

Department of English and Creative Writing
Renewal, Tenure and Promotion Criteria and Standards: Tenure and Promotion
March 2022

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.

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, 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.

**University of Windsor Research Evaluation Framework:
Department of English and Creative Writing RTP Criteria 2021**

RESEARCH CRITERIA

Criterion 1: Expertise in research or creative area and relevant methodologies; effective and ethical project management			
	Associate Professor	Full Professor	Evidence
<p>a) An active and well-constructed research or creative activity plan, and a history of successful plans or projects</p> <p>Clearly focused research/creative plan articulated in a research statement.</p>	<p>The candidate demonstrates an ongoing, clearly focused, and active program of research and/or creative activity, with a continued pattern of production under review</p>	<p>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).</p>	<p>ECV Research/Creative Activity Plan External Peer Review Head's report</p>
<p>b) Conformity with all relevant institutional, disciplinary and funding agency ethical and research guidelines</p>	<p>An application for at least one major external research/creative grant is an asset. Specific community-based grants are also relevant.</p> <p>A pattern of conformity with relevant institutional, disciplinary, and funding agency ethical research guidelines.</p>	<p>Has met all indicators of (b) for Associate Professor since earning tenure.</p>	

**University of Windsor Research Evaluation Framework:
Department of English and Creative Writing RTP Criteria 2021**

Criterion 2: A record of high quality refereed publications, juried creative activity or other demonstrated scholarly productivity			
	Associate Professor	Full Professor	Evidence
<p>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</p>	<p>In the five-year probationary period, it is expected that the candidate will have published:</p> <p>5 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 and 1 peer reviewed journal article or chapter or creative piece (distinct in content from book) OR 1 edited volume and 3 peer reviewed journal articles or chapters or creative pieces (distinct in content from the book).</p> <p><i>Equivalencies</i>¹ Peer reviewed book chapters are considered the equivalent to peer reviewed journal articles.</p> <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 style="width: 20%; margin-left: 0;"/> <p>The Committee will recognize that Indigenous candidates may work either in a conventional academic</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. This can be broadly considered as an average of 1.5 refereed articles / book chapters / creative pieces per year (or the equivalent, such as a book-length project, including edited or collaborative work, every 5 years).</p> <hr style="width: 20%; margin-left: 0;"/> <p>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.”³ Although all candidates are expected to produce some</p>	<p>ECV Selected publications External review Peer review</p> <p>NOTE: Overall record includes publications prior to employment at Windsor. -</p>

¹ Based on evidence provided by the candidate, the committee may evaluate a successful grant application as equivalent to two peer-reviewed publications.

³ These definitions are drawn from Trent University’s “Indigenous Studies Tenure Process and Criteria” 2015, and from the RPT criteria for the Department of Political Science, 2019.

**University of Windsor Research Evaluation Framework:
Department of English and Creative Writing RTP Criteria 2021**

	<p>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.”² 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.</p>	<p>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.</p>	
<p>b) Research dissemination or creative activity is at the national and international level</p>	<p>Publications are peer reviewed and are generally published in well-respected journals or through publishing houses with high quality reputations.</p>	<p>Many publications are published in journals or with publishing houses of high quality national or international reputations. Dissemination of scholarly activity occurs through regular</p>	

² 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.

**University of Windsor Research Evaluation Framework:
Department of English and Creative Writing RTP Criteria 2021**

	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.	conference participation, and/or through public visibility and engagement; community-based research and creative activity Work is consistently widely recognized at national and/or international levels.	
c) External peer review indicates that publications or creative activity is of high quality	External peer review indicates that publications are of good quality.	External peer review indicates that publications are of high/excellent quality.	

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
a) Original contributions to the field of study or creative practice that have influenced thinking and/or practice in the field.	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) Extent to which research or creative activity is reviewed, considered, cited, read	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	

**University of Windsor Research Evaluation Framework:
Department of English and Creative Writing RTP Criteria 2021**

		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 recognition/ leadership within the area of research specialty	Evidence of national 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 editorial board; editing special issues of journals.	Evidence of national 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 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.	

Criterion 4: Capacity building through income generation, collaboration development and infrastructure development strategies [NOTE: grants are not *sine qua non* in our discipline. External funding is not the norm. A substantial external grant is deemed equivalent to two refereed articles / pieces.]**

	Associate Professor	Full Professor	Evidence
a) Internal or external research or creative activity funding; OR	Funding of research or creative grants judged as significant by departmental peers and chair/director OR	History of success in granting competitions, including those considered being the most highly competitive within the discipline, given the career stage of the candidate. OR	Grants received Grant applications and reports from these applications if unsuccessful e.g. SSHRC designations

**University of Windsor Research Evaluation Framework:
Department of English and Creative Writing RTP Criteria 2021**

<p>b) Partnerships that directly contribute to research capacity or the development of research or creative activity infrastructure</p>	<p>Strong degree of community, industry, or academic partnerships that contribute materially, creatively, or intellectually to the university and broader community.</p>	<p>Exceptional degree of community, industry, or academic partnerships that contribute to research and/or artistic capacity materially, creatively, or intellectually.</p>	
--	--	--	--

**University of Windsor Research Evaluation Framework:
Department of English and Creative Writing RTP Criteria 2021**

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

	Associate Professor	Full Professor	Evidence
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.	

**University of Windsor Research Evaluation Framework:
Department of English and Creative Writing RTP Criteria 2021**

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

	Associate Professor	Full Professor	Evidence
<p>a. Evidence of capacity to build productive research collaboration</p> <p>OR</p>	<p>Collaboration and partnerships in research and creative activity clearly indicate the development of a national or international profile.</p>	<p>The candidate for full professor should be able to demonstrate participation in research networks of national or international prominence.</p>	<p>ECV External Review Engagement in academic networks including academic associations, editorial boards,</p>
<p>b. Publicly engaged academic/creative work</p> <p>OR</p>	<p>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.</p>	<p>The candidate's research may have some public visibility and application in the form of public presentations, school presentations, interviews with media outlets.</p>	
<p>c. Leadership contributions to national disciplinary academic associations or to the disciplinary community</p>	<p>Contributions to national academic associations or the disciplinary community as established through conference participation, the organization of panels at conferences, serving on conference committees, conference organization; serving on creative juries; evaluating article and book submissions for journals and academic presses; service on organization of academic societies; editorial boards of publishers and journals.</p>	<p>Evidence that the faculty member has established a prominent position within national disciplinary academic associations or the disciplinary community in the form of such activities as chairing panels at conferences, conference organization, the giving of keynote addresses; or holding office in national or international disciplinary academic associations, sitting on the editorial boards of publishers and journals, editing series for academic presses etc.</p>	

TEACHING CRITERIA⁴

Criterion 1: Design and Planning of Learning Activities 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			
	Associate Professor	Professor	Evidence
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)	Learning materials are consistently well-aligned, 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 scores Student comments Teaching dossier (see Preamble) Teaching awards
b) Sound and current course content and material	Sound and current course content and material, with evidence of practices to remain current	Meets the standard set for associate professor	
c) Organization of class – effectiveness in providing activities to develop student learning	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	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	Assessment activities are generally clear, well-aligned with learning outcomes, and appropriately challenging for the course level.	Meets the standard set for associate professor	

⁴ 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.

**University of Windsor Research Evaluation Framework:
Department of English and Creative Writing RTP Criteria 2021**

current disciplinary practice			
-------------------------------	--	--	--

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
Clarity and stimulation of interest	Students indicate that instruction is generally easy to follow and interesting.	Meets the standard set for associate professor	Teaching dossier Peer review Student comments SET scores Record of investigated student complaints Teaching awards
Encouraging students to interact with the instructor and with each other to facilitate learning	Employs effective strategies that encourage interaction	Meets the standard set for associate professor	
Supporting students in reaching goals for the course	Evidence that instructional practices support student development of intended learning	Meets the standard set for associate professor	
Timely and constructive feedback is provided to students	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	
Student perceptions of teaching	Instructor SET scores average 5.0 or higher. *SET 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	Instructor SET scores average 5.0 or higher.	

**University of Windsor Research Evaluation Framework:
Department of English and Creative Writing RTP Criteria 2021**

	<p>interpreting scores. It should also be recognized that racial, gender, and cultural diversity have been shown to affect student perceptions of teaching. Overall, the teaching dossier should be a privileged means of assessment.</p>		
--	--	--	--

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
Creates effective learning environments which demonstrate respect and require students to demonstrate respect for others	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
Availability for consultation (e.g., email, online, office hours, telephone)	Available to students outside of class time with evidence of systematic approaches to ensuring availability to students	Meets the standard set for associate professor	

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

	Associate Professor	Professor	Evidence

**University of Windsor Research Evaluation Framework:
Department of English and Creative Writing RTP Criteria 2021**

<p>Inclusion of ONE of:</p> <p>a) Teaching and learning research into teaching practice</p> <p>b) Discipline-based research in the curriculum and engagement of students in pedagogically sound discipline-based research</p> <p>c) Professional or work-based practice and experiences into teaching practice and the curriculum</p>	<p>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.</p>	<p>Meets the standard set for associate professor</p>	<p>Teaching dossier ECV New course development</p>
---	--	---	--

Criterion 5: Continuing Professional Development and Efforts to Improve Individual Practice and Departmental Teaching Culture			
	Associate Professor	Professor	Evidence
<p>Evidence of teaching related professional development</p>	<p>Has demonstrated a commitment to improving his or her own teaching through activities such as self-directed reading, workshops, forums, conferences, or peer-led activities intended to enhance teaching and learning</p>	<p>Has demonstrated a long-term commitment to improving his or her own teaching through activities such as self-directed reading, workshops, forums, conferences, or peer-led activities intended to enhance teaching and learning</p>	<p>Teaching dossier Workshop participation</p>
<p>Evidence of efforts to improve teaching and student learning in the department or beyond</p>	<p>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. *It should be recognized that Indigenous and other EDID faculty participate in a</p>	<p>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</p>	<p>ECV</p>

**University of Windsor Research Evaluation Framework:
Department of English and Creative Writing RTP Criteria 2021**

	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.	development at the University and Faculty level, in interdisciplinary programs, for example.	
--	--	--	--

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.

**University of Windsor Research Evaluation Framework:
Department of English and Creative Writing RTP Criteria 2021**

SERVICE CRITERIA

Criterion 1: Engagement in Departmental Governance and Program Support Activities⁵			
	Associate Professor	Professor	Evidence
a) Commitment to Departmental governance structures	Candidate is actively engaged in governance work as evidenced through attendance and participation in committee and council work. *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.	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	ECV Department head's report Evidence submitted by the candidate
b) Commitment to student support	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.	

⁵ 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.

**University of Windsor Research Evaluation Framework:
Department of English and Creative Writing RTP Criteria 2021**

Criterion 2: Engagement in University Service			
	Associate Professor	Professor	Evidence
a) Commitment to university governance	Candidate may be engaged in university committees and activity. Especially for Assistant Professors, credit should be given for this involvement at an early stage. *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.	Candidate is actively engaged in the governance of the university. This may be evidenced through participation in university committees, working groups, Senate, or the Faculty Association	ECV Department head's report Evidence submitted by the candidate

Criterion 3: Engagement in Service to the Academic and Wider Community⁶			
	Associate Professor	Professor	Evidence
a) Commitment to the academic community	Candidate will demonstrate some contributions to national academic associations as established through the organization of panels at conferences, serving on conference committees; or evaluating article and book submissions for journals	Evidence that the faculty member has established a prominent position within national disciplinary academic associations or the disciplinary community in the form of such activities as organizing conferences; giving	ECV Evidence submitted by the candidate

⁶ 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.

**University of Windsor Research Evaluation Framework:
Department of English and Creative Writing RTP Criteria 2021**

	<p>and academic presses, serving on editorial board for presses and/or journals, etc. Service on PhD and MA committees in other departments or institutions.</p>	<p>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. Service on PhD and MA committees in other departments or institutions</p>	
<p>b) Service to the wider community</p>	<p>Consideration will be given to service work in the wider community when connected to the discipline. 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 in assessing the triad.</p>	<p>Consideration will be given to service work in the wider community when connected to the discipline. In particular cases, Indigenous scholarship for example, connection to the community is essential to the candidate's research and teaching.</p>	