



*Explain
Yourself!*



University
of Windsor

DAY 4: THURSDAY, JULY 30, 2020



NEW FACULTY
ORIENTATION

What's On Today

- Performance Evaluation and the Tenure/Permanence Track
- Documenting Your Impact: Teaching Dossiers
- Going Public

Performance Evaluation and the Tenure/Permanence Track

Dr. Cheryl Collier
Associate Professor,
Department of Political Science

Professor Jeff Berryman
Acting Provost and Vice-
President, Academic

Cindy Wills
Executive Assistant to the
Associate VP, Academic

Professor Judy Bornais
Executive Director – Office of
Experiential Learning



1. Take a minute to think through people's *biggest worries* about achieving tenure or permanence
2. Share your thoughts in the chat now



Renewal, Tenure, and Promotion

The Importance of the RTP Process

- NOT SCARY!
- Ensures successful career planning
- Provides feedback on progress
- Provides mechanism for public accountability and overall university quality
- Promotes academic freedom and flexibility

RELAX

Tenure and Permanence Application Timelines

Tenure Track Assistant Professor

- Performance reviews first, third and fifth year
 - Check in with AAU Head
- Tenure application in year six (Fall 2025 for July 1, 2026 tenure effective date)
 - “Early” tenure after two years
 - **Promotion** to Associate automatic with tenure



Ancillary Academic Staff

- Performance reviews *each year*
 - Discussion with AAU Head; written copy to you
- Permanence applications by year five (Fall 2024 for July 1, 2025 permanence date)
 - “Early” - after two years

Candidate's Responsibilities

- Know your Criteria
- Keep communication open with Heads, colleagues/mentors
- Ensure *Electronic C.V.* is complete and up to date
- Make use of optional Teaching Dossier & UCAPT Self-Assessment Statement
- Review/plan with your AAU Head
- ****Remember it's up to you to make the case that you are progressing on track and meeting expectations/criteria****

Process

A person is standing on a dark, rocky outcrop, silhouetted against a bright, cloudy sky. Their arms are raised high in the air, suggesting a gesture of triumph or achievement. The overall tone is positive and aspirational.

- Performance reviews: You and your Head
- Renewal, tenure, and promotion: AAU RTP Committee
- If disagreement, you can:
 - Discuss and respond to Head's review in writing
 - Appear and speak at RTP meeting
 - Respond regarding any negative recommendation to UCAPT

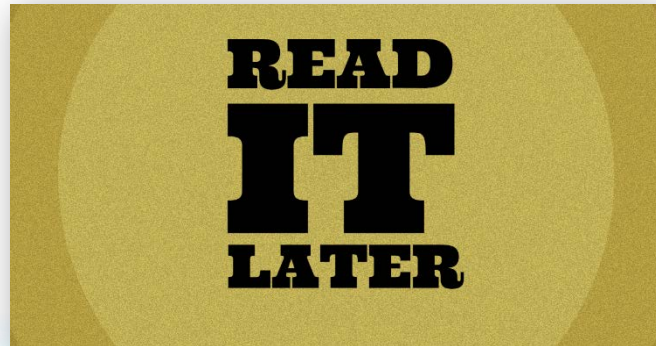
Your RTP Criteria



- Reviewed regularly
- Clear, reasonable, measurable and flexible in discipline and AAU
- Incorporates feedback from a minimum of three external reviewers - one from candidate's list, one from RTP committee's list and 3rd from *either* list (often the candidate's).
- UCAPT - ensures **fairness** of RTP process and reviews and approves files for President's final approval

Relevant Articles and Bylaws - FYI

- Faculty, Librarians, AAS Learning Specialists
 - [Collective Agreement](#) Articles 5, 12 and 13
 - University Senate Bylaws [22](#) and [23](#)



A person in a dark jacket and pants stands with their back to the camera on a paved road that stretches into the distance. The sky is filled with dramatic, colorful clouds from a sunset or sunrise. The overall mood is contemplative and aspirational.

Questions?

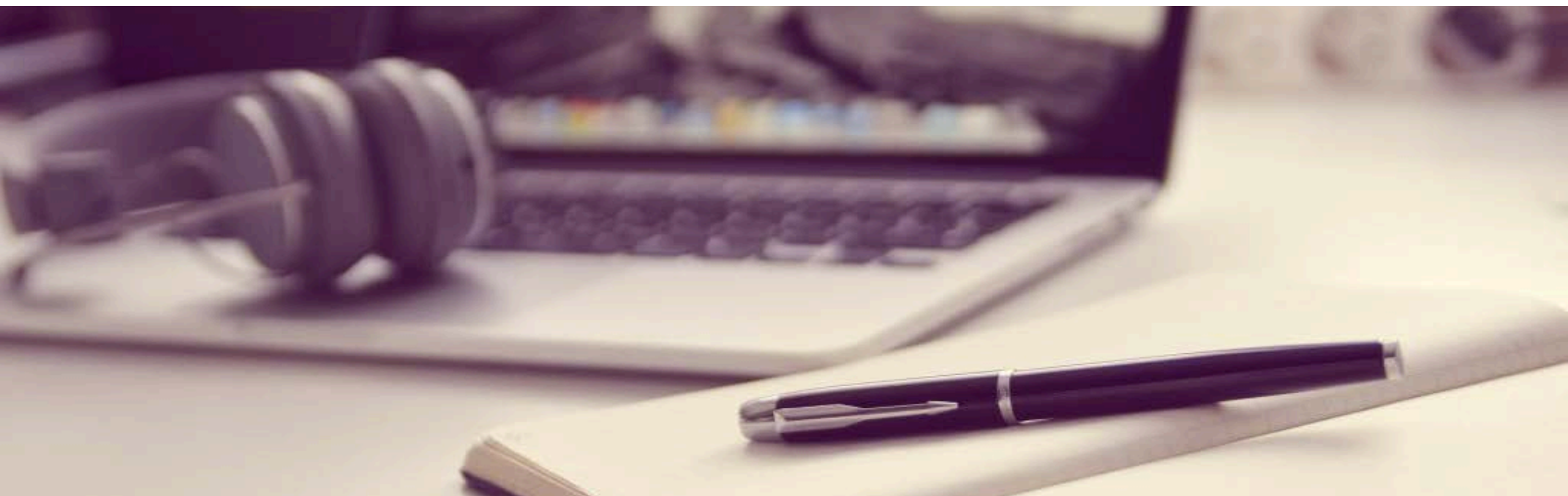
SUCCESS

A close-up, slightly blurred photograph of a hand holding a silver pen, poised to write on a white page of an open notebook. The notebook is resting on a dark, textured surface. The lighting is soft and focused on the pen and the page. The title 'DOCUMENTING YOUR PRACTICE' is overlaid in large, bold, white capital letters across the center of the image. Below it, the author's name 'VERONIKA MOGYORODY' is written in smaller, bold, dark blue capital letters. Faint, handwritten text 'Mon' and 'Tue' is visible on the page, suggesting a journal or practice log.

DOCUMENTING YOUR PRACTICE

VERONIKA MOGYORODY

~~telling stories~~





Scholarship

“Five Domains”

Discovery, Integration, Application, Engagement, Teaching

Assumptions & Expectations:

- 1) The Transformation of Knowledge
- 2) Measured Outcomes
- 3) Peer reviewed (evaluated by academic colleagues)
- 4) Based on the impact of new/existing knowledge
- 5) Advances understanding & is effectively communicated

(Boyer EL. 1990; 1996)

The Dilemma of Evaluating Scholarship

Teaching,
Research,
and Service
are “*imperative*”

BUT...

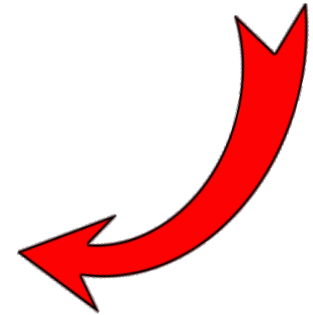
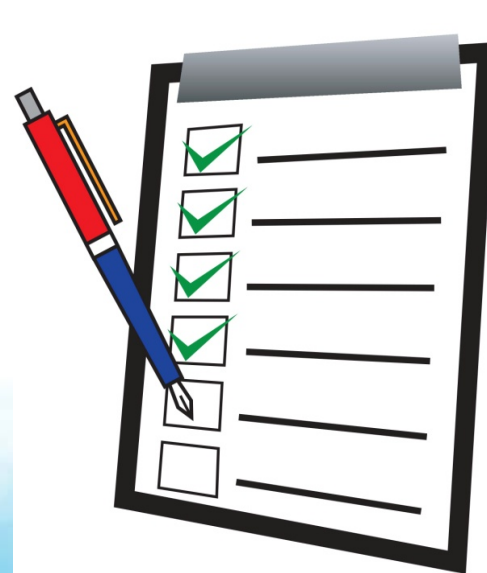
Scholarship of
Research
has been
expressly
“*acknowledged*”

Publications

Research Grants

Conferences

Invited Presentations



EDUCATION		PUBLICATIONS	
2004 - 2008	PhD in Medicine University of Supervised by Due for subm Thesis Title unedo Inhib (Funded by A synopsis of Projects: Sy Aqueous Ext Breast Cance of glycoprote recognition a towards unde and its mode	PUBLICATIONS "Gender, Race, and Criminal Witchcraft: The Ideology behind <i>The Sorceress of the Strand</i> ," <i>English Literature in Transition, 1880-1920</i> , 45:1 (January, 2002), 176-194. "L.T. Meade" and "'The Hammer of God'" by G.K. Chesterton,' entries in <i>Compa British Short Story</i> . New York: Facts on File (2006). Under review: "Charles Dickens's 'Hunted Down' and the Failure of Physiognomy" "Delineating the Savage Within: Cultural Shifts and Empire in Arthur Conan Doy Chesterton"	PUBLICATIONS Picard, J. T. , & Weigand, N. (in press) Corticosterone accelerates hypoxia- and cyanide-induced ATP loss in cultured hippocampal astrocytes. <i>Brain Research</i> , 482:153-158. Picard, J. T. (in press). The effect of order: Social Implications of informational transmission. <i>Social Psychology Bulletin</i> , 41, 234-241. Picard, J. T. , & McSimpkins, J. W. (2012). Understanding the past by looking into the future. <i>Psychological Inquiry</i> , 66, 1-21. Picard, J. T. , Hong, S., Anderson, R. & Weigand, N. (2011) Corticosterone exacerbates hypoxic and hypoglycemic hippocampal injury in vitro: biochemical correlates and a role for astrocytes. <i>Journal of Neurochemistry</i> , 48:139-148. McSimpkins, J. W., & Picard, J. T. (2011). Reframing past events: The lack of learning and its implications on future actions. <i>Journal of Personality and Social Psychology</i> , 78, 453-480. Hall, G. S., Wong, C., Picard, J. T. , & Saku, K. (2010). Cognitive learning varies based on emotional state. <i>Emotion</i> , 34, 330-345. McSimpkins, J. W., Popus, A. L., Yang, F. H., & Picard, J. T. (2009). Social judgments of ease in recall of familiar faces. <i>Journal of Experimental Social Psychology</i> , 23, 1020-1033. Campbell, C. Jr., Wainwright, T., Packard, D., Picard, J. T. , Naylor, M., & Weigand, N. (2008) Glucocorticoids inhibit glucose transport and glutamate uptake in hippocampal astrocytes: implications for glucocorticoid neurotoxicity. <i>Journal of Neurochemistry</i> , 42: 1322-1327.
2000 - 2004	BSc (Hons) Dissertation 16-(4 & 3, 4 Anticancer A Modules stud Chemotherap	SELECTED CONFERENCE PAPERS AND INVITED PRESENTATIONS "Dickens, Pen, and Poison: Weapons of Empire in the Shorter Fiction" Colloquium at the National Endowment for the Humanities summer seminar, Santa Cruz, CA (2003) "Complicating Race: Phantom Miscegenation in 'Midnight in Beauchamp Row'" at the Northeastern MLA, Boston, MA (March 2003) "Locating the Savage Within: The Exotic Meets the Domestic in G.K. Chesterton 'The Wrong Shape'" presented at the Twentieth-Century Literature conference, L. KY (February 2003) "The Faceless Criminal: The Failure of Physiognomy in Charles Dickens 'Hunted' presented at the South Atlantic MLA, Atlanta, GA (November 1999) "Constructing the Clues to Morality: Reading Unconventional Texts in <i>The Port Gray</i> and 'The Sign of Four'" presented at the Aphra Behn Society conference CT (October 1997)	(3) Account # PI : Dates: Source: Title: Role in the study: (4) Account #: Dates: Source: Proposal Title: Percentage of Effort: Role in the Study: Total Direct: Total Amount of Award: Pending Funding External Grants (1) Account #: Dates: Source: Proposal Title: Effort: Role in Study: Total Direct: Total Amount of Award: Percentile Score 1 st submission: 34 (2) Account #: Dates: Source: Proposal Title: Effort: Role in Study: Total Direct: Total Amount of Award: Percentile Score 1 st submission: 37
1997 - 2000	Blue Coat Sch A Levels Mat	TEACHING EXPERIENCE (full responsibility for all courses) Duke University, University Writing Program, Durham, NC Senior Mellon Postdoctoral Fellow (2005) <i>Rhetoric of Detective Fiction</i> : The course concerns the development of detective fiction a distinct genre during the nineteenth century. Students examine both shorter works by writers as Poe, Dickens, and Doyle as well as Wilkie Collins's <i>The Moonstone</i> and detective fiction of the early twentieth century such as <i>The Maltese Falcon</i> . In addition, we address critical and theoretical works surrounding this genre from the nineteenth and twentieth centuries. A writing-intensive course. Mellon Fellow (2003-2004) <i>Narratives of Victorian Criminality</i> : Students read fictional accounts of criminals, <i>Twist</i> and stories by Arthur Conan Doyle and Edgar Allan Poe, in conjunction with philosophical, and scientific works by writers such as Michel Foucault and Stephen to explore the mechanism by which ideas about criminality arose and were disseminated in the nineteenth century. A writing-intensive course.	MANUSCRIPTS UNDER REVIEW Picard, J. T. , Saku, K., Wong, C., Hemadi, A., & Hall, G. S. <i>Positive emotions and the effect on cognitive learning</i> . CONFERENCE PRESENTATIONS Jenkins, J., Picard, J. T. , & Hall, G. S. (2012). <i>Can negative emotions spur on positive emotions?</i> Poster presented at the Duke University Psychology and Neuroscience Department Honors Poster Session, Duke, NC. Picard, J. T. (2012). <i>Event order does matter: Social implications of informational transmission</i> . Poster presented at the 13th annual Meeting of the Society for Personality and Social Psychologists, San Diego, CA. Doby, P., Picard, J. T. , & Hall, G. S. (2011). <i>Positive emotions and others</i> . Poster presented at the 10th annual Duke University Research Day, Durham, NC.
RESEARCH EXPERIENCE			
Jun 2005- Sep 2005	Kleinglax R CASE Placem		
<ul style="list-style-type: none"> As part of my sponsorship in Medicinal Chemistry Team Techniques learned and utilized development of optimum rate automated parallel purification Extraction processes. 			

Curriculum Vitae [Latin – “course of (one’s) life”]

Account of one’s career & qualifications

- Actually - a **table of contents**
- a **list of vital statistics**

- **Not** an articulated narrative - but *implied*

Teaching

Dossier



Teaching Dossier

A document that provides a *portrayal* of your teaching
[*description*]

- What you **believe** and **value**
- What you **do** (activities, methods, development)
- What **impact** it has



Self-reflection

Teaching Philosophy

- Values, principles, and goals
[underpinnings of your teaching decisions and actions]
- Your beliefs about how students learn
- How you assist student learning
- A description of how you teach



A Teaching Dossier makes the Private
Public 

- Self-reflection
can be *uncomfortable*
- Writing in the first person
can be *difficult* and *awkward*
- The process (parts/ entire)
can be *daunting* and *overwhelming*





IT's

**YOUR
VOICE**

TO - **Individual Faculty**

⇒ Presenting your “best” case

- Reflective
- Create meaning
- Appropriate documentation
- Provide evidence



TO - **Depts/ Faculties/ University**

⇐ Defining standards

- Assessment is reasonable/ balanced
- Valid/Reliable
- Measurable/ Immeasurable
- Flexible



What to include in your **Teaching Dossier?**

Elements of a Teaching Dossier

Teaching **APPROACH**

- Teaching philosophy
- Teaching practices
- Teaching experiences
- Teaching development

Teaching **CONTRIBUTIONS**

- Teaching assignments, Student supervision
- Committees, Service
- Publications, Presentations, Awards

Teaching **FEEDBACK**

- Student ratings, Peer letters and comments

APPENDICES



OTHER



Office of the Provost and Vice-President, Academic

Home

> About the Provost

Provost's Messages

Initiatives

New Faculty/Recruitment

Faculty Administrative Processes

Policies and Procedures

Search and Review Committees

Contact Us

UWindsor Home > Office of the Provost and Vice-President, Academic > University Committee on Academic Promotion and Tenure (UCAPT) Process and Procedures

University Committee on Academic Promotion and Tenure (UCAPT) Process and Procedures

[UCAPT Membership](#) 

[Chart for Renewal and Tenure](#) 

Documentation

All links below direct to Microsoft Word Documents 

1. Cover Sheets

- [Contract Renewal - Faculty](#)
- [Contract Renewal - Ancillary Academic Staff](#)
- [Tenure and Promotion to Associate Professor - Faculty](#)
- [Permanence and Promotion to AAS II or AAS III - Ancillary Academic Staff](#)
- [Promotion to Ancillary Academic Staff II and III](#) (use this form when promotion does not include permanence)
- [Promotion - Associate or Professor - Faculty](#) (use this form when promotion to Associate Professor does not include tenure)
- [Promotion to Ancillary Academic Staff IV](#)
- [Sessional Lecturer Promotion](#)

2. ~~Evaluation Pages - used for all processes except Sessional Lecturers~~

3. [Evaluation Page - used for Sessional Lecturers ONLY](#)

4. SET/SOST pages

- [SET](#)
- [SOST \(teaching scores prior to Fall 2014\)](#)

5. [Table 3](#) - prepared by AAU Head (IT does not provide this table with the SET package)

Resource Guides

1. [Resource Material \(Pink\)](#) 
2. [Guide for Faculty, \(Purple\)](#) 
3. [Guide for Ancillary Academic Staff](#) 
4. Guide for Librarians (in progress)



University
of Windsor

Centre for Teaching and Learning (CTL)

Home

› About the CTL

› Services

› Events and Courses

▼ Teaching and Learning Resources
CTL Library

› Teaching and Learning Research

› Recognition and Awards

Visiting Fellows

› University Teaching

› Learning Technologies

CTL Newsletters

[UWindsor Home](#) › [Centre for Teaching and Learning \(CTL\)](#) › [Teaching and Learning Resources](#) › [Teaching Dossiers](#)

Teaching Dossiers

Teaching and Learning Resources

Teaching Dossiers

- [University of Windsor Teaching Dossier guide and template](#)
- [University of Alberta CTL Guide to Teaching Dossiers.](#)

Interpreting Student Evaluations of Teaching

- [Student Rating of Teaching Effectiveness \(SRTE\) Evaluations: Effective Use of SRTE Data](#)
- [Interpreting and using student ratings data: Guidance for faculty serving as administrators and on evaluation committees.](#)

SHARE

TWEET

SAVE

<https://www.uwindsor.ca/ctl/502/teaching-dossiers>



Moving the **Teaching Dossier** Forward

- Reflect on your teaching *often*
- Keep *notes* during the semester and after
- The TD should be *comprehensive & current*
- The TD should be *succinct*, have *depth/breadth*, and demonstrate *commitment* to teaching
- The TD should show ongoing *growth* and *development*



The Audience

Who's *reading* it?

Search Committee (Internal – Discipline Specific)

Review Committee (Internal/External –
Discipline/Non-Discipline Specific)

University Community (Internal/External – Students,
Colleagues, CTL, Awards, PR)





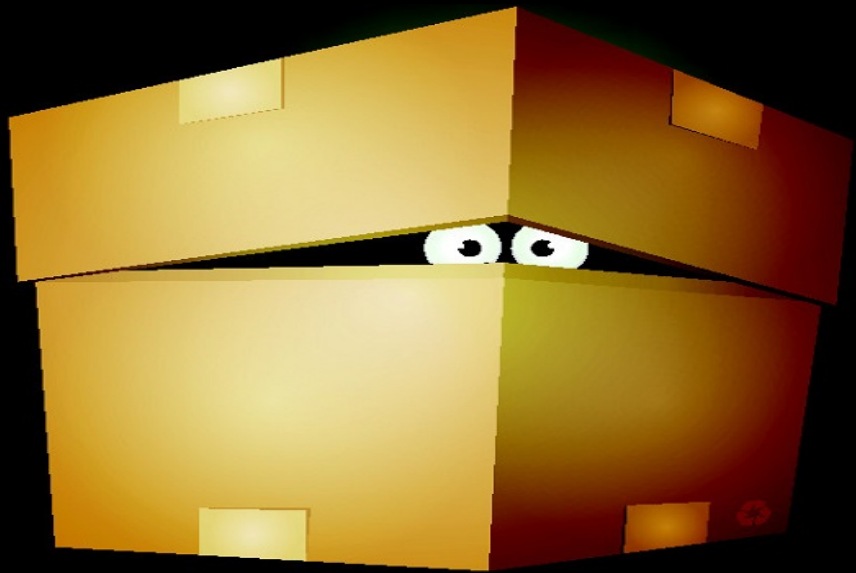
The **Audience** must:

- Get the *point*
- Have their questions *answered*
- Be *inspired*



Windsor's **Teaching Dossier Academy**

- Structure:**
- Overview of teaching dossiers
 - Daily one-on-one interaction with mentors (**CTL**/faculty)
 - Sharing personal experiences
 - Development of draft dossier



Start now!

[dossiers take time to craft & assemble]

- Consult your Dept. Head regarding process, expectations, & deadlines
- Consult the resources available (**CTL**, faculty, information/guides)



Reflections of Your Teaching & Learning Experiences

ONLINE
ONLINE



Good luck telling the story of your teaching!





The background of the image is a wide-angle shot of the ocean at sunset or sunrise. The sky is a gradient of blue and orange, with the sun just below the horizon. The water is dark blue with gentle ripples. A small sailboat with a single mast and a light-colored sail is visible on the horizon line, slightly to the left of the center. The overall mood is calm and peaceful.

Break

Come back here at 10:45!

GOING PUBLIC

**BILL ANDERSON
LYDIA MILJAN
MIKE MCKAY
BONNIE STEWART
SARAH SACHELI
JOHN COLEMAN**



Looking Back, Looking Forward

PASSION LED US HERE



CLOSING REMARKS

JEFF BERRYMAN











Natural Diversity...



It's for the Birds...



Family Friendly...



Arts with Muscle....



Small Town Living, Big City Experience...



Golf, Nearly Year Round...



Life on the Water...



Farm-to-Table Lifestyle...



Cycling....



The Friendliness...



The Sports Rivalries...



World-Class Fine and Performing Arts...



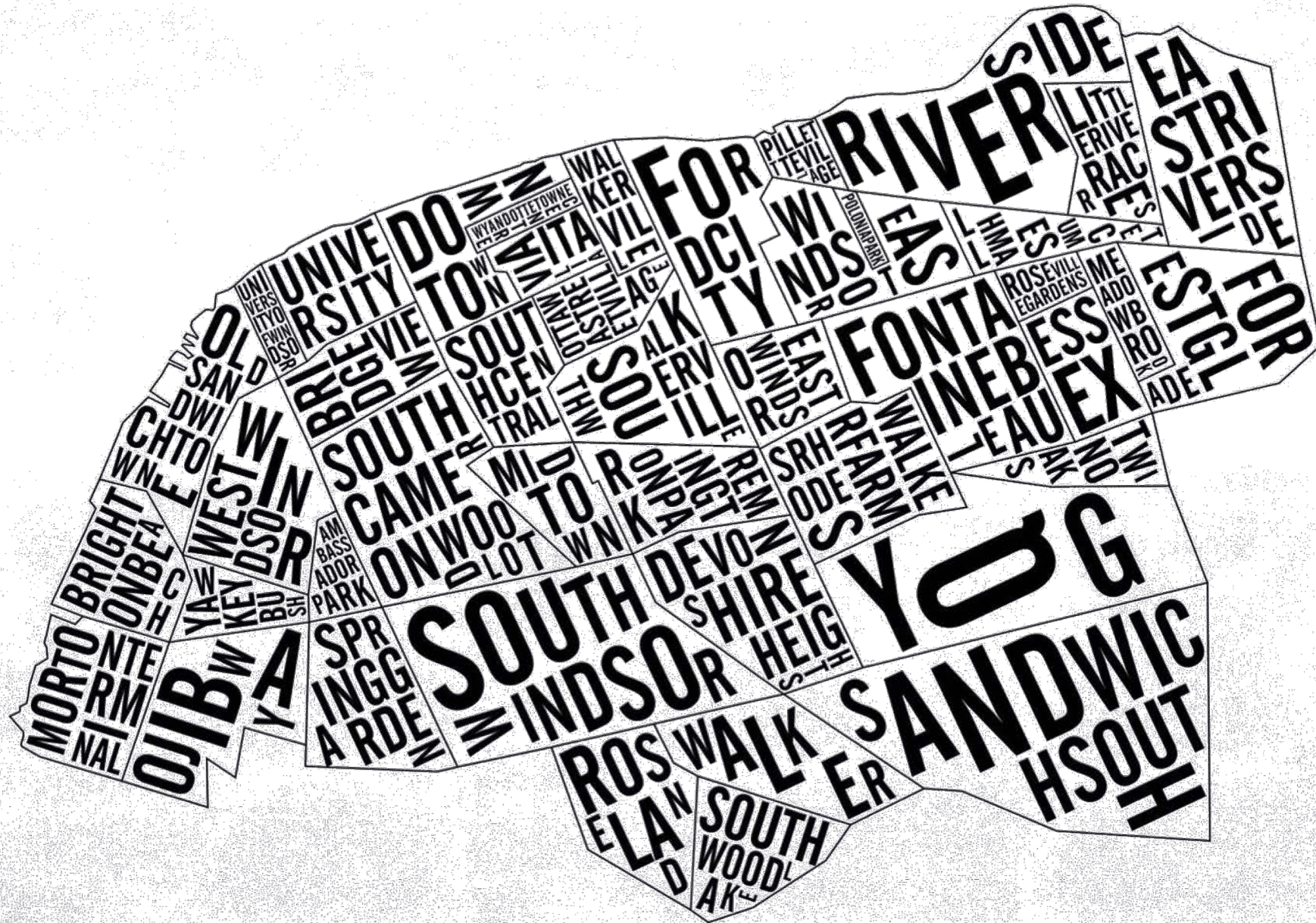
Friendly Yoga Studios...



Riverfront Festivals...



Diverse Neighborhoods....



The Weather...

