

**Renewal, Tenure, and Promotion Criteria Women's and Gender Studies**  
**Faculty of Arts, Humanities, and Social Sciences**  
**TENURE AND PROMOTION STANDARDS FOR ASSOCIATE AND FULL PROFESSOR**  
**Approved by UCAPT – June 24, 2021**

In accordance with Senate Bylaw 23, Women's and Gender Studies (WGST) has developed a framework for the evaluation of candidates' research, teaching, and service that reflects the interdisciplinary nature of WGST and provides fair and flexible standards for candidates from diverse social science, humanities and science backgrounds.

Candidates applying for tenure and promotion to Associate and Full Professor in WGST are required to provide the following materials to assist the committee in making a just and thorough assessment of the candidate's performance on the standards outlined in this framework:

- (1) A current University of Windsor e-cv
- (2) A teaching dossier which includes a statement of teaching philosophy, teaching practices, sample syllabi, assessment activities, and any additional relevant materials which demonstrate the candidate's performance in the area of teaching and learning. The candidate is strongly encouraged to utilize the UCAPT Teaching Dossier and Form for this purpose.
- (3) Student Evaluation of Teaching scores
- (4) A written research statement that outlines the candidate's program of research including a discussion of the candidate's research goals, contributions to their field of study, and research trajectory

In considering the candidate's case for tenure and promotion, the committee will also consider all previous performance reviews, the reports of the external reviewers, and the candidate's Optional UCAPT Self-Assessment Statement.

**Statement on Indigenous knowledge and ways of knowing:** Consistent with the *Truth and Reconciliation Commission of Canada Call to Actions*, WGST honors and affirms traditional and emerging Indigenous ways of knowing and knowledge creation as important sites of knowledge production and mobilization. As such, when evaluating a candidate's performance in relation to the criteria and standards outlined in this framework that are valued within western knowledge paradigms, WGST will also consider scholarship arising from Indigenous knowledge paradigms as recognized scholarly products and activities (in addition to and/or in lieu of the standards outlined in this framework, as appropriate) in accordance with the recommendations and guidance of Indigenous knowledge holders who possess expertise in these areas. Candidates whose scholarship engages with Indigenous knowledge who would like consideration under this clause should inform the Director of WGST prior to the first RTP review.

**Statement on research metrics:** Due to (a) the interdisciplinary nature of WGST, (b) the wide range of disciplines and subject areas within which WGST scholars publish, (c) variations in the use and interpretation of quality metrics across these subject areas, and (d) the limitations of conventional metrics to account for the quality of scholarship in new/emerging areas of inquiry and/or research, scholarship, and creative activity from non-western worldviews, WGST does not consider journal impact factors, readership rates, and/or publication citation records as primary indicators of publication quality for the purposes of tenure and promotion in WGST. The inclusion of metrics on publication impact factors, readership rates, and/or citations records may be used to enhance the committee's assessment of high quality publication (as appropriate to the candidate's home discipline and/or area of expertise); however, the absence of such metrics cannot be used in and of itself to diminish the evaluation of quality of the candidate's publications.

**Statement on service to community:** In affirming WGST's commitment to solidarity with marginalized groups including but not limited to BIPOC, disabled, LGBTQ+ groups, the standards established here will take into

account faculty members with these affiliations whose productivity may not be as apparent in peer reviewed research and publications but in informal service, contribution and interactions with their communities that may make far greater demand on their time, energy and resources than for others.

**Women’s and Gender Studies Evaluation Framework:**

**RESEARCH AND SCHOLARSHIP**

**Criterion 1: Research Expertise and Leadership**

INDICATOR	A. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR	B. STANDARDS OF PERFORMANCE FOR PROMOTION TO FULL PROFESSOR
<p><b>The candidate has established a coherent and meaningful program of feminist research</b></p>	<p>The candidate’s plan of research expands established lines or opens new lines of feminist inquiry.<sup>1</sup></p>	<p>The candidate’s plan of research has a history of meeting and exceeding research goals; initiated new lines of feminist inquiry; provides evidence of substantial and meaningful contributions to feminist inquiry; evidence or record of continuous and ongoing productivity and depth of inquiry</p> <p>The candidate’s research history and feminist contribution may be evaluated in relation to the needs of the communities that the candidate is working with</p>
<p><b>The candidate has developed the resources and collaborations needed to develop and sustain their plan of research</b></p>	<p>Evaluated in relation to the candidate’s need for collaborators as appropriate to their research plan, the candidate will have developed or participated in a group or institute, community partnership, or successful effort to secure research infrastructure for research collaborations (e.g. equipment, space, website development, etc.)</p> <p>Evaluated in relation to the candidate’s need for research funding as appropriate to their research plan, the candidate will normally have achieved the equivalent of 1-3 of the following</p>	<p>In addition to meeting the standards in A, the candidate will have an established record of continuous successful collaborations and new attempts leading to creation of new resources, networks, training opportunities for students and junior faculty in the field of expertise.</p> <p>Evaluated in relation to the candidate’s need for research funding as appropriate to their research plan and the needs of their community, the candidate will normally have achieved or exceeded the pre-tenure standards.</p>

<sup>1</sup> For the purposes of promotion and tenure, Women’s and Gender Studies recognizes the scholarship of teaching and learning as an area of scholarly expertise.

INDICATOR	A. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR	B. STANDARDS OF PERFORMANCE FOR PROMOTION TO FULL PROFESSOR
	<p>over the pre-tenure period. The committee will consider variations within this range on the basis of the candidate’s role (PI, Co-PI, or Collaborator), funding amount, and funding source.</p> <ul style="list-style-type: none"> <li>• submission of an unsuccessful refereed external grant to a community organization, professional group/association, foundation, or government granting agency that was favourably reviewed</li> <li>• award of a refereed internal grant for research/scholarly/creative projects or capacity building activities</li> <li>• award of a refereed external grant from a community organization, professional group/association, foundation, or government granting agency</li> <li>• award of a non-refereed contract or commissioned research project from a community organization, professional group/association, foundation, or government granting agency</li> </ul>	<p>(see list in Column A)</p>
<p><b>The candidate guides and develops the intellectual curiosity and research skills of</b></p>	<p>Evaluated in relation to the availability of such opportunities in WGST and/or the candidate’s home discipline, the candidate has mentored and/or trained undergraduate<sup>2</sup> or graduate<sup>3</sup> students.</p>	<p>As in Column A.</p> <p>The candidate will also have provided mentorship to junior faculty members through collaborative research; joint</p>

<sup>2</sup> For undergraduate students, possibilities may include: mentoring students through the Outstanding Scholars Program; supervising undergraduate students who are paid Research Assistants or unpaid research volunteers; mentoring students to submit their own scholarship for publication or presentation at conferences (including undergraduate focused conferences and publications); mentoring students as co-authors on the candidate’s own presentations and/or publications; supervising Directed Studies (or the equivalent in the candidate’s home discipline); nominating students for undergraduate research awards

<sup>3</sup> For graduate students, possibilities may include: service as student thesis, comprehensive exam/portfolio, or dissertation supervisor; service as a member of student thesis, comprehensive exam/portfolio, or dissertation committee (or as an external examiner or reader); supervising graduate students who are paid Research Assistants or unpaid research volunteers; mentoring students to submit their own scholarship for publication or presentation at conferences (including graduate student focused conferences and publications); mentoring

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<p><b>undergraduate and/or graduate students</b></p> <p><b>For Full professorship, this is also articulated in relation to junior faculty members</b></p>		<p>publications; formal or informal networks and relationships; successful or unsuccessful grant applications that provide such opportunities; provided peer review or sitting on editorial boards to guide the field</p>

**Criterion 2: Dissemination and Mobilization of Knowledge**

INDICATOR	A. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR	B. STANDARDS OF PERFORMANCE FOR PROMOTION TO FULL PROFESSOR
<p><b>The candidate has a consistent record of publications in well regarded peer-reviewed venues.</b></p>	<p>The candidate has normally published the equivalent<sup>4</sup> of 4-5 refereed journal articles or refereed book chapters over the pre-tenure period. Normally, the candidate will be sole or lead author for a minimum of 2 of these publications. The committee will consider variations in the number of publications on the basis of the candidate’s discipline, authorship role, length of publication, publication venue, and other relevant factors.</p> <p>The candidate’s publications are mostly in venues that employ blind peer review processes, are well</p>	<p>The candidate’s record and productivity levels will be at or exceed the level established in Column A.</p> <p>Also note Statement on Service to the Community in the Preamble.</p>

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students as co-authors on the candidate’s own presentations and/or publications; nominating graduate students for graduate research awards

<sup>4</sup> Equivalent products may include: a book with academic publisher or reputable publisher for a non-academic audience (equivalent of 3-5 refereed journal articles); edited book with academic publisher (equivalent of 2-3 refereed journal articles); creation and public performance of significant creative works (equivalent of 1-3 refereed journal articles); publication of a program manual or curriculum for an evidenced-based intervention (equivalent of 1-2 refereed journal articles); book review in a refereed publication (equivalent of .25 to .50 refereed journal articles).

INDICATOR	A. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR	B. STANDARDS OF PERFORMANCE FOR PROMOTION TO FULL PROFESSOR
	<p>respected within the field of Women’s and Gender Studies and/or the candidate’s home discipline, and are indexed in reputable scholarly databases appropriate to the candidate’s field of research.</p>	
<p><b>The candidate consistently engages in knowledge dissemination and/or mobilization to the academic community, the candidate’s profession, broader community and/or the general public.</b></p> <p><b>For Full Professor, demonstrated research impact is also necessary</b></p>	<p>The candidate has normally participated in 4-5 of the following knowledge dissemination and/or mobilization activities over the pre-tenure period. The committee will consider variations in the number of activities on the basis of the candidate’s discipline, role, length and scope of the activity, and the sponsoring organization</p> <ul style="list-style-type: none"> <li>• invited or refereed conference presentations (oral, paper, or poster), workshops, roundtables, or panel discussions</li> <li>• facilitated community trainings</li> <li>• invited webinar presentations</li> <li>• commissioned reports</li> <li>• non-refereed publications (e.g. plain language research briefs, magazine articles, op-ed commentary for major news outlets)</li> </ul>	<p>As in Column A specified to post-tenure period.</p> <p>In addition to the reputation of journals and venues of publications, the candidate’s publication record may be demonstrated to have relevance to or recognition in the field or to the specific community directly impacted by the field of study including invitations to contribute to books, keynote, conferences, guest speakers, residencies, formal and informal exchanges and interactions, locally, nationally and internationally. The impact can also be shown through community and media presence; invitations to consult or chair panels; peer reviews of their work; citation metrics; or resulting changes to policies or practices.</p>

**Women’s and Gender Studies Evaluation Framework:**

**TEACHING AND LEARNING**

**Criterion 1: Design, Planning, and Effective Implementation of Learning Activities and Learning Environments to Promote Student Support**

INDICATOR	A. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR	B. STANDARDS OF PERFORMANCE FOR PROMOTION TO FULL PROFESSOR
<p><b>The candidate’s syllabi, instructional techniques, and learning activities are aligned with the course learning outcomes and designed/implemented in a manner to meet the diverse learning needs of students</b></p>	<p>The courses taught by the candidate have Senate-approved learning outcomes and are in compliance with all Senate bylaws and FAHSS policies.</p> <p>The candidate’s syllabi are clear, well-organized, and sufficiently detailed to communicate teaching and learning activities and methods of assessment to students.</p> <p>In consultation with the student, the candidate adheres to accessibility guidelines provided by Student Accessibility Services in providing accommodations to students with disabilities to ensure an equitable learning environment for students with disabilities.</p> <p>The candidate will have successfully achieved a minimum of three of the five following standards and is working towards achievement of the remaining standards:</p> <ul style="list-style-type: none"> <li>• As appropriate to the level and course topic, the candidate uses a range of pedagogical methods, course materials, and methods of evaluations.</li> <li>• The candidate utilizes high impact educational practices, innovative pedagogies, and/or other educational best practices to promote active</li> </ul>	<p>Meets or exceeds standards in A.</p>

INDICATOR	A. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR	B. STANDARDS OF PERFORMANCE FOR PROMOTION TO FULL PROFESSOR
	<p>student engagement and stimulate learning.</p> <ul style="list-style-type: none"> <li>• The volume of assigned readings, number and nature of course assignments, evaluation criteria, and pedagogical strategies used by the candidate are appropriately tailored to the subject matter and the course level.</li> <li>• The candidate’s breadth and depth of coverage of content is appropriately aligned with the level of instruction.</li> <li>• The candidate’s instructional materials are up to date and reflect the current state of literature in the course’s subject manner.</li> </ul>	
<p><b>The candidate fosters supportive learning environments for students inside and outside of the classroom</b></p>	<p>The candidate demonstrates reasonable efforts to facilitate and respond to communications from students inside and outside the classroom in a manner that is clear, timely, and professional.</p> <p>The candidate maintains regularly posted office hours in accordance with the Collective Agreement.</p> <p>The candidate will have successfully achieved a minimum of two of the following four standards and is working towards achievement of the remaining standards:</p> <ul style="list-style-type: none"> <li>• The candidate provides reasonable accommodations to students experiencing personal hardships.</li> <li>• The candidate seeks appropriate consultation and makes reasonable</li> </ul>	<p>Meets or exceeds standards in A</p>

INDICATOR	A. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR	B. STANDARDS OF PERFORMANCE FOR PROMOTION TO FULL PROFESSOR
	<p>attempts to address student complaints and concerns.</p> <ul style="list-style-type: none"> <li>• The candidate is reasonably knowledgeable of campus resources and refers students to needed resources as appropriate.</li> <li>• The candidate constructs a classroom environment that promotes student civility and inclusion of diverse perspectives</li> </ul>	

**Criterion 2: Quality of Assessment and Feedback to Students to Promote Student Learning**

INDICATOR	A. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR	B. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO FULL PROFESSOR
<p><b>The candidate has established fair standards for the evaluation of student work that are transparent to students and provides meaningful constructive feedback to support student learning</b></p>	<p>The candidate will have successfully achieved a minimum of three of the following six standards and is working towards achievement of the remaining standards:</p> <ul style="list-style-type: none"> <li>• As appropriate to the course level and topic, the candidate uses a range of assessment methods (e.g. examinations, essays, self-reflection assignments, group projects, public presentations, etc.) to evaluate student learning.</li> <li>• The candidate’s methods of evaluation are aligned with the learning outcomes for the course.</li> <li>• The candidate provides clear and sufficiently detailed written instructions for all major assignments and methods of evaluation.</li> </ul>	<p>The candidate meets or exceeds standards established in A.</p>



INDICATOR	A. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR	B. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO FULL PROFESSOR
	<ul style="list-style-type: none"> <li>• The candidate has a clear rationale for the assessment of student work that is communicated to students through grading rubrics, and/or other reasonable public measures to communicate expectations to students.</li> <li>• The candidate consistently provides timely feedback to students to support student learning.</li> <li>• As relevant to the candidate’s opportunities to work with teaching assistants/graduate assistants, the candidate provides appropriate resources, guidance, and mentorship when supervising teaching assistants/graduate assistants in the assessment of student work.</li> </ul>	

**Criterion 3: Engagement in Continuing Professional Development to Support Growth as an Educator**

INDICATOR	A. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR	B. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO FULL PROFESSOR
<p><b>The candidate engages in professional development activities to remain engaged with the scholarship of teaching and learning</b></p>	<p>The candidate will normally have participated in a minimum of 3 of the following professional development activities in the area of teaching and learning over the pre-tenure period. The committee will consider variations in the number of activities on the basis of the candidate’s role, the length intensity of the activity, and the relevance of the activity to the candidate’s individual professional development needs.</p> <ul style="list-style-type: none"> <li>• attendance at a workshop, presentation, brown bag lunch,</li> </ul>	<p>The candidate’s level and rate of engagement with professional development activities meet or exceed standards established in A.</p> <p>The candidate demonstrates engagement and commitment to continuous improvement and enhancement of their teaching through workshops, peer activities, participation</p>

INDICATOR	A. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR	B. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO FULL PROFESSOR
	<p>webinar, or training in the area of teaching, learning, or curriculum development</p> <ul style="list-style-type: none"> <li>• attendance at a conference workshop or presentation in the area of teaching, learning, or curriculum development</li> <li>• participation in a reading group in the area of teaching, learning, or curriculum development</li> <li>• participation in a teaching and learning community of practice</li> <li>• presenting a workshop, presentation, brown bag lunch, or training in the area of teaching, learning, or curriculum development</li> <li>• publishing an article in a teaching, learning, or curriculum development resource</li> </ul>	<p>in pedagogical and curriculum development and planning in the department, conferences, associations or other teaching leadership activities.</p>
<p><b>The candidate considers and incorporates recommended curricular changes deemed necessary by the WGST curriculum committee, the Program Development Committee (PDC), or IQAP Program Reviews.</b></p>	<p>The candidate demonstrates reasonable efforts to incorporate changes into their course syllabi, structure, learning activities, or learning outcomes in response to the curriculum needs of the WGST Program as determined by the WGST curriculum committee, Program Development Committee (PDC), or IQAP Program reviews.</p>	<p>Meets or exceeds criteria in A.</p>

**Women’s and Gender Studies Evaluation Framework:**

**SERVICE**

**Criterion 1: Active Engagement in Governance and Program Support Activities**

INDICATOR	A. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR	B. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO FULL PROFESSOR
<p><b>The candidate actively participates in the governance structure of Women’s and Gender Studies in a productive and professional manner.</b></p>	<p>In proportion to the candidate’s level of appointment in WGST and in consideration of the number and intensity of service requirements in their appointments in another discipline, the candidate will normally participate in the governance of WGST through:</p> <ul style="list-style-type: none"> <li>• membership and regular attendance in the WGST Advisory Committee</li> <li>• membership and regular attendance in a minimum of one major WGST committee and one minor WGST committee (for candidates with 100% appointments in WGST, with appropriate reductions for candidates with cross-appointments) per year</li> </ul>	<p>Meets criteria in A.</p> <p>The candidate will also demonstrate a record or willingness to take on leadership role in the governance of the department.</p>
<p><b>The candidate actively contributes to student recruitment and retention efforts in Women’s and Gender Studies.</b></p>	<p>In proportion to the candidate’s level of appointment in WGST and in consideration of the number and intensity of service requirements in their appointments in another discipline, the candidate will normally participate in student recruitment and retention efforts through attendance at a minimum of one WGST student recruitment or retention event per year during the pre-tenure period (for candidate with 100% appointments in WGST)</p>	<p>Meets criteria in A.</p>

**Criterion 2: Active Engagement with Service to the University, the Community, and/or the Profession**

INDICATOR	A. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR	B. STANDARDS OF PERFORMANCE FOR PROMOTION TO FULL PROFESSOR
<p><b>The candidate actively engages with service to the university, the community, the profession, and/or the academy.</b></p>	<p>The candidate will normally have participated in one service activity to the university, community, the profession, and/or the academy per year during the pre-tenure period. The committee will consider variations in the number of service activities based on the candidate’s role in the activity, the frequency and intensity of the activity, and the relevance of the activity to the candidate’s professional goals. This service may include but is not limited to:</p> <ul style="list-style-type: none"> <li>• service on a university committee outside of WGST and the candidate’s home discipline (e.g. Faculty Coordinating Council, Senate, Liberal and Professional Studies Advisory Program, etc.)</li> <li>• service to a community organization through pro-bono consultation, membership on a Board of Directors or other agency or community-based volunteerism</li> <li>• service to a professional or academic organization through a leadership position (e.g. chair of a committee, member of an organizing committee, etc.)</li> <li>• service to the academy by serving as a referee for a peer reviewed journal, conference, grant program, or other relevant refereed activities</li> </ul>	<p>As in A.</p>

Standards for tenure and promotion to Associate Professor approved by Women’s and Gender Studies Advisory Committee on June 20, 2018, and reaffirmed on October 30, 2019, **and reaffirmed on September 30, 2020.** Standards for tenure and promotion to Full Professor approved by Women’s and Gender Studies Advisory Committee on **September 30, 2020.**

