

**Department of English and Creative Writing**  
**Renewal, Tenure and Promotion Criteria and Standards: Tenure and Promotion**  
**Approved by ECW: March 2025**  
**Approved by FCC: May 8, 2025**  
**Approved by UCAPT: May 27, 2025**

**Preamble:**

The following criteria and standards apply to tenure and promotion from assistant to associate professor, and promotion from associate to full professor. The criteria are consistent with Senate Bylaw 23 and Article 13 of the Collective Agreement; criteria and standards are designed to reflect the diverse scholarly achievements within our discipline, notably the integration of creative activity and traditional research.

In evaluating candidates for tenure and/or promotion, the RTP Committee will consider the candidate's research statement, teaching dossier, and ECV; the Head's evaluation of research, teaching and service; and any other information and relevant documents the candidate submits to support their case. It is the candidate's responsibility to make a case for their promotion.

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The committee will be supported in their review of an application by three external letters of reference.

A statement of research/creative activity should provide a narrative of the ongoing scholarly work and accomplishments of the candidate carried out prior to tenure (for promotion to associate professor) or following tenure (for promotion to full professor). The statement should also set out a future plan for the scholarly work of the candidate.

A teaching dossier should provide a narrative of the evolution of the candidate's teaching philosophy and practice, and should lay out their teaching accomplishments carried out prior to tenure (for tenure/promotion to associate professor) or following tenure (for promotion to full professor). The dossier should provide such documentation as a self-reflective statement addressing the candidate's pedagogical philosophy and practices, sample syllabi and assignments, evidence of the candidate's engagement with curricular development, information pertaining to the number, nature, and outcome of thesis/Directed Reading supervisions, student letters evidencing the outcomes of effective mentorship, peer assessment of teaching, and details relating to teaching nominations and/or awards received.

Standards for achievement of tenure and promotion reflect the variety of practice, context, and endeavours typical of a diverse and accomplished faculty complement. This means that in research / creative activity, teaching and service, a variety of contributions can be considered.

Bolded indicators are mandatory for an at minimum Satisfactory rating, while others should be understood as assets potentially contributing to the overall decision regarding those criteria.

Candidates for tenure and promotion must achieve the standard set for all criteria although they may do so in different ways. A candidate's specific profile, research agenda, and teaching context may also be taken into account in identifying the critical determining factors. When asked to do so by candidates and provided with an explanation of any interruptions, the committee will take into consideration career interruptions, extenuating circumstances, and major service roles that have affected the performance or productivity of the candidate during the period under consideration.

## RESEARCH CRITERIA

Criterion 1: Expertise in research or creative area and relevant methodologies; effective and ethical project management			
	Associate Professor	Full Professor	Evidence
<b>a) An active and well-constructed research or creative activity plan, and a history of successful plans or projects</b>  <b>Clearly focused research/creative plan articulated in a research statement.</b>	The candidate demonstrates an ongoing, clearly focused, and active program of research and/or creative activity, with a continued pattern of production under review	Well-articulated and successful research/creative agenda. History of research and/or creative goals being met and exceeded, of ongoing re-evaluation and planning reflecting the development of new directions and expanding reach or depth. Evidence of continuing productivity (e.g. pending publications, pieces under review, grants submitted).	ECV Research/Creative Activity Plan External Peer Review Head's report

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<b>Criterion 2: A record of high quality refereed publications, juried creative activity or other demonstrated scholarly productivity</b>			
	<b>Associate Professor</b>	<b>Full Professor</b>	<b>Evidence</b>
<b>a) Publishes in journals or with publishing houses or comparable venues, peer-reviewed or juried, with a strong reputation at a pace consistent with disciplinary standards for strong scholarly and/or creative performance<sup>1</sup></b>	<p>In the five-year probationary period, it is expected that the candidate will have published:</p> <p>4 peer reviewed journal articles or chapters (of substantive length, such as 3000-8000 words) OR 8 peer-reviewed creative pieces (or combination of the above) OR 1 book/monograph OR 1 edited or co-edited volume and 2 peer reviewed journal articles or chapters or creative pieces (distinct in content from the book).</p> <p><i>Equivalencies<sup>2</sup></i> Peer reviewed book chapters are considered the equivalent to peer reviewed journal articles.</p>	<p>Since promotion to Associate Professor, a faculty member applying for Full Professor is expected to have maintained a consistently high level of publication.</p> <p>Since promotion to Associate Professor, a faculty member must have published at least 1 refereed book (monograph) of which the candidate must be the sole or primary author, under the imprint of a reputable publishing house. The publication of a number of other very substantial contributions to knowledge may substitute for a book. Such would include: 1) a collection of essays edited or co-edited by the faculty member plus 2 refereed articles in peer-reviewed journals or chapters in books published by institutional presses of good</p>	<p>ECV Selected publications External review Peer review NOTE: Overall record includes publications prior to employment at Windsor.</p>

<sup>1</sup> The Committee will recognize that Indigenous candidates may work either in a conventional academic tradition (“those individuals who engage in a program of research and inquiry in accordance with the principles of the western academy and whose effort is primarily but not exclusively reflected in the production of written work”) or a dual academic tradition that combines conventional academic and traditional Indigenous approaches to research. (“A dual tradition scholar is an individual whose scholarship is based in and informed by principles and methods appropriate to an exploration and explication of traditional aboriginal knowledge as well as those of the western academic disciplinary tradition.”)

Although all candidates are expected to produce some conventional written scholarship, candidates working in a dual tradition are not expected to produce the same amount of written scholarship as those working in a conventional tradition only. Candidates who work or plan to work in a dual tradition should indicate so in their research statements as soon as is reasonable in the RPT process.

It should also be noted that candidates from other groups identified under Equity, Diversity, Inclusion, and Decolonization policies, as well as Indigenous candidates, may have research agendas that follow non-traditional models and integrate more fully with service to the broader community.

(These definitions are drawn from Trent University’s “Indigenous Studies Tenure Process and Criteria” 2015, and from the RPT Criteria of the Political Science Department, 2019.)

<sup>2</sup> Based on evidence provided by the candidate, the committee may evaluate a successful grant application as equivalent to two peer-reviewed publications.

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	<p>Candidates should not be disadvantaged for publishing collaboratively.</p> <p>Poetry is subject to the same consideration with regard to juried venues. Poetry is recognized as distinct in character and will receive consideration for that quality with the understanding that quantities published tend to be smaller than those of other forms.</p> <hr/>	<p>standing; 2) or the publication of at least 5 articles in peer-reviewed or professional journals specific to the research field or of national or international standing.</p> <p>Please see language under Associate Prof re creative pieces.</p> <hr/>	
<b>b) Research dissemination or creative activity is at the national and international level.</b>	<p>Publications are peer reviewed and are generally published in well-respected journals or through publishing houses with high quality reputations.</p> <p>Research dissemination occurs through regular conference participation. The candidate's research may have some public visibility and application in the form of public presentations, school presentations, interviews with media outlets, participation in festivals, web-based and internet publication, community-based scholarship and dissemination. See footnote 1.</p>	<p>Many publications are published in journals or with publishing houses of high quality national or international reputations.</p> <p>Dissemination of scholarly activity occurs through regular conference participation, and/or through public visibility and engagement; community-based research and creative activity.</p> <p>Work is consistently widely recognized at national and/or international levels. See footnote 1.</p>	
<b>c) External peer review indicates that publications or creative activity is of high quality</b>	<p>External peer review indicates that publications are of good quality.</p>	<p>External peer review indicates that publications are of high/excellent quality.</p>	

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Criterion 3: Evidence of independent and original contributions to research or creative activity, which have an impact on the field of expertise.			
	Associate Professor	Full Professor	Evidence
<b>a) Original, influential contributions to the field of study or creative practice</b>	Evidence of contributions that are influencing the evolution of the field, practice, or thinking within the discipline or as practical applications.	Evidence of major original contributions with significant impact within the discipline or through practical applications.	ECV RPT Committee Review External Reviews Research or citation metrics Reviews Research Awards Creative Awards
b) Research or creative activity is read, reviewed, considered, cited.	Evidence of recognition within the area of research, including invitations to contribute to books, or to give guest lectures or keynote addresses; residencies or fellowships; also including reviews, citation counts, cover blurbs, interviews, and other forms of public recognition of scholarly / creative work.	Strong evidence of national and/or international recognition in the area of research/creative activity, such as: awards and nominations; keynotes, guest residencies, major and highly competitive research fellowships, residencies or exchanges; reviews, cover blurbs, interviews, and other forms of public recognition of scholarly / creative work. Also includes citation counts, and metrics of dissemination of research on scholarly sites such as Scholarship at UWindsor, Google Scholar; metrics in the field of specialization (e.g. through scholarly associations, bibliographies); anthologies and reprints of work. It should be noted that metrics in Humanities differ in character and quantification from those in science-based disciplines. Scholarly evidence is more qualitative than quantitative; print publication is still common; data analysis is typically not emphasized.	
c) National and/or international recognition/ leadership within the area of research specialty	Evidence of national and/or international recognition within the area of research, such as participation on the program of major national conferences; invitations to contribute to books, or to give guest lectures or keynote addresses; reviewing manuscript submissions for a press or journal; sitting on a journal's or publisher's	Evidence of national and/or international recognition within the area of research, such as being a respondent at panels at major national conferences; being invited as a plenary speaker; being invited to a residency; reviewing manuscript submissions for a peer-reviewed press or journal; sitting on an editorial board of a	

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	editorial board; editing special issues of journals.	publisher or journal; acting as a consultant for government agencies, NGOs, or commercial entities; or establishing a media presence as an expert in the research field; editing a book series or a journal.	
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**Criterion 4: Capacity building through income generation, collaboration development and infrastructure development strategies\*\* [NOTE: Grants and external funding are not essential in our discipline. A substantial external grant is deemed equivalent to two refereed articles / pieces.]**

	<b>Associate Professor</b>	<b>Full Professor</b>	<b>Evidence</b>
a) Internal or external research or creative activity funding;	Funding of research or creative grants judged as significant by departmental peers and chair/director.	History of success in granting competitions, including those considered being the most highly competitive within the discipline, given the career stage of the candidate.	Grants received Grant applications and reports from these applications if unsuccessful e.g. SSHRC designations
b) Partnerships that directly contribute to research capacity or the development of research or creative activity infrastructure	Strong degree of community, industry, or academic partnerships that contribute materially, creatively, or intellectually to the university and broader community.	Exceptional degree of community, industry, or academic partnerships that contribute to research and/or artistic capacity materially, creatively, or intellectually.	

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**Criterion 5: Demonstrated ability to attract and successfully mentor and train students in research and creative activity**

	<b>Associate Professor</b>	<b>Full Professor</b>	<b>Evidence</b>
a) Successful student engagement, supervision and mentorship	Evidence that candidate engages in graduate and undergraduate supervision and evidence of the successful completion of these supervisions.	Clear and sustained evidence that the candidate supports graduate and undergraduate students, and successfully supervises and mentors them to high achievement.	ECV Graduate supervision data Undergraduate thesis supervision Outstanding Scholars data
b) Student access to external funds	Evidence that students explored external funding opportunities.	Evidence that students explored external funding opportunities.	
c) Evidence of collaboration with and support for student publication, research or creative activity,	Collaborative publications, presentations, and funding for students will be considered further positive evidence.	Collaborative publications, presentations, and funding for students will be considered as further positive evidence.	



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**Criterion 6: Influence on and contributions to the academic and broader national/international community**

	<b>Associate Professor</b>	<b>Full Professor</b>	<b>Evidence</b>
a. Evidence of capacity to build productive research collaboration  OR	Collaboration and partnerships in research and creative activity clearly indicate the development of a national or international profile.	The candidate for full professor should be able to demonstrate participation in research networks of national or international prominence.	ECV External Review Engagement in academic networks including academic associations, editorial boards,
b. Publicly engaged academic/creative work	The candidate's research may have some public visibility and application in the form of public presentations, school presentations, interviews with media outlets, residencies, community consultancies.	The candidate's research may have some public visibility and application in the form of public presentations, school presentations, interviews with media outlets.	
c.			

## TEACHING CRITERIA<sup>3</sup>

<b>Criterion 1: Design and Planning of Learning Activities</b> Planning, development and preparation of learning activities, learning resources and materials for a course or for a degree program, including coordination, involvement in leadership, or curriculum design and development			
	<b>Associate Professor</b>	<b>Professor</b>	<b>Evidence</b>
<b>a) Clarity and appropriateness of course materials (e.g. course outlines, course materials posted online, instructions and resources for assignments, texts or teaching materials assigned to the class)</b>	Learning materials are consistently clear, effective, and stimulating. Activities reflect informed approach to learning design.	Learning materials are consistently well-aligned, effective, and stimulating. Evidence of leadership in curriculum development and pedagogical innovation.	Peer review SET/SPT scores Student comments Teaching dossier (see Preamble) Teaching awards
<b>b) Sound and current course content and material</b>	Sound and current course content and material, with evidence of practices to remain current.	Meets the standard set for associate professor and actively contributes to curricular development.	
<b>c) Organization of class – effectiveness in providing activities to develop student learning</b>	Planned learning activities clearly and effectively support student intellectual growth and skills development specific to the class, and are consistently at an appropriate level of difficulty.	Planned learning activities clearly, consistently, and effectively advance student intellectual growth and skills development specific to the class; and are consistently at an appropriate level of difficulty.	
<b>d) Methods of assessment are clear, aligned with intended learning outcomes, at an appropriate level of difficulty, and reflect current disciplinary practice</b>	Assessment activities are generally clear, well-aligned with learning outcomes, and appropriately challenging for the course level.	Assessment activities are exceptionally clear, well-aligned with learning outcomes, and are appropriately challenging for the course level.	

<sup>3</sup> Alternate instructional and assessment methods reflective of Indigenous cultures, and, where applicable, of the cultural diversity of other EDID instructors, should be acknowledged and assessed in context. This may involve, for example, less of an emphasis on written work as a means of assessment.

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**Criterion 2: Teaching and Supporting Student Learning**

Quality teaching, including lecturing, classroom, on-line instruction, workshop and applied activities, undergraduate and graduate teaching.

	Associate Professor	Professor	Evidence
<b>a) Clarity and stimulation of interest</b>	Students indicate that instruction is clear and engaging.	Meets the standard set for associate professor and demonstrates a longer-term commitment to pedagogical innovation.	Teaching dossier Peer review Student comments SET/SPT scores <sup>4</sup> Record of investigated student complaints Teaching awards
<b>b) Encouraging students to interact with the instructor and/or with each other to facilitate learning</b>	Employs effective strategies that encourage interaction.	Employs innovative strategies that encourage and sustain engagement, which may include interaction, participation and experiential learning.	
<b>c) Supporting students in reaching goals for the course</b>	Evidence that instructional practices support student development of intended learning.	Meets the standard set for associate professor and demonstrates ongoing leadership in practices that support students.	
<b>d) Timely and constructive feedback is provided to students</b>	Student feedback or other evidence is timely and regular, and is consistently appropriate to the nature of the course. Feedback provided useful guidance regarding how to improve for future work.	Meets the standard set for associate professor.	

<sup>4</sup> SET/SPT scores should be assessed in context: size of class, difficulty of subject material, required vs elective status, and grading strictness should be taken into account in interpreting scores. It should also be recognized that racial, gender, and cultural diversity has been shown to affect student perceptions of teaching. Overall, the teaching dossier should be prioritized as a means of assessment.

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**Criterion 3: Developing Effective Environments, Student Support and Guidance**

Activities relating to the creation of an engaging learning environment for students, including development of learning communities that account for and encourage equity and diversity.

	Associate Professor	Professor	Evidence
<b>a) Creates effective learning environments which demonstrate respect and require students to demonstrate respect for others</b>	Actively and explicitly works to establish respectful practices and interactions with students and among students, and to develop effective learning environments.	Meets the standard set for associate professor.	Teaching dossier Course outlines ECV Student comments Record of investigated student complaints
<b>b) Availability for consultation (e.g., email, online, office hours, telephone)</b>	Available to students outside of class time with evidence of systematic approaches to ensuring availability to students.	Candidate is available to students outside of class time and responds substantially to student academic advising needs in a timely fashion.	

**Criterion 4: Integration of Scholarship, Research or Professional Activities with Teaching**

	Associate Professor	Professor	Evidence
Practices may include: a) Teaching and learning research into teaching practice b) Discipline-based research in the curriculum and engagement of students in pedagogically sound discipline-based research c) Professional or work-based practice and experiences into teaching practice and the curriculum	Research on teaching and learning, discipline-based research, or professional or work-based practice forms a regular source for planning and decision making in teaching and course design, and informal inquiry forms an element of teaching improvement practice.	Meets the standard set for associate professor.	Teaching dossier ECV New course development

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<b>Criterion 5: Continuing Professional Development and Efforts to Improve Individual Practice and Departmental Teaching Culture</b>			
	Associate Professor	Professor	Evidence
Evidence of teaching related professional development	Has demonstrated a commitment to improving their own teaching through activities such as self-directed reading, workshops, forums, conferences, or peer-led activities intended to enhance teaching and learning.	Has demonstrated a long-term commitment to improving their own teaching through activities such as self-directed reading, workshops, forums, conferences, or peer-led activities intended to enhance teaching and learning.	Teaching dossier Workshop participation ECV
Evidence of efforts to improve teaching and student learning in the department or beyond	Has participated in curriculum renewal and development, for example through the Undergraduate and/or Graduate Studies Committee. Has participated in curriculum renewal and development at the University and Faculty level, in interdisciplinary programs, for example. <sup>5</sup>	Has contributed to the growth of knowledge and practice in teaching and learning within the department or beyond, for example through an inquiry-based approach to teaching and learning, presentations, publications, mentorship, or other leadership activities. Has taken a leadership role in curriculum renewal and development, for example through the Undergraduate and/or Graduate Studies Committee. Has participated in or taken a leadership role in curriculum renewal and development at the University and Faculty level, in interdisciplinary programs, for example. <sup>4</sup>	

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

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<sup>5</sup> It should be recognized that Indigenous and other EDID faculty participate in a specialized way in curriculum renewal in developing courses and programs, often from the start of their careers, an extension of the teaching mission that should be credited.

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## SERVICE CRITERIA

Criterion 1: Engagement in Departmental Governance and Program Support Activities <sup>6</sup>			
	Associate Professor	Professor	Evidence
<b>a) Actively engaged in departmental governance structures</b>	Candidate is actively engaged in governance work as evidenced through attendance and participation in committee and council work. <sup>7</sup>	Candidate is actively engaged and prepared to take a leadership role in the governance of the department. This leadership may be through committee chair work; the development of new courses and programs or curriculum revision; recruitment and retention activities. <sup>6</sup>	ECV Department Head's report Evidence submitted by the candidate
<b>b) Actively engaged in student support</b>	Candidate is engaged in supporting student activities within the department.	Candidate is actively engaged and prepared to take a leadership role in supporting student societies and initiatives.	

<sup>6</sup> It is normally expected that an assistant professor in the department will have a lighter service load than the average for associate and full professors. Candidates' service role will be evaluated in that context.

<sup>7</sup> It should be recognized that Indigenous and EDID faculty often have heavier service loads in that the burden of program change in the interests of equity and representation tends to fall on the members of designated groups, often at the start of their careers. This service being critical to the mission of the university and the betterment of society, it should be given due weight in relation to teaching and research.

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<b>Criterion 2: Engagement in University Service</b>			
	<b>Associate Professor</b>	<b>Professor</b>	<b>Evidence</b>
<b>a) Demonstrated engagement in university governance</b>	Candidate may be engaged in faculty and/or university committees and activity. Especially for Assistant Professors, credit should be given for this involvement at an early stage. <sup>8</sup>	Demonstrated involvement in faculty and/or university governance. <sup>7</sup>	ECV Department head's report Evidence submitted by the candidate

<b>Criterion 3: Engagement in Service to the Academic and Wider Community<sup>9</sup></b>			
	<b>Associate Professor</b>	<b>Professor</b>	<b>Evidence</b>
<b>a) Demonstrated engagement in the academic community</b>	Candidate will be active in national and/or international academic associations as established through the organization of panels at conferences, serving on conference committees; or evaluating article and book submissions for journals and academic presses, serving on editorial board for presses and/or journals, etc. Service on PhD and MA committees in other departments or institutions.	Candidate will demonstrate having made contributions to national and/or international disciplinary academic associations or the disciplinary community in the form of such activities as organizing conferences; giving keynote addresses; holding office in national or international disciplinary academic associations; sitting on the board of editors for presses and journals; serving as specialists for interdisciplinary presses and organizations; editing series for academic and creative presses, etc.	ECV Evidence submitted by the candidate

<sup>8</sup> Still more at the University level, it should be recognized that Indigenous and other EDI faculty often have heavier services loads in that the burden of program change in the interests of equity and representation tends to fall on the members of designated groups, often at the start of their careers. This service being critical to the mission of the university and the betterment of society, it should be given due weight in relation to teaching and research.

<sup>9</sup> The committee recognizes that the overlap between this criterion and criteria within the research component. The committee is entitled to use discretion in deciding how to apply the evidence across the different criteria.

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		Service on PhD and MA committees in other departments or institutions.	
c) Service to the wider community	Consideration will be given to service work connected to the discipline in the wider community. <sup>10</sup>	Meets the standard set for Associate Professor. <sup>9</sup>	

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<sup>10</sup> In particular cases, Indigenous scholarship for example, connection to the community is essential to the candidate's research and teaching. In the case of Indigenous faculty and other EDID faculty, the research, teaching, and community service are more vitally integrated than in traditional Western models, and this should be recognized.