



**MAUT 16<sup>th</sup> Annual Tenure, Renewal & Mentoring  
Workshop for Academic and Librarian Staff  
April 19, 2017**

**AGENDA**

- 9:00-9:05 *Opening comments: The workshop, agenda and introduction of panelists*  
Alenoush Saroyan, Educational & Counselling Psychology
- 9:05-9:20 *Preparing for the renewal and tenure processes*  
Fabrice Labeau, Electrical & Computer Engineering
- 9:20-9:30 *Departmental Mentoring*  
Gloria Tannenbaum, Pediatrics, Neurology and Neurosurgery
- 9:30- 9:40 *The Teaching Portfolio*  
Laura Winer, Director, Teaching and Learning Services
- 9:40-9:50 *The Research Portfolio*  
Patricia Boksa, Psychiatry
- 9:50-10:40 *Break-out Groups to Discuss General Evaluation Criteria*
- Faculty Moderators
- FAES: Brian Driscoll, Kevin Wade  
Arts: John Galaty, Michael Smith  
Education: Alenoush Saroyan  
Engineering: Andrew Kirk  
Management: Emine Sarigollu  
Medicine: Thomas Duchaine, Gloria Tannenbaum, Patricia Boksa  
Libraries: Natalie Waters
- 10:40-11:05 *General Discussion about criteria with input from round tables*
- 11:05-11:35 *The experience of the exercise from the perspective of newly renewed and promoted faculty members*
- Reappointment: Eve-Marie Quintin, Educational Psychology  
Tenured: Natasha Rajah, Psychiatry
- 11:35- 11:45 *Closing Comments; MAUT's Role; Professional Services*



# Preparing for the reappointment and tenure processes

Fabrice Labeau, Associate Dean (Faculty Affairs),  
Faculty of Engineering

2017 MAUT Tenure and Mentoring Workshop

# Outline

- Disclaimers
- The process
- How to prepare



# Disclaimers...

- Engineering focus
  - Your mileage **WILL** vary
  - Ask in your unit
- This presentation assumes you have some sense of the regulations and the timelines

# The Tenure Process in a nutshell

Dossier:

- CV
  - Personal statement
  - record of research, scholarship and professional activities and contributions
  - record of teaching (including supervision)
  - record of general contributions to the University and scholarly communities
  - “any other materials the candidate may wish to submit”
  - the list of external evaluators with justification
- Reports received from external evaluators are added

# The Tenure Process in a nutshell (2)

- When for Assistant Professors:
  - During sixth year
    - <https://www.mcgill.ca/apo/academic-staff/procedures/tenure-consideration>
    - One free “kick at the can” after 3 years
    - Can chose to include or exclude periods of leave
- 3 levels of consideration:
  - Departmental Tenure Committee (DTC)
  - University Tenure Committee (UTC)
  - Principal or Delegate
- Teaching/Research/Service: 2 superiors, one reasonable



# HOW TO PREPARE FOR THIS?

# Know the regulations

- *Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff*
- Lists your rights and responsibilities
- Guidelines for
  - Research Portfolio
  - Teaching Portfolio



McGill

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

Last revised by:

Senate:	October 19, 2016	Minute IIB3
Executive Committee:	October 28, 2016	Minute 6.2

*Full legislative history appears at the end of this document.*

### SECTION 1. SCOPE

- 1.1 The regulations herein set out the general terms of employment by the University of tenure track and tenured staff, relating to appointment, reappointment, tenure, promotion.
- 1.2 These regulations do not apply to academic staff governed by Regulations Relating to the Employment of Librarian Staff and the Regulation Relating to the Employment of Contract Academic Staff, or by a collective agreement.
- 1.3 All appointments, renewals of appointment, and reappointments are made by the Board of Governors in accordance with Article 1.3.1 of the University Statutes and confirmed by a letter, referred to as the "official letter of appointment" (hereafter "OLA"), in accordance with the *Regulations Relating to the Approval of Contracts and Signing Authority*.

### SECTION 2. DEFINITIONS

- 2.1 "Academic Year" means the period from the 1st of September to the 31st of August next following.
- 2.2 "Advisor" means a member of the University community who has agreed to act in an advisory capacity to a member of the academic staff. Such individuals act in accordance with these regulations and are deemed, in so doing, to perform part of their Academic Duties. They do so without receiving additional remuneration. An Advisor shall be accorded full respect by the University's administrative officers.
- 2.3 "Definite term appointment" means an appointment of limited duration with a fixed end date.
- 2.4 "Department" means departments, institutes, schools, centres and faculties without departments.
- 2.5 "Departmental Chair/Chair of Department" means chairs of departments, directors of



# Understand local expectations

- At the very minimum
  - “Each department shall establish written criteria for the reappointment ...”
  - “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”
- “Standards” depend on the field, vary widely and are hard to describe
  - Discuss with your Chair/Director and Mentor
  - Ask for dossiers of recently tenured colleagues
  - Get performance feedback often

## Get Advice

- Find mentors, both formal and informal
  - In and outside your unit/field
  - At and outside McGill
  - Touching all areas of your academic duties

# Plan your activities accordingly

- Know how to manage and prioritize your efforts
- Discuss with mentors and colleagues
- Find you balance between teaching, research and service – you need the three to get tenure!
- Learn to say “Yes” AND learn to say “No”

# Gather data continuously

- Keep track of everything your do
  - Pro-Dean, student committees, undergraduate theses, publications, etc
  - Shoebox approach or more organized one...
- If you have the data, at least you will be able to decide what to include or not...

# Know what to put in your dossier (1)

- Everything!
- Committees have to “make recommendations based solely on the performance of the Candidate’s academic duties as set out in the tenure dossier” (*University Tenure workshop*)
- “It is the responsibility of the staff member being considered for tenure (herein, “the candidate”) to prepare and pursue her or his case for tenure.” (*Regs Relating to the Employment of Tenure Track and Tenured Academic Staff, 7.9*)
- If you don’t make the case, nobody will make it for you....

## Know what to put in your dossier (2)

- You will be judged on **performance** at McGill in your TT appointment
- Make it clear for the committees what is before joining/since joining
  - Some grey areas...
- NB: for early tenure, consideration is given to “before McGill”

# Understand your rights

- If all goes well:
  - Most candidates end up getting tenure
- Tending to a negative at any step:
  - You will have an opportunity to appear in front of the committee
  - With an advisor

## In summary...

- Know the regulations
- Understand local expectations
- Get Advice
- Plan your activities accordingly
- Gather data continuously
- Know what to put in your dossier
- Understand your rights





# Departmental Mentoring

## MAUT Workshop

April 19, 2017



**Gloria S. Tannenbaum**

*Pediatrics and Neurology & Neurosurgery*



# Mentoring

- A valuable and critical component of faculty career development.
- While there is no formal University-wide mentoring program at McGill, individual departments/faculties practice some variations of mentoring - formally or informally.
- **New colleagues should request/demand mentorship from their Chairs, if a system is not already in place.**

# Formal Mentoring Program: Department of Pediatrics

The overall goal is to help/guide new and untenured junior faculty through the formative years of their appointment, with specific focus on preparing them for the reappointment and tenure review process.

# Formal Mentoring Program:

## Initial Objectives:

- To link new faculty to appropriate senior colleagues who can provide guidance on strategies for success at teaching, research, professional development and the inner workings of the University, as well as managing work-life balance, crucial for junior faculty.
- To identify and mitigate reappointment and tenure problems before they occur.

# Formal Mentoring Program:

- The *Mentorship Program Committee* compiled a list of senior colleagues who agreed to serve as mentors. Mentors are given clear instructions on their responsibilities. A *Workshop for Mentors* was held.
- Both new recruits and staff members who joined McGill within the past 6 years were invited to find their mutual “fits” from the list.
- The Chair ensures that each new staff member has a mentor by the end of his/her first semester. It is a relationship that is entered into and developed voluntarily.

# Structure of the Mentorship Program

- Register with the Program; meeting frequency: 2-3/year
- Milestones:
  - ◆ The reappointment review (designed to aid mentorship and development of faculty)
  - ◆ External salary award renewal
  - ◆ Operating grant renewal
  - ◆ Promotion or Tenure
- Mentorship Committee meets regularly to review all registered mentor/mentee programs to ensure that it is working.

# What can a mentor do for you?

- Help integrate you into the department, university and professional communities.
- Provide advice on research funding sources, how to make effective applications, and how to build a research program.
- Provide assistance in recruiting students.
- Provide advice on how to develop a teaching dossier and make steady improvement in teaching skills. This may require that the mentor attend some of the classes of the junior staff member.

# What can a mentor do for you....

- Provide advice on the range of academic opportunities which might be sought including conference attendance, collaboration with others, and establishing recognition outside the University.
- Provide assistance in becoming involved in departmental and professional activities.
- Provide early, friendly, constructive criticism if deficiencies are noted in any area.
- Translate personal experience and knowledge into counsel appropriately tailored to the mentee.



# Mentees need a mentor who will:

- teach them and share experiences with them; e.g. work-life balance issues
- believe they are capable of achieving more and be willing to help them
- provide them with unique opportunities to prove themselves
- introduce them to others
- value their opinions and ideas, seek their input and learn from them

# When things aren't working well...

## ■ Grievances

- ▶ one option is the Mentorship Program Committee

## ■ Failure to meet

- ▶ Program committee to prompt mentors & mentees

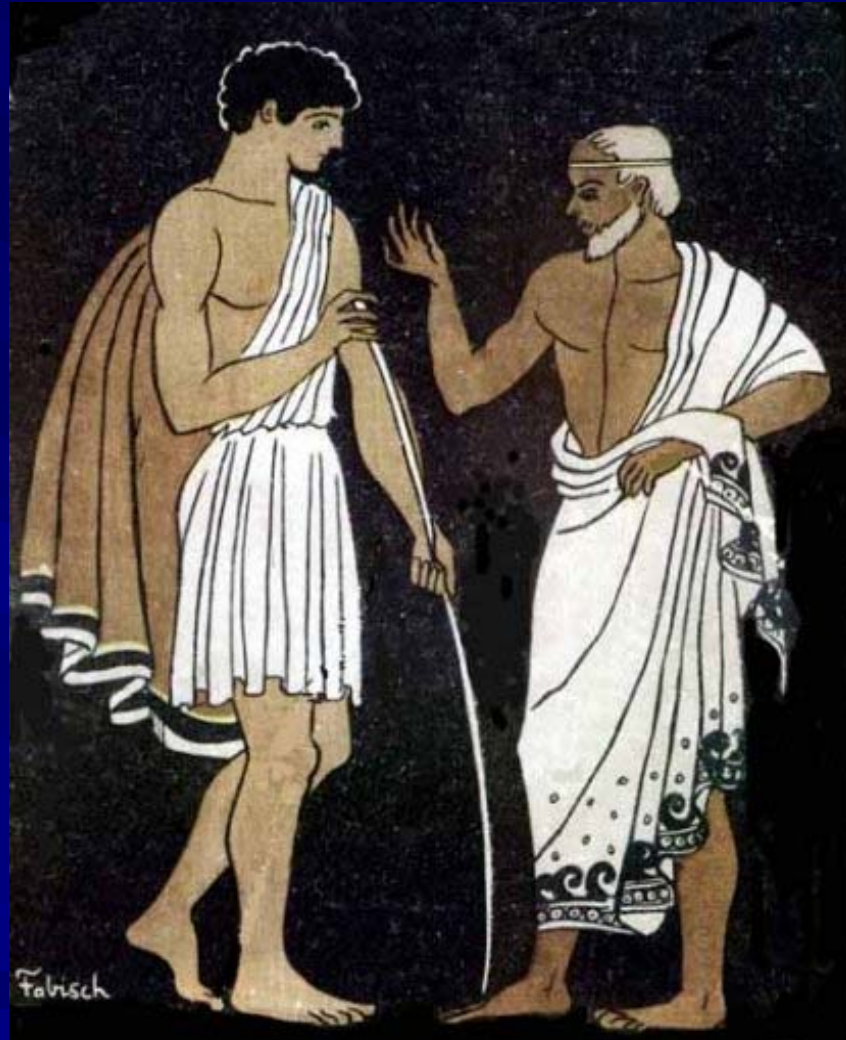
## ■ Changing mentors

- ▶ mediation by program committee

## ■ Use of additional mentors with special expertise

- Clearly, every department and faculty has a particular culture and context and, as such, one model or set of prescribed mentoring activities is unlikely to suit all.
- A mentoring program not only helps faculty progress successfully in their career, it is a positive approach toward building a community.
- Mentoring does not stop.....

# Telemachus and Mentor



**Thank you!**

# The Teaching Portfolio



McGill

Laura Winer

Director, Teaching and Learning Services (TLS)

MAUT Teaching and Mentoring Workshop for  
Non-Tenured Academic Staff

19 April 2017

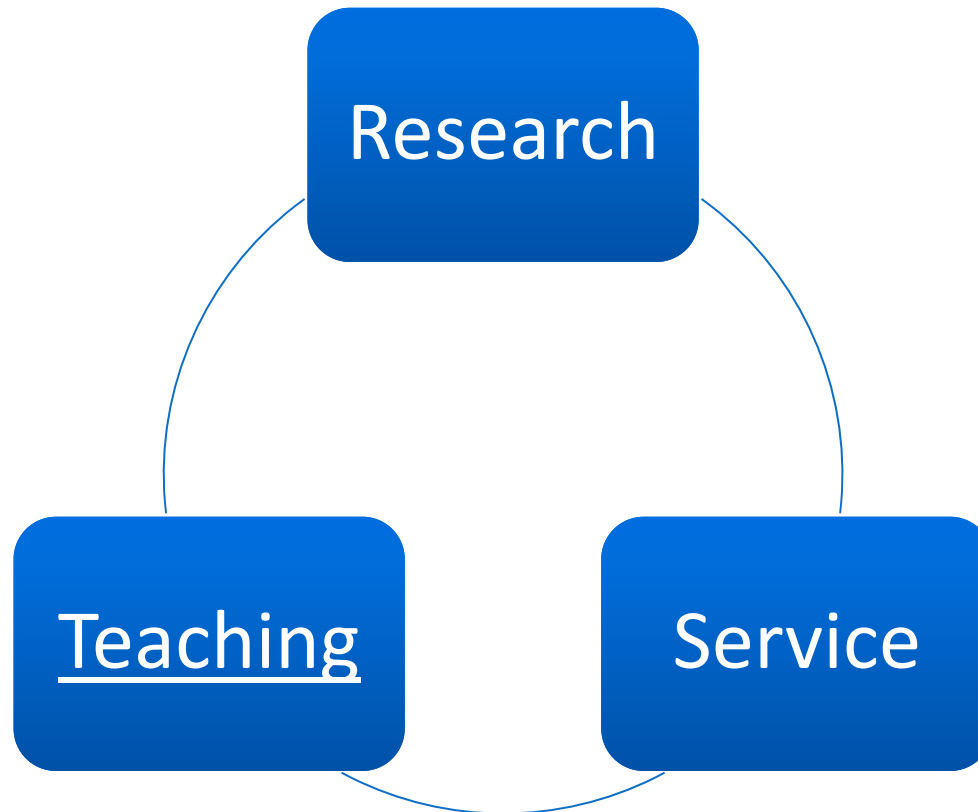
TLS

# 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"> <li>Means for each Faculty and the School of Continuing Studies</li> <li>Presented by course level and by class size for the four core questions on all course evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Average response rate by Faculty, academic unit, class size, type of course, rank of professor</li> <li>Number of instructors who granted/denied permission to disseminate results</li> <li>Number of students who complete and decline evaluations</li> <li>Submission patterns during evaluation periods</li> </ul>	<ul style="list-style-type: none"> <li>Course Evaluation Advisory Group (CEAG) membership</li> <li>Summary of goals and results from the year</li> <li>System updates implemented</li> <li>Participation data</li> <li>Goals for the upcoming year</li> </ul>	
↓ YEAR	<ol style="list-style-type: none"> <li>Overall, this is an excellent course.</li> <li>Overall, I learned a great deal from this course.</li> <li>Overall, this instructor is an excellent teacher.</li> <li>Overall, I learned a great deal from this instructor.</li> </ol>		
<b>2014-2015</b>	<a href="#">Faculty Means Report</a>	<a href="#">Response Rate Data</a>	<a href="#">Annual Report</a>
<b>2013-2014</b>	<a href="#">Faculty Means Report</a>	<a href="#">Response Rate Data</a>	<a href="#">Annual Report</a>
<b>2012-2013</b>	<a href="#">Faculty Means Report</a>	<a href="#">Response Rate Data</a>	<a href="#">Annual Report</a>
<b>2011-2012</b>	<a href="#">Faculty Means Report</a>	<a href="#">Response Rate Data</a>	<a href="#">Annual Report</a>
<b>2010-2011</b>	<a href="#">Faculty Means Report</a>	<a href="#">Response Rate Data</a>	<a href="#">Annual Report</a>
<b>2009-2010</b>	<a href="#">Faculty Means Report</a>	<a href="#">Response Rate Data</a>	<a href="#">Annual Report</a>

# 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
- Request a consultation:  
<https://www.mcgill.ca/tls/teaching/consultations/individual>
- [tls@mcgill.ca](mailto: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>

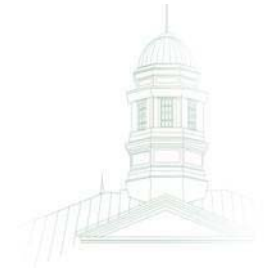
**Canadian Association of University Teachers (CAUT)  
Guidelines**

<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 Research Portfolio

presented by  
Patricia Boksa, Ph.D.  
Professor, Dept. of Psychiatry  
McGill University



**McGill**  
UNIVERSITY

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](http://www.mcgill.ca/senate/files/senate/6_d15-57_473rd_apc_report_and_appendices.pdf)

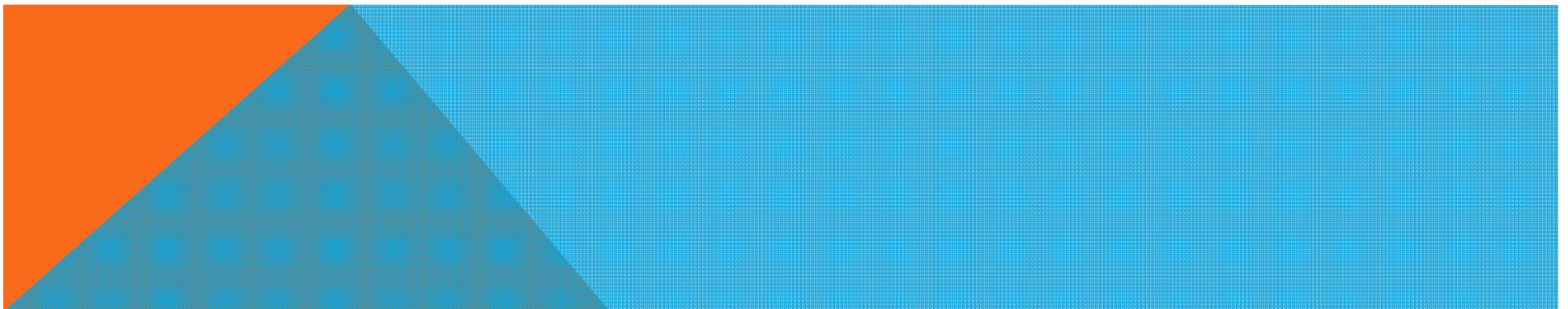
plus

“Examples of the Range of Research Accomplishments,  
Recognition and Impacts Valued at McGill”

**The Research Portfolio  
should address (5-7 pages):**



- 1) Your Research Program**
- 2) Your Research Accomplishments**
- 3) Recognition of your Research**
- 4) Impacts of Your Research**





## 1) YOUR RESEARCH PROGRAM

A narrative summarizing your research trajectory and contributions

- Describe 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
  - 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
- ❖ 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; use of your teaching strategies by others
- ❖ Knowledge translation and community engagement



## **PEARLS of WISDOM (I hope)**



- 1. Publish a lot in high impact journals**
- 2. Time management is key. Prioritize.**
- 3. Notice what activities you spend time on and get credit for them.**
- 4. Start a "Tenure Folder". Keep everything.**



**KEEP  
CALM  
AND  
GOOD  
LUCK**

# Reappointment dossier preparation

- Approaching the task...
  - Be positive
  - The dossier: a narrative of your CV

# Reappointment dossier preparation

- Regulations Relating to the Employment of Tenured Track and Tenured Academic Staff: Appendix A (Teaching), Appendix B (Research)
  - [http://www.mcgill.ca/secretariat/files/secretariat/employment\\_of\\_tenure\\_track\\_and\\_tenured\\_academic\\_staff\\_regs\\_relating\\_to.pdf](http://www.mcgill.ca/secretariat/files/secretariat/employment_of_tenure_track_and_tenured_academic_staff_regs_relating_to.pdf)
- Examples of the Range or Research Accomplishments, Recognition and Impacts Valued at McGill (add to Appendix B)
  - [https://www.mcgill.ca/secretariat/files/secretariat/examples\\_of\\_research\\_final.pdf](https://www.mcgill.ca/secretariat/files/secretariat/examples_of_research_final.pdf)
- TLS resources
  - <https://www.mcgill.ca/tls/teaching/portfolio>
- TLS teaching portfolio guiding questions (add to Appendix A)
  - [https://www.mcgill.ca/tls/files/tls/guiding\\_questions\\_for\\_portfolio\\_development\\_0.pdf](https://www.mcgill.ca/tls/files/tls/guiding_questions_for_portfolio_development_0.pdf)
- Course evaluations (and department means) on Minerva
- The PPT presentations on research and teaching from MAUT's spring workshop



# Reappointment dossier preparation

- Today
  - Know deadlines
    - <https://www.mcgill.ca/apo/deans-and-chairs-guide/reappointing-tt#REAPPOINTMENT>
  - Get examples of reappointment files
  - Update your CV
- Seek out mentors
  - Research
  - Teaching + TLS
- Dedicate time
- Plan for breaks and rewards