School of Computer Science
University of Windsor

Criteria for:
Teaching Intensive Tenure of Assistant Professor
and
Promotion to Teaching Intensive Associate Professor

ADOPTED by the School of Computer Science Council: May 18, 2022
AMENDED BY SCHOOL COUNCIL: March 27, 2023; April 14, 2023
APPROVED by Faculty of Science Council: May 5, 2023
APPROVED by UCAPT – May 25, 2023

Notes:

Criteria for Competence, High Competence and Excellence are converted to numeric scores of 5, 6, or 7 respectively on the UCAPT form. For reference the following is the numeric grid from the UCAPT form:
 (7) Outstanding (6) Very Good (5) Good (4) Adequate (3) Poor (2) Very Poor (1) Extremely Poor N/A (Not Applicable)

Criteria for Promotion to Teaching Intensive Associate Professor:
Consistent with Bylaw 23 (June 2015) the criteria and standards for tenure and promotion to Associate Professor shall be the same. A single application for tenure and promotion to Teaching Intensive Associate Professor will be required.

The criteria for tenure and promotion to Teaching Intensive Associate Professor is that the applicant must meet the requirements for high <u>Competence</u> (6.0) in teaching and a minimum average of 6.0 in the two areas of Teaching and Service as defined below.

For the purpose of evaluating teaching and service, only the contributions since the start date of employment in this TIF position will be considered.

This document is in partial fulfillment of the department's obligations under Bylaw 20 (Types and Terms of Appointments), Bylaw 22 (Committees and Procedures for Renewal, Tenure, and Promotion); and Bylaw 23 (Criteria for Renewal, Tenure & Promotion), to clearly articulate its criteria and standards for renewal, tenure, and promotion. Once approved by Council, these standards must be forwarded to the Faculty of Science (Coordinating) council and, if approved, from there to the University Committee on Academic Promotion and Tenure (UCAPT).

Commitment to EDI (Equity, Diversity, and Inclusion)[1]

---

[1] This paragraph is taken from RTP criteria of the faculty of law.

The Committee will take an equity-informed approach in its assessments and deliberations. Diversity is to be honoured as integral to the quality of the University's intellectual mission, in both discipline and methodology. Thus, teaching and service in non-traditional areas and methodologies and/or by members of historically disadvantaged groups 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 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 normal teaching and service work for an extended period of time.

INTRODUCTION

A Teaching Intensive Associate Professor is a mature scholar whose achievements at the University of Windsor and/or elsewhere have earned his or her colleagues' respect as an individual of superior qualities and achievements.

A candidate for promotion and/or tenure must ~~extend~~ be up to date with the boundaries of knowledge of Computer Science and be committed to the transmittal of this knowledge in the broadest possible sense. A candidate will be evaluated based on: (i) Ongoing effective teaching in Computer Science at both the undergraduate and graduate levels, effective mentoring and supervision of student projects*; the candidate's courses must be academically current and evolve with the field in an appropriate manner, and (ii) active participation in the management and operation of the School; this includes the assumption of leadership responsibilities for portions of the service life of the School, ongoing development of the undergraduate and graduate Computer Science curriculum and participation in service to the School, Faculty and University as a whole.

* These student projects are not research-based but are primarily aimed at development and/or implementation-based, such as for students in the MAC program.

Teaching

A candidate must be an effective teacher, mentor and supervisor of students, and contributor to course development.

1. A candidate must teach effectively at the undergraduate and graduate levels. Effective teaching should be demonstrated over a range of course types in the AAU first and/or second year courses to upper-level course in the candidate's area of expertise, assuming that the candidate has had the opportunity to teach this broad range of courses. The candidate should present the material at an academically appropriate level but be sensitive to students' level of understanding. The candidate should adopt an appropriate teaching style, methods, and techniques to match the course's learning outcomes. Should issues be identified in terms of quality of instruction, the candidate should seek appropriate remedy such as from the AAU or the Center for Teaching and Learning.

2. A Candidate must teach in a professional manner and should maintain a professional relationship with students. Specifically, he/she should demonstrate impartial and consistent respect for all students as individuals with their distinctive learning needs and capacities. The candidate's in-class conduct should be based on integrity, honesty, and fairness, and should comply with the acts and regulations of the University.

3. Normally, a candidate for Tenure should have a demonstrated record of ongoing successful student project supervision at the graduate and/or senior-undergraduate levels. The

candidate is expected to provide effective supervision. Supervisors should make themselves accessible to the students they are supervising and provide them with materials and resources relevant to their projects not available in the university. Supervisors should be sensitive to their students' level of understanding and encourage their professional development such as sending them to conferences, site visits and the like, and help them to disseminate their work in academic venues.

4. The academic content of all undergraduate and graduate courses taught by a candidate should be substantive and match the approved course curriculum.

5. Student performance in courses taught by a candidate should be evaluated via appropriate exams, tests, assignments, projects, presentations, and the like. Grading material must reflect the course content and intent.

6. A candidate should present material in class in a professional manner. This includes clear delivery, and good use of appropriate instructional aids such as the Learning Management System (LMS), overheads or slides. Material is presented in a manner that engages and stimulates the students. Students should feel that the candidate cares about their intellectual development and is sensitive to their level of understanding.

7. Within reason, a candidate must make him or herself accessible to students both within and outside the class via a combination of encouraging questions in class, office hours, email, and other forms of communication.

8. Candidates are expected to ensure that courses they teach are current, evolve with the field in an appropriate manner, and the content and level are consistent and appropriate. A candidate who teaches in multi-section and/or team-taught courses is expected to be a full and active contributor to the course, and to aid in its ongoing, consistent content, development, and review.

Quality supervision of both undergraduate and graduate student projects is required and highly valued. The successful coordination of large, multi-section, undergraduate classes is highly valued.

The evaluation of teaching is a difficult, complex process that must involve both colleagues and students. Because colleagues have expertise, previous experience and an overview of the curriculum of the unit, their evaluations will be given the most weight in addressing the question of the teaching proficiency of the candidate. Student evaluations of teaching can be very helpful in assessing the candidate's ability to communicate the content of the course. The opinions of former students who have had time to assess the value of the course are also valuable in assessing the quality of the teaching.

Evaluation by Colleagues: The RTP Committee of the AAU is responsible for obtaining independent collegial evaluations of the candidate's teaching abilities. The teaching should be evaluated, of course, by those colleagues who are most familiar with the candidate's area. The

detailed, confidential reports of the evaluators must satisfy the basis of the evaluation (for example, class visitation, examination of course materials) and must be submitted to the AAU head.

Evaluation by Students: The RTP Committee of the initiating unit must solicit confidential letters of evaluation from randomly selected students (minimum three) in the candidate's class and from former students, preferably those who have graduated on an annual or bi-annual basis.

Refer to "Appendix A – Teaching Evaluation Rubric" for the evaluation of Teaching.

Service

A candidate must have a demonstrated record of consistent activity within the life of the AAU, and a demonstrated record of service to the broader University community and/or the academic profession.

Candidates should be active rather than passive in terms of their service contributions and should show a willingness to engage in intellectual and collegial dialogue with faculty, staff, and students; should effectively contribute to the general well-being of the AAU and the University as a whole.

1. Candidates should seek and show leadership in one or more service tasks within the AAU and/or the University.

2. Apart from active participation in AAU meetings, they should demonstrate willingness and flexibility in assuming service roles where their knowledge and good judgment could benefit the AAU.

3. Candidates should demonstrate their effective performance in voluntary service roles as well as in the roles assumed at the request of the AAU or the University. In accordance with the Senate By-law 23.5.3 the AAU will stress the distinction between the participation in committees that perform more routine tasks, and the significant administrative work or contributions to the development of academic (teaching, computing) policies and environments.

4. Candidates should actively contribute to the AAU recruitment and student engagement activities such as open house, demo day, high school visits, programming competitions, etc.

An example of a significant service contribution is the development of the academic curriculum. This may include a significant revision of existing course structure (how multiple courses integrate and interact to cover an area), the development of course infrastructure, the development of new pan-course instructional laboratories, or even the introduction of a new stream.

Service contributions to the development, operation, and management of academic programs

may overlap with contributions to teaching. For instance, the development of course infrastructure, new laboratories, streams, or academic programs have clearly defined and interconnected teaching and service components. The AAU RTP Committee will review and assess these contributions in both contexts.

Contributions to the professional and industry boards, conference program committees, and conference organization is to be encouraged, but is normally judged under "Professional Contributions".   However, the AAU RTP Committee may recommend that this kind of activity be listed under "Service", if this activity adds recognition to the AAU and the University. The AAU RTP Committee makes the final decision which category this type of activity is assessed under.

Criteria for Competence (5)

To receive a recommendation of competence, a candidate is normally expected to:
- Have participated, effectively and actively, in his/her fair share of service roles.
- Be an effective contributing member of School or university committees.
- Have demonstrated initiative in service in one or more aspects of their service roles.
- Have actively participated in at least one recruitment/student engagement activity.

Criteria for High Competence (6)

To receive a recommendation of high competence, **a candidate would be expected to meet all of the requirements for competence**, and, in addition, is normally expected to:

- Have demonstrated sustained, effective, and innovative leadership in a variety of service positions. The demonstration of effective leadership in a significant service role is required for a recommendation of excellence.
- Have actively participated in multiple recruitment/student engagement activities.

Criteria for Excellence (7)

To receive a recommendation of excellence, **a candidate would be expected to meet all of the requirements for high competence**, and, in addition, is normally expected to:

- Have a record of substantial involvement in routine administrative duties (on School committees, for example), and of the candidate's willingness and ability to contribute to the academic growth of the School of Computer Science.
- Have served with distinction in a significant administrative role within both the School and University. Here 'significant' implies intensive administrative positions.
- Have taken a leadership role in at least one recruitment/student engagement activity.

School of Computer Science
University of Windsor

Criteria for: **Teaching Intensive Professor with Tenure** and **Promotion to Teaching Intensive Professor**

<u>Notes</u>:

Criteria for Competence, High Competence and Excellence are converted to numeric scores of 5, 6, or 7 respectively on the UCAPT form.

The criteria for tenure and promotion to Professor is that the applicant must meet the requirements for <u>High Competence</u> (6.0) in each of the areas of Teaching and Service as defined below.

This document is in partial fulfillment of the department's obligations under <u>Bylaw 20</u> (Types and Terms of Appointments), <u>Bylaw 22</u> (Committees and Procedures on Renewal, Tenure and Promotion); and <u>Bylaw 23</u> (Criteria for Renewal, Tenure & Promotion), to clearly articulate its criteria and standards for renewal, tenure and promotion. Once approved by Council, these standards must be forwarded to the Faculty of Science (Coordinating) council and, if approved, from there to the University Committee on Academic Promotion and Tenure (UCAPT).

INTRODUCTION
A Professor is an eminent member of the University who, at the University of Windsor and throughout his/her career, has achieved substantial distinction in his/her field, as exemplified in teaching, and demonstrated a willingness to accept reasonable University responsibilities.

Promotion and tenure are based on an assessment of excellence. It is expected that a Professor will have met the criteria for excellence in both Teaching and Service, and would have demonstrated a level of exceptional commitment (eminence) in at least one area. This eminence in one area must be coupled with an excellent (minimum) level of contribution in the other area. For each of the areas, the minimum level of contribution is given below:

Required Minimum in Teaching
The minimum teaching expectations for the rank of Professor are **high competence (6)** as per Appendix A**.**

Required Minimum in Service

The minimum service expectations for the rank of Professor are the same as **high competence (6)** in Service under Criteria for "Tenure of Teaching Intensive Assistant Professor and Promotion to Teaching Intensive Associate Professor".

Appendix A – Teaching Evaluation Rubric

Criterion 1: Design and planning of learning activities

	5	6	7
• Preparation of course materials • Planned learning activities designed to develop the students' learning. • Sound knowledge of the course content and material • Course outline clearly details learning outcomes, teaching and learning activities and assessment.	• Evidence supports consistent awareness of effective approaches to supporting and enhancing learning through planned activities, use of good quality teaching and learning materials, thorough knowledge of the course content, technical competency to support skills development, consistent awareness of learning outcomes and assessment.	• Evidence supports consistent awareness and development of original, effective approaches to supporting and enhancing learning through planned activities, use and development of high quality teaching and learning materials, thorough knowledge of the course content, technical competency to support skills development, consistent awareness of learning outcomes and assessment.	• Evidence supports consistent awareness and development of original, effective approaches to supporting and enhancing learning through planned activities, use and development of high quality teaching and learning materials, thorough superior knowledge of the course content, excellent technical competency to support skills development, consistent awareness and development of learning outcomes and assessment.

Criterion 2: Instructional methods

	5	6	7
• Learning-centred approach to teaching • Demonstrates an understanding of specific aspects of effective teaching and learning support methods. • Clarity of communication and explanation • Stimulation of interest	• SETs should reflect a consistent score not substantially below the AAU median. • Has renewed and updated courses taught to meet current standards and expectations. • Has contributed to curriculum development within the AAU. • Consistent rating of good clarity	• SETs should reflect a consistent score above the AAU median. • Has created, renewed and updated courses taught to meet current standards and expectations. • Has contributed consistently to curriculum development within the AAU.	• SETs should reflect a consistent score above the AAU median. • Has created, renewed and updated courses taught to meet current standards and expectations. • Has provided leadership and contributed consistently to curriculum

			development within the AAU.
• Encouragement of appropriate student-faculty interaction • Encouragement of appropriate student-student interaction • Supports students to develop and demonstrate the intended learning outcomes.	• Students generally indicated interest or increased interest in the courses taught. • Consistent evidence that instructional practices support student development of intended learning outcomes.	• Consistent rating of excellent clarity • Students consistently indicated interest or increased interest in the courses taught. • Consistent evidence of effective and innovative efforts to support student development of intended learning outcomes.	• Consistent rating of outstanding clarity • Students consistently indicated interest or increased interest in the courses taught. • Consistent evidence of highly effective and innovative efforts to support student development of intended learning outcomes.

Criterion 3: Assessment and feedback to students

	5	6	7

• Quality of assessment tools
  a. Clarity
  b. Alignment with learning outcomes
  c. Appropriate level of difficulty
• Timely feedback is provided to students.
• Constructive feedback is provided to students
	• SETs should reflect a consistent score not substantially below the AAU median.
	• Evidence of assignment, project, laboratory and examination instruments used to assess student work with consistent clarity, level of difficulty, and alignment with learning outcomes.
	• Timely feedback is provided to students consistently. Constructive feedback is provided to students consistently.
		• SETs should reflect a consistent score above the AAU median.
		• Evidence of assignment, project, laboratory and examination instruments used to assess student work with consistently high clarity, scaled levels of difficulty, and documented alignment with learning outcomes.
		• Timely feedback is provided to students consistently.
		• Evidence of effective constructive feedback is provided to students consistently.
			• SETs should reflect a consistent score above the AAU median.
			• Evidence of assignment, project, laboratory and examination instruments used to assess student work with consistently excellent clarity, scaled levels of difficulty, and documented alignment with learning outcomes.
			• Timely feedback is provided to students consistently.
			• Evidence of highly effective constructive feedback is provided to students consistently.

Criterion 4: Developing effective environments, student support, and guidance.

	5	6	7
• Creates effective learning environment (in classroom/ online/ work placement etc.) • Directs students to appropriate support and services. • Demonstrates respect and requires students to demonstrate respect for others. • Availability for consultation (e.g., email, online, face-to-face or telephone)	• Consistently maintains learning environments, including laboratories, tutorials, classroom lectures and online resources, that are effective in achieving learning outcomes. • Consistently demonstrates respect for others. • Consistently provides regular opportunities to engage directly with students individually and within groups. • Has coordinated large, multi-section courses.	• Consistently maintains high quality learning environments, including laboratories, tutorials, classroom lectures and online resources, that are highly effective in achieving learning outcomes. • Consistently demonstrates respect for others. • Consistently provides substantial availability through regular opportunities to engage directly with students individually and within groups. • Has effectively coordinated large, multi-section courses.	• Consistently maintains excellent learning environments, including laboratories, tutorials, classroom lectures and online resources, that are highly effective in achieving learning outcomes. • Consistently demonstrates and teaches respect for others. • Consistently provides substantial availability and high effectiveness through regular opportunities to engage directly with students individually and within groups. • Has consistently and effectively coordinated large, multi-section courses.

Criterion 5: Integration of scholarship, and professional activities in support of learning

	5	6	7
1. Teaching and learning scholarship incorporated into teaching practice			
• Engagement in professional development related to teaching and learning (including engagement in teaching and learning scholarship related to discipline and/or participation in	• Evidence of engagement in professional development activities related to teaching and learning scholarship related to discipline and/or participation in	• Evidence of engagement in professional development activities related to teaching and learning scholarship related to discipline and/or contributions	• Evidence of engagement and leadership in professional development activities related to teaching and learning scholarship related to discipline and/or refereed

teaching and learning conferences/forums) • Incorporates teaching and learning scholarship into teaching practice and curriculum development	teaching and learning conferences/forums. • Incorporates teaching and learning scholarship into teaching practice and curriculum development	teaching and learning conferences/forums. • Consistently incorporates teaching and learning scholarship into teaching practice and curriculum development	contributions in teaching and learning conferences/forums. • Consistently incorporates teaching and learning scholarship into teaching practice and curriculum development.
2. Inclusion of discipline-based research in the curriculum			
• Use of current disciplinary research in curriculum and teaching activities • Develops learning activities/ course/ course work that supports student engagement in research. • Develops student understanding of the research culture and research skills of the discipline	• Incorporates current disciplinary research in curriculum and teaching activities. • Examples of learning activities or course work, or entire courses, that support student engagement in research through awareness	• Incorporates and contributes to current disciplinary research in curriculum and teaching activities. • Examples of learning activities or course work, or entire courses, that support student engagement in research through awareness and participation	• Incorporates and contributes to current disciplinary research in curriculum and teaching activities. • Examples of learning activities or course work, or entire courses, that support student engagement in research through awareness and participation
3. Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum			
• Use of authentic case studies, integration of industry experience and/or partnerships in teaching.	• Examples of case studies or actual industry experience used in teaching.	• Examples of case studies or actual industry experience used in teaching with explanation of expected learning outcomes.	• Examples of case studies or actual industry experience used in teaching with explanation of expected learning outcomes and measures of success achieving outcomes.

Criterion 6: Improvement-oriented self-assessment and continuing professional development.

	5	6	7
• Engages in professional development activities related to teaching and learning. • Participation in teaching related professional development • Self-evaluation leading to changes in teaching practice.	• Evidence of attendance in professional development activities related to teaching and learning and consistent achievement of good rankings in evaluation measures. • Participation in teaching related professional development and consistent achievement of good rankings in evaluation measures	• Evidence of attendance in professional development activities related to teaching and learning and consistent achievement of high rankings in evaluation measures. • Participation in teaching related professional development and consistent achievement of high rankings in evaluation measures	• Evidence of attendance in professional development activities related to teaching and learning and consistent achievement of outstanding rankings in evaluation measures. • Participation in teaching related professional development and consistent achievement of outstanding rankings in evaluation measures.

Criterion 7: Professional effectiveness

	5	6	7
Professional Effectiveness			
Is aware of and consciously demonstrating high-quality professional behaviour consisting of: • Taking ownership and management of teaching role • Demonstrating effective preparation and prioritization • Demonstrating commitment to continuing professional development in discipline and T&L • Responding positively to opportunities and new approaches	• Has taught their assigned courses in a professional manner, meeting student and AAU expectations on the content and delivery of the courses taught. • Have been evaluated through the normal AAU course evaluation process as having a teaching performance not substantially below the AAU median. • Have collegial and student teaching referees paint a consistent picture of	• Has taught their assigned courses in a professional manner, consistently meeting student and AAU expectations on the content and delivery of the courses taught. • Have been evaluated through the normal AAU course evaluation process as having a teaching performance at or above the AAU median. • Have collegial and student teaching referees paint a consistent picture of	• Has taught their assigned courses in a professional manner, consistently meeting or surpassing student and AAU expectations on the content and delivery of the courses taught. • Have been evaluated through the normal AAU course evaluation process as having a teaching performance consistently above the AAU median. • Have collegial and student teaching referees paint a

• Communicating effectively in both formal and informal contexts • Application of professional ethical practices in work and in teaching contexts.	the candidate as an effective teacher. • Evidence of willingness to become involved in new opportunities for professional development.	the candidate as a highly effective and excellent teacher. • Evidence of consistent involvement in opportunities for professional development.	consistent picture of the candidate as a highly effective and outstanding teacher. • Evidence of consistent involvement in and leadership in producing opportunities for professional development.
Personal Effectiveness			
Is aware of and consciously developing professional qualities of: • Approaching teaching in ways to effectively engage students. • Demonstrating resilience and perseverance in the face of obstacles • Demonstrating time management of self and work to ensure others are not delayed in their work. • Demonstrating self-reflective evaluation of practices and relationships • Demonstrating commitment and interest in students and their learning	• Have collegial and student teaching referees paint a consistent picture of the candidate as a teacher who has had a positive impact on student learning and career development. • Evidence of having persevered in the face of obstacles. • Achieved a consistent record of working effectively, within time constraints, with student and colleagues to avoid causing delays.	• Have collegial and student teaching referees paint a consistent picture of the candidate as a teacher who has had a strongly positive impact on student learning and career development. • Evidence of having persevered in the face of obstacles and consistently worked to overcome problems within the AAU. • Achieved a consistent record of working highly effectively, within time constraints, with student and colleagues to avoid causing delays and achieve outcomes.	• Have collegial and student teaching referees paint a consistent picture of the candidate as a teacher who has had a strongly positive or profound impact on student learning and career development. • Evidence of having persevered in the face of obstacles and consistently worked to overcome problems both personal and within the AAU. • Achieved a consistent record of providing leadership and working highly effectively, within time constraints, with student and colleagues to achieve successful outcomes.

Criterion 8: Maintaining supervisory contact with students in a professional context

	5	6	7
• Have served as the supervisor of	• Have successfully served as project	• Have served as project supervisor of	• Have served as project supervisor of

graduate student projects. • Have served as the supervisor of undergraduate students*.	supervisor to completion of at least four graduate students per year. • Have successfully served as the sole supervisor of at least four senior undergraduate students* to completion per year.	at least six graduate students per year. • Have served as the sole supervisor of at least six senior undergraduate students* per year. • Demonstrate strong impact of project quality and any evidence of excellence in terms of student achievement.	at least eight graduate students per year. • Have served as the sole supervisor of at least eight senior undergraduate students* per year. • Demonstrate consistently and repeatedly, strong impact of project quality and any evidence of excellence in terms of student achievement.

* These are 4th year 2-semester undergraduate student projects offered as part of COMP-4990.