RTP Criteria for Engineering AAUs – April 2023

Preamble

AAU Unit:

Date of AAU Council Approval:

Date of UCAPT Approval: June 28, 2023

1) This document contains assessment criteria and standards for Contract Renewal, Tenure and Promotion (RTP) in Civil and Environmental Engineering (CEE) in the Faculty of Engineering, University of Windsor with respect to teaching, research and service. The Department's Committee on Renewal, Tenure and Promotion ("the Committee") intends this document to be consistent with University of Windsor Senate-approved Renewal, Tenure and Promotion policies, outlined in Bylaw 23 (Criteria for Renewal, Tenure and Promotion), and the University Committee on Academic Promotion and Tenure (UCAPT) guidelines for the evaluation of Contract Renewal, Tenure and Promotion.

2) The Department will evaluate candidates for their contribution to the development of future engineers as guided by CEAB and IQAP. This contribution is assessed by the UCAPT in terms of teaching, research, and service. The RPT Committee shall recognize when a candidate exhibits exceptional performance in any of these three areas by adjusting the weighting of criteria in those areas.

3) Bylaw 23 emphasizes demonstrated competence and engagement in teaching, scholarship and service: *it is the responsibility of the candidate to make a solid, evidence-supported case that the candidate has met the Faculty's criteria and standards in these areas.* This case, which should include a teaching dossier, research statement, CV, publications for external review and a record of service contributions, may be augmented by the RTP submission components outlined in the UCAPT Resource Guide. In addition, contextual boxes have been provided for the candidate to demonstrate excellence that has not been captured by the quantitative measures.

4) CEE believes equity, diversity, and inclusion is about creating a departmental culture that embraces the uniqueness of individuals and is representative of the Canadian population. Equity means that people of all identities are treated fairly. Their individual rights, responsibilities and opportunities are not dependent upon identity. Diversity consists of the conditions, expressions, and experiences of different individuals. It encompasses the unique qualities and characteristics that we all possess. Inclusion is the

cultivation of an environment in which all people are welcome, where their differences are embraced, and where they all have access to the same opportunities. The department values equity, diversity, and inclusion because every person has a right to equal treatment, and because diverse backgrounds, perspectives, and experiences are integral to the quality of the University's intellectual mission[1].

Our goals are to foster a diverse and inclusive environment by continuous engagement of the department to remove barriers faced by equity-deserving groups. We will create, support and maintain a learning, research, and work environment that is free from discriminatory and intimidating behaviour. We will address issues related to equity-deserving groups that include, but are not limited to, those represented by race, sex, creed, age, disability, sexuality, gender, neurodiversity, and socioeconomic status. In the spirit of reconciliation, we will also strive to develop and enhance existing Indigenous relationships[1].

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 may have affected the productivity of candidates during the period under consideration. Career interruptions and special circumstances occur when, for health, administrative, family or other reasons, a faculty member is taken away from their normal teaching, research or service work for an extended period of time. In addition, the terms under which the faculty member was hired (*e.g.* distribution of effort between teaching, research, and service) should be taken into account, if they existed.

5) There are three sections to these criteria: RTP Teaching, RTP Research, and RTP Service. By default, the distribution of effort is 40% for teaching, 40% for research and 20% for service for a Regular tenured and tenure track faculty member and 80% for teaching and 20% for service for a Teaching Intensive faculty member. This document lays out the minimum criteria in their respective sections. However, the candidate must demonstrate, with evidence, proficiency in all categories and strength in one or more category.

6) Residency requirement: normally faculty members must have worked as a full-time tenure-track faculty member for a minimum of ten years since being hired as an Assistant Professor or five years as an Associate Professor before applying for (full) Professor rank.

[1] Adopted from: https://www.uoguelph.ca/ib/EDI_Statement

7) Time frames for Renewal and promotion to Associate Professor are normally since joining the University of Windsor. For promotion to Full Professor, the time frame is normally based on lifetime contributions.

1. Teaching

Part 1.1: Teaching Philosophy and Summary of Teaching

Teaching Philosophy (1 page reflection)

Summary of Teaching

Period covered:

Course Code	Course Name	Semester Offered	# of Students	# of GAs/TAs	Average Mark	Standard Deviation	SPT Score[2] (average of A1-A12)	CAS[3] in Appendix (Y/N)?

Comments on Summary of Teaching (including any leaves, teaching releases, buyouts, and overloads)

[2] SPT (Student Perception of Teaching) Scores replaces the SET Scores.

[3] CAS - Course Assessment Sheet

Part 1.2: Contributions towards Specific Learning Outcomes or Graduate Attribute Indicators

- Focus on a minimum of three graduate attributes indicators (GAIs)
- Pull evidence from a minimum of two course offerings for regular faculty and a minimum of four courses for teaching intensive faculty

Identify the three GAIs you are focusing on and the reason for choosing them, at what level are they taught (Introduce, Develop, Applied (I, D, A)) and in what course(s)

GAIs	Reason for Choice	I, D, or A	Course(s)

Criterion 1.1: Design and planning of learning activities

Indicator	Evidence	UCAPT Categories	Renewal	Tenure/Associate Professor	Full Professor	*Three Year Review*[4]
Preparation of course materials with a focus on learning outcomes / GAIs: • Syllabus • Learning activities • Assessments	Syllabus, course binder		Up-to-date syllabus using current template Learning activities are appropriate to course calendar description Syllabus and course content is accessible Assessments are clear & reflect current disciplinary practices	Continues to meet the standards set for Renewal Reviews course content to ensure relevance to the program Reviews course content for alignment with learning outcomes	Continues to meet the standards set for Associate Uses desired learning outcomes / GAIs to influence learning activities	Continues to meet the standards for most recent promotion
Student assessments linked to learning outcomes and GAIs	Syllabus Course binder		Assessments are appropriate to learning outcomes & challenging for the course level	Assessments are appropriate, challenging, and designed to assess GAIs	Continues to meet the standards set for associate GAIs are used to influence assessments	Continues to meet the standards for most recent promotion
Adherence to Senate policies and by-laws[5]	Course syllabus, course binder		Thoughtful inclusion of senate policies and by-laws into the course (timeliness	Continues to meet the standards set for Renewal	Continues to meet the standards set for Associate	Continues to meet the standards for most recent promotion

[4] The three-year performance review is not part of the progression through the ranks but is a requirement for tenured faculty under the WUFA Collective Agreement Article 5:32.

[5] Senate By-Laws

			of feedback, no marked assessments in the last week of lectures, etc)			

Contextual box (limit to ½ page):

Criterion 1.2: Implementation of continuous improvements from previous offering

Indicator	Evidence	UCAPT Categories	Renewal	Tenure/Associate Professor	Full Professor	*Three Year Review*
Evidence of Continuous improvements have been incorporated into: • Learning activities • Student assessments	Syllabus Course binder Previous GAIs		Analyzes previous GAIs and incorporates recommendations into recent course offering(s)	Thoughtful analysis of how GAIs and recommendations from previous course offering(s) can be used to inform course delivery	Continues to meet the standards set for associate	Continues to meet the standards for most recent promotion

Contextual box (limit to ½ page):

Criterion 1.3: Critical Review of Instructional methods

Indicator	Evidence	UCAPT Categories	Renewal	Tenure/Associate Professor	Full Professor	*Three Year Review*
Appropriateness of the instructional and/or evaluation methods	Course binder, teaching dossier		Justification of choice of instructional methods Justification of choice of evaluation methods	Justification of instruction methods as most effective for the class environment Justification of evaluation method as most effective for the class environment	Continues to meet the standards set for associate Exploration of incorporating other instructional and evaluation methods into current course offering(s)	Continues to meet the standards for most recent promotion
Professional development in instructional methods			Attends a minimum of one CTL workshop on pedagogy or equivalent	Attends a minimum of one CTL workshop on pedagogy or equivalent since Renewal	Attends a minimum of one CTL workshop on pedagogy or equivalent since Associate	Continues to meet the standards for most recent promotion

Contextual box (limit to ½ page):

Criterion 1.4: Developing effective environments, student support, and guidance

Indicator	Evidence	UCAPT Categories	Renewal	Tenure/Associate Professor	Full Professor	*Three Year Review*
Student-centred approach to learning	Syllabus, course binder, teaching dossier		Appropriate arrangements have been made for consistent and uninterrupted course delivery Provides consistent availability for student concerns and questions Encourages appropriate student-faculty and student-student interactions	Continues to meet the standards set for Renewal Instructional practices support student development of intended learning outcomes	Continues to meet the standards set for Associate Demonstrates opportunities for student engagement and interest in the course	Continues to meet the standards for most recent promotion

Contextual box (limit to ½ page):

Criterion 1.5: Integration of scholarship, research, and professional activities of learning

Indicator	Evidence	UCAPT Categories	Renewal	Tenure/Associate Professor	Full Professor	*Three Year Review*
Integration of scholarship, research, and professional practices of learning	Syllabus, course binder		Inclusion into the course content of a minimum of one of: 1) Relevant engineering research 2) Professional, industry and work-based practices and experiences	Engineering research and/or professional, industry and work-based practices are effectively incorporated into the class delivery and well-aligned with the intended learning outcomes	Continues to meet the standards set for associate	Continues to meet the standards for most recent promotion

Contextual box (limit to ½ page):

Criterion 1.6: Assessment feedback to students and mentorship

Indicator	Evidence	UCAPT Categories	Renewal	Tenure/Associate Professor	Full Professor	*Three Year Review*
Assessment feedback to students	Syllabus, course binder, teaching dossier		Assessments are made available to students with appropriate feedback, given the nature of the course	Continues to meet the standards set for Renewal Feedback provides useful guidance to improve future performance	Continues to meet the standards set for Associate	Continues to meet the standards for most recent promotion
Participation in capstone design advising	eCV, teaching dossier		Co-advise a minimum of one (1) capstone design project Participation in assessing selected elements of the capstone design project	Advised or co-advised on a minimum of two (2) capstone design projects Participation in assessing all elements of the capstone design project	Advised or co-advised on a minimum of five (5) capstone design projects Participation in assessing all elements of the capstone design project	Advised or co-advised on a minimum of one (1) capstone design projects in the three-year period Participation in assessing all elements of the capstone design project

Contextual box (limit to ½ page):

Criterion 1.7: Professional and personal effectiveness (i.e. feedback from students)

Indicator	Evidence	UCAPT Categories	Renewal	Tenure/Associate Professor	Full Professor	*Three Year Review*
Professional and personal effectiveness	Student perception of teaching (summary), peer reviews, teaching dossier		Adequate teaching evaluations based on feedback from students and peers with an indication of efforts to improve	Good teaching evaluations in the majority of courses based on feedback from students and peers. Has taken feedback into consideration and adjusted teaching methods as appropriate Has taught a variety of courses at different levels as appropriate to their position.	Good teaching evaluations in the majority of courses based on feedback from students and peers and demonstrated excellence in a minimum of one (1) course over the last three years Has taken feedback into consideration and adjusted teaching methods as appropriate Has taught a variety of courses at different levels as appropriate to their position.	Continues to meet the standards for most recent promotion

Contextual box (limit to ½ page):

2. Research

Part 2.1: Research Philosophy and Summary of Research

Research Statement (1 page reflection):
(highlight independent and collaborative research with evidence, trends in research funding, trends in advising graduate students, evidence to promote EDI in research, explanation of anomalies in research record, etc.)

Summary of Research Productivity

Period covered:

Scholarly Output	Quantity
# of peer-refereed journal papers	
# of peer-refereed conference papers	
# of books authored	
# of book chapters authored	
# of invited conference presentations	
# of conference presentations	
# of patents	
# of technical reports	

Income Generation	Quantity
# of grants awarded as PI / Co-PI	
# of grants awarded as a collaborator	
# of industrial partnerships	
$ value of grants	

High Trained Personnel (HQP)	Quantity (total)	Quantity (Co-advised)
# of undergraduates advised (e.g. Outstanding and Elevate Scholars)[6]		
# of MASc in progress		
# of MASc completed		
# of PhD in progress		
# of PhD completed		
# of post-doctoral fellows		
# of visiting scholars		

[6] Excludes supervision of Capstone students

Part 2.2: Specific Criteria towards Research

Criterion 2.1: Equity, Diversity and Inclusion (EDI) in research and ethical project management

Indicator	Evidence	UCAPT Categories	Renewal	Tenure/Associate Professor	Full Professor	*Three Year Review*
Evidence of EDI considerations in research programs	eCV, research statement, EDI statement from Tri-agency funding application		Attended workshop(s) on incorporating EDI principles in research	Implemented EDI principles into research program	Implemented EDI principles into research program	Implemented EDI principles into research program
Conformity with all relevant institutional disciplinary and funding agency ethical and research guidelines	eCV, research statement		Yes/No	Yes/No	Yes/No	Yes/No

Contextual box (limit to ½ page):

Criterion 2.2: A record of high-quality refereed publications, juried creative activity or other demonstrated scholarly outputs

Indicator	Evidence	UCAPT Categories	Renewal	Tenure/Associate Professor	Full Professor	*Three Year Review*
Publishes in journals or publishing houses with strong academic reputations	eCV, external review		Published a minimum of 2 peer-refereed journal papers[7,8] in area of expertise since joining the University of Windsor	Published a minimum of 10 peer- refereed journal papers[7,8] in good quality journals[9] (a minimum of 5 of the peer-refereed journal papers are from independent research work while at the University of Windsor)	Published a minimum 20 peer- refereed journal papers[7,8] in good quality journals[9]	Published 4 peer-refereed journal papers[7,8] in good quality journals[9] over the three-year period
Research has a mix of independent and collaborative work	eCV, research statement, external review		Research is independent from PhD and/or post-doc advisors as evidence by author list	Research outputs represent a combination of independent research as well as collaborative research internal to the University of Windsor External review verifies independent research contributions	Research outputs represent a combination of independent research as well as collaborative research both internal and external to the University of Windsor External review verifies independent research contributions	Research outputs represent a combination of independent research as well as collaborative research both internal and external to the University of Windsor

[7] Publications in internationally recognized, peer-refereed conference proceedings (i.e such as IEEE) can be deemed equivalent to peer- refereed journal paper
[8] Issued patents can be deemed equivalent to peer-refereed journal paper
[9] Good quality journals are deemed to be in Quartile 1 and Quartile 2 journals (see, for instance, Elsevier's Sources has a searchable engine at https://www-scopus-com.ledproxy2.uwindsor.ca/sources.uri?zone=TopNavBar&origin= or use a source normalized impact per publication (SNIP) engine such as https://www.journalindicators.com/indicators)

Presents at conferences relevant to research field	eCV		Presented[10] research results at a minimum of 1 national and/or international conferences	Presented research results at a minimum of 3 national and /or international conferences	Presented research results at a minimum of 7 national and international conferences with a minimum of 1 at the international level Has been invited as a speaker at conferences and/or industry/government forums (national and/or international)	Presented research results at a minimum of 2 national and/or international conferences over the three years
Other evidence	eCV		Best paper awards, honors, fellowships, etc.	Best paper awards, honors, fellowships, etc.	Best paper awards, honors, fellowships, etc.	Best paper awards, honors, fellowships, etc.
External review indicates that publications are of high quality	External review		Not applicable	Yes / No	Yes / No	Not applicable

[10] Students presenting research work conducted under the faculty member's advisement is deemed equivalent to the faculty member presenting the work at a conference

Contextual box (limit to ½ page):

Criterion 2.3: Capacity building through income generation, collaboration development or infrastructure development strategies

Indicator	Evidence	UCAPT Categories	Renewal	Tenure/Associate Professor	Full Professor	*Three Year Review*
Ability to attract external funding	eCV, research statement		Applied for NSERC Discovery Grant (DG)	Holds an NSERC DG or similar peer-refereed grant	Continues to hold an NSERC DG or similar peer-refereed grant	Continues to hold an NSERC DG or similar peer-refereed grant
Evidence of engagement with non-academic partners			Actively networks with potential non-academic partners as evidence by participation in Research Open Houses and other events	Applied for collaborative grant with a non-academic partner	Has established industrial partners and has received non-academic research funding and/or is the principal investigator in a collaborative grant	Continues to work with non-academic partners

Contextual box (limit to ½ page):

Criterion 2.4: Demonstrated ability to attract and successfully mentor and train students in research

Indicator	Evidence	UCAPT Categories	Renewal	Tenure/Associate Professor	Full Professor	*Three Year Review*
Successful graduate student recruitment, advising and mentorship	eCV, research statement		Graduated a minimum of 1 MASc thesis student Advisor and/or co-advisor for a minimum of 2 in-progress graduate students	Graduated a minimum of 4 graduate students Advisor and/or co-advisor for a minimum of 3 research graduate students (MASc & PhD) in progress (running average) Co-authored a minimum of 4 peer-refereed papers with students	Graduated a minimum of 1 PhD and 8 MASc students Advisor and/or co-advisor for a minimum of 3 research graduate students (MASc & PhD) in progress (running average) Co-authored a minimum of 8 peer-refereed papers with students	Advisor and/or co-advisor for a minimum of 3 research graduate students (MASc & PhD) in progress (running average)

Contextual box (limit to ½ page):

Criterion 2.5: Influence on and contributions to the academic and broader national/international community

Indicator	Evidence	UCAPT Categories	Renewal	Tenure/Associate Professor	Full Professor	*Three Year Review*
Publicly engaged academic work	eCV, research statement		Participation in community engagements such as research presentations, expert panelist, facilitator, etc.	Participation in community engagements such as research presentations, expert panelist, facilitator, etc. Invitations to examine theses, referee papers, adjudicate grants, etc.	Participation in community engagements such as research presentations, expert panelist, facilitator, etc. A record of invitations to examine theses, referee papers, serve on editorial boards, adjudicate grants, etc.	Participation in community engagements such as research presentations, expert panelist, facilitator, etc. Invitations to examine theses, referee papers, serve on editorial boards, adjudicate grants, etc.

Contextual box (limit to ½ page):

3. Service

Part 3.1: Summary of Service (1 page reflection):

(Highlight your role and length of time served on committees at the department, faculty and university level as well as service outside the University of Windsor.)

Summary of Service

Period covered:

University of Windsor Internal Committees

Date started	Date ended	Committee Name	Department (D), Faculty (F) or University (U) level	Role on Committee (i.e. member, chair)

Service work outside the University of Windsor

Date started	Date ended	Organization	Service Role	Time commitment (hrs/month)

Part 3.2: Specific Contributions towards Service

Criterion 3.1: Professional Engineering Status

Indicator	Evidence	UCAPT Categories	Renewal	Tenure/Associate Professor	Full Professor	*Three Year Review*
Professional Engineering (PEng) licensure	eCV		Started the PEng licensure process	Obtained PEng licensure	Maintains PEng licensure	Maintains PEng licensure

Contextual box (limit to ½ page):

Criterion 3.2: Service[11] to the University

Indicator	Evidence	UCAPT Categories	Renewal	Tenure/Associate Professor	Full Professor	*Three Year Review*
Committee service[12]	eCV		Active member on a minimum of 1 department committee	Demonstrates a consistent record of committee activities (a minimum of 2) at the department and faculty level	Demonstrates a consistent record of committee activities (a minimum of 5) at the department, faculty, and university level	Demonstrates a consistent record of committee activities at the appropriate levels
Departmental meetings	eCV		Attends and participates at AAU Council Meetings	Attends and participates at AAU Council Meetings	Attends and participates at AAU Council Meetings	Attends and participates at AAU Council Meetings
Other academic service	eCv		Active in co-op evaluations; attends convocation ceremonies; participates in student recruitment activities; faculty advisor to student clubs;	Continues to meet the standards for Renewal	Continues to meet the standards for Associate	Continues to meet the standards for most recent promotion

[11] One year on one committee is counted as one unit of service

[12] A chair position is counted as two units of service

Contextual box (limit to ½ page):

Criterion 3.3: Service to the Profession and Community

Indicator	Evidence	UCAPT Categories	Renewal	Tenure/Associate Professor	Full Professor	*Three Year Review*
Participation in conference organizations, society meetings, community groups, journal editorial teams, etc. (can include PEO Chapters)	eCV		Attends a minimum of 1 professional society meeting	Demonstrates a minimum of 1 of: • Membership in a professional society • speaking engagement on technical matters to community organizations • membership on a journal editorial board • organization of disciplinary conference	Demonstrates effective participation in a minimum of 2 of: • Membership in a professional society • speaking engagement on technical matters to community organizations • membership on a journal editorial board • organization of disciplinary conference	Continues to meet the standards for most recent promotion

Contextual box (limit to ½ page):

Appendices

- Course assessment sheets
- Course binder(s)
- Other material