

Working Session on Developing Promotion and Tenure Criteria for Research

Wednesday, November 23

Today's documents can be downloaded from the Provost's Website:
<http://www1.uwindsor.ca/provost/renewal-promotion-and-tenure-rpt-research-and-teaching-evaluation-frameworks>



Goals for Today

As an institution:

- working towards transparency, clarity, and rigor
- recognizing, promoting and rewarding a diversity of ways to be successful academic

For today:

- draft sections of Research Criteria for your AAU
- collaborative problem solving on tricky bits



More on Institutional Goals....

- Consistency with national disciplinary standards
- Consistency between RPT conversations and documents
- Sufficiency of information for fair and efficient decision making
- Clarity for new and progressing faculty members
- Clarity between UCAPT and RPT committees
- Clarity if arbitrators need to understand how decisions are made
- Equity and fairness

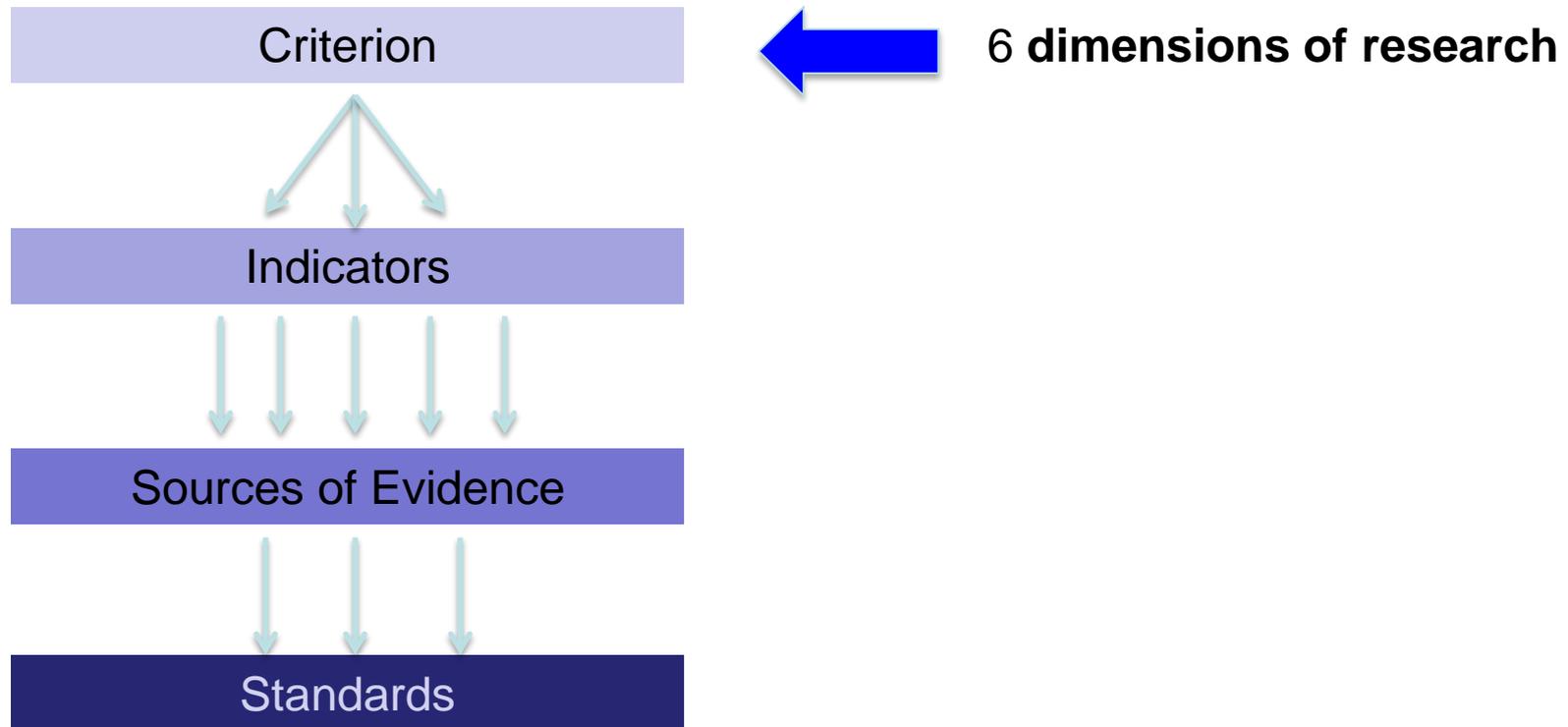


The Templates

- Adaptable templates for criteria and standards, varied formats
- Thinking, development, and review tools
- Goal is to create criteria and standards usable by:
 - Proponents
 - Committees
 - Reviewers
 - Dossier and RPT package development supporters
 - Department heads in performance review discussions



Basic Structure: Criteria



Each criterion table includes: indicators, data sources, disciplinary variations, and a UCAPT category match

Criterion 2: A record of high quality refereed publications, juried creative activity or other demonstrated scholarly outputs			
Indicative Standards	Data Sources	Disciplinary variations	UCAPT Categories
<p>Publishes in journals or with publishing houses with a strong academic reputation</p> <p>Performances, exhibitions, dramatic efforts meet the standard of peer review established by the department</p>	<p>CV</p> <p>Selected publications</p> <p>External review</p> <p>Journal metrics</p>	<p>Generally speaking departments tend to consider three factors: quality of publications (content), quantity of publications, reputation of publication venues. The quality of publication is often held to be more important than the quantity of publications.</p> <p>Departments should provide clear indicators of publication productivity considered to be acceptable and superior in their disciplines, and may also factor in factors such as length, genre, etc.</p> <p>Relevant research activities, for example, may include:</p>	<p>II.a,II.d, II.e, II.f, II.i, II,j</p>



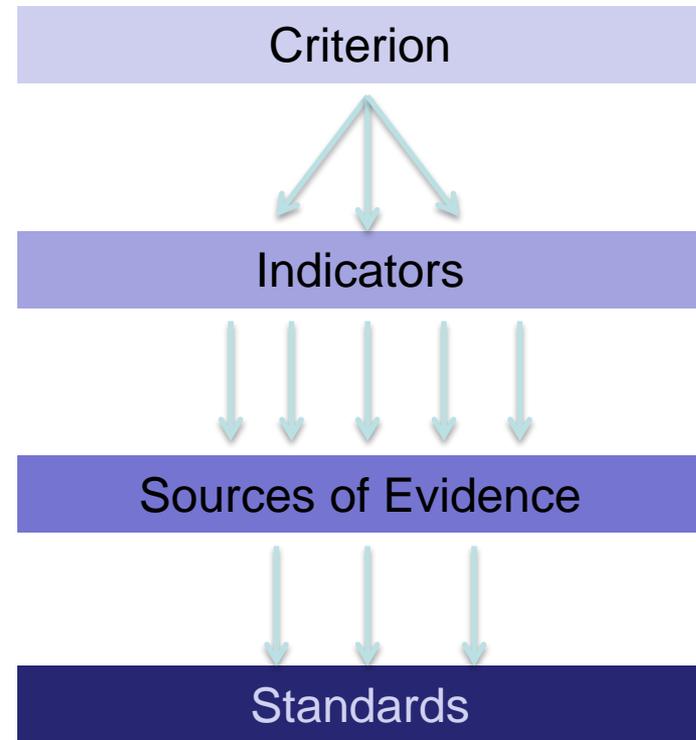
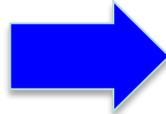
Criteria, in short...

1. Research plan/progress
2. Productivity
3. Impact
4. Capacity building
5. Mentorship and training of students
6. Contributions to academic community



Basic Structure: Indicators

Concrete examples of the kinds of actions that would indicate a person is meeting a criterion



Criterion 2: A record of high quality refereed publications, juried creative activity or other demonstrated scholarly outputs

Possible Indicators:

- Publishes in journals or with publishing houses with a **strong academic reputation**
- Performances, exhibitions, dramatic efforts meet the **standard of peer review** established by the department
- Research dissemination or creative activity is at the **national and international level**
- **Pace and quantity** of publications or creative activity is consistent with disciplinary standards for strong scholarly performance
- Peer review indicates that publications or creative activity is of **high quality**

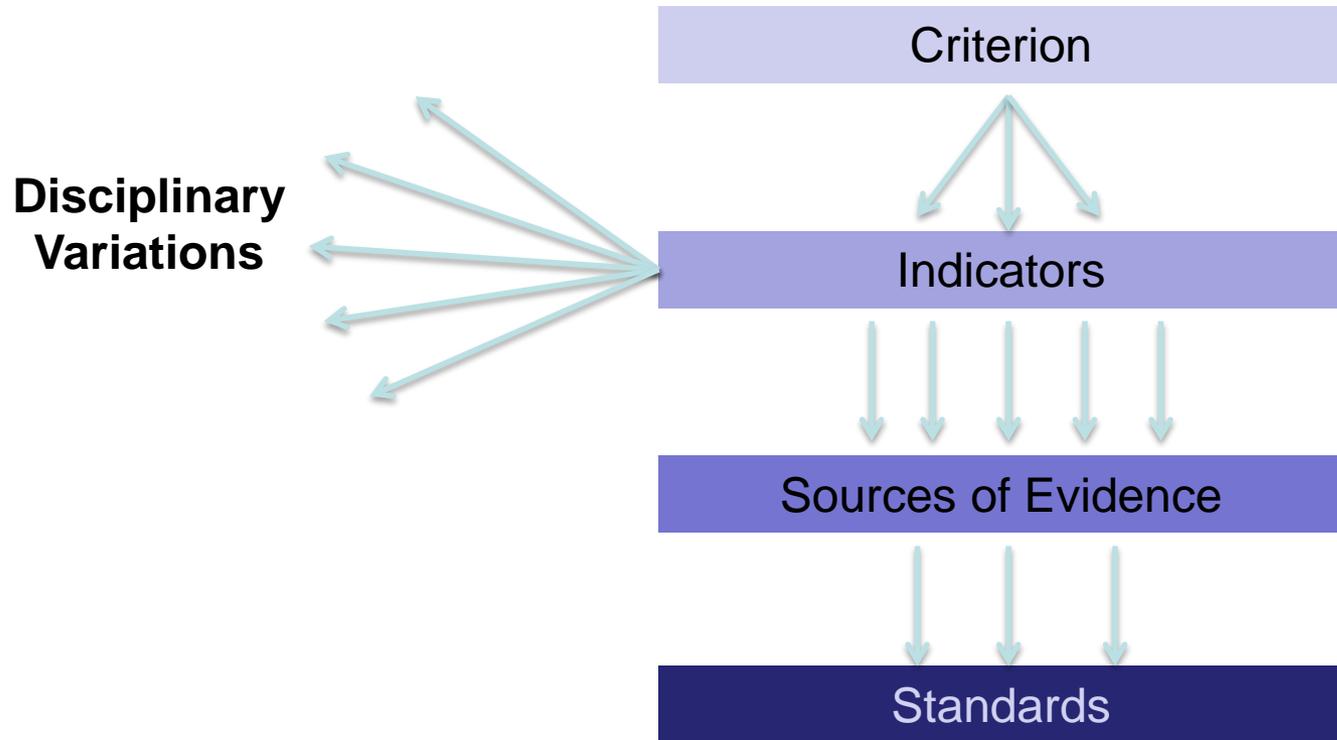


Criterion 2: A record of high quality refereed publications, ~~juried creative activity~~ or other demonstrated scholarly outputs

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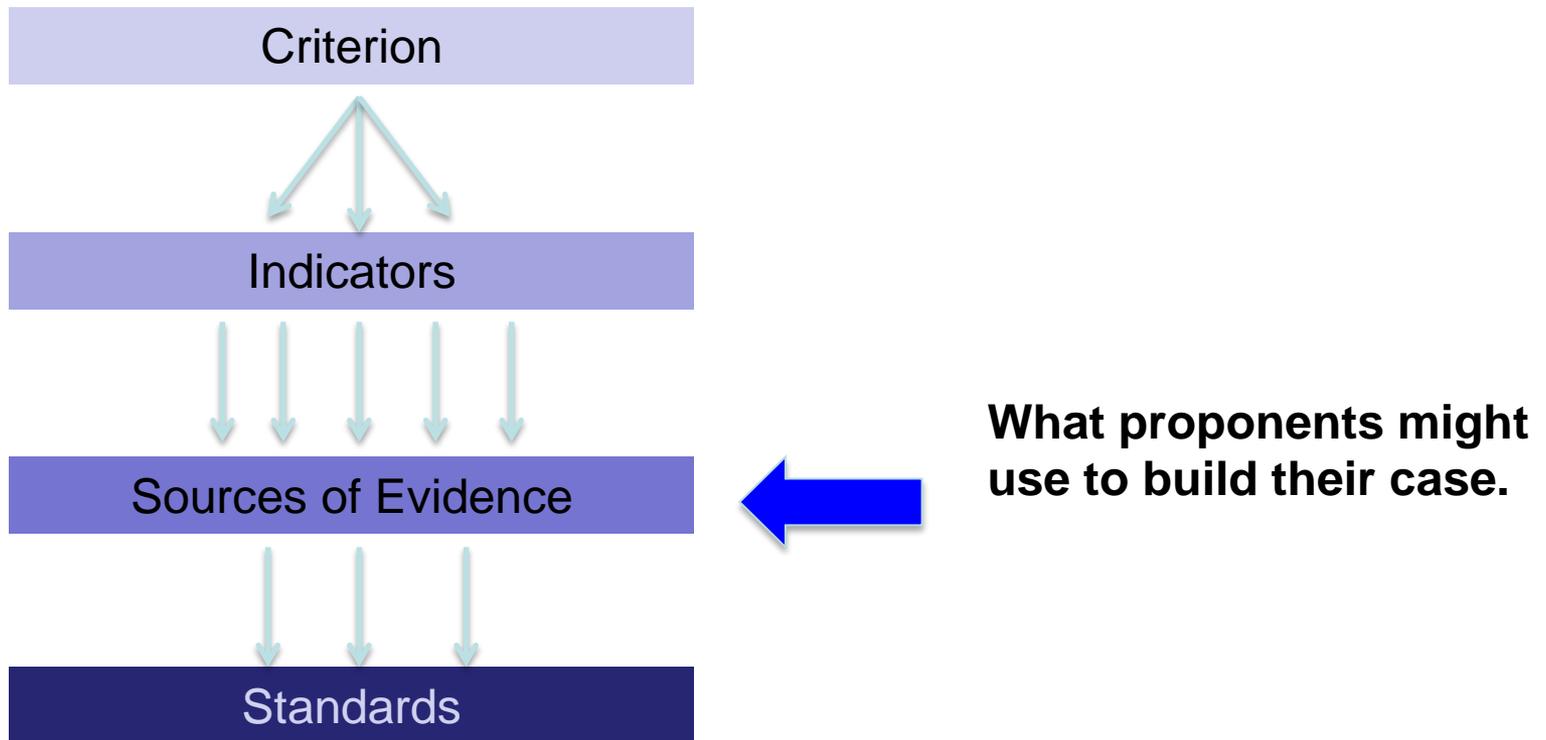
Indicative Standards	Data Sources	Disciplinary variations	UCAPT Categories
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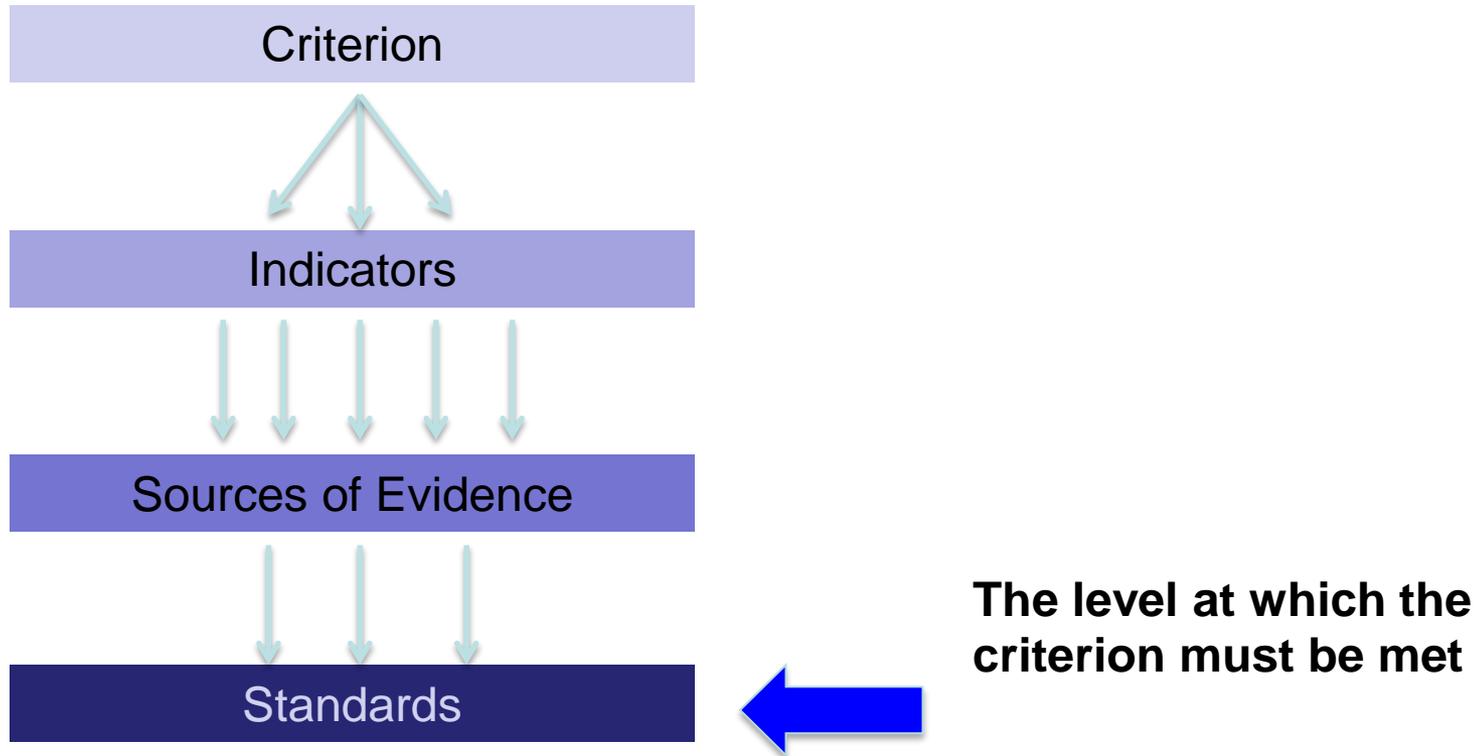
Research Criteria



Basic Structure: Sources of Evidence



Basic Structure



Adapting Criteria

- Which criteria are fundamental?
- Which criteria don't apply?
- Which criteria could be “downgraded” to one or two indicators?
- Which criteria are necessary for specific roles or stages but not for others?
- Are there criteria missing?



Adapting Indicators

- Delete
- Add
- Revise language to suit discipline
- Move or reorganize
- Check disciplinary variations for possible additions or considerations
- Determine if mandatory, “one of”, or evidence in support of another criterion



Criterion 2: A record of high quality refereed publications, ~~juried creative activity~~ or other demonstrated scholarly outputs

- Publishes in journals or with publishing houses with a strong academic reputation. Generally, books published by university presses and journals linked to scholarly associations or published by well-recognized publishers (e.g. Taylor and Francis, Routledge, Sage, etc.) will be assigned greater value than other publications.
- ~~Performances, exhibitions, dramatic efforts meet the standard of peer review established by the department~~
- Research dissemination or creative activity is at the national and international level
- Pace and quantity of publications or creative activity is consistent with disciplinary standards for strong scholarly performance
- Peer review indicates that publications or creative activity is of high quality
- May include both contributions in traditional and non-traditional venues and both publicly engaged and peer reviewed contributions.

See attached chart for variations

Working with the Criteria

Compare your existing RPT criteria with Research Evaluation Framework Criterion 2.

- a. Which parts of your existing language map on to the Framework criteria you are working on? Identify matches.



Working with the Indicators- Criterion 2

1. Are there any that might be appropriate for your AAU that you don't have yet?
 - i. Highlight these for addition or committee discussion.

2. Are there elements of your document the Framework doesn't include?
 - i. Keep or cut?
 - ii. Criterion or indicator?



Standards

How do you make a decision?

- Standards determine the threshold for approval for each level of position
- Has the candidate sufficiently demonstrated the level of competence expected by the department?



Some Key Questions

- What is your department trying to encourage more of?
- What cases does your department want to be sure that your criteria will be able to catch – during probationary period and at decision making?
- What needs to be clear to people about what counts, and what doesn't?
- What decisions did the department make in previous cases? Why?



Standards

- Clarify the level of performance required
- Clarify what's mandatory, and what is more flexible
- Choose a workable format for your department



Tricky Decision Making Markers

- Minimum productivity numbers
- Publication quality
- Research quality
- Publication types and relative significance
- Multi-author publications
- Diversity of research and dissemination practice



Rigor with Range...

- Notwithstanding clauses
- Multiple pathways
- Clarity about what counts, and what doesn't, as much as possible
- Early conversations



Criterion 4: Effective research or commissioned income generation and infrastructure development strategies	Poor (1-3)	Competent (4)	Good/Superior (5-6)	Excellent (7)
a) Ability to attract internal or external research or creative activity funding <i>A score of 4 can be mitigated by 6-7 in (b) or (c)</i>	Efforts to or success in acquiring research funding have not been consistent with the satisfactory standard established by the unit	Submission of external grant proposal and funding internal or external grant requests generally meet the standards set by the department.	Funding of external research grants judged as significant by departmental peers and chairs/directors.	History of regular, repeated and evolving success in major granting competitions, including those considered being the most highly competitive within the discipline, given the career stage of the candidate.
a) Ability to foster partnerships that directly contribute to research capacity or the development of research or creative activity infrastructure <i>Not mandatory – but can be used in support of (a)</i>	No or weak evidence of community, industry, or academic partnerships that contribute to research capacity materially, creatively, or intellectually.	Some degree of community, industry, or academic partnerships that contribute to research capacity materially, creatively, or intellectually.	Strong degree of community, industry, or academic partnerships that contribute to research capacity materially, creatively, or intellectually.	Exceptional degree of community, industry, or academic partnerships that contribute to research capacity materially, creatively, or intellectually.
a) Engagement in grant or contract or industry-funded research resulting in publishable material that advances the field <i>Not mandatory – but can be used in support of (a)</i>	No or weak evidence of i grant or contract or industry-funded research resulting in publishable material that advances the field	Some evidence of grant or contract or industry-funded research resulting in publishable material that advances the field	Strong evidence of grant or contract or industry-funded research resulting in publishable material that advances the field	Exceptional evidence of grant or contract or industry-funded research resulting in publishable material that advances the field.



Associate Professor

Criterion 4:

Capacity building through income generation, collaboration development and infrastructure development strategies

- a) Funding of Tri-Council research grants judged as significant by departmental peers and chairs/directors.
- b) Strong degree of community, industry, or academic partnerships that contribute to research capacity materially, creatively, or intellectually.
- c) Strong evidence of other grant, industry-funded, or contract research resulting in publishable material that advances the field.

Note: At the Associate Professor level, excellence in items (b) and/or (c) may provide mitigation in cases of marginal achievement of item (a) to create overall evidence that this criterion has been met.



From Criterion 2 to a Draft Standard

Use the indicators you identified in the first working session and the sample rubric to begin to fill out p. 23 of the working document.

Examine the rubric for a possible standard for each indicator

- What needs to be changed or added?
- What specifics need to be added?
- What additional disciplinary variations need to be added?



Standards for different roles....

- Indicators or criteria may have a higher standard at a more senior level
- More indicators may be mandatory, or a higher number of optional indicators must be shown at more senior level
- New indicators may be added at the more senior level



In the time remaining....

We'll be happy to help you work on criteria, indicators, or standards or answer any questions you may have.





University of Windsor

6 Research Criteria (1)

1. **Expertise** in research or creative area, relevant methodologies and effective and ethical **project management**
2. A record of high quality refereed publications, juried creative activity or other **demonstrated scholarly outputs**
3. Evidence of independent and original contributions to research or creative activity which have an **impact** on the field of expertise.



Research Criteria (2)

4. **Capacity building** through income generation, collaboration development or infrastructure development strategies
5. Demonstrated ability to attract and successfully **mentor and train students in research**
6. Influence on and contributions to the **academic and broader national/international community**

