

GUIDE TO EVALUATION FOR PRE-TENURE FACULTY — NEW TENURE REVIEW

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In the event there is a conflict between the contents of this Guide and a collective agreement provision, the collective agreement provision is the authoritative source for the information.

Article 5A applies to pre-tenure faculty members who are hired on July 1, 2015 or later and pre-tenure faculty members who are hired before July 1, 2015 and who elect prior to April 1,

2017 to have their tenure review conducted under the terms of Article 5A. These faculty members are subject to the “New Tenure Review System” found in Article 5A.10 and 5A.11.

SECTION 1: OVERVIEW

Introduction

The purpose of this guide is to provide assistance to pre-tenure faculty members regarding the assessment process and regarding the responsibilities that departmental and faculty tenure committees have to a pre-tenure faculty member, as agreed to by the Ryerson Faculty Association and the Administration.

This section outlines some basic principles that guide the assessment process for pre-tenure faculty members and the responsibilities of the faculty member throughout their probationary period.

The Departmental Evaluation Committee (DEC) is a department-level committee, while the Faculty Tenure Committee (FTC) is a faculty-level committee.

In their teaching assessments, their annual assessment reports and their intermediate reviews, DEC members provide valuable feedback to pre-tenure faculty members; feedback intended to help pre-tenure faculty members develop the strongest case for tenure that they can. In tenure assessments, DEC and FTC members exercise critical academic judgment in advising the Administration with respect to what is, after the hiring decision itself, the most important decision that the University makes.

The FTC receives tenure recommendations from the DEC members, and in turn makes tenure recommendations to the Vice-Provost, Faculty Affairs (VPFA). It monitors the recommendations of DEC members to assure that they are fair and that due process has been followed; it ensures that standards within the faculty are roughly comparable, and it assesses the tenure material and makes its own recommendations to the VPFA with respect to tenure.

While there may be disagreements between committee members, between committees, and/or between committees and the Administration, the process is a deeply consultative and cooperative one, in which each person takes his or her responsibilities seriously, and brings to bear his or her best academic judgment. In any case, should a disagreement within any of the committees take place, votes (without names) and an explanation of the disagreement are to be submitted with tenure recommendations.

In order for the process to be valid and defensible, it is important that all the steps in the Collective Agreement be followed, and for the process to be consistent with institutional, faculty, department and discipline-specific expectations.

1.1 Some Basic Principles

The DEC and FTC tenure process should be guided by academic values and assessments and the following principles. It should be fair, transparent and understandable. DEC and FTC members are accountable for their roles in the process.

The transfer to tenure is not automatic and requires significant achievements on the part

of the pre-tenure faculty member. Nevertheless, it is the goal of the institution and its members that the pre-tenure faculty member be successful and be awarded tenure. The University makes its initial hiring decision with every expectation that the pre-tenure faculty member will have a successful academic career. The University and its members have an obligation to help the pre-tenure faculty member on his/her way to achieving tenure.

The tenure process is outlined in Article 5A of the Collective Agreement and clarified here. Pre-tenure faculty members should familiarize themselves with Article 5A.

The specific expectations schools/departments and faculties establish with respect to the tenure process must be compatible with Article 5A and must be communicated to pre-tenure faculty members in a timely manner so that they are able to meet those expectations.

At all stages of the pre-tenure faculty member's probationary period, evaluations should be clear and informative, and should be consistent with previously established expectations.

DEC and FTC members understand that they have a trust from their colleagues and from the University as a whole and that their recommendations are to reflect that trust; accordingly, committee members must make their assessments and recommendations in ways that are objective, fair and equitable.

Pre-tenure faculty members have the right, provided for in the Collective Agreement, to respond to assessments at any stage.

While the DEC and the FTC make recommendations, not final decisions, with respect to tenure, their recommendations carry significant weight.

1.2 Transparency and Fairness

The tenure review process has clear and comprehensive procedures outlined in Article 5A of the Collective Agreement and clarified here.

When assessing the pre-tenure faculty member the DEC should provide clear and informative written evaluations and communicate any concerns as early in the process as possible.

Article 5A provides pre-tenure faculty members with the opportunity to respond to evaluations. This allows pre-tenure faculty members to clarify any misunderstanding that they perceive and will assist in ensuring that they have a clear understanding of expectations and are on track in meeting their tenure requirements.

1.3 Conflict of Interest

Committee members must disclose if there is a real or perceived conflict of interest with respect to any candidate being considered (see Article 21 of the Collective Agreement). "A

conflict of interest arises when a member is placed in a situation in which his or her personal or financial interests or the interests of an immediate family member or of a person with whom there exists, or has recently existed, an intimate relationship, conflict with his or her responsibilities to the University.”

Beyond the obvious personal or financial conflicts, examples may include situations where the member has acted as an academic supervisor of the applicant or where the member has collaborated with the applicant on a research project or business venture.

The existence of a conflict does not necessarily preclude the member’s participation on the committee.

1.4 Confidentiality

Committee members will have access to a variety of confidential material and are therefore bound by the requirements of confidentiality necessary for the proper functioning of the committees and for the protection of the interests of the candidates. In particular:

- Committee members will have access to documents in the Performance and Conduct Files (PCFs) of the candidates. This material is only to be shared or discussed with other committee members.
- Committee members will become aware of the perceptions, assessments and views of other committee members concerning the candidates. These are only discussed with other members of the committee, so as to sustain an atmosphere in which free exchange of opinion is possible and the dignity and integrity of colleagues are maintained.

Some discussions, such as defining the committee’s mandate and understanding expectations within the department or school, are not deemed to be confidential.

If the need arises, committee members at times may wish to consult with the Administration, with the Senior Human Resources Consultant and/or with the Association. Such consultations are not violations of confidentiality. However, the individuals so consulted are themselves bound by confidentiality.

1.5 Equity, Diversity and Inclusion

Equity: The University is committed to an environment that respects equity, diversity and inclusion. The University shall hire and make employment and promotion decisions on the basis of qualifications and merit and that, within this context, the University shall make proactive efforts to increase the participation from groups that have been historically disadvantaged and marginalized, including First Nations, Metis and Inuit peoples, Indigenous peoples of North America, racialized persons, persons with disabilities, and those who identify as women and/or 2SLGBTQ+. (This is from Ryerson’s approved Equity Statement that is displayed on job postings).

One of the considerations in establishing the membership of the DEC's and the FTC's should be that they be representative of different equity-seeking groups.

In addition, the committees are to be aware of equity, diversity and inclusion when making their recommendations.

As examples (and this is far from an exhaustive list) committees may find it appropriate to consider the following:

- Research related to a particular group or community may be most appropriately published in outlets not appropriate for other sorts of research.
- Voice and authority in the classroom may reflect cultural, gender and identity differences.
- Communication styles may vary depending upon culture, gender and other identities.

Accommodation: Accommodation includes and integrates persons with disabilities into employment activities in a manner that respects their dignity, autonomy and self-esteem. The committees are to ensure that a pre-tenure faculty member is not disadvantaged because he/she has sought or requires accommodation.

Human Rights (no discrimination): The University is committed to fostering an environment that is free of discrimination and harassment and in which all people are treated with respect and dignity. There shall be no discrimination with respect to the prohibited grounds (race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status, disability, same-sex partnership status and gender identity).

Committee members are aware that pre-tenure faculty members that take leave(s) during their probationary period (such as maternity, parental and sick leave) accorded to them under the Collective Agreement and protected under provincial and federal legislation does not bias the tenure assessment and that pre-tenure faculty members are not expected to continue working while on these leaves.

1.6 Respect

The Committee's feedback and assessments (both positive, negative or critical) are to be constructive and respectful of the pre-tenure faculty member, focusing on the performance of the members and not on personal traits, characteristics and other personal descriptors including their personality and congeniality. The committee's approach is to remain balanced and objective.

The committees, as well as the departments and faculties, should promote civility and collegiality, and a positive climate in which a pre-tenure faculty member can flourish and achieve tenure.

1.7 Criteria for Tenure

The criteria for transfer to tenure spelled out in the Collective Agreement are as follows:

Candidates must be assessed in terms of their demonstrated capacity for, achievements in and commitment to:

- Teaching
- SRC
- Service

In addition, they may be assessed as appropriate in terms of:

- their professional obligations under Article 7.3
- their satisfaction of such conditions of probation as were specified in their letter of appointment
- their progress in overcoming weaknesses identified in their year-end assessments.

1.8 Tenure is not Hiring

The Departmental Hiring Committee (DHC) is responsible for the hiring of faculty members. The objective of the tenure review process is solely to determine whether pre-tenure faculty members meet the expectations of the school/department and University with respect to the granting of tenure. Factors unrelated to the pre-tenure faculty member's performance, such as the academic priorities and financial resources of the school/department, are not to be considered.

1.9 Tenure is not Promotion

When pre-tenured Assistant Professors are transferred to the tenured faculty, they are automatically and at the same time promoted to the rank of Associate Professor. Under previous Collective Agreements, tenure and promotion were separate processes, and the criteria for those actions may have differed. There is no longer a separate process in the Collective Agreement for promotion to Associate Professor.

The parties have agreed that this shift (making promotion automatic with tenure) does not by itself change the criteria for tenure. The standards that should be used are those in place for tenure, not those previously in place for promotion.

This does not mean that the standards for tenure are to be unchanged over time. They have evolved gradually (not suddenly) in the past, and may do so in the future.

Nevertheless, if a DEC has set clear criteria for tenure at the time of the Intermediate Review, it may not make the criteria more stringent at the time of Normal and/or Final Tenure Review, even if the members of the committee have changed over that period of time.

1.10 Academic Freedom

Article 11 of the Collective Agreement provides for the academic freedom of faculty members. Faculty members may not be disadvantaged or punished for the expression of their beliefs and views (within some legal limits). They are entitled to freedom in their teaching and SRC duties and publishing the results thereof.

It follows that DEC and FTC members may not make assessments on the basis of whether they agree with the pre-tenure faculty member's views, whether his/her views are unpopular, or whether the pre-tenure faculty member is himself or herself unpopular.

In making their assessments of the work of the pre-tenure faculty member in teaching, service and SRC, the committees are to use strictly academic standards.

1.11 Modifications to a Committee's Composition

Candidates for tenure have the right to be assessed by committees that are objective, fair and neutral. They do not have the right to have committees that are predisposed in their favour.

From time to time, candidates express to the Association or to the Administration anxieties about the composition of a committee.

A response by both bodies to such anxieties has been to create the second-level committee, the FTC, one of whose responsibilities is to assure that the process at the DEC level is free from prejudice.

SECTION 2: PROBATIONARY PERIOD

This section outlines the probationary terms that exist for pre-tenure faculty members at the University.

2.1 Types Of Probationary Period

2.1.1 Normal probationary period (i.e. 6 year probationary period) (Article 4.3.G & Article 5.10.A)

A pre-tenure faculty member will normally commence employment with the University on July/August 1st and will normally serve a six (6) year probationary period. A member can elect a five year probationary period and request to be reviewed for tenure commencing

May 1st of the fourth probationary year. This request must be made in writing to the Dean by no later than March 31st of the fourth probationary year. If members elect for the five year probationary period reversion (see below) will not be an option.

2.1.2 Reduced Probationary Period (Article 4.3.I)

A pre-tenure faculty member may be appointed with a reduced probationary period, i.e. a three or four year probationary period. This would apply to candidates who have a demonstrated record of relevant teaching experience, service and SRC activity at another post-secondary institution, or commensurate professional experience. In addition, former Ryerson Limited Term Faculty and Limited Term (Contract) instructors who have been previously employed at Ryerson in the twelve months and one day, or more, immediately prior to the date of their appointment to a tenure stream position may be granted a reduced probationary period. Reduced probationary periods are subject to the VPFA's approval, upon recommendation by the DHC and approval of the Dean.

2.1.3 Reversion (Article 5A.10.B)

Reversion is when a pre-tenure faculty member is hired with a reduced probationary period (i.e. 3 or 4 years) and the DEC has reason to believe that the pre-tenure faculty member will be unable to meet the tenure requirements within this reduced period. In such a situation, the decision would be that the pre-tenure faculty member would revert to the normal six year probationary period. Additionally, a pre-tenure faculty member with a reduced probationary period may request for reversion to the normal six year probationary period. This request is to be made in writing to the Dean by March 31st of the term that normal tenure review would normally commence.

2.2 Deviations From Normal Probation

2.2.1 Administrative Probation Extensions (5A.7.B)

Occasionally a pre-tenure faculty member may receive an "administrative" extension to their probation. The pre-tenure faculty member is obligated to inform their Dean/Chair of the requirement for an "administrative leave". These extensions are granted to the pre-tenure faculty member by the university, often for medical reasons or as a result of a legislative protected leave, (e.g. Parental Leave) to compensate the pre-tenure faculty member for time spent on leave. The terms of these extensions are contained in a Memorandum of Understanding entered into by the pre-tenure faculty member, the University and the Ryerson Faculty Association which can be found in the pre-tenure faculty member's PCF. These extensions typically insert a hiatus in the probation during which no assessments take place and during which there is no expectation of teaching, SRC or service productivity. At the conclusion of this hiatus, normal assessments and expectations resume.

The DEC usually has no role to play either towards the granting of such extensions or during the extensions themselves.

The result of an administrative extension on a pre-tenure faculty member's probation is to pause the probation process during the extension period. Nonetheless, accomplishments which come to fruition during this period should be assessed in the

next year-end assessment.

2.2.2 Delay in Conducting Intermediate or Final Tenure Review

In particular circumstances outlined in the Collective Agreement, the Vice-Provost, Faculty Affairs may delay a pre-tenure faculty member's Final Tenure Review and extend the length of his/her probationary period accordingly.

In such cases, the Vice-Provost, Faculty Affairs shall advise the DEC of the delay and its consequences on the assessment process.

2.2.3 "Off step" Hires (Article 4.3.J)

Faculty members hired between January 1st and June 30th are viewed as "off step" pre-tenure faculty hires. The University and the Association have agreed that pre-tenure faculty member's with an "off step" hire date will have the choice at the time of their appointment to have their probationary period end six months earlier or six months later so that they are placed on the normal tenure review cycle that begins on May 17th of each academic year.

SECTION 3: RESPONSIBILITIES AND SUBMISSIONS OF THE PRE-TENURE FACULTY MEMBER

The pre-tenure faculty member is responsible for carrying out duties and for reporting them to the university in accordance with Articles 5, 7 and 10 of the Collective Agreement.

The pre-tenure faculty member may request additional teaching assessments to the number specified in the collective agreement if s/he wishes to benefit from additional coaching on classroom/teaching skills.

The pre-tenure faculty submits an annual report of activities each year as specified in Article 10 of the Collective Agreement (see RFA Annual Report submission guidelines: http://ryerson.ca/teaching/annual_reports/rfa_annual_report/guidelines.html). Also, please see Appendix A – Information Required for the Annual Report. The Annual Report is used by the DEC in preparing its year-end assessment of the pre-tenure faculty member. The pre-tenure faculty member may respond, in writing, to the year end assessment within six weeks of receipt of the assessment. The pre-tenure faculty member's written response (if provided) will be placed in the member's Performance and Conduct File.

In consultation with the Departmental Chair/School Director, the pre-tenure faculty member prepares documents and supporting material in preparation for the Normal Tenure Review. This material is described in Article 5A.8 and forms the basis of the dossier.

Pre-tenure faculty members are now required to include in their tenure dossier the names of five potential external referees who are tenured faculty members and/or experts in the pre-tenure faculty member's discipline, from which at least two shall be chosen by the Dean and DEC to solicit evaluative letters from. The Dean solicits evaluative letters from three external referees in total. These evaluative letters will form part of the pre-tenure faculty member's tenure file.

The pre-tenure faculty member may, at his or her discretion, request to meet with the DEC before it completes its final report, though the DEC does not have the authority to request such

a meeting. Please see Attachment B for a [Tenure Dossier Checklist](#) that can assist pre-tenure faculty members with the preparation of their dossier. Note that Tenure Dossier can be submitted either on paper or electronically. The guidelines for electronic submission of tenure dossier can be found on this website: http://ryerson.ca/teaching/tenure_dossier/index.html.

In order for evaluation committees to assess teaching competence pre-tenure faculty members are expected to include their paper based Faculty Course Survey (FCS) results in their Annual Reports and in their tenure dossier so that the appropriate evaluation committees can prepare their year-end assessments and make tenure recommendations. The Faculty Course Survey results submitted by the pre-tenure faculty member should only include the frequency distribution for the responses to each of the questions in the Faculty Course survey and any other distribution of the summary results the member may wish to provide. Responses to Question 15 should not be included and should be disregarded if it appears in the dossier. Please note that FCS results cannot be used to assess teaching effectiveness but can be used in assessing student educational experience. Please see Appendix C - [Faculty Course Survey Process Reference Guide for Pre-tenure Faculty Members](#). For more information about Faculty Course Survey process please see this website: http://ryerson.ca/teaching/fcs/fcs_instructors/index.html.

SECTION 4: EVALUATION BODIES

Introduction

This section highlights who carries out assessments of pre-tenure faculty members.

Specifically:

- the DEC carries out teaching assessments, year-end reviews, intermediate reviews and normal tenure reviews and final tenure reviews. The DEC's tenure recommendations are forwarded to the Faculty Tenure Committee (FTC);
- Tenured faculty members of the Department/School (not on the DEC) may also conduct teaching assessments in certain situations;
- the FTC (includes the Dean as the Chair of the Committee) who assess tenure recommendations made by the DEC and in return makes its recommendations to the Vice Provost, Faculty Affairs (VPFA); and
- the VPFA who makes the tenure decision;
- tenured faculty members of the Department (not on the DEC) who carry out teaching assessments.

4.1 Department Evaluation Committee (Dec) (Article 5a.1)

4.1.1 Mandate of the DEC

The Departmental Evaluation Committee (DEC) is responsible for assessing pre-tenure faculty, which includes coordinating and conducting teaching assessments, annual assessments, intermediate reviews, and making recommendations for tenure to the Faculty Tenure Committee (FTC).

4.2 Faculty Tenure Committee (Article 5a.2)

4.2.1 Mandate of the Faculty Tenure Committee

A Faculty Tenure Committee (FTC) is established within each Faculty to consider recommendations with respect to tenure received from the Department Evaluation Committees to assess that the process was fair and that due process was followed, and to make tenure recommendations to the Vice-Provost, Faculty Affairs

4.3 Vice Provost, Faculty Affairs

The role of the Vice Provost, Faculty Affairs is to consider the DEC and FTC recommendations, along with the responses from the pre-tenure faculty member, conduct his/her own assessment and make a final decision as to whether the pre-tenure

faculty member meets the requirements for tenure. This role includes ensuring that the DEC and FTC conducted their assessment in a fair, responsible manner, that due process was followed; and ensuring that the standards for tenure are consistent with institutional, faculty, department and discipline-specific expectations and are roughly comparable between disciplines in a given Faculty and are roughly comparable between disciplines in a given Faculty.

SECTION 5: TYPES OF ASSESSMENTS

This section outlines the types of assessments that will occur during a pre-tenure faculty member's probationary period, including the purpose of these assessments.

5.1 TEACHING ASSESSMENTS (Carried Out By Tenured Faculty Members In The Department And Dec Members) (ARTICLE 5A.5 & 10.12)

- The purpose of teaching assessments is to evaluate the faculty member's teaching as described in articles 5A.5 and 10.12 of the collective agreement.
- Teaching assessments are conducted in class or, for some disciplines, where appropriate, in the field.

5.1.1 Number of Teaching Assessments (ARTICLE 5A.5.A,B,D,E,H)

- Pre-tenure faculty members will normally be assessed two times per semester for the first two semesters and once per semester thereafter, for a total of 12 assessments (assuming a normal six year probationary period).
- The DEC may reduce the teaching assessments for a particular year by one if the faculty member's teaching is deemed to be satisfactory based on the previous year's teaching assessments and Faculty Course Survey (FCS) results. The total number of assessments could thus range between 8 and 12.
- If the number of teaching assessments is reduced, the DEC will advise the faculty member in writing with a copy to the Association and the faculty member's PCF.
- The pre-tenure faculty member may request, in writing to the Chair of the DEC, one additional teaching assessment in any given semester at least two weeks before the last date in which teaching assessments are permitted that semester.

5.1.2 Selecting Assessors (Article 5A.5.A,C,G)

- In each of the first two semesters of the probationary period that the pre-tenure faculty member actually teaches, two different members of the DEC (of whom at

least one must be an elected member) will assess the faculty member's teaching competence.

- After the first four assessments, the Chair of the DEC may assign any tenured faculty member to carry out the remaining teaching assessments.
- The Chair of the DEC will assign the teaching assessments to as broad a selection of assessors, where possible. Should a pre-tenure faculty member believe that an assessor will not be fair, objective and neutral in their assessment he/she should raise his/her concern with the Chair of the DEC for discussion and appropriate action.
- At least six assessments will be made by the tenured faculty members in the pre-tenure faculty member's field of expertise.

5.1.3 Scheduling Teaching Assessments (ARTICLE 5A.5.J)

- All teaching assessments must be scheduled.
- By the end of the third week of each semester, the Chair of the DEC must advise the pre-tenure faculty member of the total number of assessments to be carried out that semester and the names of the faculty members conducting them.
- Assessments may not be conducted within the first two or last two weeks of a semester.
- The assessor must provide the pre-tenure faculty member with at least one week's notice of the assessment.
- It is recommended that the assessor and pre-tenure faculty member discuss the suitability of the chosen class beforehand in case the planned mode of delivery for that particular class is unusual (e.g., returning a test, giving a quiz, reviewing homework, etc.). The assessor should normally arrive at the beginning of the class, but an alternate time of arrival could also be agreed upon in advance, particularly in the case of multi-hour classes.

5.1.4 Conducting Teaching Assessments (Article 5A.5.I)

- Faculty members conducting teaching assessments are observers and should not disrupt the class. Assessors should arrive on time, sit in an inconspicuous location, refrain from participating and commenting during the session, and leave at the end of class or during a suitable break. If any issues need to be discussed with the faculty member, this must be done after the class. Students are not to be consulted at any time during this process, even after the assessed class.

- Each faculty member who assesses a pre-tenure faculty member's teaching competence will submit to the Chair/Director, a letter of assessment within 3 weeks of the assessment. Teaching assessments should refer to the pre-tenure faculty member's teaching performance and should not be used to comment on issues over which the instructor has no control, such as the choice of room, state of the facilities, student absenteeism, etc. except as these relate to the pre-tenure faculty member's performance.
- The Chair/Director will provide copies to the pre-tenure faculty member, the Dean, the Chair of the DEC, the VPFA and the Association within one week of receipt. Any letter not submitted within 4 weeks of the assessment shall not be included for consideration by the DEC. The pre-tenure faculty member may, if he/she wishes, to respond to the teaching assessment. This response will be filed in the pre-tenure faculty member's Performance and Conduct File. The assessor does not need to respond to the member's response.

5.1.5 Missed Teaching Assessments (Article 5A.5.K)

- If a teaching assessment is not done in any given semester through no fault of the pre-tenure faculty member, the Chair of the DEC must write a letter stating why the assessment was not completed. The letter shall be placed in the pre-tenure faculty member's PCF, with a copy to the member, the Dean, the Chair/Director and the Association.
- No missed assessments can be conducted in subsequent semesters.
- The DEC cannot use the fact that there are missed assessments to reach any negative conclusions about the pre-tenure faculty member's teaching competence.

5.1.6 Faculty Members with Reduced or Extended Probationary Periods (Article 5A.5.H)

- If the pre-tenure faculty member has a reduced probationary period, the total number of teaching assessments will be prorated accordingly.
- Should the probationary period be extended for any reason with regard to teaching competence there will be one or two additional teaching assessments per semester of the extension.

Please see [Appendix D: Teaching Assessment Reference Guide](#).

5.2. Year End Assessment (Article 5a.6.A-e)

- In the first, second, fourth and fifth years of a pre-tenure faculty member's probation, the DEC is responsible for preparing year end assessment reports regarding a pre-tenure faculty member's progress towards fulfilling the criteria for transfer to tenure.
- There is no provision in the collective agreement for meetings with the pre-tenure faculty member prior to conducting year-end assessments; therefore DEC's or pre-tenure faculty members cannot request such meetings.
- Year-end assessment reviews should communicate a substantive analysis of the pre-tenure faculty member's performance in the previous year in each area of responsibility: teaching, SRC, and service. The DEC should make a clear assessment at the end of each report to ensure that the pre-tenure faculty member has an understanding of how s/he is performing and what, if any, specific changes s/he should make in the upcoming year. In order to assist the member in obtaining tenure, the DEC should, to the extent possible, communicate clear expectations for the upcoming year. Any deficiencies should be identified and explained in specific terms, supported by concrete examples, and conveyed in writing in such a way that the pre-tenure member can formulate a response or rebuttal if he/she desires.
- The Chair of the DEC shall submit the year-end assessment report to the Chair/Director, the pre-tenure faculty member, the Dean, and the Association by June 15 in each of the required years.
- The pre-tenure faculty member may respond to the DEC in writing within 6 weeks of receiving the year end assessment. The DEC does not reply to this response. The pre-tenure faculty member's written response (if provided) will be placed in his or her PCF and form part of the pre-tenure faculty member's tenure review file.
- In order to prepare the year-end report, the DEC shall have access to the following information contained in the pre-tenure faculty member's PCF:
 - Letter of appointment
 - Teaching assessments
 - Faculty course survey results
 - Prior year end assessments
 - Annual reports
 - Responses to teaching and/or year-end assessments (if any)

- Letters giving reasons for non-assessments (if any)
- Any other relevant material in the PCF
- Matters of discipline arising out of teaching, service and/or SRC performance
- Any complaint and/or appeal with regard to any disciplinary action (at the member's request)

5.3 Reviews (Intermediate Review, Normal Tenure And Final Tenure Review)

This section outlines the purpose of the intermediate review, normal and final tenure reviews and the recommendations that are available during each review process. Please see the Guide for Tenure Review Timelines which outlines the process and associated timelines as it relates to the Intermediate Review, Normal and Final Tenure review, including outlining the accountability of the stakeholders in the evaluation review process.

5.3.1 Intermediate Review (ARTICLE 5.A.9)

- Pre-tenure faculty members with a six-year, five-year, or four-year probationary period will have an intermediate review by June 15th of the third probationary year.
- The intermediate review is a substantive assessment of the pre-tenure faculty members' performance during the probationary period to date and provides the member with constructive feedback on how they are progressing towards satisfying the criteria for tenure. The review is completed in the same manner as the year end assessment report. It shall include an assessment of their third year as well as an overall assessment of their performance over the first three years.
- The purpose of this intermediate tenure review is to provide clear and constructive feedback to pre-tenure faculty members on their progress towards tenure in a timely enough fashion so that they can make final adjustments to their performance in the remaining terms before tenure. For this reason, the intermediate review should make a clear statement as to whether the pre-tenure member is on track for tenure and should also describe clearly areas of concern with recommendations for how they should be addressed. Any deficiencies in satisfying the criteria for tenure shall be identified in writing and explained in specific terms and supported by concrete examples.
- The intermediate review will be carried out in the same manner as the year end assessment. It shall include an assessment of their third year as well as an overall assessment of their performance over the first three years. Articles 5A.6.B.,C.,D., and E. shall apply.

- In order to conduct the intermediate review, the DEC shall have access to the following information contained in the pre-tenure faculty member's PCF:
 - Letter of appointment
 - Teaching assessments
 - Faculty course survey results
 - Prior year end assessments
 - Annual reports
 - Responses to teaching and/or year-end assessments (if any)
 - Letters giving reasons for non-assessments (if any)
 - Any other relevant material in the PCF
 - Matters of discipline arising out of teaching, service and/or SRC performance
 - Any complaint and/or appeal with regard to any disciplinary action (at the member's request)

- If FCS evaluations are not available for reasons beyond the pre-tenure faculty member's control, it shall not be held against the faculty member.

- The intermediate review report will be submitted by the Chair of the DEC by June 15th of the third probationary year. This report will be given to the pre-tenure faculty member, and copied to their PCF, the Dean, the Chair/Director and the Secretary of the Association.

- The pre-tenure faculty member may respond to the DEC in writing with their comments within six weeks of receiving the report.

5.3.2 Normal Tenure Review (Article 5a.10)

- The normal tenure review process commences May 1st of the year preceding their final year of probation, with the Chair or designate consulting about the completeness of the pre-tenure faculty member's dossier.

- The member can elect a five year probationary period and be reviewed for tenure commencing May 1st of the fourth probationary year. Such request shall be in writing to the Dean by no later than March 31st of the fourth probationary year.

- The pre-tenure faculty member has the right to address the DEC concerning his/her record of employment prior to the DEC conducting its normal tenure review, but this is an entirely voluntary process that can only be initiated by the pre-tenure faculty member and not the DEC.
- If the Intermediate Review is not provided to the DEC, the DEC may find these documents in the member's PCF. The DEC can find any missing documents that are not included in the pre-tenure faculty member's dossier submission in the member's PCF.
- By May 17 the pre-tenure faculty member shall submit the SRC portion of his/her dossier, including the names of five potential external referees, tenure dossier, as specified in Article 5A.8, to the DEC. All other portions of the candidate's tenure dossier, including the year-end assessment for the year just completed, as well as any responses to that assessment, shall be submitted by the member by August 1st.
- Pre-tenure faculty members are required to include in their tenure dossier the names of five potential external referees who are tenured faculty members and/or experts in the pre-tenure faculty member's discipline. Evaluative letters will be solicited from three external referees. They will be asked to evaluate the only the pre-tenure faculty member's performance in SRC and their letters will be included in the tenure file.
- The DEC shall assess the faculty member using the following criteria:

Demonstrated capacity for, achievements in and commitment to these components of the duties and responsibilities described in Article 10.12 A, 10.13 and 10.14 of the RFA Collective Agreement:

- Teaching
- SRC
- Service

In addition, and as appropriate, the DEC may assess:

- The faculty member's obligations as per Article 7.3 of the RFA Collective Agreement.
- Satisfaction of conditions of probation as specified in the faculty member's letter of appointment.
- The faculty member's progress in overcoming weaknesses identified in their year-end assessments and intermediate review.

The DEC is expected to identify any deficiencies which should be explained in specific terms, supported by concrete examples, and conveyed in writing in such a

way that the pre-tenure faculty member can formulate a response or rebuttal if he/she desires.

- The DEC is expected to make a tentative recommendation in writing to the faculty member for comments by September 30th. This will include anonymized copies of the external referee reports. The DEC is expected to provide a detailed rationale of its recommendation. If there is disagreement within the DEC, they will provide the votes (excluding names) and an explanation of the disagreement. If the member wishes to respond they shall provide their comments in writing within two weeks of receipt of the DEC's recommendation. The DEC may modify its letter after taking into account the member's comments. It may change its comments on matters contained in its original draft, and it may respond to issues raised in the pre-tenure faculty member's response, but it may not introduce completely new issues. Within two weeks of receiving the member's comments the DEC shall provide their final recommendation to the Dean and the FTC. The member has two weeks to comment, in writing, on the DEC's final recommendation to the Dean.
- The DEC may:
 - Recommend transfer to the tenured faculty
 - If the DEC believes that the candidate does not presently meet the criteria for transfer to the tenured faculty, but that there is a good expectation that he or she would do so with additional time, the DEC may recommend a two-year extension to the probationary period.
 - In the case where a pre-tenure faculty member is being considered before the normal six-year term because the member's letter of appointment specified a shorter probationary period, and the DEC concludes that the pre-tenure faculty member does not presently meet the criteria for transfer to the tenured faculty, the DEC may recommend to the Dean (not the FTC) that the pre-tenure faculty member revert to a regular six year tenure period. If this recommendation is accepted, the next tenure review will be considered a "normal" tenure review. Refer to article 5A.10.J for details.
 - That employment be terminated.
- The FTC may ask questions of the DEC, in writing, within three weeks of receiving the pre-tenure faculty member's comments on the DEC's final recommendation. The DEC will respond, in writing, within two weeks of receiving the questions. The pre-tenure faculty may respond to the DEC's response, in writing, within two weeks.
- In cases where the DEC is recommending termination or an extension, the pre-tenure faculty member has the right to address the FTC concerning his/her record of employment. (Note: the FTC may not request a pre-tenure faculty member to address the FTC).

- If the DEC has recommended immediate transfer to tenure or an extension, the FTC can recommend:
 - That an extension of two years be granted, or
 - That the member be transferred to the tenured faculty
- If the DEC has recommended that tenure be denied and that the member's employment be terminated, the FTC can recommend:
 - That the member be transferred to the tenured faculty, or
 - That an extension of two years, or
 - Terminate the faculty member's employment.
- If the DEC and FTC have both recommended termination, the VPFA may:
 - Terminate the faculty member's employment, or
 - Transfer the faculty member to the tenured faculty, or
 - Extend the probationary period for two years
- In every other scenario, the VPFA may,
 - Transfer the faculty member to the tenured faculty, or
 - Extend the probationary period for two years.

Note: in the case of a two-year extension, if the VPFA, on the recommendation of the DEC, has determined teaching is satisfactory and not the cause of the extension, the requirement for additional teaching assessments may be waived. Otherwise, the DEC will conduct one or two teaching assessments in each semester of the extension.

5.3.2.1 Normal Tenure Review for Pre-tenure Faculty Members with Reduced Probationary Periods (Article 5A.10.J)

- If the pre-tenure faculty member with a reduced probationary period is being considered for tenure, the DEC may recommend to the Dean (not the FTC) that the pre-tenure faculty member revert to the normal six-year probationary period if it concludes the candidate does not presently meet the criteria for tenure.
- If the Dean makes a decision to revert to the normal probationary period, the next review for tenure is considered a Normal Tenure Review.

- In such cases, the DEC will draft a letter to the faculty member containing a review of their progress and make recommendations to improve the members prospect for tenure.
- If the Dean makes a decision not to revert, the DEC makes a recommendation to the FTC.

5.3.3 Final Tenure Review (Article 5a.10.J)

- Final tenure review applies when a pre-tenure faculty member has been extended for two years as a result of his/her normal tenure review.
- If the Intermediate Review and the Normal Tenure Reviews are not provided to the DEC, the DEC may find these documents in the member's PCF. The DEC can find any missing documents that are not included in the pre-tenure faculty member's dossier submission in the member's PCF.
- If the VPFA, on the recommendation of the DEC, has determined teaching is satisfactory and not the cause of the extension, the requirement for additional teaching assessments may be waived. Otherwise, the DEC will conduct one or two teaching assessments in each semester of the extension.
- The process for consideration by the DEC, FTC and VPFA is the same as in the Normal Tenure Review, except as noted below:
 - The DEC and the FTC may not recommend an extension of employment, and the VPFA may not grant an extension.
 - The DEC and the FTC may recommend either transfer to tenure or termination of employment, and the VPFA may decide upon either.

SECTION 6: ASSESSMENT GUIDELINES

"Pre-tenure faculty members will be assessed for transfer to the tenured faculty in terms of their demonstrated capacity for, achievements in and commitment to the Teaching, SRC and Service components of the duties and responsibilities of faculty members described respectively in Articles 10.12 A, 10.13 and 10.14. They may also be assessed in terms of

- a) their obligations as faculty members under Article 7.3,
- b) their satisfaction of such conditions of probation as were specified in their letter of appointment, and
- c) their progress in overcoming weaknesses identified in their year- end assessments, if any.

Assessment shall be based upon the criteria for tenure stated in clause A above. Any deficiencies shall be identified and explained in specific terms, supported by concrete examples, and conveyed in writing in such a way that the pre-tenure faculty member can formulate a response or rebuttal if he/she desires.”

“The assessment of a pre-tenure faculty member’s SRC and teaching will take into account the principles of equity, and the diversity of the academic and professional disciplines, including the diverse career paths, ways of knowing and forms of communicating knowledge.”

6.1 Teaching (Article 10.12)

Teaching encompasses a number of different activities and skills which may include: curriculum development and revision, preparation and presentation of courses, adherence to course management policies, supervision of students, (which includes placement, practicum, field, clinical, thesis and research supervision), student evaluation, academic counseling, supervising teaching and academic assistants, course administration and instructional development. Specific teaching responsibilities are detailed in Article 10.12 of the RFA collective agreement.

Faculty members are entitled to academic freedom in the execution of their teaching functions.

6.2 Assessment of Teaching Performance

Teaching effectiveness is assessed in the following ways:

1. Based on a comprehensive teaching dossier;
2. On the basis of teaching assessments of in class performance (or assessments of other modes of delivery, such as practicums) carried out by DEC members or tenured faculty members;

Faculty Course Survey results, as approved under the collective agreement, http://ryerson.ca/teaching/fcs/fcs_instructors/index.html, and modified by Arbitrator [Kaplan’s June 2018 award](#), are only used to obtain student opinion about student educational experience. The Faculty Course Survey can be found in Appendix F of the Collective Agreement.

The frequency distribution of the responses to all 14 questions of the Faculty Course Survey are submitted to the DEC and FTC. However these responses can only be used to review student opinions about their own student educational experience. In the pre-tenure faculty member’s tenure dossier, they may use the FCS results as it relates to student experience only and not with respect to teaching effectiveness. DECs and FTCs are instructed to review the pre-tenure faculty member’s FCS submission only in the context of student experience and to disregard any references to teaching effectiveness. This applies to all materials contained in the tenure dossier including materials submitted by the

pre-tenure faculty member, as well as the text of earlier annual assessments by the DEC.

With respect to educating faculty members about his award, Arbitrated Kaplan provided the following:

“With proper contextualization and consideration of the possibility of bias (e.g. where questions are subjective in nature), FCS results may be used to assess the following aspects:

- Student Educational Experience
- Whether students were treated with fairness and respect (Article 7.3.B) [See also Question 9 and Article 7.3B “Consistent with Article 11 (Academic Freedom), faculty members shall make every attempt to create an equitable, diverse and inclusive atmosphere of mutual respect in which students may learn. Faculty members shall make every effort to stimulate intellectual curiosity and enthusiasm for learning.”]
- Whether the class met as scheduled and on time (Article 10.12.A.4 and FCS Question 10)
- Whether faculty were available during office hours (Article 10.12.A.3 and FCS Question 12)
- Whether the Course Management Policy was adhered to with respect to providing feedback in response to student work (Article 7.3.F, FCS Questions 5 & 7)

All pre-tenure faculty members teaching courses are required to participate in the paper-based Faculty Course Survey process.

The results of the in-class (paper based) Faculty Course Survey for pre-tenure faculty members will be the official survey results and will be utilized in their year-end assessments, tenure review, and for simultaneous tenure and promotion submissions, as they relate to student educational experience.

Where on-line survey results are required to be utilized as the official results for all assessments under the terms of the Collective Agreement i.e. in cases where a paper-based in-class survey is not possible (e.g. online courses), pre-tenure faculty members may elect to include in their tenure submission to the DEC the on-line results, including (or not) the results for optional questions, and/or write-in comments received

from their students who completed an on-line evaluation, and these results will be considered in addition to those of the paper-based in-class results. The on-line comments are not available to the University unless the member so elects to do so in his/her tenure dossier submission.

In-class and on-line surveys use the University Standard questions. In addition, for the on-line survey all pre-tenure faculty members will have the opportunity to add up to 16 additional (optional) questions and receive anonymous comments from students.

Both in-class surveys are to be scheduled by pre-tenure faculty members in the last two weeks of the term. The announced date can be altered provided the member provides the students and the Chair/Director with at least two weeks' notice of the new evaluation date, subject to the evaluation being carried out in last two weeks of the term.

Please see Attachment C: [Faculty Course Survey Process Reference Guide for Pre-tenure Faculty Members](#).

For more information about Faculty Course Survey process see this website: http://ryerson.ca/teaching/fcs/fcs_instructors/index.html.

6.3 Scholarly, Creative and Research Activities (SRC) (Article 10.13)

Pre-tenure faculty members are expected to undertake Scholarly, Research and Creative Activities (SRC). Beyond applying for grants and other forms of support from appropriate public and private agencies, it is understood that peer review of SRC activities constitutes a cornerstone of academic scholarship. In those disciplines where peer refereed publications is not the norm, the results of such works shall be accessible to and recognized through impartial assessment by the relevant scholarly community.

SRC activities include but are not limited to:

1. Research projects/investigations or works conducted individually or in cooperation with others, so that the results or products/creations are (i) published in academic and professional journals, public reports, conference proceedings, or as patents or (ii) presented/exhibited at conferences, seminars or showings and are available for peer review;
2. Studies, works or writings that are published as books, chapters in books, or disseminated by other suitable means in a manner which makes them available for peer review;
3. Experimentation with classroom, laboratory, studio and fieldwork techniques and formats, creative works and processes, etc., provided the results are made available for peer review.
4. Other scholarly, research or creative activities as recommended by a

Department/School and approved by the Dean.

6.4 Assessment of SRC Performance

When assessing a pre-tenure faculty member's SRC, DEC's assess whether pre-tenure faculty members demonstrate a capacity for, achievement in and commitment to their SRC duties. The Collective Agreement defines SRC and states that the creation of SRC is one of the responsibilities of a faculty member. It does not set overall standards. Standards and criteria are set in individual disciplines and fields. Nevertheless, one of the functions of the FTC is to see that the standards are roughly comparable between disciplines in a given Faculty.

1. The SRC component of a tenure assessment will be an assessment of the overall SRC performance of the pre-tenure faculty member. This performance can be evaluated in different ways, which will vary between departments and disciplines. Part of the assessment may be quantitative in nature: for example, how many articles have been published in refereed journals, how many conference presentations have been made, etc. The assessment will also take into consideration the quality of the SRC which can be determined in a variety of ways, depending on the discipline and nature of the SRC. One way the DEC's do this is by reading, viewing or listening to at least some of the work, in order to make judgments about quality, impact on the field, etc.
2. Letters of evaluation will be solicited from three external referees who are tenure faculty members and/or experts in the pre-tenure faculty member's discipline. These external referees will assess the pre-tenure faculty member based only on the pre-tenure faculty member's performance in SRC. The assessments will be provided to the DEC for their evaluation of the pre-tenure faculty member's file.
3. DEC's will want to see that a pre-tenure faculty member's SRC has been peer-reviewed, where appropriate. Normally, "blind" peer reviews have the highest level of credibility. It is understood, however, that in some creative fields, blind peer review is not possible. In those disciplines where peer refereed publications is not the norm, the results of such works shall be accessible to and recognized through impartial assessment by the relevant scholarly community.
4. A pre-tenure faculty member's SRC may include work that is not peer reviewed. In some cases, it may be presented in outlets that are not subject to peer review; in other cases the work may still be in progress, not yet sent out for peer review. Such work should be considered by the DEC.
5. DEC's may assess the quality of the SRC, but they may not make judgments related to the topics or areas chosen by the pre-tenure faculty member. All

faculty members have academic freedom to choose their own subjects and research methodology.

6. There are many different ways of creating SRC. Some is done individually, while some is done jointly. Of the latter, many variations exist, including close collaboration, working separately on different parts of the project and coming together only at the end, collaboration between a professor and his or her graduate students in which case mentorship and the development of highly qualified personnel is part of the outcome, and other modes.

6.5 Service (Article 10.14)

Service Duties

Article 10.14 of the Collective Agreement specifies that the service work that pre-tenure faculty members are expected to undertake may be in two forms: service to the University and service to the Profession and Community.

Service work is generally understood to be activities other than teaching or SRC that accrue benefits to a constituency beyond the faculty member who engages in them; it can incorporate a variety of tasks and activities. Participating in the governance of the Department or Faculty by active membership in committees is service to the University, as is participation in the Senate or Senate committees, the Board of Governors and the Ryerson Faculty Association. Participating in the work of professional associations, learned societies, and union/labour organizations, reviewing grant applications, refereeing publications, and serving on a board are all examples of service to the profession and community.

It should be noted that even if course releases are granted, or stipends paid, for performing certain activities, the performance of those activities may still be regarded as eligible service work, excepting for the duties specified in an administrative contract such as Chair of Department, or Director of a Centre.

Service work is an essential component of the responsibilities of faculty members, and pre-tenure faculty members are expected to demonstrate their capacity for and commitment to service. However, the DEC should recognize that they cannot participate as fully as tenured faculty members because of their lack of experience and their need to establish their SRC presence and to develop teaching competence. This said, the DEC also needs to recognize when a pre-tenure faculty member is performing above expectations in terms of service, and this should be noted in the year-end assessments and tenure review.

Assessment of Service Performance

A DEC's assessment regarding service of a pre-tenure faculty member is based on the information supplied in the pre-tenure faculty member's Annual Report(s) and tenure dossiers. DEC members, who are typically senior members of the department/school,

may assess the quality of the pre-tenure faculty member's service in the department/school.

SECTION 7: RESOURCES AVAILABLE FOR PRE-TENURE FACULTY MEMBERS

The information below outlines the resources available to pre-tenure faculty members to assist them during their probationary period.

Assessment Process and Associated Roles

Resource	Contact Information
Department/School Chair/Director Faculty Dean	http://ryerson.ca/teaching/acad_admins/index.html
Senior Human Resources Consultant	http://www.ryerson.ca/hr/about/client_services_team.html
Director, Faculty Affairs (Brad Walters or Nellie De Lorenzi)	bwalters@ryerson.ca or ndeloren@ryerson.ca
Vice-Provost, Faculty Affairs (Saeed Zolfaghari)	zolfaghari@ryerson.ca
RYERSON FACULTY ASSOCIATION	danziger@ryerson.ca or afoucalt@ryerson.ca

Teaching Assistance

Resource	Contact Information
Learning and Teaching Office	http://www.ryerson.ca/lt/about/index.html
Department/School Chair/Director	http://ryerson.ca/teaching/acad_admins/index.html
Teachnet	http://www.ryerson.ca/lt/about/mailling_list/index.html
Undergraduate Program Director/Graduate Program Director	

Scholarly, Research and Creative Activities assistance

(i.e. grant applications, research agenda, etc.)

Resource	Contact Information
Department/School Chair/Director Associate Dean, Research	http://ryerson.ca/teaching/acad_admins/index.html
Office of Vice President, Research & Innovation (Researcher Resources)	http://www.ryerson.ca/research/resources/

Faculty course survey assistance and on-line tenure dossier submission

Resource	Contact Information
Ilona Karasyova, Office of the Vice Provost, Faculty Affairs	ikarasyn@ryerson.ca

Library Services (Accessing the CollectionN , Research Support, Teaching Support)

Resource	Contact Information
Library	http://library.ryerson.ca/services/faculty/

Equity, Diversity And Inclusion

Resources	Contact Information
Darell Bowden	dbowden@ryerson.ca
Tamar Myers	tmyers@ryerson.ca

APPENDIX A: INFORMATION REQUIRED FOR THE ANNUAL REPORT

The annual report template includes the following sections to be completed:

Teaching responsibilities including courses taught and supervised
Results of student evaluations of his/her teaching from the evaluation instruments contained in Appendix F
Books and papers published
Conference papers, presentations, exhibitions, etc. given
Scholarly, applied research and creative work completed or in progress
Research grants and contracts awarded, name of granting body, research title, amount awarded and the date of the award
Graduate degrees obtained or graduate studies in progress and expected date of completion, University, and title of thesis
Awards and other honours received
Department/School, Faculty/Division, Senate, Board, Association and other University activities
Contributions to faculty member's profession
Contributions to faculty member's community
A statement of faculty member's outside professional practice in the previous year
An account of the academic activities pursued by the faculty member during the semester he/she did not have assigned teaching duties
An account of the satisfaction of conditions of probation as were specified in his/her letter of appointment (e.g. completion of his/her terminal degree, etc.)
An account of his/her duties and associated schedules carried out as a DHC, DEC, FTC, and/or FPC member and/or DHC, DEC, FTC, and/or FPC Chair as outlined in Article 4 and Article 5 , if applicable
Any other information that the faculty member deems relevant

APPENDIX B: TENURE DOSSIER CHECKLIST

The dossier has four principal parts: Overview, Teaching Dossier, SRC Dossier, and Service Dossier as outlined below. In addition, where appropriate, the Chair/Director will submit to the DEC any other material (including record of disciplinary action taken against the member) placed in the PCF that bears on the faculty member's progress towards tenure.

Section/Content	<input checked="" type="checkbox"/>
Overview: must include, but is not restricted to, the following documents:	
1. Table of Contents of the dossier;	•
2. Curriculum vitae, covering the member's entire professional career, in the approved University format;	•
3. Letter of appointment (the starting salary can be blacked out);	•
4. The member's annual reports;	•
5. Earlier year-end assessments and intermediate tenure review where appropriate;	•
6. The member's response(s), if any, to the year-end assessments or intermediate tenure review;	•
7. Any letters giving reasons for non-assessments	•
Teaching Dossier: should include, but is not restricted to, such items as the following:	
1. A statement of the faculty member's philosophy, objectives and methods of teaching;	•
2. A list of undergraduate and graduate courses, including directed studies and thesis supervisions, taught by the member;	•
3. An explanation of the ways in which the member has maintained currency in his/her teaching field(s);	•
4. Examples of course revision, curriculum development, and teaching methods as evidenced by course outlines, assignments, final examinations and other materials the member deems appropriate;	•
5. A record of the faculty member's role in curriculum and instructional developments such as administrative and committee service for the Department, Faculty, and/or University related to pedagogy, and including directing and coordinating programs, guest lectures, and other presentations;	•

6. The results of the Faculty Course Survey (Appendix F) and any letters and testimonials including an indication whether solicited or not solicited. For student evaluations other than the Faculty Course Survey, the member shall provide information about measures of respondent confidentiality;	•
7. A record of the member's special contribution to any teaching, including teaching awards, publications and presentations, instructional development grants, participation in conferences and seminars on education/pedagogy;	•
8. All teaching assessments (where available) as well as any responses to those assessments and any letters giving reasons for non-assessments;	•
9. A candidate may submit any other material that s/he deems relevant to his/her teaching role.	•
SRC dossier: may include, but is not limited to the following:	
1. The names of five potential external referees who are tenured faculty members and/or experts in the pre-tenure faculty member's discipline;	•
2. A statement of the faculty member's philosophy, objectives and methods of SRC;	•
3. Single copies of the SRC works the member wishes to have considered in the examination of the application, it being understood that the member may attach a clear and detailed description of these works when the works are such that their physical submission is not practical;	•
4. Examples of published reviews of the member's published work;	•
5. Letters of testimonial and an indication of whether solicited or unsolicited;	•
6. A list of relevant awards and/or grants from University or external sources.	•
7. A candidate may submit any other material that he/she deems relevant to his/her SRC role, including evidence relating to the quality and influence of the member's SRC.	•
Service	
Description of contributions of Service to the University and outside professional activities.	•

APPENDIX C: FACULTY COURSE SURVEY PROCESS REFERENCE GUIDE FOR PRE-TENURE FACULTY MEMBERS

In-Class Faculty Course Survey	C.A. article
Scheduling of Survey Date	
Scheduled by the pre-tenure faculty member in the 12 th or 13 th weeks of the term and to be noted on the course outline provided to students at the beginning of the semester.	Appendix F Addendum – J.1.
Re-scheduling of Survey Date	
Date may be altered by the member provided that no less than 2 weeks notice is provided to the students and the Chair/Director, subject to the evaluation being carried out in week 12 or 13 of the semester.	Appendix F Addendum – J.1.
In-Class Survey Process	
Evaluation form to be contained on a scanner sheet that is pre-coded with faculty member, course and section on the sheets.	Appendix F Addendum – J.2 & 3
Evaluation forms will be forwarded to the member who will arrange for a student to distribute and collect the forms in class. (Faculty member should not interfere with the administration of the evaluations and it is suggested the faculty member should leave the room during the time when students complete the survey).	Appendix F Addendum – J.4.
All evaluation forms, including blanks, are to be collected in class by the student, placed in the designated envelope, and sealed with the signatures of the member and the student written across the seal of the envelope.	Appendix F Addendum – J.5.
The sealed envelope containing the completed evaluation forms will be delivered to a central location by the faculty member. The person receiving the forms will sign for them upon receipt. If any forms are discovered after the envelope was sealed those forms are to be delivered jointly by the student and the member to the central location.	Appendix F Addendum – J.6.
On-Line Faculty Course Survey Process	
Selection of Optional Questions	
Member can include up to 16 additional (optional) questions and receive anonymous comments from students. By week 8 of the term the member is choose which optional questions (if any) are to be included in the surveys. (If no optional questions are chosen by the member by week 8 then the 12 University standard questions and question 15 will appear on the survey.	Appendix F Addendum – K.1.
On-line surveys will be available to students effective 1800 h on the Friday proceeding the 11 th week of the term until 0600 h on the Monday of the 12 th	Appendix F Addendum – K.2.

week of the term. The timing of the survey is to be noted on the course outline provided to students at the beginning of the semester.	
Who is responsible?	
The Vice Provost, Faculty Affairs is responsible for the distribution and collection of the evaluative instrument and any issues regarding the interpretation and/or application surrounding the Faculty Course Survey.	Appendix F – B.1.

APPENDIX D: TEACHING ASSESSMENT REFERENCE GUIDE FOR PRE-TENURE FACULTY MEMBERS

Number of teaching assessments		C.A. article
• In the first 2 teaching semesters: 2 assessments each term		5A.5 A
• After the first 2 teaching semesters: 1 assessment each term (to a maximum of 12)		5A.5 D
• These may be reduced at the DEC’s discretion to no less than 8		5A.5 D
• The pre-tenure faculty member may request an additional assessment in any given semester in writing to the DEC at least 4 weeks before the end of the semester		5A.5 E
• Pre-tenure faculty members whose probationary period has been extended for any reason with regard to teaching competence will have 1 or 2 assessments per term of the extension		5A.5 H 5A.11 B
Who carries out the assessments?		
In the first 2 semesters of a probation period, the four assessments are done by 2 different members of the DEC, at least one of whom is elected.		5A.5 A
Afterwards, the assessments can be carried out by any tenured faculty member designated by the DEC Chair. The DEC Chair will use his/her best efforts to ensure a broad selection of assessors.		5A.5 C
At least six of the teaching assessments of each pre-tenure faculty member will be made by tenured faculty members in the pre-tenure faculty member’s field of expertise. (This is mostly relevant in the case of multi-disciplinary departments.)		5A.5 G
When are the class visits?		
• None of the class visits can be in the first 2 or last 2 weeks of term.		5A.5 J
Distribution of Assessment Reports		
Who Distributes Report	To whom	By when
Assessor	Department Chair	Within 3 weeks of the classroom assessment (5A.5.I)

Department Chair	<ul style="list-style-type: none"> - Faculty Member - Dean - Chair of the DEC - Office of the Vice Provost, Faculty of Affairs - RFA Secretary - copy in PCF 	Within one week of receiving the assessment (5A.5.1)
Member can respond in writing	<ul style="list-style-type: none"> - Assessor - Copy in PCF 	Any time