

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

AAU Council approved: Dec. 6, 2019, November 6, 2020

UCAPT conditionally approved: January 21, 2020, January 13, 2021

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UCAPT friendly amendment approved: February 5, 2021 -- UCAPT approved March 1, 2021

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 should also set out a future plan for the scholarly and/or creative work of the candidate. It is the candidate's responsibility to make a case for his or her promotion.

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 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. It is the candidate's responsibility to make a case for his or her promotion.

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).

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. Bolded indicators and standards are mandatory and candidates for tenure and promotion must achieve the standard set for all bolded criteria for research at 100%; however, they may achieve the bolded standards in different ways as described in the individual indicators and standards.

Within the criteria for research, teaching, and service--and across the three categories of research, teaching, and service--quality, scope, and impact could mitigate quantity. If mitigating circumstances have been documented in performance reviews (for example, taking on a major service role will be a mitigating productivity circumstance), then it is the candidate's responsibility to highlight this and the committee will accept it.

The department will offer preliminary opportunities for readings of submitted documents to suggest areas that might benefit from more complete documentation.

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Research and Creative Activities Criteria

Criterion 1: Expertise in research area (scholarly and/or creative), relevant methodologies and effective and ethical project management ⁱ		
Indicators	Standard: Associate Professor	Standard: Full Professor
a) Coherent 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 quality 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 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, legitimate 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,</p>	The candidate has met all indicators of (b) for Associate Professor since earning tenure.

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	<p>etc.) or institute, community partnership, or successful effort to secure scholarly and/or creative activity infrastructure for collaborations.</p>	
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<p>Criterion 2: A record of high quality refereed publications, juried creative activity or other demonstrated scholarly or creative outputsⁱⁱ</p>		
Indicators	Standard: Associate Professor	Standard: Full Professor
<p>a) Publications in peer-reviewed journals (that are indexed in, for example, Ulrich, SCOPUS, etc.), with university presses or publishing houses with a strong academic reputation.</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 of which the candidate is the sole or primary author. Other equivalent publications may substitute.ⁱⁱⁱ</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.^{iv}</p>	<p>For each six-year period since the last promotion, the candidate has published at least 4-6 articles of which the candidate is the sole or primary author.^v For each six-year period since last promotion, 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>For each six-year period since the last promotion, the candidate has held significant responsibility for creative activity, such as performance(s), exhibition(s), or juried screening(s), or producing, screenwriting, directing, cinematography, editing, sound design, production design, etc. that coincides with area(s) of expertise and in quantity with the above 4-6 article expectation.^{vi} For each six-year period since last promotion, 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>

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<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, 4-5 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.^{vii}</p> <p>OR</p> <p>The candidate's work has been presented at peer reviewed exhibition screenings, installations, or invitational showings.^{viii}</p> <p>OR</p> <p>The candidate's creative work has had commercial distribution or related distribution at the national or international level.^{ix}</p>	<p>The candidate has met all indicators of (b) for Associate Professor since earning tenure.</p> <p>and</p> <p>Scholarly and/or creative research dissemination is recognized at national and/or international levels.</p>
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<p>Criterion 3: Capacity building through income generation, collaboration development, or mentorship of students in research and creative activities^x</p>		
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</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>Funding of research grants judged as significant by departmental peers and chairs/directors.</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 an exceptional number of community, industry, or academic partnerships that contribute to scholarly and/or creative research</p>

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<p>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>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; or has developed industry-based or professional opportunities 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 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.</p>	<p>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>
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<p>Criterion 4: Influence on and contributions to the academic and broader national/international community^{xi}</p>		
<p>Indicators</p>	<p>Standard: Associate Professor</p>	<p>Standard: Full Professor</p>
<p>a) Productive scholarly and/or creative collaborations</p> <p>Successful leadership with national disciplinary, academic or creative</p>	<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>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 national disciplinary</p>

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<p>associations or the disciplinary community</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>academic associations or the disciplinary community or the public sphere in the form of: chairing panels at conferences, conference organization, the giving of keynote addresses, or holding office in national or international disciplinary academic associations, sitting on the board of editors for journals, editing series for academic presses, scholarly or creative partnerships with not-for-profit organizations, etc.</p>
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Teaching Criteria

Criterion 1: Design and planning of learning activities ^{xii}		
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. Evidence of leadership in curriculum development and pedagogical innovation.
b) Sound and current course content and material ^{xiii}	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.
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.
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.

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Criterion 2: Teaching and Supporting Student Learning ^{xiv}		
Indicators	Standard: Associate Professor	Standard: 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.	The candidate meets the standard set for associate professor.
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.	The candidate meets the standard set for associate professor.
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.	The candidate meets the standard set for associate professor.

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d) Student perceptions of teaching	Typically, the average Instructor SET scores should be at 5.5 or higher. ^{xv}	Typically, the average Instructor SET scores should be higher than 5.5. ^{xvi}
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.

Criterion 3: Continuing Professional Development and Efforts to Improve Individual Practice and Department Teaching Culture^{xvii}

Indicators	Standard: Associate Professor	Standard: Full Professor
a) Engages teaching related professional development	The candidate has evidence or a commitment to improving his or her 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.

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<p>c) Engages curriculum and course development as related to evolving disciplinary developments</p>	<p>Develops course ideas through proper channels to remain relevant with contemporary disciplinary and/or pedagogical practice.</p>	<p>The candidate meets the standard set for associate professor.</p>
<p>d) Supervises TAs/GAs by encouraging best practices and mentoring students in their own teaching/grading skills</p>	<p>The candidate, as applicable, demonstrates a commitment to developing and cultivating scholarly/academic standards within GA/TA mentorship.</p>	<p>The candidate meets the standard set for associate professor.</p>
<p>e) Inclusion of ONE of: Teaching and learning research into teaching practice OR Discipline-based research into teaching practice OR Professional, industry, or work-based practice and experiences into teaching practice</p>	<p>The candidate uses scholarship, research or professional activities as a source for planning and decision making in teaching and course design.</p>	<p>The candidate meets the standard set for associate professor.</p>

The department will also comment on investigated student complaints, unusual patterns of student withdrawal and other matters related to collective agreement responsibilities in his or her review, and these will form part of committee decision making.

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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^{xviii}</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 <u>plus</u> 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) <u>plus</u> 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., <u>plus</u> participation in recruitment, retention, student engagement (including student organizations), and/or alumni initiatives and events.</p>
<p>Degree of willingness, consistency, and flexibility in assuming service roles where his or her knowledge and good judgment could benefit the AAU</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 various recruitment and</p>	<p>The candidate meets the standard set for associate professor.</p>

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	orientation activities. There is no evidence of sustained lack of engagement.	
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ⁱ The candidate must provide a narrative addressing both indicators.

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

ⁱⁱⁱ Quality of the product as well as quality of the journal/publisher/venue will be considered in the evaluation. 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. In cases of multiple authorship, the contribution of the candidate must be clearly articulated and substantial.

^{iv} As an approximate guideline, 4 different full-length productions in different juried festivals or venues, or a similar weighted combination of feature length (80'+), full-length (45-60'), mid-length (20-45'), or short (1-20') productions and festival screenings and/or distributions through high quality, well-known national or international film festivals and venues or well-known broadcast channels. Also as an approximate guideline, screenwriting projects (feature length, full length, mid-length, or short) will count as equal to one production of the same length if it has received recognition, by an established, well-known and prestigious production company, such as production, paid or fee option, chosen for representation by established literary agent or manager, won a national or international screenwriting contest or selected for competitive industry workshops like NBC's Writers on the Verge, The Sundance Screenwriter's Lab, etc.

^v As an approximate guideline, see fn 2.

^{vi} As an approximate guideline, see fn 3.

^{vii} In the case of "other venues," peer review, prestige of venue, and scope of impact must be assessed; industry review and commercial distribution is not necessarily equal to peer review.

^{viii} In the case of "other venues," peer review, prestige of venue, and scope of impact must be assessed; industry review and commercial distribution is not necessarily equal to peer review.

^{ix} In the case of "other venues," peer review, prestige of venue, and scope of impact must be assessed; industry review and commercial distribution is not necessarily equal to peer review.

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

^{xi} Candidates are entitled to combine achievements across all these categories for indicators of assessment in the aggregate.

^{xii} The candidate must meet the standard of 3 out of 4 indicators.

^{xiii} The RTP 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.

^{xiv} The candidate must meet the standard of 4 out of 5 indicators.

^{xv} This number reflects the department average in all courses from Fall 2014 to Winter 2019. The department will monitor this number and update yearly as needed. The committee should take into account extenuating circumstances that may impact the candidate's average (i.e. class size, unforeseen circumstances, etc.)

^{xvi} This number reflects the department average in all courses from Fall 2014 to Winter 2019. The department will monitor this number and update yearly as needed. The committee should take into account extenuating circumstances that may impact the candidate's average (i.e. class size, unforeseen circumstances, etc.)

^{xvii} The candidate must meet the standard of 4 out of 5 indicators.

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^{xviii} Committee membership will be assessed in light of the individual's actual service through that committee and the degree of activity of that committee. Candidates are strongly encouraged to briefly describe the nature of service work undertaken rather than simply providing titles or committee names. There is a section under Research Criterion 6: that assess contributions to the academic and broader national/international community.