18th Annual Tenure and Mentoring Workshop
24 April 2019

18th Tenure and Mentoring Workshop for Non-Tenured Academic & Librarian Staff
Wednesday, April 24, 2019

AGENDA

8:50-9:00   Coffee/Tea and muffins
               Opening comments: The workshop, agenda and introduction of panelists
               Alenoush Saroyan, Educational and Counselling Psychology (ECP)

9:00-9:15   *Preparing for the renewal and tenure processes*
               Bernard Robaire, Pharmacology and Therapeutics

9:15-9:25   *The Service Portfolio*
               Edith Zorychta, Pathology

9:25-9:35   *The Teaching Portfolio*
               Carolyn Samuel, Teaching and Learning Services

9:35-9:45   *The Research Portfolio*
               Meyer Nahon, Mechanical Engineering

9:45-9:55   *Using altmetrics to tell a story about your impact –*
              Svetlana Kochkina, Libraries
9:55-10:05   *Departmental Mentoring*
              Alenoush Saroyan, Educational and Counselling Psychology (ECP)

10:05-10:50   *Break-out Groups to Discuss General Evaluation Criteria*

              <u>Faculty Moderators</u>

FAES:	Marilyn Scott	Music:	Stefano Algieri
Arts:	Axel van den Berg	Education:	Shaheen Shariff
			Ingrid Sladeczek
Science:	Peter Grutter	Engineering:	Meyer Nahon
Management:	Emine Sarigollu	Libraries:	Natalie Waters
Medicine :	Split Tables		Anais Salomon
	Hospital vs Department		

              Joint Appointments: Thomas Duchaine, Terry Hébert

10-50-11:10   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*
              Adam Dubé, Educational and Counselling Psychology

11:35- 11:45 *Closing Comments; MAUT's Role; Professional Services*

Preparing for the renewal and tenure processes

Bernard Robaire

Department of Pharmacology & Therapeutics and of Obstetrics & Gynecology

MAUT Tenure Workshop
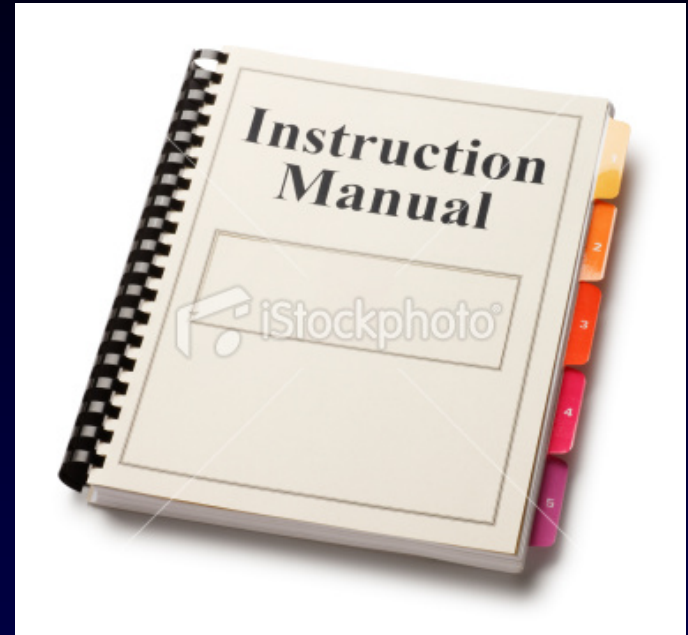**April 24, 2019 – Faculty Club**

- **Key things to do from the beginning**

- **Tenure criteria**

- **Tenure committees**

6 Key things to do from the beginning

1

Read the rules carefully.

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

https://mcgill.ca/secretariat/files/secretariat/employment_of_tenure_track_and_tenured_academic_staff_regs_relating_to.pdf

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

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 from day 1 you are appointed! 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:

Yes I can!

Oui, je le peux!

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 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 agency peer review vommittees, journal editorial functions

• 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 <u>pursue</u> 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
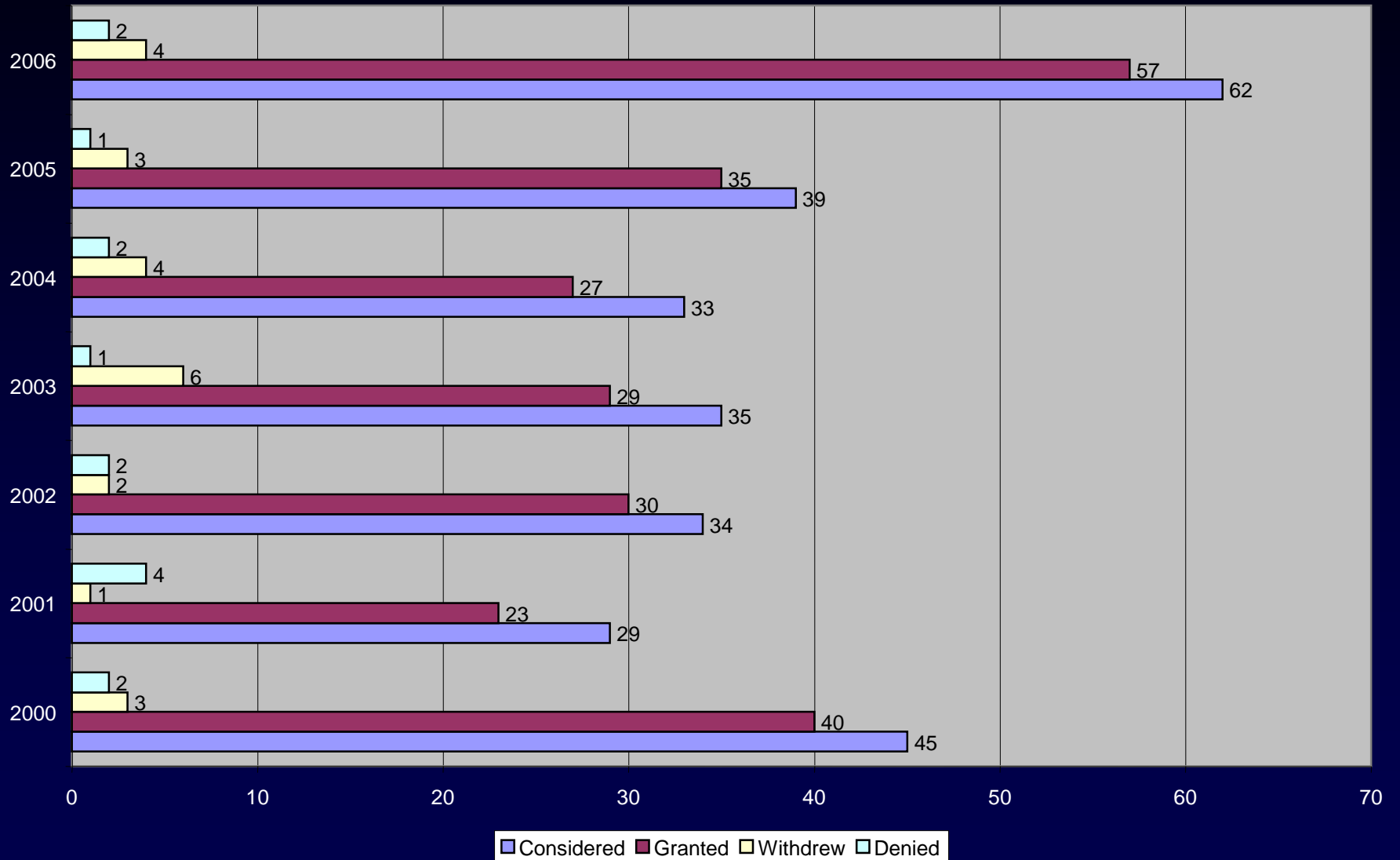
GET HELP EARLY

"**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.**"
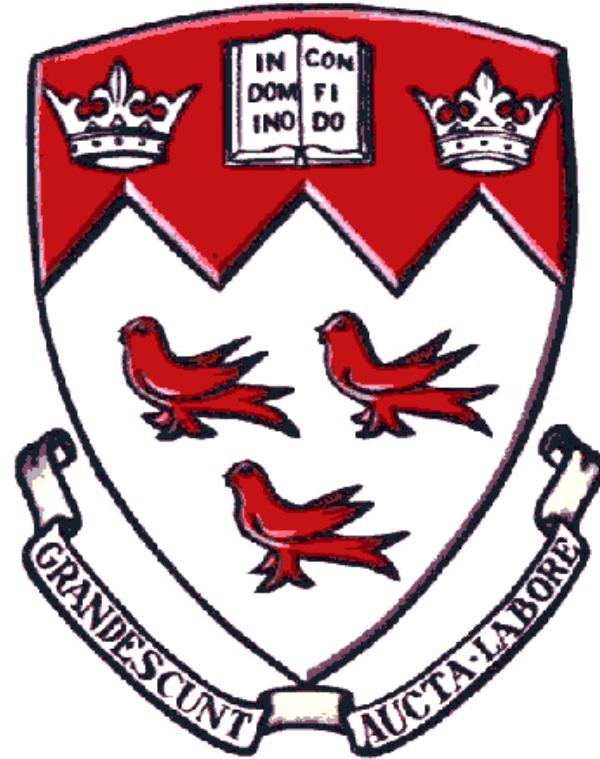
This applies to all levels of review!

SERVICE AND OTHER CONTRIBUTIONS TO THE UNIVERSITY

FACULTY CAREER PROGRESSION

SERVICE AND OTHER
CONTRIBUTIONS TO THE UNIVERSITY
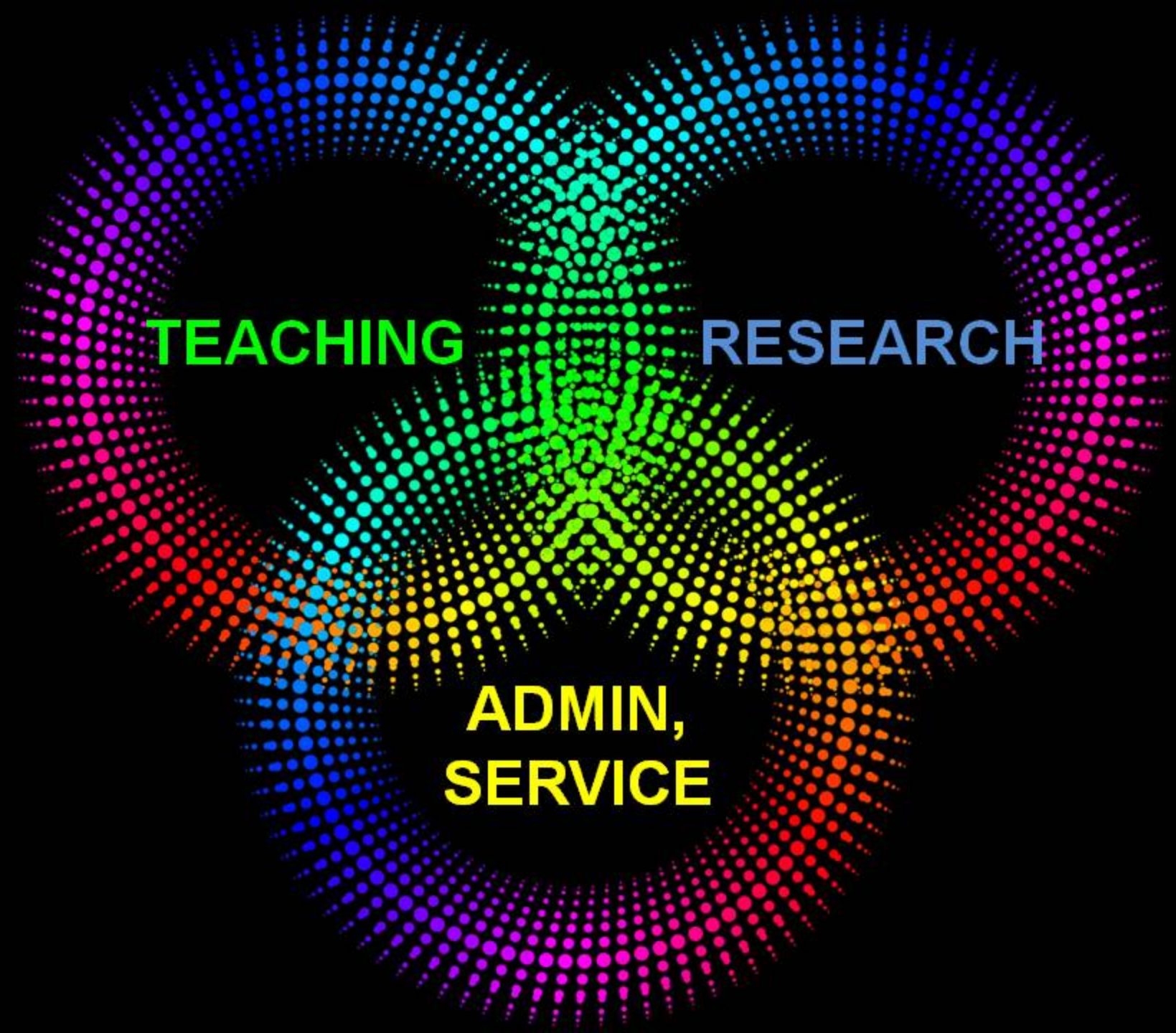
WHAT
WHY

TEACHING   RESEARCH

ADMIN,
SERVICE

**SERVICE AND OTHER
CONTRIBUTIONS TO THE UNIVERSITY**

WHAT

GOVERNANCE

DEPARTMENT (Committees: Space, Budget, Search, Graduate admissions, Program review, undergraduate advising, …..)

FACULTY (Awards, curriculum, space, Council, Convocation….)

UNIVERSITY
OFFICIAL POSITIONS
COMMUNITY INVOLVEMENT

FACULTY MARSHALS AT CONVOCATION

SERVICE AND OTHER
CONTRIBUTIONS TO THE UNIVERSITY

WHAT

UNIVERSITY

OFFICIAL POSITIONS (Senate, Senate subcommittees, policy creation and revision……)

IMPLEMENT YOUR IDEAS

COMMUNITY INVOLVEMENT

COMMITTEES ARISING OUT OF UNIVERSITY REGULATIONS

These 11 committees arise out of various University regulations and are populated by Senate and the Senate Nominating Committee.

Advisory Council on the Charter of Students' Rights
Appeal Committee for Student Discipline and Grievances
Intellectual Property Appeals Committees
Panel for the Investigation of Research Misconduct
Standing Committee on Sabbatic Leaves
Committee on Staff Grievances and Disciplinary Procedures
Committee on Student Discipline
Committee on Student Grievances
University Tenure Committees for the Faculties and Libraries
University Tenure Committee for Recruitment
University Appeals Committee

4 HAVE JOINT APPOINTMENTS: MAUT + PRINCIPAL + SENATE

STANDING COMMITTEES OF SENATE

There are 9 standing committees of Senate and one standing joint committee of the Board and Senate.

Academic Policy Committee
Committee on Enrolment and Student Affairs
Honorary Degrees and Convocations Committee
Committee on Libraries
Nominating Committee
Committee on Physical Development
Committee on the Rights of Senate
Steering Committee
Committee on Student Services
Joint Board-Senate Committee on Equity

POLICY ON HARASSMENT, SEXUAL HARASSMENT AND DISCRIMINATION PROHIBITED BY LAW

Section 4 – APPOINTMENT OF ASSESSORS

4.1 The Provost shall consult with the university-level students' associations, staff associations and unions on the appointment of eight (8) Assessors from the University community. The appointment of the Assessors shall be approved by Senate. The Assessors shall report directly to the Provost.

4.2 The Assessors shall be employees or appointees of the University. Four (4) shall be chosen from the members of academic staff and four (4) from the members of administrative and support staff. At least one of the Assessors shall be from Macdonald Campus.

4.2.1 The Provost shall endeavour to have a diverse group of Assessors reflective of the diversity of the University Community and with an equal representation of the sexes.

4.3 The Assessors shall have staggered terms of two years each normally commencing on June 1st.

4.4 The names of the Assessors shall be made known to the University community.

SERVICE AND OTHER CONTRIBUTIONS TO THE UNIVERSITY

WHAT

UNIVERSITY

OFFICIAL POSITIONS

COMMUNITY INVOLVEMENT (Mentoring, Staff benefits /pensions, Faculty Association – MAUT, Faculty Club, SEDE (Social Equity & Diversity Education), Community outreach….)

YOUR RESEARCH COMMUNITY (journal editing, conference organizing, grant reviewing, thesis examiner……)

COMMUNITY OUTREACH

Find relevant services, organizations, guides, and toolkits related to each field.

Disability   Family Support

Health and Crisis Intervention   Indigenous

LGBTQ+, Gender, Sexuality

Race and Cultural Diversity

SEDE
SOCIAL EQUITY &
DIVERSITY EDUCATION
OFFICE

WHY??
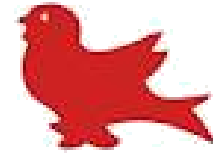
VALUE OF SERVICE

1 – TO THE UNIVERSITY

2 – TO THE LOCAL COMMUNITY + GLOBAL OUTREACH

3 – TO THE CONTRIBUTOR

**SERVICE AND OTHER
CONTRIBUTIONS TO THE UNIVERSITY**

WHY

Value to McGill:

1. **Essential for daily function**
2. **Fulfills the university mission**
3. **Generates goodwill**

**SERVICE AND OTHER
CONTRIBUTIONS TO THE UNIVERSITY**

WHY

Value to the contributor:

1. **Rewarding, intellectually and socially**
2. **Put ideas and ideals into practice**
3. **Translate knowledge into action**
4. **Prevent isolation and provide support**

FACULTY OF MEDICINE: ANNUAL MERIT EVALUATION

	SCORE	WEIGHT
TEACHING		
Quality of Teaching (Classroom/Clinical)		
Quantity of Teaching (Including Graduate Students)		
Dependability and Cooperation		
RESEARCH		
Quantity and Quality of Publications		
Grants & Awards Received		
Scientific & Scholarly Activities (e.g. CIHR, journal reviews, journal editor, etc.)		
ADMINISTRATIVE CONTRIBUTIONS & CLINICAL SERVICE		
Department Administration		
Faculty, Clinical Service and University		
Outside Organizations (e.g. Conference planning, executive or professional bodies, advice to governments, etc.)		

**SERVICE AND OTHER
CONTRIBUTIONS TO THE UNIVERSITY**

WHY

1. **Rewarding**

2. **Enjoyable
   expand horizons – dynamic friends**
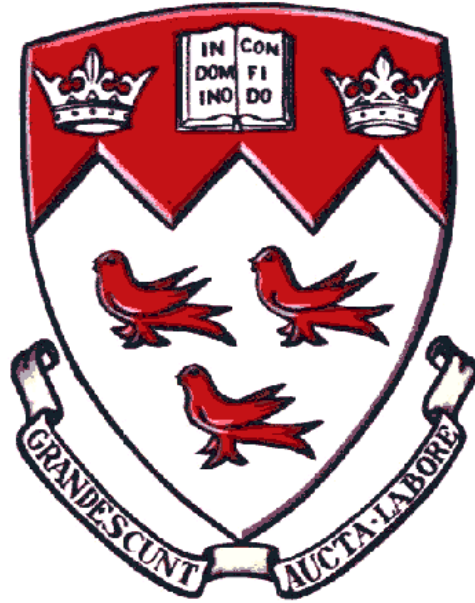
**SERVICE AND OTHER
CONTRIBUTIONS TO THE UNIVERSITY**

WHAT
WHY
HOW
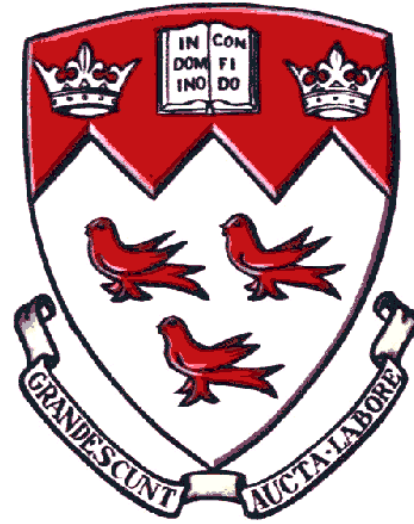
HOW

START NOW
START SMALL
EXPERIMENT
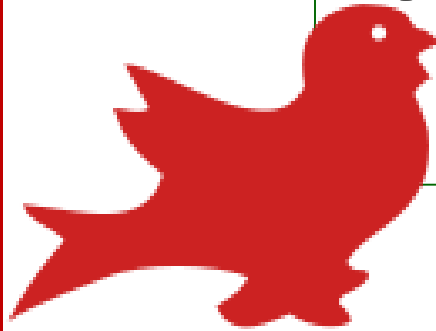   **use your talents**

FACULTY CLUB
COUNCIL MEETING

WELCOME

MAUT APBM

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

MAUT GENERAL MEETING

McGILL

FACULTY CLUB

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GRANDESCUNT · AUCTA·LABORE

ASK FOR IDEAS AND ADVICE

SERVICE AND OTHER CONTRIBUTIONS TO THE UNIVERSITY

Overview

- Context

- The teaching portfolio

- Guidelines

- Support resources

Context for the Teaching Portfolio
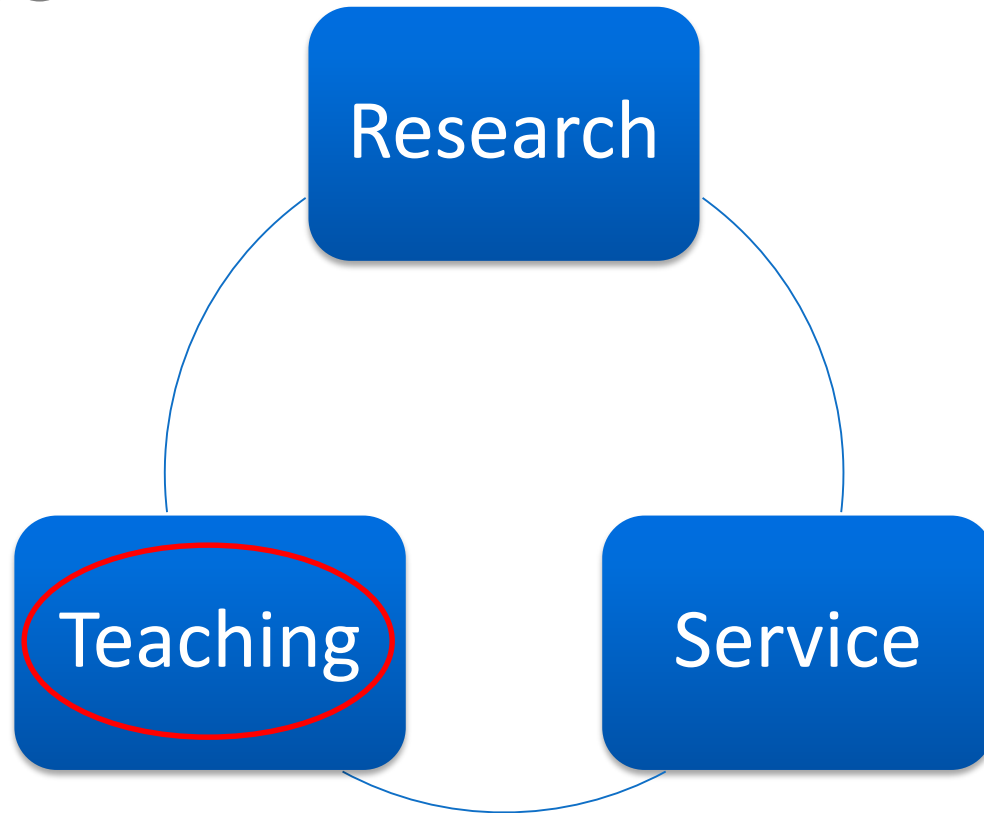
The tenure and promotion dossier

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: http://www.mcgill.ca/tls/teaching/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

http://www.mcgill.ca/tls/teaching/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)

http://www.mcgill.ca/mercury/about/reports

McGill.CA / MERCURY / General Information

Policy on End-of-Course Evaluations

Historical Background

Mercury System

Questionnaires

Promotional Efforts and Materials

⌄ **Reports (Faculty Means, Response Rates)**

> Faculty Means (restricted)

Administration and Procedure

Equity and Course Evaluations

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	Participation Data Report	Annual Report
	• Means for each Faculty and the School of Continuing Studies	• Average response rate by Faculty, academic unit, class size, type of course, rank of professor	• Course Evaluation Advisory Group (CEAG) membership
	• Presented by course level and by class size for the four core questions on all course evaluations	• Number of instructors who granted/denied permission to disseminate results	• Summary of goals and results from the year
	1. Overall, this is an excellent course.	• Number of students who complete and decline evaluations	• System updates implemented
	2. Overall, I learned a great deal from this course.	• Submission patterns during evaluation periods	• Participation data
	3. Overall, this instructor is an excellent teacher.	• Additional questions submitted by instructors	• Goals for the upcoming year
↓ YEAR	4. Overall, I learned a great deal from this instructor.		
2017-2018	[Faculty Means Report](#)	[Participation Data](#)	[Annual Report](#)

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

  o Students supervised (undergrad and grad)

  o Course evaluations

  o Committees related to teaching and learning

  o Contributions to program development

  o (Re)Design of courses

  o Presentations about teaching

  o 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

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

- Development of/feedback on portfolios

- Interpretation of course evaluations
  http://www.mcgill.ca/mercury/instructors/interpretation

- Sample portfolios
  https://www.mcgill.ca/tls/teaching/portfolio/teaching-portfolio-samples

- Consultation
  - https://www.mcgill.ca/tls/teaching/consultations/individual
  - tls@mcgill.ca
  - x6648

What else would you like to know?

- **McGill University**, Teaching Portfolio Guidelines
  http://www.mcgill.ca/tls/teaching/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
- University of Minnesota, **Online tutorial on teaching philosophies**
  http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/index.html
- University of Saskatchewan, **Sample statements**
  http://www.usask.ca/gmcte/drupal/?q=node/189

Tenure and Mentoring Workshop

The Research Portfolio

presented by Meyer Nahon
Professor and Chair
Department of Mechanical Engineering
McGill University
(thanks to Andy Kirk and Patricia Boksa)

April 24, 2019

WHERE TO FIND THE CORE INFORMATION

➤ "Guidelines for Developing a Research Portfolio"
Appendix E of:

https://www.mcgill.ca/senate/files/senate/6._d15-57_473rd_apc_report_and_appendices.pdf

➤ "Examples of the Range 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)

McGill

"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
- *How* were these pursued
- *Why* were these pursued

Who are your audiences and interlocutors?

Looking Ahead: what are your goals for the next 5 years?

2) a. Your Research Accomplishments

Most significant research accomplishments

Summary of Record of Productivity
- Publications, Creations
- Research funding record
- Patents

Innovative Research Efforts

2) b. Recognition of Your Research

How is your scholarship recognized at the local, provincial, national and international levels?

Forms of recognition

- Invitations: edited collections, conferences/workshops, keynote talks, seminars, peer reviews, to serve as expert consultant…
- Participation in research networks
- Prizes and awards
- Election/appointment as leader in scholarly society
- Reviews in press and media

2) c. Your Research Impact

Use objective markers

- The range of scholarship that benefits from your research

- Citation record (place in context)

- Effects of research in clinical practice, industry, government, civil society (technology or policy innovations, commercial activity, social ventures)

- Effects of research on teaching and training

- Knowledge translation and community engagement

APPENDICES (no page limit)

Appendices should support and be germane to the Research Statement. They should be clearly labeled and organized. They may include:

1. A list of publications in standard citation style (may be omitted if this list is part of the submitted CV).

2. Copies (electronic) of, or active hyperlinks to, publications.

3. Other materials that may be relevant (e.g., reviews of the professor's written or other work; artistic portfolios or recordings; a summary of innovation and entrepreneurial activity, including patent applications, patents, commercial or social enterprises launched).

Closing Words

- Remember that you are writing for:
  - Experts (your external reviewers)
  - Researchers in related areas (DTC members)
  - Researchers in unrelated areas (UTC members)
- You received tenure guidelines from your Chair or Dean when you were hired: review them
- You received feedback from your Dean at the time of reappointment: review it
- Effective time management: spend time on what gets you credit
- Start a tenure folder: keep everything
- Publish lots in high-impact journals

Using altmetrics to tell a story about your impact

Svetlana Kochkina
Acting Head,
Office of Copyright Compliance
McGill University Library

DISCLAIMERS

- Not a requirement in tenure & promotion regulations or guidelines

- Not suitable for everyone

- Should be viewed through a critical lens

What are altmetrics?

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

Popular altmetric solutions

Altmetric

Impactstory
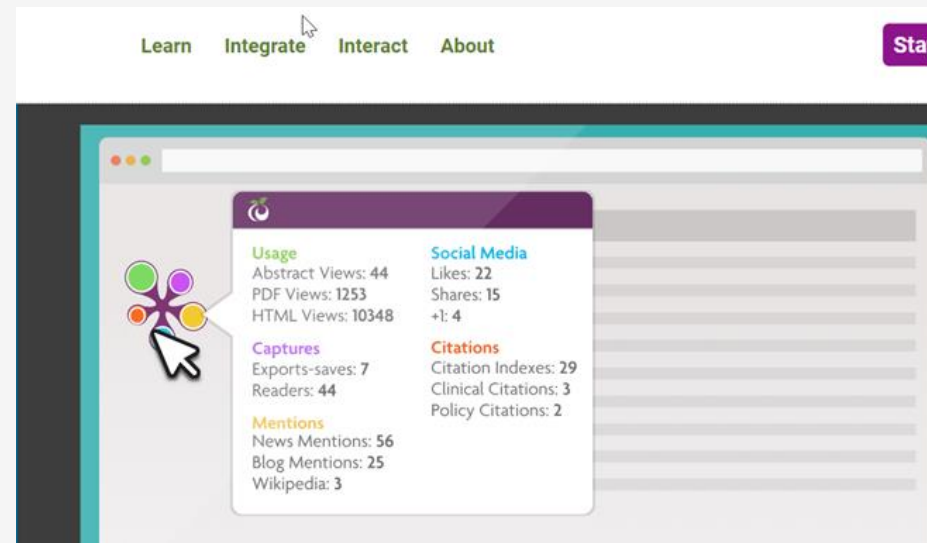
Plum Analytics

What can they do for me?

- Demonstrate/understand impact and reach of your work beyond the ivory tower (e.g. public policy, lay communities, news media)

- Track reach of newer articles - citations accrue slowly

- Also taps you into conversations about your work, and gives you a chance to also join that conversation

How might I use altmetrics in my dossier?

Some people use them:

- to add context to newer publications

- to talk about greater societal impact and demonstrate reach of research

- to talk about non-traditional research outputs like software code, research data, etc.

- to showcase outreach & community engagement efforts

Some examples from other institutions:

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

Where might I use altmetrics in my dossier?

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

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

- Effects of the professor's research outside of the academy, for example, in clinical practice, industry, government or civil society sectors, including notable technological or policy innovations, commercial activity or social ventures.
- Knowledge translation, mobilization and community engagement activities involving the professor's research, which may include public and community collaborations, workshops or symposia. (https://www.mcgill.ca/secretariat/files/secretariat/employment_of_tenure_track_and_tenured_academic_staff_regs_relating_to.pdf - Appendix B)

Metrics Toolkit
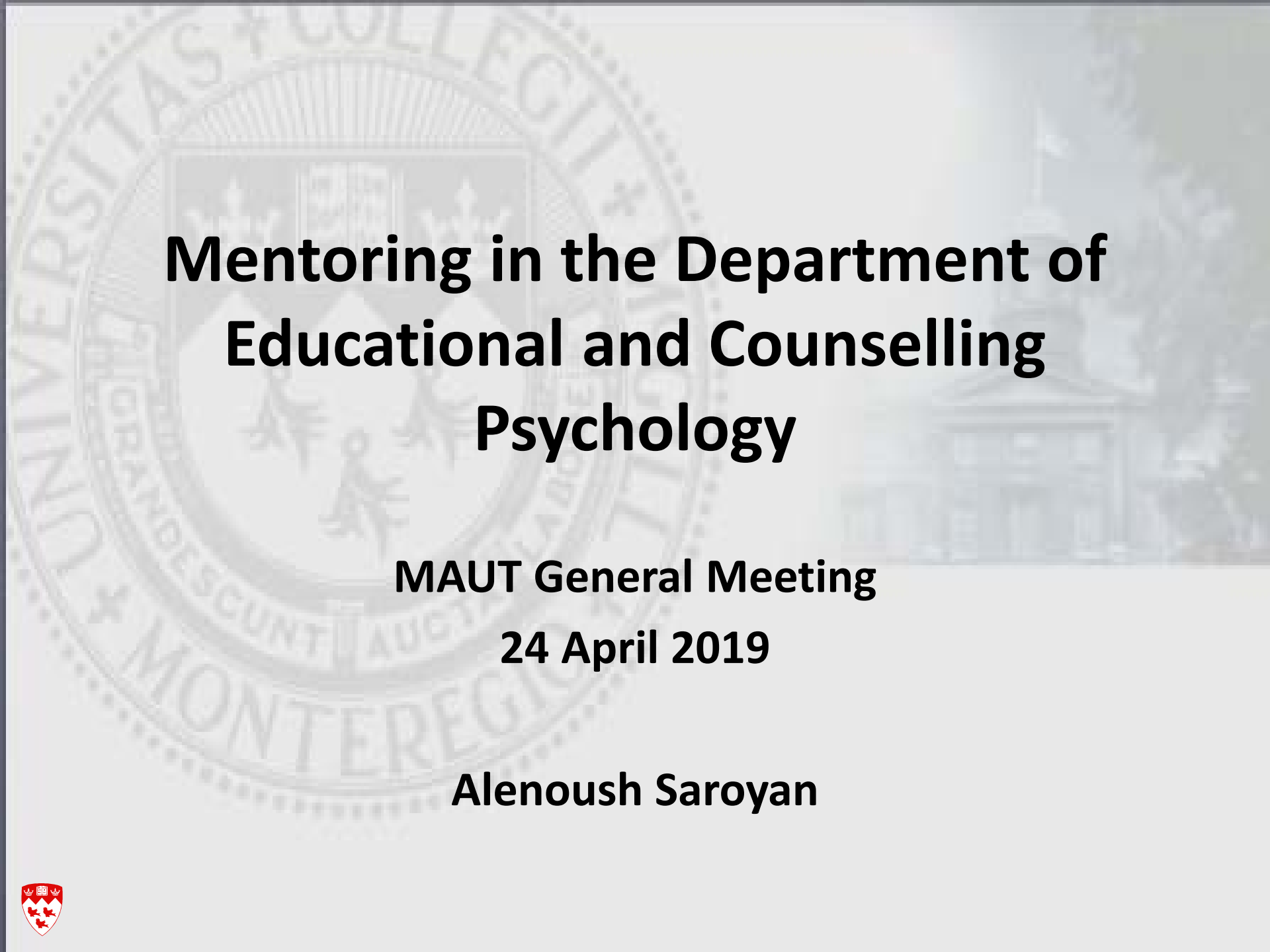
Mentoring in the Department of Educational and Counselling Psychology

MAUT General Meeting

24 April 2019

Alenoush Saroyan

Department of Educational & Counselling Psychology

Graduate department
- **33 TT faculty (11 Assistants, 15 Associate, 5 Full and 2FT Faculty Lecturer)**
- **407 graduate students**
- **4 programs, 2 professionally accredited**

Mentoring Protocol

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

Mentor Responsibilities

- **Familiarity with performance review processes, norms & expectations, important dates**

- **Availability**

- **Advice on career planning, at least 2 of 3 academic duties, concrete suggestions for prioritizing**

- **Integration into the Department/ University**

- **No conflict of interest (DTC membership ok)**

Incentives for Mentoring

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

Mentoring Committee

- **Comprised of 2-3 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**
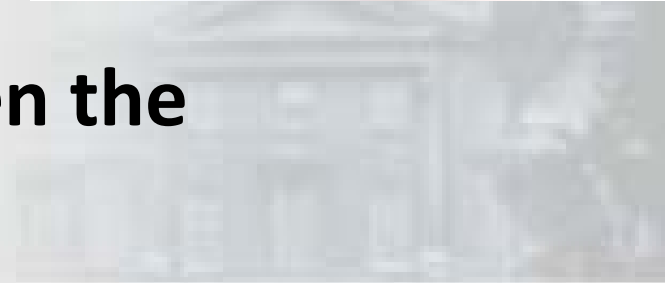
Frequency of Meetings

- **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**

URL

ECP Mentoring Policy & Guidelines

https://mcgill.ca/edu-ecp/files/edu-ecp/ecp_mentoring_policy_and_guidelines_2015-oct-19.pdf
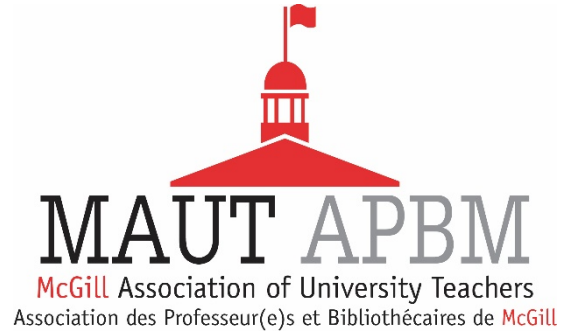
Break-out Session

General Evaluation Criteria

10:05 am to 10:50 am
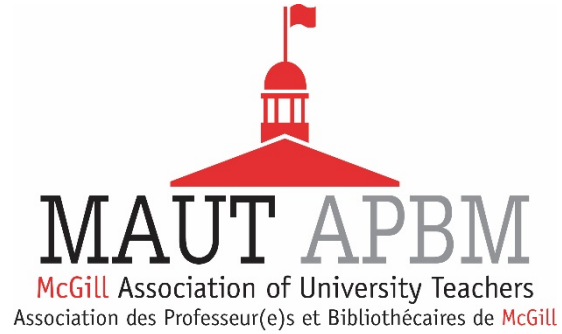
General Discussion

10:50 am to 11:10 am

Reappointment

My experience and example

Adam Dubé

Reappointment dossier preparation

- Be positive, just another document espousing how great you are (e.g., grants, awards).

- Set aside time to complete this, cannot be done between other tasks.

  - 40 hours across a few weeks.

  - Completed in the summer, at coffee shops in Old Port.

- Need to make a coherent story about your work for a broad audience.

Example

Reappointment Dossier _____

ADAM KENNETH DUBÉ, PH.D.   *Department of Educational and Counselling Psychology*
ASSISTANT PROFESSOR   *Faculty of Education, McGill University*

_____

TABLE OF CONTENTS

Introduction

Components:

Intro

18 pages of real work. Explains your C.V.

Summaries:
Research
Teaching
Service

67 pages = C.V. & appendices.

C.V.
Appendices

Introduction

- Short

- Outlines content of the submission

- Addressed to the Chair

Professor Jeffrey Derevensky, Chair   Aug 23, 2017
Department of Educational & Counselling Psychology
Faculty of Education
3724 McTavish Street
Montreal, QC Canada
H3A 1Y2

Dear Dr. Derevensky,

Please find enclosed the required documents in support of my application for reappointment as an Assistant Professor in the Department of Educational and Counselling Psychology in the Faculty of Education at McGill University. The present document provides an elaborated summary of my progress to date in the domains of research, teaching, and service. Attached to this document are my curriculum vitae and my teaching portfolio (course syllabi, teaching evaluations, and letters in support of teaching effectiveness). Additional information (e.g., pdfs of publications) is available at www.researchgate.net/profile/Adam_Dube. The present document outlines my research contributions, teaching experience, and service participation since the start of my position in the Fall of 2015. Additional information or confirmation of activities described below can be provided upon request.

Research

- 6 pages long, single spaced

- Organized by:

  - Outputs/foci

    - Journals, conferences, outreach

  - Funding

- Included entire output

- Highlighted what was done at McGill.

- **Included metrics (IF)**

Teaching

- 6 pages long

- Organized by:

  - Supervision experience/approach

  - Courses taught at McGill

  - Teaching Principles

  - Teaching Effectiveness

    - **Evals & letters of support**

    - Identify growth areas and how you are addressing them.

2.5 Teaching Effectiveness

Attached is the text-based output of McGill course evaluations for all of the courses I have taught at McGill since the Fall of 2015. To facilitate comparison across courses

		344 2015	640 2016	635 2016	605 2016	635 2017	605 2017	A.D. AVG	DEPT AVG 2015-2017
1	OVERALL THIS IS AN EXCELLENT COURSE.	3.5	4.2	4.1	4.6	4.4	4.8	4.3	4.0
2	OVERALL, I LEARNED A GREAT DEAL FROM THIS COURSE.	3.7	4.3	4.4	4.6	4.3	4.8	4.4	4.0
3	OVERALL, THIS INSTRUCTOR IS AN EXCELLENT TEACHER.	3.3	4.3	4.3	4.6	4.8	4.8	4.4	4.2
4	OVERALL, I LEARNED A GREAT DEAL FROM THIS INSTRUCTOR.	3.6	4.3	4.4	4.8	4.5	4.8	4.4	4.1

Service

- 2 pages long

- Service at four levels:

  - Department

  - Faculty

  - University

  - Professional

C.V. & Appendices

- Your updated C.V.

- Appendices

  - Full Syllabi

  - Course evaluations

  - Letters of support

    - Students, Colleagues

Process

- Started in July of Reappointment year

- Spent about 40 hours working on it

- Submitted August 23

- Got email about reappointment 20th October, at bus stop on way to department meeting.

  - Stated, "good progress toward tenure."

  - No other feedback

- Faculty members on reappointment committee gave additional feedback.

Suggestions

- Know your deadlines

https://www.mcgill.ca/apo/deans-and-chairs-guide/reappointing-tt#REAPPOINTMENT

- Update your C.V. continuouslyy

- Get examples of reappointment files from colleagues.

Useful Resources

- 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

- 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

- 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

Closing Comments

MAUT's Role

Professional Services