

University of Guelph

TENURE, PROMOTION and TPSI DOCUMENT
(As revised, October 2003)

School of English and Theatre Studies

The School of English and Theatre Studies recognizes the fundamental importance to faculty members' professional activities of the University's Aims and Objectives (as set out in the 1985 document Toward 2000 and such appendices as the BUGS and BA Program statements of Learning Objectives).

Section A: Areas of Responsibility

The School believes that its welfare depends on contributions made by its members in three areas of academic activity: teaching, research, and service. A broad definition of the categories is given below:

1. Teaching encompasses both undergraduate and graduate teaching, the supervision of research by students, consultation with students outside of class, curriculum design, guest lectures, distance and non-credit teaching.
2. Research, Scholarship, and Creative Activity encompasses scholarly, critical, creative, and editorial work.
3. Service encompasses service to the academic administration of the School and the University, to the discipline through professional organizations, and to society at large.

Section B: Relevant Information

The information given below is considered relevant for discussion of Tenure, Promotion, and Time and Performance Step Increase issues by the School's Tenure and Promotion Committee. It is the responsibility of the individual faculty member and the Director to ensure that the information presented to the Committee is as complete as possible. Information not covered by the categories given below may not be considered by the Committee without the approval of the individual faculty member concerned. The faculty member is entitled to see and (if appropriate) respond to all information presented to the Committee.

The performance of faculty members who are on probationary appointments will be reviewed by the Tenure and Promotions Committee annually.

“The School carries out evaluations for TAPSI for all faculty members every two years. TAPSI evaluations for multi-year contractually limited faculty are conducted on an annual basis. Faculty members who received a performance rating of “O” or “1” will be evaluated in the next year for the purpose of providing feedback only. Tenure and promotion deliberations occur annually for all eligible faculty members. The period of review for the annual and biennial deliberations is September 1 to August 31.”

Unless otherwise agreed, each faculty member=s performance will be evaluated on the following scale:

1) teaching at all levels	40%
2) research, scholarship, or creative activity	40%
3) service	20%

Any variation in the distribution of a faculty member's workload under the terms of Article 19 of the Special Plan Agreement, with precise distribution of effort made explicit in writing and copies of that agreement kept in the faculty member's file, will also be taken into account.

I TEACHING

1. Credit courses by semester, with enrolment at end of semester, teaching format, and an indication of any assistance received or special features (markers, guest lectures, computer use, etc.), as well as courses taught for the first time.
2. Teaching dossier, composed of teaching statement, course outlines, tests, examinations, hand-outs, responses to student comments, etc.
3. Directed reading and other independent study courses, with title and name of student[s].
4. Ph.D. supervision, with name of student and whether the student has completed.
5. Ph.D. supervisory committee.
6. MA thesis supervision, with name of student and indication of whether the student has completed.
7. MA supervisory committee, with information requested in 4.
8. External examiner: degree and university.

9. Team-teaching, with indication of degree of involvement.
10. Co-ordination of multi-sectioned courses.
11. Guest lectures, with course and subject of lecture.
12. Extension or distance course, with information requested in 1.
13. Student evaluation forms from all courses each year.
14. Hours during which one is available to students.
15. Special assistance to students.
16. Evidence of student achievement.
17. Signed comments, letters, petitions, from students. Such material must not be solicited by the instructor from in-course students.
18. Written reports on teaching from colleagues, with permission of the faculty member.
19. Participation in teaching workshops and university wide pedagogical initiatives, publications, invited presentations, and consultancies on pedagogies.
20. Teaching prizes.
21. Development of a new course, including Open Learning/Distance Education.
22. Major revision of an existing course, including Distance Education.
23. Teaching at other institutions (including exchanges).

II RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Note: Faculty reports (annual or biennial) should indicate items that have been accepted for publication, as well as published items (for which full bibliographical information should be given, using MLA format). "Forthcoming" publications will be counted only in the year of publication, however. Reprinted articles and work edited, co-edited, or co-authored, should be designated as such. Course manuals/materials should not be listed under publications. The T

and P Committee should be supplied with notices of acceptance, information about whether published work is refereed, copies of work to be considered, and any assessments of that work (including letters and reviews). Other research activities (such as conference participation) should be indicated on the report after these activities have taken place. Research grant information should be listed in the appropriate place on the report form including active applications for grants. **Faculty members are required to organize these submissions using the standardized College of Arts Annual Report form.**

1. Scholarly, critical, or creative book.
2. Chapter or essay in a book.
3. Article in a journal.
4. Review.
5. Creative work in a literary magazine.
6. Translation.
7. Alternate forms of 'publication' C e.g., performance of a libretto or original play, computer-text.
8. Anthology.
9. Textbook.
10. Editing a journal.
11. Statement from the faculty member regarding the progress of research or professional engagements.
12. Productions designed or directed within the school (see 13).
13. Signed, confidential evaluations by a qualified assessor to be determined by the Director of the School, according to School guidelines (see Appendix I) of directing or design work within the school, may be included at the discretion of the faculty member, who may see the evaluations with the signatures removed. Directing and design work done within the School for which no evaluation is received will be considered to be comparable to non-refereed publication; when accompanied by an evaluation such work will be considered to be the equivalent of refereed papers or publications.
14. Serving as an adjudicator, referee, or reader for a journal, a publisher, SSHRC, Canada Council, etc.
15. Giving a paper at a conference.
16. Publication of conference proceedings.
17. Speaking in a learned symposium, colloquium, panel, or other forum and/or public readings.
18. Lecture at another university or similar forum.
19. Drama, television, and radio work.
20. Interviews, profiles, etc.

III SERVICE

A. Service to the School

1. Committee work - chair or member
2. Graduate Co-ordinator, undergraduate advisor, etc.
3. Acting Director

B. Service to the University

1. Board of Governors
2. Senate
3. Senate committee - chair or member
4. Other university committee - chair or member
5. College committee - chair or member
6. Faculty Association, University Club etc. - chair, officer, or member
7. AUpdate@, AGuelph Interaction@, AYoung Writers@, and other high school liaison activities.
8. Contributions to School, College, and University public debates and discussions.
9. Initiatives taken for the academic welfare of the School, College, or University (e.g. organizing workshops, visiting lectures, improvements to Library holdings, improvements to physical facilities).
10. Representative of the University on any outside body.

C. Service to the Discipline

1. Officer of a learned society, etc.
2. Organization of conference, festival, etc.
3. Evaluation of a school or program at another university
4. Consulting activities
5. Adjudication of academic, literary or dramatic awards or prizes.

D. Service to Society

1. Community Liaison activities
2. Speaking at schools, churches, non-professional organizations
3. Adjudication of competitions at schools, etc.

Section C: Criteria

1. Recommendations for promotion, tenure, and Time and Performance Step Increases are made on the basis of performance in each of three areas: teaching; research, scholarship & creative activity; and service. The criteria used in each of these areas are as follows:
 - (a) Teaching - While the conscientiousness and effectiveness of a faculty member's teaching are to a considerable degree interdependent, the School recognizes that they are not entirely so and seeks evidence of both. Conscientiousness will be revealed through care in planning and carrying out teaching, good course design, preparing good course outlines, being available for student consultation, grading assignments and exams promptly and with appropriate comments, and dealing fairly with complaints and problem cases. Effectiveness will be revealed through the faculty member's ability to maintain the interest of students, to challenge them creatively and intellectually, and to develop their knowledge and understanding of course material. **Effectiveness of teaching will be measured through the assessment, by the Tenure and Promotions Committee, of teaching evaluations and materials contained in the teaching dossier.**
 - (b) Research, Scholarship, and Creative Activity - The School values scholarly, critical, creative, and editorial work. Publication and other external measures of achievement will be considered by the T and P Committee, which also undertakes to arrive at an independent evaluation of the faculty member's research. While the quantity of publication is regarded as an important measure of a faculty member's research activity, quality is regarded as more important. The School recognizes that many valuable research projects require long periods of time for completion. In assessing work-in-progress, the T and P Committee will rely partly on past performance and partly on information and any unpublished materials supplied by the faculty member.
 - (c) Service - The School values the four categories of service--to the School, the University, the discipline, and society. In all categories, the T and P Committee will consider the amount, the importance, and the conscientiousness of the work involved, as well as the extent to which the Aims of the University have been served.

2. SATISFACTORY PERFORMANCE

The minimum expectations in each of the three areas are given below. These descriptions are relevant to considerations for promotion, for tenure, and for Time and Performance Step Increases.

(a) Satisfactory Teaching

The faculty member is reasonably conscientious and reasonably effective in the fulfilment of teaching duties, and is open to suggestions for improvement.

(b) Satisfactory Research

The faculty member gives evidence of ongoing research and/or creative activity, aimed at least in part at publication or public presentation.

(c) Satisfactory Service

The faculty member shows a willingness to undertake a reasonable share of administrative work within the School and University, and carries out such work with reasonable effectiveness. Service to the discipline and to society will be taken into account in determining what is a "reasonable share" of service to the School and the University.

3. CRITERIA FOR PROMOTION TO ASSISTANT PROFESSOR

The minimum requirements for a recommendation for promotion to the rank of Assistant Professor are:

- (a) A completed terminal degree (Ph.D., MFA), or equivalent scholarly and/or creative achievement.
- (b) Demonstrated competence in research, with promise of greater achievement as indicated by publication or progress toward it.
- (c) Demonstrated competence in teaching, with a promise of greater scholarly and/or creative achievement.
- (d) Willingness to take on such administrative duties as student counselling, committee or liaison work, and competence in the performance of such duties.

4. CRITERIA FOR TENURE

According to Faculty Policies (Section E: Part 2), "the granting of tenure to a faculty member recognizes competence and maturity in that person's discipline, as exemplified

by his or her contribution to the academic functions of the University and by related activity within and outside of the University."

To be granted tenure a faculty member must have performed at least at a satisfactory level in all three areas of research, teaching, and service, and must have demonstrated excellence or the potential for it in at least two of these areas.

5. CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR

To qualify for promotion to the rank of Associate Professor, the faculty member must have performed at least at a satisfactory level in all three areas. In addition, the faculty member must have demonstrated a capacity for continuing growth and a record of superior achievement in at least two of the areas.

6. CRITERIA FOR PROMOTION TO FULL PROFESSOR

To qualify for promotion to the rank of Full Professor, a faculty member must have attained a substantial record of excellence in at least two of the three areas, and a record of good work in the remaining area. He or she must have demonstrated a maturity of judgment and capacity to give intellectual leadership in the academic community and the profession. A reputation for excellence at the national and international levels must be affirmed by expert testimony from outside the University, since the rank of professor implies a substantial and widespread influence.

7. CRITERIA FOR STUDY/RESEARCH LEAVE

The Tenure and Promotions Committee follows the criteria and the rules for study/research leaves set forth in *Faculty Policy* (H 3.01-3.07). To apply for a study/research leave, the faculty member must submit a proposal for the leave period no later than August 31 in the year preceding the leave; the faculty member must ensure that she or he has filed reports on all previous leaves granted by the University of Guelph.

Section E: Time and Performance Step Increases

1. Frequency of Assessment

Probationary and tenured members of faculty are evaluated for purposes of salary by the Tenure and Promotion Committee, whose task it is to recommend a rating of 0,1, 2, 3, or 4. A rating of 2 reflects normal career progress of one step/year on the salary grid. The

assessment of biennial TPSI is done in the context of an individual's responsibilities and chosen career path, the latter determined by written agreement with the School Director. All tenured and probationary faculty will be evaluated for the purpose of TPSI every two years. All multi-year contractually defined faculty must be evaluated annually and all probationary faculty will be evaluated for the purpose of tenure or continuation of probation on an annual basis. Any faculty member receiving a TPSI rating of 0 will automatically be evaluated in the following year, and faculty who are hired mid-cycle will be assessed for the first time after one year. Normally a one-step award will be made automatically for periods in which the majority of time is spent on leave; if requested by faculty, however, evaluation may be conducted for leave periods.

2. Results of Assessment

The assessment will result in a recommendation for one of the following five ratings. The text that follows begins with a rating of "2", which reflects normal career progress of one step/year on the salary grid.

2: A good performance by the standards of a major university that is recognized as a leader in the country and maintains high expectations of its faculty. This level of performance will show obvious career progress, thereby meriting award of steps along the career progress grid. It will be more than merely 'satisfactory', otherwise there would not be a reason in terms of career development for the award. There will be no significant problems or unsatisfactory aspects in any of the areas of teaching, research* or service/administration. Performance will be good in two of the areas of teaching, research* or service/administration and at minimum satisfactory in the other area of responsibility; the allocation of responsibilities among these three areas will be used in reaching a balanced judgement.

Outcome: One step on each of the next two salary adjustment dates. (July 1st).

0: Performance is unsatisfactory relative to the standards of the department and the University, i.e. it falls well short of expectations within the established career path and allocation of duties. The faculty member is not meeting her or his responsibilities. In the standard career path this will mean poor work in teaching and negligible research* productivity.

Outcome: Zero steps on each of the next two salary adjustment dates (July 1st). For the purposes of feedback and performance improvement only, there will be a performance review in the subsequent year.

1: There is no evidence of sufficient career progress to justify normal advancement along the grid. The performance falls short of "good" but cannot be deemed entirely unsatisfactory. This judgement could reflect teaching of barely acceptable quality (poor classroom performance, teaching materials less than current, persistent student

complaints that have been investigated and are deemed justified,), or less than satisfactory performance in assigned service/administrative duties, or negligible output of scholarly work, or all of these; the proportions to which the areas cited would enter the judgement will reflect the faculty member's allocation of effort.

Outcome: One grid step, effective either on the next July 1st adjustment date or on the subsequent July 1st adjustment date, as determined at the discretion of the Department Committee.

3: An excellent performance relative to the high expectations of a major university recognized as leader in the country. Performance will be markedly superior in at least one of the areas of teaching, research* or service/administration and very good in an other. A positive approach to service/administrative assignments, if and as requested by the Chair or Dean is expected, as is effective discharge of these assignments.

Outcome: 1 step in each of the next two salary adjustment dates; consideration for one additional step effective at the first or the second of these dates depending on the rank order in this category.

4: A performance that stands out in cross-university terms relative to the excellent performance noted by a rating of >3'. Such a performance would be one that excels across the entire distribution of effort. Normally it would involve superb performance in two of the areas of teaching, research* or service/administration, but circumstances could arise when activity or external recognition in any one of these areas justified, on its own, a rating of >4'. A positive approach to administrative assignments, if and as requested by the Chair or Dean is expected, as is effective discharge of these assignments.

Outcome: 1 step effective at each of the next two salary adjustment dates. Consideration for 1 or 2 additional steps.

* "Research" includes the scholarly activities associated with an alternate career path that is oriented toward education.

3. Procedures for Ranking and Appeal Procedures

The Director will keep summary letters of the three most recent Tenure and Promotion Committee evaluations and make such information available to the Committee, after initial decisions and before final overall ranking is determined. The rank ordering of 4 and 3 point recommendations will establish priority for 2-step increments for the next two years. The role of the College Committee in determining the distribution of 2-step awards will be stipulated in Faculty Policies, as are the appeal procedures [Section G: Parts 4 and 5].

4. Notification of Faculty

All faculty will be informed in a letter signed by members of the Committee of their recommendation, and the reasons for it, within 10 working days of the completion of the performance evaluation by the School Committee. Faculty are invited to discuss the evaluation with the Director if desired, and to consider their responsibilities and career objectives, which may be adjusted by mutual consent; written evidence of such mutually consented adjustments will be kept in the faculty member=s file. Any appeal of the school decision must be made in writing to the Dean, within ten days of the issuance of the Committee's letter.

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