

**Renewal, Tenure, and Promotion Criteria Interdisciplinary and Critical Studies and  
Bystander Initiative  
Faculty of Arts, Humanities, and Social Sciences  
TENURE AND PROMOTION STANDARDS FOR ANCILLARY ACADEMIC STAFF III  
(BYSTANDER INITIATIVES COORDINATOR)**

In accordance with Senate Bylaw 23 and the job description for the Bystander Coordinator, Interdisciplinary and Critical Studies has developed a framework for the evaluation of candidate's teaching and service as stipulated in the Bystander Coordinator Position Description.

laCS is committed to offering courses and supporting the Bystander Initiative in collaboration with the Office of Sexual Violence Prevention, Resistance, and Support (OSVPRS), consistent with its commitment to Soteria Solutions and the goal of sexual violence prevention at the university and in the larger community. The candidate will be evaluated by the Head of Interdisciplinary and Critical Studies and the Director of the OSVPRS.

The Bystander Coordinator will contribute 15% of the candidate's work to service in Interdisciplinary and Critical Studies. This should be assessed in the totality of the candidate's overall service contribution some of which may overlap with service to OSVPRS.

Research is not required of this position as per the collective agreement (see below) but shall be counted if performed in consultation with the program or/and OSVPRS.

When applying to AAS III, the candidate is 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 statement that outlines the candidate's Bystander delivery and development record with respect to their goals, accomplishments and enhancement of the Bystander Initiative, including: course recruitment and facilitator preparedness; program delivery data; engagement with Soteria Solution, the campus and the larger community; recruitment activities; and/or the overall program development and reputation, including research and outreach
- (5) A written statement that outlines the candidate's service record for Interdisciplinary and Critical Studies and OSVPRS including participation in laCS Council, Sexual Violence Taskforce, or other community engagement activities.

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

relevant or useful, evaluations from colleagues or external reviewers who can contribute to the performance of the candidate.

In accordance with Article 13:27, the general basis for promotion to AAS III is as follows:

To qualify for appointment, reappointment or promotion to this rank, the candidate must submit evidence of continuing effective and efficient performance at the University or other relevant job position. Primarily this would encompass demonstrated ability to handle increased responsibilities in areas of specialization and/or in an administrative capacity. However, one or more of the following criteria should also be considered: academic achievement and activities, including additional formal professional degrees, programs of continuing education, involvement of professional degrees, programs of continuing education, involvement of professional and related academic activities and participation in professional organizations, including serving on committees, the presentation of papers, organization and participation in conferences, seminars, workshops; service to the AAU and the University. Services to Indigenous or racialized communities/organizations is also valued. This rank is the normal career rank for ancillary academic staff members.

**Statement on Indigenous knowledge and ways of knowing:** Consistent with the *Truth and Reconciliation Commission of Canada Call to Actions*, WGST honours 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, the committee will consider the forms of engagement (teaching, outreach, community building etc.) arising from Indigenous knowledge paradigms in accordance with the recommendations and guidance of Indigenous knowledge holders who possess expertise in these areas in consultation with the Aboriginal Education Centre, the Senior Advisor to the President on Indigenous Relations and Outreach, and/or the Office of Equity, Diversity and Inclusion. Candidates who would like to engage Indigenous modes of knowing will inform the Director of the School of Social Work and the Director of Sexual Violence, Prevention, Resistance and Support.

### **Interdisciplinary and Critical Studies Evaluation Framework:**

#### **BYSTANDER PROGRAM SERVICE DELIVERY**

##### **Criterion 1: Bystander Workshop delivery**

**INDICATOR**

**A. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO AAS III**

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<p><b>The candidate has maintained a harmonized program of workshop delivery, facilitator recruitment and classroom training</b></p>	<p>The candidate’s program delivery plan is successful in promoting Bystander program and in implementing goals and objectives in accordance with the Bystander Advisory Committee through:</p> <ul style="list-style-type: none"> <li>• successfully planning and overseeing workshop delivery to undergraduate and law students</li> </ul>
	<ul style="list-style-type: none"> <li>• successfully recruiting students especially facilitators from Indigenous, Black, and other historically underrepresented groups across the campus.</li> <li>• meeting the goals and objectives developed with the Bystander Advisory Committee</li> <li>• promoting principles of Equity, Diversity, Inclusion, Decolonization, and Indigenization.</li> </ul>
<p><b>The candidate has developed a supportive network of participants and promoters across the campus and in the larger community</b></p>	<p>The candidate’s successful collaborative work with various campus constituencies (faculty members, students and different stakeholder units across campus) and ongoing development plan for collaboration is evident. This may include projects in service delivery, outreach and research</p>
<p><b>The candidate maintains a good working relationship with Soteria Solutions.</b></p>	<p>The candidate liaises between Soteria Solutions and the Advisory Committee through regular contact with Soteria Solutions</p> <p>The candidate engages in professional development activities with Soteria Solutions as necessary</p>
<p><b>The candidate works with the Bystander Advisory Committee to develop and enhance the program</b></p>	<p>The candidate gathers and provides information about the Bystander Program to the Advisory Committee to ensure successful planning and delivery and where necessary, develop new directions to enhance the program</p> <p>The candidate participates in regular meetings with the Advisory Committee</p>

**Criterion 2: Working with students**

**INDICATOR**

**A. STANDARDS OF PERFORMANCE FOR  
TENURE AND PROMOTION TO AAS III**

<p><b>The candidate inspires and recruits students as workshop facilitators</b></p>	<p>The candidate successfully recruits a diversity of students into the program</p> <p>The candidate actively and fulsomely prepares students for workshop facilitation</p> <p>The candidate provides an enriching experience in experiential and service learning for student facilitators</p>
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**Criterion 3: Outreach and Promotion**

INDICATOR	A. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO AAS III
<p><b>The candidate promotes the program across campus and in the larger community</b></p>	<p>The candidate participates in university recruitment and outreach events</p> <p>The candidate develops partnerships and maintains regular contact with various constituencies in the university to promote the program, especially Indigenous, Black, and historically marginalized groups.</p> <p>The candidate initiates and develops projects to promote and enhance the program</p> <p>The candidate participates in media and publicity events to promote the program</p>

**Interdisciplinary and Critical 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 AAS III
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<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 student engagement and stimulate learning.</li><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 major and the course level.</li><li>• The candidate's breadth and depth of coverage of content is appropriately aligned with the level of instruction, and Indigenous womens activism and knowledge.</li></ul> <p>The candidate's instructional materials are up to date and reflect literature that incorporates Indigenous, Black, and historically marginalized groups' activisms and knowledge.</p>

<b>The candidate fosters supportive learning environments for students inside and outside of the classroom</b>	<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 attempts to address student complaints and concerns.</li><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>
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**Criterion 2: Quality of Assessment and Feedback to Students to Promote Student Learning**

<b>INDICATOR</b>	<b>A. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO AAS III</b>
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<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> <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>
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**Criterion 3: Engagement in Continuing Professional Development to Support Growth as an Educator**

INDICATOR	A. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO AAS III
<p><b>The candidate engages in professional development activities to remain engaged with the scholarship 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, webinar, or training in the area of teaching, learning, or curriculum development</li> <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> </ul>

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	<ul style="list-style-type: none"> <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><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 laCS as determined by the laCS Council, Program Development Committee (PDC), or IQAP Program reviews.</p>

**Interdisciplinary and Critical Studies Evaluation Framework:**

**SERVICE**

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

<b>INDICATOR</b>	<b>A. STANDARDS OF PERFORMANCE FOR TENURE AND PROMOTION TO AAS III</b>
<p><b>The candidate actively participates in the governance structure of Interdisciplinary and Critical Studies in a productive and professional manner.</b></p>	<p>The candidate participates in the governance of laCS through:</p> <ul style="list-style-type: none"> <li>• membership and regular attendance in the laCS Council</li> <li>• membership and regular attendance in a minimum of one major laCS committee and one minor laCS committee</li> <li>• Provision of assistance and information for the preparation of IQAP reports and other documents as needed</li> </ul>
<p><b>The candidate actively contributes to student recruitment and retention efforts in</b></p>	<p>The candidate will normally participate in student recruitment and retention efforts through attendance at a minimum of one laCS student recruitment or retention event per year</p>



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<b>Interdisciplinary and Critical Studies.</b>	
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