

**University of Windsor RTP Evaluation Framework
Department of Communication, Media & Film**

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Preamble:

What follows is consistent with Senate bylaw 23 and is considered valid for all candidates.

The committee will consider the candidate's research (scholarly and/or creative) statement, teaching dossier, the parts of the ECV that relate to research (scholarly and/or creative), teaching and service, the Head's evaluation(s) of research, teaching and service, and the evaluations of three external reviewers.

A research statement should provide a narrative of the research (scholarly and/or creative) work and accomplishments of the candidate carried out prior to tenure (for permanence/promotion to associate professor) or following tenure (for promotion to full professor). The statement must identify the impact(s), broadly construed, of candidate's research (scholarly and/or creative) activity and should also set out a future plan for the scholarly and/or creative work of the candidate. It should be also noted that candidates from groups identified under Equity, Diversity, Inclusion, and Decolonization policies, as well as Indigenous candidates, may have research agendas that integrate more fully with service to the broader community. Candidates should address this in their research statement and the committee will recognize this work.

A teaching dossier, that consists of documentation and evidence the candidate chooses, should provide a narrative of the evolution of the candidate's teaching and lay out their teaching accomplishments carried out prior to tenure (for permanence/promotion to associate professor) or following tenure (for promotion to full professor). Evidence of teaching effectiveness, beyond just SET/SPT scores, must be provided. This evidence may include documents such as a reflective assessment of one's teaching practices, a teaching philosophy, sample syllabi, sample assignments, a future plan for the development of the candidate's teaching. Alternate instructional and assessment methods reflective of Indigenous cultures, and, where applicable, of the cultural diversity of instructors, should be noted and will be assessed in context.

A service statement could provide a narrative of the service work and accomplishments of the candidate carried out prior to tenure (for permanence/promotion to associate professor) or following tenure (for promotion to full professor). Candidates are invited to identify and articulate service activity that goes beyond the minimums outlined under the service criterion in this framework.

Standards for achievement of tenure and promotion reflect the variety of practice, context and endeavors typical of a diverse and accomplished faculty complement. This means that in research (scholarly and/or creative), teaching, and service the standards offer flexible pathways in many areas, indicating a variety of contributions that can be considered. Within criteria for research, teaching, and service—and across the three categories of research, teaching, and service—quality, scope, and impact could mitigate quantity. Finally, the research, teaching, and service records of candidates who have held previous tenure track positions will also be taken into consideration.

The committee will take an equity-informed approach in its assessments.¹ Diversity is to be honoured as integral to the quality of the University's intellectual mission, in both discipline and methodology. Thus, research, teaching,

¹ Much of this language has been adapted from the Kinesiology framework, which in turn is drawn from Trent University's 'Indigenous Studies Tenure Process and Criteria' document (2015).

University of Windsor RTP Evaluation Framework
Department of Communication, Media & Film

and service in non-traditional areas and methodologies and/or by members of historically disadvantaged and/or designated groups will be considered equitably. When asked to do so by candidates and provided with an explanation of the interruptions, the committee will take into consideration both career interruptions and special circumstances that have affected the performance or productivity of the candidate during the period under consideration. This includes instances where a candidate is taken away from normal teaching, research, and/or service work for an extended period(s) of time due to health, family, administrative, or other applicable circumstances. For example, taking on a major service role at an early stage in their career is such a mitigating circumstance. This is especially the case with colleagues from underrepresented, equity-seeking groups who are burdened with such tasks right at the beginning of their careers. Social context (this may include social markers of race, gender, indigeneity, disability, and sexuality) will also be considered with respect to student perceptions of teaching effectiveness and other measures of assessing institutional competence.

The committee will be cognizant of and value various teaching and research methodologies and recognize that candidates may work with more than one methodology. Interdisciplinary scholarship, including the scholarship of teaching and learning, Indigenous Studies, and/or studies of race/ethnicity will be treated equally with more traditional disciplinary research (scholarship and/or creative activity). The committee also recognizes that Indigenous colleagues may work either in a western conventional academic tradition (“those individuals who engage in a program of research and inquiry in accordance with the principles of the western academy and whose effort is primarily but not exclusively reflected in the production of written work”) or a dual academic tradition which combines both conventional and traditional Indigenous approaches to research (“a dual tradition scholar is an individual whose scholarship is based in and informed by principles and methods appropriate to and exploration and explication of traditional aboriginal knowledge as well as those of the western disciplinary tradition”). Colleagues working in a dual tradition may provide evidence of scholarly contributions in a variety of ways and should indicate so in their research statements as soon as reasonable in the RTP process.

Finally, the committee will ensure that the work and practices of dual tradition scholars is peer reviewed by assessors with relevant knowledge and experience. Advice on suitable assessors will be sought from Indigenous scholars with relevant experience, elders, and/or community cultural leaders where required. Moreover, where Indigenous teaching methods are employed, the committee will ensure that, if at least one member does not have knowledge of relevant Indigenous teaching methodologies, that an external assessment by an independent reviewer with knowledge of the relevant methodology will be sought.

Research and Creative Activities Criteria

Criterion 1: Expertise in research area (scholarly and/or creative), relevant methodologies and effective and ethical project management ²		
Indicators	Standard: Associate Professor	Standard: Full Professor
a) Active research (scholarly and/or creative) program articulated in research statement	The candidate demonstrates an ongoing, ethical, and highly active research (scholarly and/or creative) program, with a continued pattern of producing impactful scholarship and creative work.	The candidate presents an ethical and successful research (scholarly and/or creative) program. The candidate demonstrates an ongoing history of scholarly and/or creative goals that are being met and exceeded, presents an ongoing re-evaluation and planning that

² The candidate must provide a narrative addressing both indicators.

University of Windsor RTP Evaluation Framework
Department of Communication, Media & Film

		reflects the development of new directions and expands the candidate's career reach or depth. The candidate presents evidence of continuing productivity such as pending publications, grants submitted, etc.
b) Resources and collaborations required to develop and sustain scholarly and/or creative activities articulated in research statement	<p>The candidate's need for funding, as appropriate to their research (scholarly and/or creative) program, informs the candidate's authorship of application(s) for funding, such as internal grants and/or external grants at the provincial, national, and international levels, to support scholarly and creative activity.</p> <p>OR</p> <p>Major public film funding agencies, private sector investment, or similar support of the candidate's arts project.</p> <p>OR</p> <p>The candidate's research (scholarly and/or creative) needs for collaborators, as appropriate to their research (scholarly and/or creative) program, inform the candidate's development or participation in a group (such as film crew, research collaboration, etc.) or institute, community partnership, or successful effort to secure scholarly and/or creative activity infrastructure for collaborations.</p>	The candidate continues to meet indicators for Associate Professor since earning tenure, in the context of their ongoing and expanding research program.

University of Windsor RTP Evaluation Framework
Department of Communication, Media & Film

Criterion 2: A record of impactful refereed publications, juried creative activity or other demonstrated scholarly or creative outputs ³		
Indicators	Standard: Associate Professor	Standard: Full Professor
<p>a) Academic publications such as peer-reviewed journal articles, book chapters or books, etc.</p> <p>OR</p> <p>Peer-reviewed or an element of peer review: performances, published catalogue, exhibition catalogue essay, exhibitions, scripts, films, and/or juried screenings</p>	<p>Within the last six years, the candidate has published at least 4 articles or chapters to which the candidate has made a significant contribution. Other equivalent publications may substitute.⁴</p> <p>OR</p> <p>Within the last six years, the candidate has held significant responsibility, for major area(s) of performance(s), exhibition(s), and/or juried screening(s), such as producing, screenwriting, directing, cinematography, editing, sound design, production design, etc. that coincides with area(s) of expertise and in quantity with the above 4 article expectation.⁵</p>	<p>Since the last promotion, the candidate has maintained an active and impactful publication record, averaging 4 articles per six-year period.⁶ The quality, scope, and impact of documented administrative duties, as specifically outlined in the preamble to this document and in the criterion for service, could mitigate scholarly and/or creative research quantity and productivity.</p> <p>OR</p> <p>Since the last promotion the candidate has held significant responsibility, for major area(s) of performance(s), exhibition(s), and/or juried screening(s), such as producing, screenwriting, directing, cinematography, editing, sound design, production design, etc. that coincides with area(s) of expertise and in quantity with the above 4 article expectation.⁷ The quality, scope, and impact of documented administrative duties, as specifically outlined in the preamble to this document and in the criterion for service, could mitigate scholarly and/or creative research quantity and productivity.</p>

³ Candidates are entitled to combine achievements across all these categories for indicators of assessment in the aggregate.

⁴ As an approximate guideline, a monograph equals 4 refereed articles or chapters, a co-authored or edited book equals 3 refereed articles or chapters, a co-edited book or journal equals 2 refereed articles or chapters.

⁵ As an approximate guideline, 4 different full-length productions, or the equivalent thereof, screened in different juried festivals or other venues, or on well-known broadcast channels. In the case of "other venues," the candidate is invited to detail the scope and impact of their work. As an approximate guideline, screenwriting projects will count as equal to one production of the same length.

⁶ As an approximate guideline, see footnote 4.

⁷ As an approximate guideline, see footnote 5.

University of Windsor RTP Evaluation Framework
Department of Communication, Media & Film

<p>b) Dissemination of scholarly or creative work at the national and international level. Could contribute to 2(a).</p>	<p>The candidate has, at the national or international level, at least 4 refereed conference presentations, such as a lecture, paper, or poster, workshop, roundtable, or panel discussion.</p> <p>OR</p> <p>The candidate has had work adjudicated in national or international festival competitions or other venues such as museum exhibitions, etc.⁸</p> <p>OR</p> <p>The candidate's work has been presented at peer reviewed exhibition screenings, installations, or invitational showings.</p> <p>OR</p> <p>The candidate's creative work has had commercial distribution or related distribution at the national or international level.</p>	<p>The candidate has met all indicators of (b) for Associate Professor since earning tenure and has further established themselves in the disciplinary community, for example with invited lectures or keynote addresses.</p>
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⁸ In the case of "other venues," the candidate is invited to detail the scope and impact of their work.

University of Windsor RTP Evaluation Framework
Department of Communication, Media & Film

Criterion 3: Capacity building through income generation, collaboration development, or mentorship of students in research and creative activities ⁹		
Indicators	Standard: Associate Professor	Standard: Full Professor
<p>a) Ability to attract internal or external funding for scholarly or creative activities as appropriate for their research or creative program</p> <p>OR</p> <p>Development of partnerships that directly contribute to scholarly and/or creative research capacity or the creation of scholarly and/or creative activity</p> <p>OR</p> <p>Collaboration with and support for student publication, scholarly and/or creative research activity including activities such as supervision and mentorship</p>	<p>The candidate has secured funding, such as internal grants as well as external grants at the provincial, national, or international levels, to support scholarly and creative activity.</p> <p>OR</p> <p>The candidate has developed strong community, industry, or academic partnerships that contribute to scholarly and/or creative research capacity materially, creatively, or intellectually.</p> <p>OR</p> <p>The candidate regularly supervises students; has supervised industry placements with a scholarly and/or creative focus; has developed strong community, industry, or academic partnerships for students.</p> <p>OR</p> <p>The candidate has mentored students in activities such as the Outstanding Scholars, Work Study, or Ignite programs, paid or unpaid Research Assistants, co-authors on the candidate's own presentations</p>	<p>The candidate has a history of regular, repeated and evolving success in major granting competitions, including those considered the most highly competitive within the discipline, given the career stage of the candidate.</p> <p>OR</p> <p>The candidate has a number of significant community, industry, or academic partnerships that contribute to scholarly and/or creative research capacity materially, creatively, or intellectually.</p> <p>OR</p> <p>The candidate has clear and sustained evidence of successful supervision and mentorship. Collaborative publications or creative work, presentations, and funding for graduate students will be considered as further positive evidence.</p>

⁹ Communication, Media & Film covers both traditional academic scholarship and creative media activity. Moreover, even academic scholarship spans both Social Sciences (where securing funding may be necessary) and Humanities (where securing external funding is not a disciplinary norm) traditions. Following the spirit of offering flexible pathways to candidates who engage in a variety of scholarly practices, we consider income generation, partnership development, and involving students in research (scholarship and/or creative activity) worthy of being united under a single criterion for research capacity building. Candidates are also entitled to combine achievements across all these categories for indicators of assessment in the aggregate.

University of Windsor RTP Evaluation Framework
Department of Communication, Media & Film

	and/or publications, Directed Studies, submitting their own scholarship for publication or presentation at conferences, and mentoring students in the process of scholarly and/or creative research awards.	
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University of Windsor RTP Evaluation Framework
Department of Communication, Media & Film

Teaching Criteria

Criterion 1: Design and planning of learning activities		
Indicators	Standard: Associate Professor	Standard: Full Professor
a) Clarity and appropriateness of course materials, such as course outlines, course materials posted online, instructions and resources for assignments, texts or teaching materials assigned to the class	The candidate's learning materials are consistently well-aligned, effective, and stimulating. Activities reflect informed approach to learning design.	The candidate's learning materials are consistently well-aligned, effective, and stimulating and are updated frequently based on the evolving needs of learners.
b) Sound and current course content and material. ¹⁰	The candidate has sound and current course content and material, with evidence of practices to remain current.	The candidate meets the standard set for Associate Professor and demonstrates ongoing leadership in curriculum development.
c) Organization of class and effectiveness in providing activities to develop student learning	The candidate has planned learning activities that clearly and effectively support student acquisition of a course's intended learning outcomes and are consistently at a level of difficulty appropriate with disciplinary practice.	The candidate meets the standard set for Associate Professor and demonstrates a longer-term commitment to pedagogical experimentation and innovation.
d) Methods of assessment are clear, aligned with intended learning outcomes, at an appropriate level of difficulty, and reflect current disciplinary practice	The candidate engages assessment activities that are generally clear, well-aligned with learning outcomes, and appropriately challenging for the course level.	The candidate meets the standard set for Associate Professor and demonstrates a longer-term commitment to student-centred assessment practices.

¹⁰ The Committee will consider the degree to which instructors are teaching within or outside their area(s) of expertise, and evidence of efforts to ensure that, in this situation, the content is sufficiently robust to meet students' needs.

University of Windsor RTP Evaluation Framework
Department of Communication, Media & Film

Criterion 2: Teaching and Supporting Student Learning		
Indicators	Standard: Associate Professor	Standard: Full Professor
a) Clarity and stimulation of interest	The candidate uses instructional practices to promote clarity (of content, procedures, etc.) and promote student engagement, as expressed in the materials provided by the candidate, exclusive of SETs/SPTs.	The candidate meets the standard set for Associate Professor and demonstrates a longer-term commitment to pedagogical experimentation and innovation.
b) Students are encouraged to interact with the instructor and with each other to facilitate learning	The candidate employs effective strategies to engage students and facilitate learning, where feasible, such as in-class activities, assignments, or syllabi that encourage interaction, as expressed in the materials provided by the candidate, exclusive of SETs/SPTs.	The candidate meets the standard set for Associate Professor and demonstrates ongoing leadership in practices that support students.
c) Students are supported in reaching learning outcomes of the course	The candidate engages instructional and evaluative practices that support student development and keep learning outcomes in mind, as expressed in the materials provided by the candidate, exclusive of SETs/SPTs.	The candidate meets the standard set for Associate Professor and demonstrates ongoing leadership in practices that support students.
d) Student perceptions of teaching ¹¹	Typically, the average Instructor SET/SPT scores should be at 5.0 or higher.	Typically, the average Instructor SET/SPT scores should be at 5.0 or higher.
e) Promotes safe and respectful learning environments	The candidate actively and explicitly works to establish respectful practices and interactions in the classroom and related locations.	The candidate meets the standard set for Associate Professor and contributes actively to a department-wide culture of inclusive teaching.

¹¹ SET/SPT scores should be assessed in context: size of class, difficulty of subject material, required vs elective status, and grading strictness should be considered in interpreting scores. It should also be recognized that racial, gender, and cultural diversity have been shown to affect student perceptions of teaching. Overall, the teaching dossier should be a privileged means of assessment.

University of Windsor RTP Evaluation Framework
Department of Communication, Media & Film

Criterion 3: Continuing Professional Development and Efforts to Improve Individual Practice and Department Teaching Culture		
Indicators	Standard: Associate Professor	Standard: Full Professor
a) Engages teaching related professional development	The candidate has evidence or a commitment to improving their own teaching through activities such as self-directed reading, workshops, conferences, or peer-led activities intended to enhance teaching and learning.	The candidate meets the standard set for Associate Professor and engages in the department's culture of teaching through activities such as taking a leadership role in mentoring and supporting good pedagogy.
b) Responds positively to evolving teaching-related needs of the AAU	The candidate demonstrates flexibility to adapt to changes deemed necessary by the department, Dean, program reviewers, PDC, etc. This may include teaching large and/or required courses.	The candidate meets the standard set for Associate Professor.
c) Engages curriculum and course development as related to evolving disciplinary developments	Develops course ideas through proper channels to remain relevant with contemporary disciplinary and/or pedagogical practice that reflect a commitment to Equity, Diversity, Inclusion and Decolonization.	The candidate meets the standard set for Associate Professor and takes a leadership role in addressing disciplinary developments throughout the relevant programs (i.e., beyond their assigned courses).
d) Supervises TAs/GAs by encouraging best practices and mentoring students in their own teaching/grading skills	The candidate, as applicable, demonstrates a commitment to developing and cultivating scholarly/academic standards within GA/TA mentorship.	The candidate meets the standard set for Associate Professor.
e) Inclusion of ONE of: Teaching and learning research into teaching practice OR Discipline-based research into teaching practice OR	The candidate uses scholarship, research or professional activities as a source for planning and decision making in teaching and course design.	The candidate meets the standard set for Associate Professor and, because of their ongoing activity, contributes to the growth of knowledge and practice in teaching and learning within the department or beyond.

University of Windsor RTP Evaluation Framework
Department of Communication, Media & Film

Professional, industry, or work-based practice and experiences into teaching practice		
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University of Windsor RTP Evaluation Framework
Department of Communication, Media & Film

Service Criteria

Criterion 1: Service and leadership contributions to and engagement with the institution		
Indicators	Standard: Associate Professor	Standard: Full Professor
<p>a) Service to the governance structure of CMF, FAHSS, and the university in a productive and professional manner</p> <p>Activities might include: Administrative positions (such as Head, Undergraduate Advisor, Graduate Chair); Membership on Senate-mandated departmental committees (excluding AAU council) and/or departmental subcommittees; Membership on FAHSS or other university-wide committees; Participation in student recruitment initiatives, events, alumni outreach</p>	<p>The candidate holds membership and active participation on an average of 2 departmental committees per year (excluding AAU council) and/or FAHSS or University-wide committees plus participation in recruitment, retention, student engagement (including student organizations), and/or alumni initiatives and events.</p>	<p>The candidate has held membership and active participation on two or more departmental, FAHSS, or University-wide committees per year (excluding AAU council) plus has held an administrative position, such as AAU Head, Undergraduate Chair, Graduate Chair, Chair of FAHSS or university-wide committee, Chair of a committee with a mandate of change and innovation, leadership of a new academic program, a non-formal but significant and assigned administrative project such as coordinating curriculum redesign, IQAP, etc., plus participation in recruitment, retention, student engagement (including student organizations), and/or alumni initiatives and events.</p>
<p>b) Degree of willingness, consistency, and flexibility in assuming service roles where their knowledge could benefit the AAU and its programs. This is especially the case with colleagues from underrepresented, equity-seeking groups who are burdened with such tasks right at the beginning of their careers. This service being critical to the mission of the university and the betterment of society, it should be given due weight in relation to teaching and research.</p>	<p>The candidate has documented evidence of regular attendance and participation at departmental and formally constituted standing committees as well as a fair and equitable share of responsibilities such as advising, recruitment, and orientation activities. There is no evidence of sustained lack of engagement.</p>	<p>The candidate exceeds the standard set for Associate Professor, offering sustained evidence of significant and quality contributions to the smooth operation and/or growth of the department.</p>

University of Windsor RTP Evaluation Framework
Department of Communication, Media & Film

Criterion 2: Influence on and contributions to the academic and broader national/international community ¹²		
Indicators	Standard: Associate Professor	Standard: Full Professor
a) Successful leadership with national disciplinary, academic or creative associations or the disciplinary community	<p>The candidate has demonstrated consistently high levels of engagement in activities such as journal refereeing, peer review, academic or industry level consultations, adjudicating for granting agencies, and/or festival or award juries.</p> <p>OR</p> <p>The candidate has played a primary role in regional, national, or international conference organization.</p> <p>OR</p> <p>The candidate has served as an invited conference or film festival organizer, journal editor, editorial board member, or association executive, etc.</p> <p>OR</p> <p>The candidate has received external invitations for and completed activities such as examine theses, assess competitive grant applications, sit on creative activity juries, and/or other peer esteem indicators.</p>	<p>The candidate has demonstrated consistently high levels of engagement participation in scholarly and/or creative research networks of national and international prominence.</p> <p>The candidate has established a prominent position within the disciplinary community in the form of: chairing panels at conferences, conference organization, or holding office in national or international disciplinary academic associations, sitting on the board of editors for journals, scholarly or creative partnerships with not-for-profit organizations, etc.</p>

¹² Candidates are entitled to combine achievements across all these categories for indicators of assessment in the aggregate.