PART I: GUIDELINES FOR REVIEW, TENURE AND PROMOTION FOR TENURE-TRACK AND TENURED FACULTY

The Department of Gender, Sexuality, and Women’s Studies Tenure and Promotion Committee (TPC) will be guided by the following criteria for the evaluation of contract renewal, tenure, and promotion cases. These criteria will also be used to evaluate performance for biennial salary review.

A faculty member who is being considered for contract renewal, tenure and/or promotion, and salary review is evaluated on the basis of their performance in three areas of activity: teaching effectiveness, scholarly activity, and service to the department, university, their academic discipline, and the broader community. All criteria shall be evaluated in terms of quality as well as quantity.

Candidates for salary review, tenure, and promotion must submit an extended letter summarizing their contributions in each of the three areas of teaching, research, and service. They must also submit a current C.V. as well as any additional material specified below.

Candidates are responsible for consulting the Collective Agreement for detailed information on university policies relating to Tenure and Promotion, specifically Article 28: University Criteria for Appointment, Tenure, and Promotion and Article 33: Biennial Reviews and Step Awards (Research and Teaching Faculty).

A. Performance in Teaching

The review will examine evidence of teaching effectiveness that is based on a variety of assessments of teaching success. For tenure and for promotion at any level, candidates must submit a teaching portfolio that may include the following:

i. student evaluations of courses and teaching
ii. record of supervisions of Teaching Assistants
iii. informed testimonials from other faculty members
iv. evaluations of guest lectures in other courses
v. evidence of professional development
vi. a statement of teaching philosophy/pedagogy
vii. other relevant information

For biennial salary review, candidates may submit a full portfolio or include a summary of evaluations and teaching philosophy/pedagogy in their extended letter.
In evaluating the effectiveness or quality of teaching, the TPC will take into consideration any positive or negative evidence of an instructor’s relationship to students, the instructor’s role in the implementation of the Department’s teaching program, maintenance of appropriate academic standards, dedicated involvement in the disciplinary field, and openness to innovation and graduate supervision. Consideration will be given to the ability and willingness of a faculty member to teach a range of subject matter and at various levels of instruction.

B. Performance in Scholarly Activities, Non-Traditional Scholarship, and Creative Work in the Fine and Performing Arts

All candidates will be assessed in relation to university policies, specifically Article 28. In summary, all candidates under review must at minimum meet the level of “satisfactory performance in both teaching effectiveness and scholarly activity” and show “evidence of meaningful service contributions.”

Candidates for Tenure and for Promotion to Associate Professor must also demonstrate success in following ways: “continued growth as an established scholar with a ‘significant program of research and scholarship’ (A 28.10.1); ‘sustained commitment to undergraduate and graduate teaching/supervision (A 28.10.2); “responsible/contributing member of University and Academic Community (A 28.10.3).” They must be able to demonstrate ‘recognition as an established scholar’ in their scholarly field/s. (A 28.11)

Candidates for promotion to Full Professor must also demonstrate success in the following ways: a total and overall career that demonstrates excellence in service, as well as teaching and research; evidence of ‘national or international reputation’ in their area of scholarly expertise (A28.12)

Scholarly achievement is an essential factor in the review of faculty performance. Faculty members are expected to establish a sustained program of research that results in regular publication or other forms of dissemination in venues subject to peer or public evaluation, as appropriate to the discipline.

Primary evidence of scholarly activity may include the publication of refereed articles, monographs, books, etc.; publications or presentations of Non-Traditional Scholarship (A 28.19 for detailed examples); creative work in the Fine and Performing Arts (A 28.23 for detailed examples).

Secondary evidence of scholarly activity may include the following:

i. other publications
ii. work in popular media
iii. government reports
iv. contract research
v. reviews
vi. presentation of papers
vii. presentation of invited addresses, colloquia, and service as a discussant
viii. acquisition and administration of grants
ix. participation in ongoing research
x. invitations to consult professionally, including media interviews and professional juries
xi. editorship of journals
xii. curatorial work

In assessing scholarly activity the quality and quantity of peer-reviewed research will be consideration but greater emphasis will be placed on the quality of research. Ability to work independently in the form of sole authored/edited publications is expected, but collaborative research reflected in the form of joint/multiple authorship will be given due weight. The quality of scholarship will be assessed in terms of weighing all available positive and negative assessments of publications by reviewers, other colleagues, and recognized relevant scholarly bodies. Creative work and Non-Traditional Scholarship will similarly be evaluated according to standards of public review and assessment relevant to the discipline/field. As per A 28.21, all Non-Traditional Scholarship will be assessed on the basis of complexity, the time taken to produce the work; relevant standards of peer and/or public review; overall impact of the work. As per A 28.24/26, evaluation of creative work will be assessed by both its originality and quality and by the public/peer/art criticism and judgment deemed relevant by the nature of the art. It is the responsibility of the candidate for tenure, promotion, or review to explain in their summary letter that their work meets these standards of assessment.

In cases where external letters of reference are required (Tenure and Promotion Cases), the referees must be chosen according to current university policy and assessment of the candidate’s research by the referees must be taken into account in constructing the final TPC recommendation.

C. Service to the University and Community

It is expected that each faculty member will be an active participant in the collegial governance of the University at the departmental, faculty, and/or university level. Evaluation of service will take into account the member’s contributions to their department, academic discipline, or public/community service in general. The following are the kinds of activities that will be considered relevant as service contributions:

i. active membership in Department, Faculty, and University committees, including leadership roles in the Department

ii. contributions to the wider academic community and to professional organizations

iii. presentation of invited addresses to non-university groups

iv. membership in a professional capacity on community committees and board
v. participation in Department outreach programs, such as the GSWS Travelling Speakers Series
vi. media interviews
vii. any other activity in which faculty members contribute to the non-academic community

PART II: GUIDELINES FOR REVIEW AND PROMOTION FOR TEACHING FACULTY

Candidates are responsible for consulting the Collective Agreement for detailed information on university policies relating to Promotion, specifically Article 35.

Procedures for review and promotion mirror those of Tenure and Tenure-track faculty with some differences (A 35.56. Teaching faculty will be assessed for promotion by a Department Faculty Review Committee (FRC) that mirrors the TPC but must include at least two Senior/University Lecturers (A 35.56.3).

All lecturers should demonstrate ability and commitment to teaching; evidence of promise of educational leadership; service to the academic profession, the university, and/or the community. Senior and University Lecturers have responsibility for both undergraduate and graduate courses and provide leadership in curriculum development.

Candidates for Promotion to Senior Lecturer should demonstrate excellence in teaching; educational leadership; participation in curriculum development or learning initiatives; pedagogical development; service to profession, university, and community (A 35.13).

Candidates for Promotion to University Lecturer must demonstrate excellence in all the areas expected for Senior Lecturer plus evidence of teaching mentorship and ‘accomplishments in teaching and educational innovation and the impact on student learning’. Candidates must demonstrate outstanding achievement in teaching and educational leadership; demonstrated positive impact on student learning; innovative/sustained contributions to curriculum development; service to profession, university, and community (A 35.15). It is the responsibility of the candidate for promotion to explain in their summary letter that their work in teaching and learning meets these standards of excellence.

In addition to all university required documents, candidates applying for promotion to either Senior Lecturer or University Lecturer must submit, to the FRC, an extended letter summarizing their contributions in the related areas of teaching and service, along with a current C.V. Candidates must also submit a detailed teaching portfolio that includes the following:

i. student evaluations of courses and teaching
ii. informed testimonials from other faculty members
iii. evaluations of guest lectures in other courses
iv. evidence of professional development
v. a detailed statement of teaching philosophy/pedagogy
vi. summary, evidence, and examples of educational leadership and involvement in curriculum development and teaching and learning innovation