



*Explain
Yourself!*



University
of Windsor

DAY 4:

THURSDAY JULY 29, 2021



**NEW FACULTY
ORIENTATION**

What's On Today

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

Demystifying Performance Evaluation & Tenure/Permanence

with

**Dr. Cheryl Collier, Dean, Faculty of Arts, Humanities and Social Sciences,
and Professor, Department of Political Science**

and

**Dr. Edwin Tam, Acting Associate Vice-President Academic
and Associate Professor, Department of Civil and Environmental Engineering**

and

**Mrs. Cindy Wills, Executive Assistant to the Associate Vice-President, Academic
Office of the Provost**

1. Take a minute to think through someone's biggest worry 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

REELAX

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 2026 for July 1, 2027 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 2025 for July 1, 2026 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 rock, with their arms raised in a gesture of triumph or achievement. The background is a bright, cloudy sky. The person is wearing a light-colored shirt and dark pants. The overall scene is one of success and accomplishment.

- 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](#)





Questions?

SUCCESS



**Documenting Your *Impact*:
Teaching Dossiers**

Veronika Mogyorody & Jessica Raffoul

~~telling stories~~





Scholarship

“Five Domains”

Discovery, Integration, Application, Engagement, Teaching

Assumptions & Expectations:

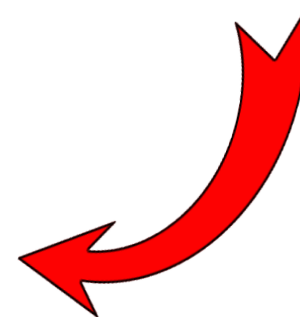
- 1) The Transformation of Knowledge
- 2) Measured Outcomes
- 3) Peer reviewed (evaluated by academic colleagues)
- 4) Based on the impact of new/existing knowledge
- 5) Advances understanding & is effectively communicated

The Dilemma of Evaluating Scholarship

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

BUT...

Scholarship of
Research
has been
expressly
“*acknowledged*”



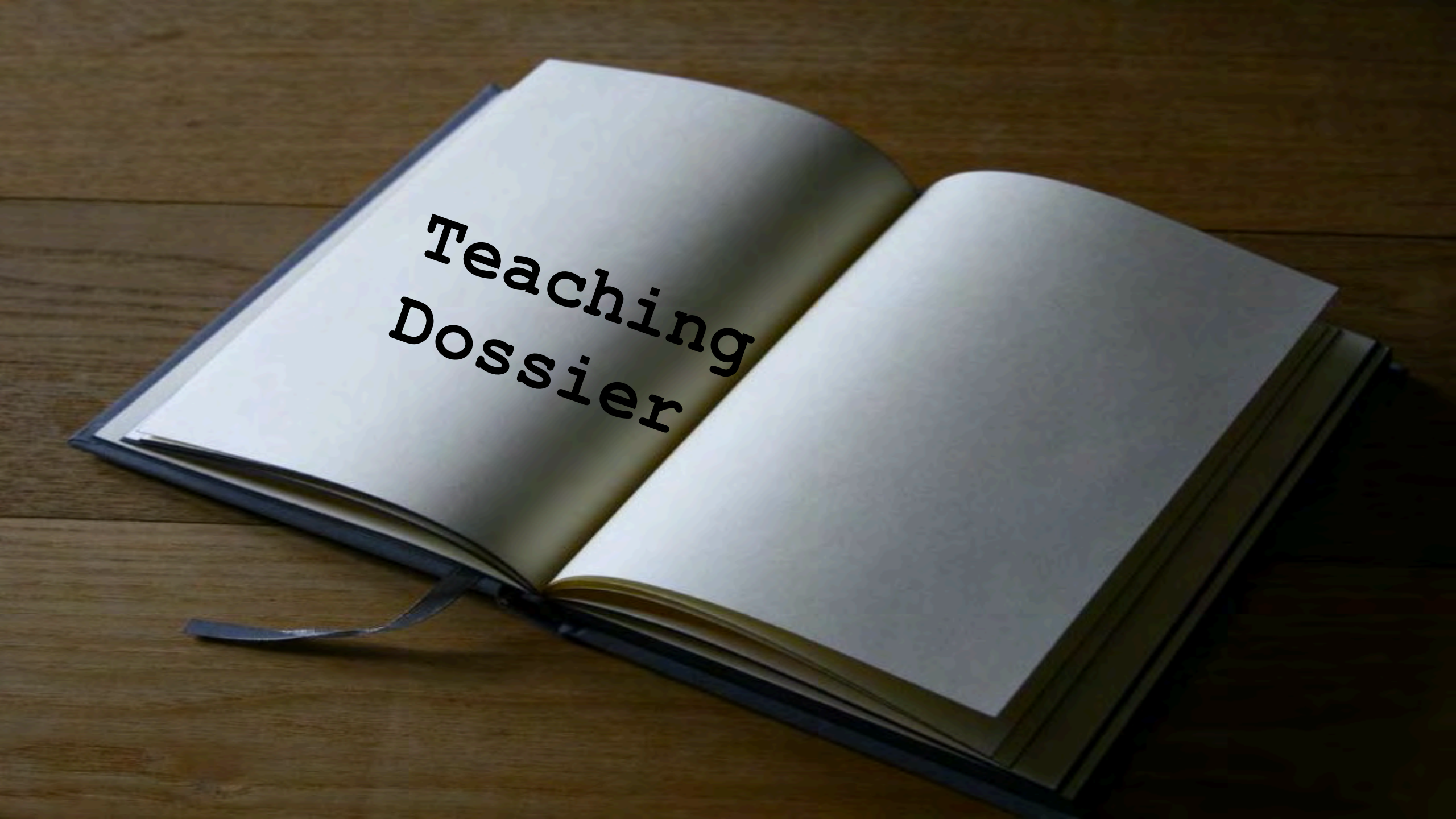
<p>EDUCATION</p> <p>2004 - 2008 PhD in Medicinal Chemistry and Biochemistry University of Leicester Supervised by Professor Graham Stone. Due for submission June 2008.</p> <p>Thesis Title: Identification of the Aqueous Extract <i>Arbutus unedo</i> Inhibits STAT2 Activation in Human Breast Cancer (Funded by EPSRC bursary) A synopsis of the work undertaken is attached.</p> <p>Projects: Synthesis and biological evaluation of Aqueous Extract <i>Arbutus unedo</i> relevant to Breast Cancer as part of Kleinglax CASE study of glycoprotein to investigate the structural recognition and presentation by STAT2. Both towards understanding fundamental processes and its mode of action.</p> <p>2000 - 2004 BSc (Hons) Medicinal Chemistry (2:1), University of Leicester Dissertation Project: Synthesis, Evaluation of 16-(4 & 3, 4s substituted) Benzylidene Androgenic Anticancer Agents. Modules studied include: Drug Design, Chemotherapy, Biochemistry and Pharmacology.</p> <p>1997 - 2000 Blue Coat School, Manchester A Levels Maths A, Biology A, Chemistry A</p> <p>RESEARCH EXPERIENCE</p> <p>Jun 2005 - Sep 2005 Kleinglax Research & Development, Birmingham CASE Placement</p> <ul style="list-style-type: none"> As part of my sponsorship by Kleinglax I was involved in a Medicinal Chemistry Team at their Birmingham site. Techniques learned and utilised include; parallel synthesis development of optimum reaction conditions and also multi automated parallel purification techniques such as Biotage Extraction processes. 	<p>PUBLICATIONS</p> <p>"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.</p> <p>"L.T. Meade" and "'The Hammer of God'" by G.K. Chesterton,' entries in <i>Cambridge Companion to G.K. Chesterton</i>. New York: Facts on File (2006).</p> <p>Under review: "Charles Dickens's 'Hunted Down' and the Failure of Physiognomy" "Delineating the Savage Within: Cultural Shifts and Empire in Arthur Conan Doyle's 'The Sign of the Cross'"</p> <p>SELECTED CONFERENCE PAPERS AND INVITED PRESENTATIONS</p> <p>"Dickens, Pen, and Poison: Weapons of Empire in the Shorter Fiction" Colloquium presented at the National Endowment for the Humanities summer seminar, Santa Cruz, CA (November 2003)</p> <p>"Complicating Race: Phantom Miscegenation in 'Midnight in Beauchamp Row'" presented at the Northeastern MLA, Boston, MA (March 2003)</p> <p>"Locating the Savage Within: The Exotic Meets the Domestic in G.K. Chesterton's 'The Wrong Shape'" presented at the Twentieth-Century Literature conference, University of Kentucky (February 2003)</p> <p>"The Faceless Criminal: The Failure of Physiognomy in Charles Dickens' 'Hunted Down'" presented at the South Atlantic MLA, Atlanta, GA (November 1999)</p> <p>"Constructing the Clues to Morality: Reading Unconventional Texts in <i>The Sign of the Cross</i> and 'The Sign of Four'" presented at the Aphra Behn Society conference, Connecticut (October 1997)</p> <p>TEACHING EXPERIENCE (full responsibility for all courses) Duke University, University Writing Program, Durham, NC Senior Mellon Postdoctoral Fellow (2005)</p> <p><i>Rhetoric of Detective Fiction:</i> The course concerns the development of detective fiction as a distinct genre during the nineteenth century. Students examine both shorter works by Poe, Dickens, and Doyle as well as Wilkie Collins's <i>The Moonstone</i> and detective novels 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. This is a writing-intensive course.</p> <p>Mellon Fellow (2003-2004) <i>Narratives of Victorian Criminality:</i> Students read fictional accounts of criminality in <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 Sigmund Freud to explore the mechanism by which ideas about criminality arose and were disseminated in the nineteenth century. A writing-intensive course.</p>	<table border="0"> <tr> <td>Title:</td> <td>Obesity and prostate cancer risk in Black and White men: a functional approach</td> </tr> <tr> <td>Effort:</td> <td>4%</td> </tr> <tr> <td>Role in Study:</td> <td>Co-Investigator</td> </tr> <tr> <td>Total Direct:</td> <td>\$ 275,000</td> </tr> <tr> <td>Total Amount of Award:</td> <td>\$ 403,137</td> </tr> <tr> <td>(3) Account #PI:</td> <td>N01 Brown (PI)</td> </tr> <tr> <td>Dates:</td> <td>07/1/2015 - 6/30/2020</td> </tr> <tr> <td>Source:</td> <td>National Institute of Health (NIH)/National Cancer Institute (NCI)</td> </tr> <tr> <td>Title:</td> <td>UT MD Anderson Cancer Center Cancer Prevention Agent development Program: Early Phase Clinical Research Consortium</td> </tr> <tr> <td>Contract NO.:</td> <td>HHSN263201200034 Moffitt Cancer Center Site PI</td> </tr> <tr> <td>Role in the study:</td> <td></td> </tr> <tr> <td>(4) Account #:</td> <td>2 T32 CA147832-06 Kanetsky (PI)</td> </tr> <tr> <td>Dates:</td> <td>07/13/2015 - 06/30/2020</td> </tr> <tr> <td>Source:</td> <td>National Institute of Health (NIH)/National Cancer Institute (NCI)</td> </tr> <tr> <td>Proposal Title:</td> <td>Moffitt Postdoctoral Training Program in Molecular Epidemiology</td> </tr> <tr> <td>Percentage of Effort:</td> <td>0%</td> </tr> <tr> <td>Role in the Study:</td> <td>Mentor</td> </tr> <tr> <td>Total Direct:</td> <td>\$ 899,784</td> </tr> <tr> <td>Total Amount of Award:</td> <td>\$ 968,168</td> </tr> <tr> <td>Pending Funding External Grants</td> <td></td> </tr> <tr> <td>(1) Account #:</td> <td>1R21CA177564-01 Kumar (PI)</td> </tr> <tr> <td>Dates:</td> <td>07/01/2013 - 06/30/2015</td> </tr> <tr> <td>Source:</td> <td>National Institute of Health (NIH)/National Cancer Institute (NCI)</td> </tr> <tr> <td>Proposal Title:</td> <td>Multimodal Approach in the Treatment of Cancer Cachexia</td> </tr> <tr> <td>Effort:</td> <td>30%</td> </tr> <tr> <td>Role in Study:</td> <td>Principal Investigator</td> </tr> <tr> <td>Total Direct:</td> <td>\$ 275,000.00</td> </tr> <tr> <td>Total Amount of Award:</td> <td>\$ 453,949.00</td> </tr> <tr> <td>Percentile Score 1st submission:</td> <td>34</td> </tr> <tr> <td>(2) Account #:</td> <td>1R21CA177566-01 Kumar (PI)</td> </tr> <tr> <td>Dates:</td> <td>07/01/2013 - 06/30/2015</td> </tr> <tr> <td>Source:</td> <td>National Institute of Health (NIH)/National Cancer Institute (NCI)</td> </tr> <tr> <td>Proposal Title:</td> <td>Botanicals and Biologics in Ameliorating Chemobrain</td> </tr> <tr> <td>Effort:</td> <td>30%</td> </tr> <tr> <td>Role in Study:</td> <td>Principal Investigator</td> </tr> <tr> <td>Total Direct:</td> <td>\$ 275,000.00</td> </tr> <tr> <td>Total Amount of Award:</td> <td>\$ 455,483.00</td> </tr> <tr> <td>Percentile Score 1st submission:</td> <td>37</td> </tr> </table>	Title:	Obesity and prostate cancer risk in Black and White men: a functional approach	Effort:	4%	Role in Study:	Co-Investigator	Total Direct:	\$ 275,000	Total Amount of Award:	\$ 403,137	(3) Account #PI:	N01 Brown (PI)	Dates:	07/1/2015 - 6/30/2020	Source:	National Institute of Health (NIH)/National Cancer Institute (NCI)	Title:	UT MD Anderson Cancer Center Cancer Prevention Agent development Program: Early Phase Clinical Research Consortium	Contract NO.:	HHSN263201200034 Moffitt Cancer Center Site PI	Role in the study:		(4) Account #:	2 T32 CA147832-06 Kanetsky (PI)	Dates:	07/13/2015 - 06/30/2020	Source:	National Institute of Health (NIH)/National Cancer Institute (NCI)	Proposal Title:	Moffitt Postdoctoral Training Program in Molecular Epidemiology	Percentage of Effort:	0%	Role in the Study:	Mentor	Total Direct:	\$ 899,784	Total Amount of Award:	\$ 968,168	Pending Funding External Grants		(1) Account #:	1R21CA177564-01 Kumar (PI)	Dates:	07/01/2013 - 06/30/2015	Source:	National Institute of Health (NIH)/National Cancer Institute (NCI)	Proposal Title:	Multimodal Approach in the Treatment of Cancer Cachexia	Effort:	30%	Role in Study:	Principal Investigator	Total Direct:	\$ 275,000.00	Total Amount of Award:	\$ 453,949.00	Percentile Score 1 st submission:	34	(2) Account #:	1R21CA177566-01 Kumar (PI)	Dates:	07/01/2013 - 06/30/2015	Source:	National Institute of Health (NIH)/National Cancer Institute (NCI)	Proposal Title:	Botanicals and Biologics in Ameliorating Chemobrain	Effort:	30%	Role in Study:	Principal Investigator	Total Direct:	\$ 275,000.00	Total Amount of Award:	\$ 455,483.00	Percentile Score 1 st submission:	37	<p>PUBLICATIONS</p> <p>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</p> <p>Picard, J. T. (in press). The effect of order: Social Implications of informational transmission. <i>Social Psychology Bulletin</i>, 41, 234-241.</p> <p>Picard, J. T. & McSimpkins, J. W. (2012). Understanding the past by looking into the future. <i>Psychological Inquiry</i>, 66, 1-21.</p> <p>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.</p> <p>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.</p> <p>Hall, G. S., Wong, C., Picard, J. T., & Saku, K. (2010). Cognitive learning varies based on emotional state. <i>Emotion</i>, 34, 330-345.</p> <p>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.</p> <p>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.</p> <p>MANUSCRIPTS UNDER REVIEW</p> <p>Picard, J. T., Saku, K., Wong, C., Hemadi, A., & Hall, G. S. <i>Positive emotions and the effect on cognitive learning.</i></p> <p>CONFERENCE PRESENTATIONS</p> <p>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.</p> <p>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</p> <p>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.</p>
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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*

An open notebook with a dark cover is lying on a wooden surface. The left page is white and has the words "Teaching Dossier" written in a black, typewriter-style font. The right page is also white and blank. The notebook is slightly open, showing the binding in the center. The lighting is soft, creating a slight shadow on the right side of the notebook.

**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*



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



Home

> About the Provost

Provost's Messages

Initiatives

New Faculty/Recruitment


Faculty Administrative Processes

Policies and Procedures

Search and Review Committees

Contact Us

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)



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.](#)

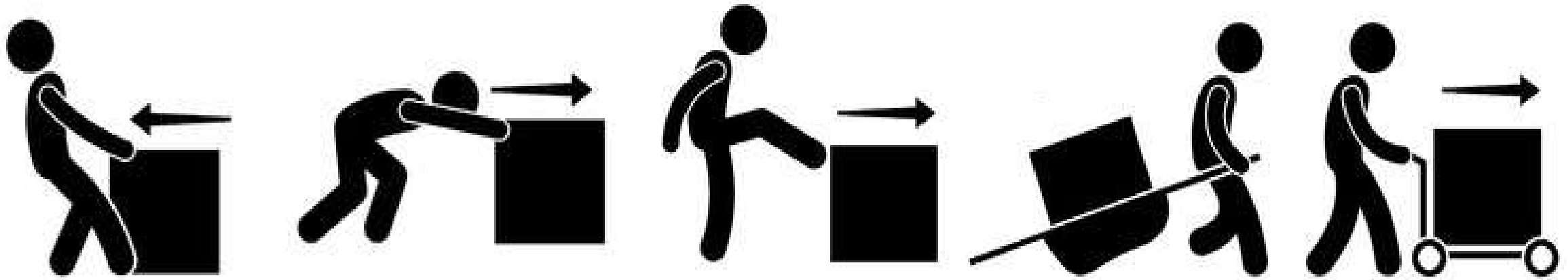
Interpreting Student Evaluations of Teaching

- [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.](#)



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

- Teach
- Academ
- Active
- Assign
- Attend
- Blackb
- Course
- Curric
- Mappi
- Facilit
- Gather
- Gradin
- High I
- Indige
- Instru
- Large
- Learni
- Lectur
- Mento



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)

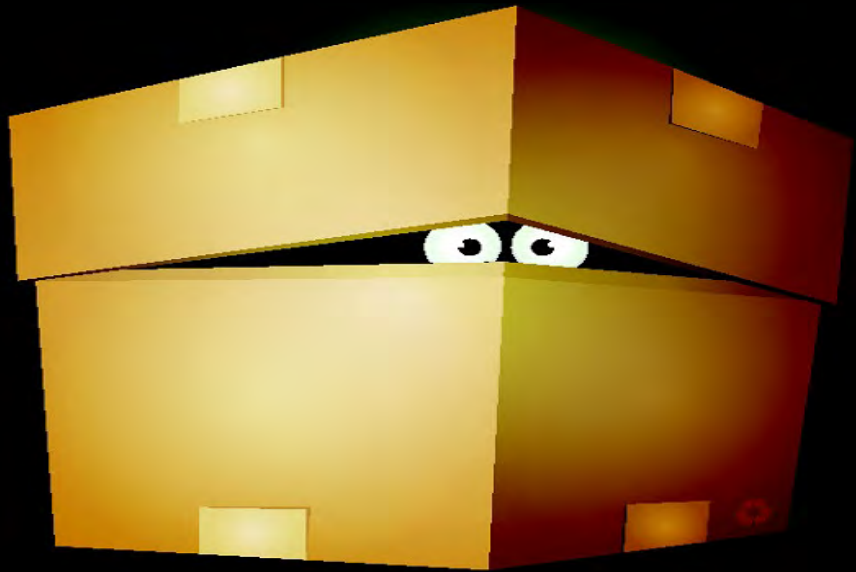
Review Committee (Internal/External –
Discipline/Non-Discipline Specific)

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



The **Audience** must:

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



Start now!

[dossiers take time to craft & assemble]

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



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



Reflections of Your Teaching & Learning Experiences

ONLINE
ORIGINE



Good luck telling the story of your teaching!





A serene sunset or sunrise over the ocean. The sky transitions from a deep blue at the top to a soft orange and yellow near the horizon. The ocean is dark blue with gentle ripples. A small sailboat with a single mast and a small sail is visible on the horizon line, slightly to the left of the center. The overall mood is peaceful and calm.

Break

Come back here at 10:45!



GOING PUBLIC

- Beverley Jacobs, Faculty of Law
- Catherine Febria, GLIER & Integrative Biology
- Andrew Allen, Faculty of Education
- Renee Trombley, Public Affairs and Communications

Looking Back, Looking Forward

PASSION LED US HERE



CLOSING REMARKS

EDWIN TAM

**Edwin Tam, Acting Associate Vice-President,
Academic**

