc.
- try not to make the same mistake twice ...
 - on the fence about a decision ? take time before saying "yes / no" or consult w mentors
 - ...

headspace / mindset advice

- concept of sprint vs marathon
 - re-appointment / tenure process vs academic career
- being an academic vs being a researcher / postdoc / clinician
 - acceptance / re-allocation of time and energy
- focus on your goals
 - academia has ups and downs - you need to understand this quickly ...
 - progress ...
- work / life balance
 - get a life / take a nap ...
- try to have fun
 - departmental activities / social events
 - if given the chance, laugh ...



Tenure Process: How to react to the unexpected?

Survival Guide or First Aid Kit

*MAUT 15th 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:
 - Obtaining support letters from previous supervisors, colleagues in my field of research, colleagues in the department, former and current trainees ...
 - Talked to people who went through a similar situation.
 - Prepare a response letter (reviewed by my advisor and colleagues) with updated CV
 - Prepare a presentation (slides) and practise it with your supervisors and colleagues
- 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).

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 lot of people have/are working to unsure that this is a **FAIR** process.
- Respect the committee:
 - They are people who are trying to do their job as best as possible (but a committee is influenceable).
 - You want to demonstrate that you want/ will be able to work with them.

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 advice 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

Joseph Varga, jvarga.maut@mcgill.ca; Phone:
514-398-3089

Joseph x3089



THE RESEARCH PORTFOLIO

TO BE APPROVED BY APC AND SENATE

Proposed Research Portfolio Headings

- **Research program**
 - **themes/axes, audiences, future plans**

- **Research accomplishments, recognition and impact**

- **Appendices**
 - **publications and other relevant material**