

Renewal, Tenure/Permanence and Promotion Process (RTP/RPP)



Erika Kustra, Associate Vice-President, Academic
Blair Gagne, Executive Assistant to the Provost and AVPA
Sept 25, 2026



Agenda

1. RTP/RPP Process Overview
 - Timelines
2. Candidate's Role
 - eCV
 - Optional Self-Review
 - Teaching Dossiers
3. Performance reviews
4. AAU RTP/RPP Committee
5. Role of UCAPT
6. RTP/RPP Criteria



Why Is RTP/RPP Process Important?

Individual

**Provides
feedback on
progress**

**Careers
depend on it!**

Institutional

**Ensures
university
quality**

**Mechanism for
public
accountability**



Tenure/Permanence Timeline

- 
- **1st full-year**
 - 1st Performance Review
 - **Contract Renewal** (usually 3rd year)
 - 2nd Performance Review
 - RTP/RPP Committee Meeting & UCAPT
 - **Tenure/Permanence** (usually 5-6 years)
 - 3rd Performance Review
 - External Reviews
 - RTP/RPP Committee Meeting & UCAPT



Submissions for this year

(Chart)

- Faculty members hired July 1, 2023, will need a **contract renewal** conducted this Fall of 2026
- Faculty members hired July 1, 2021, will go up for **tenure/permanence** this Fall of 2026 for tenure July 1, 2027

Note: For those members who have tenure/permanence - performance reviews are conducted every 3 years



Early Tenure

Bylaw 22.4.5: can be considered for tenure **after two full years** of employment in the probationary appointment at the University. The faculty member initiates the process by application to the AAU Head

Bylaw 22.4.6:

- A successful tenure application will automatically result in promotion eg. to Associate Professor, AAS III, Librarian III. (Only one application is required).



What Stops the Clock?

- A sick leave or parental leave does **not automatically** stop the clock. However, if any one of these impacted progress then request a deferral [Article 12:05\(e\)](#)
- If defer contract renewal, remember to submit a separate request to defer tenure/permanence if you want one
- Leave of absence without pay, or exceptional circumstances can also request a deferral



Summary of Formal Deadlines

If there are deadline concerns, please contact Blair Gagne

July 15	C.A. 5:31	Every faculty updates eCV
September 1	Bylaw 22.4.2	AAU Head informs AAU
October 1	Bylaw 22.4.3/C.A. 5:32	Performance review (PR)
October 15	Bylaw 22.4.4	Review PR
October 31	Bylaw 22.6.5	Renewal info to UCAPT
December 15	Bylaw 22.6.5	Tenure info to UCAPT
January 31	Bylaw 22.6.5	Promotion info to UCAPT

2023 onwards: Senate motion in 2021-2022 will implement **tracking of key RTP/RPP milestones** to ensure transparency.



Managing Tenure/Permanence and Promotion Timeline

Recommended Revisions: starting in the spring to have time to recruit referee

April 15

Draft of package submitted by candidate to initiate process

by September 1st:

April 15-30

Meet with AAU RTP/RPP committee to select names of external reviewers from lists previously gathered from i) the committee, and ii) the candidate. At least one (1) name selected from the committee's list, one (1) from the candidate's list, and one (1) from either the committee or candidate's list. A total of three referees are required.

by October 1st:

Documentation completed for all performance reviews by candidate.

July 15-30

by October 15th:

Meet with faculty members to discuss performance reviews.

July 30

August 10

Circulate materials to external referees

by November 17th:

Sept 30-Oct 15

RTP/RPP Committee meeting – must have all materials including external
With at least five 5 days notice: circulate packages to RTP/RPP committee. Consider whether candidate should be invited to attend meeting to provide further clarification prior to RTP/RPP committee recommendation.

by November 28th:

The RTP/RPP committee completed final review of applications.

by December 1st:

All documentation completed by the AAU Head and reviewed by the RTP/RPP committee members for feedback.

by December 5th:

Documentation delivered to the Dean for Dean's comments.

December 15th:

Applications delivered to the Chair of the UCAPT.



RTP/RPP Tracking

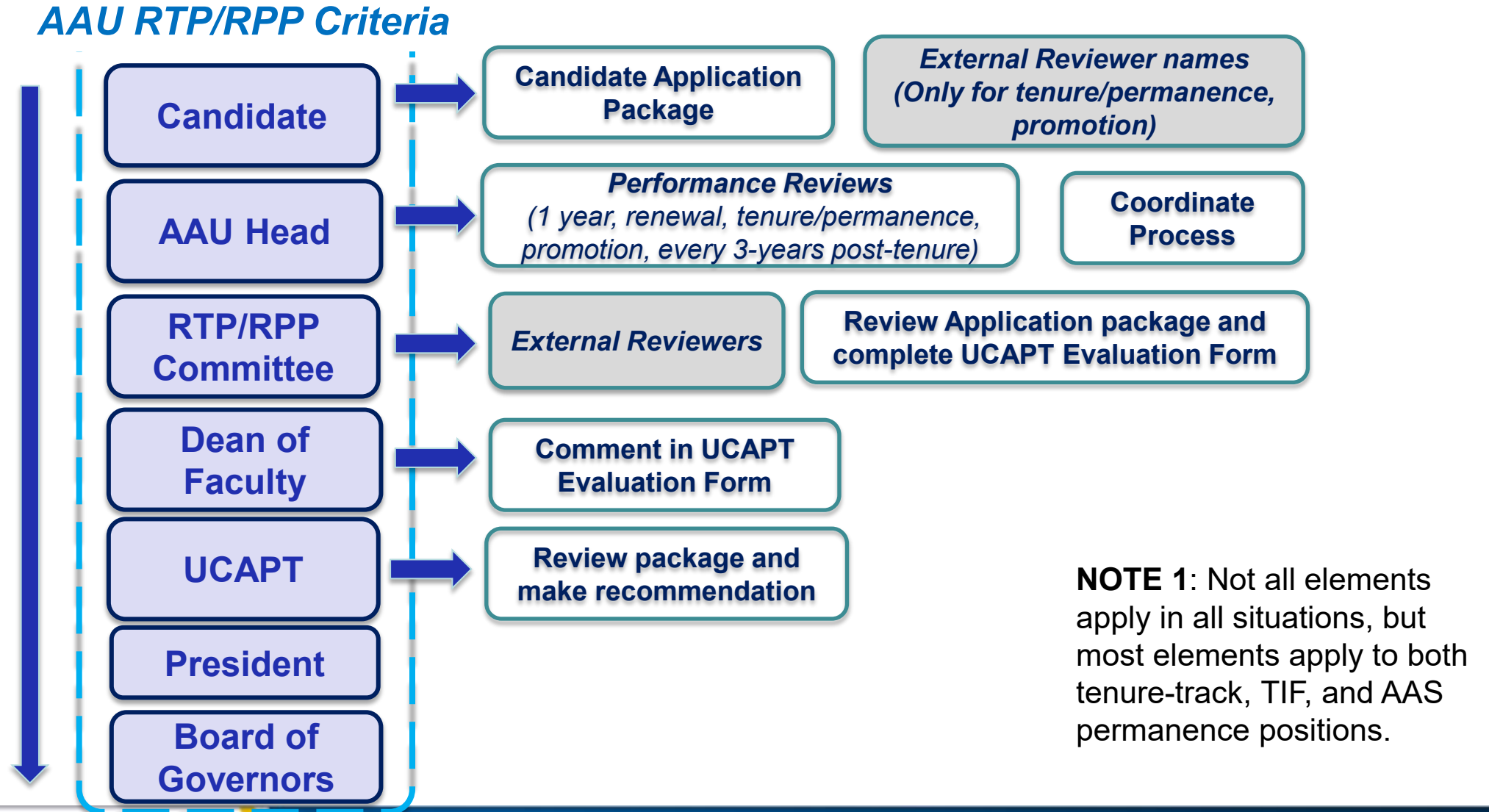
For AAU Heads/Admin

- A process to raise transparency in the RTP/RPP Process
- Mandated by Senate to develop a process for this Fall (voted [June 2022](#))
- Automatic emails about progress
- More complete enterprise process review underway

Contract Renewal Steps	Contract Renewal Step Description	Status	Application Type	
CR-1	AVPA Office Uploaded Master List, Confirm Additions	Not Complete	Contract Renewals	A
CR-2	Candidate Informed Head/Dean of Intention	Not Complete		
CR-3	Package Submitted by Candidate	Not Complete	Applicant Name	B
CR-4	Performance Review Completed	Not Complete		
CR-5	RTP/RPP Committees Formed	Not Complete	Applicant Email	C
CR-6	RTP/RPP Meeting Date Set	Not Complete		
CR-7	Candidate Notified of Meeting	Not Complete	Applicant Faculty/Department	D
CR-8	Deliberations Complete	Not Complete		
CR-9	RTP/RPP File Sent to Dean's Office	Not Complete		
CR-10	Candidate Notified of Recommendation	Not Complete		
CR-11	Dean Reviewed and Completed Summary	Not Complete		
CR-12	Dean Submitted Package to AVPA	Not Complete		
CR-13	UCAPT/UCRPPLM Review Complete	Not Complete		
CR-14	President Reviewed	Not Complete		
CR-15	AVPA Sent Letter to Candidate	Not Complete		



Key Components: Overall Process



UCAPT Website Resources



University
of Windsor

FUTURE STUDENTS

ask.UWindsor

SUPPORT UWINDSOR



MENU



Office of the Provost and Vice-President, Academic

[Home](#)

[About](#)

[Initiatives](#)

[Retirement Incentive](#)

[Academic Labour Relations](#)

[Celebrating New Faculty](#)

[New Faculty/Recruitment](#)

[Faculty Administrative Processes](#)

[Academic Integrity](#)

[Policies and Procedures](#)

[Search and Review Committees](#)

[Contact Us](#)

[Related Links](#)

[UWindsor Home](#) > [Office of the Provost and Vice-President, Academic](#)

> [University Committee on Academic Promotion and Tenure \(UCAPT\) Process and Procedures](#)

University Committee on Academic Promotion and Tenure (UCAPT) Process and Procedures

[UCAPT Membership](#)

[UCAPT meeting and submission deadline dates 2024-2025](#)

Charts for Renewal, Tenure and Permanence Consideration

- [Faculty, Librarians & AAS I and II members](#)
- [Associate, Librarians III & IV, AAS III & IV members](#)
- [Librarian I and II members on 5-year contracts](#)
- [Librarian III members on 4-year contracts](#)

RTP UCAPT APPROVED CRITERIA AND FRAMEWORKS: [Renewal, Tenure and Promotion \(RTP\) Criteria Research and Teaching Evaluation Frameworks](#) | [Office of the Provost and Vice-President, Academic \(uwindsor.ca\)](#)

Documentation

UCAPT CHECKLIST - [/provost/sites/uwindsor.ca/provost/files/ucapt_checklist_2024_1.pdf](#)

All links below direct to Microsoft Word Documents

1. Cover Sheets

- [Contract Renewal - Faculty](#)
- [Contract Renewal - Ancillary Academic Staff](#)
- [Tenure and Promotion to Associate Professor - Faculty](#)

<https://www.uwindsor.ca/provost/336/university-committee-academic-promotion-and-tenure-ucapt-process-and-procedures>



University of Windsor

Key Components: Overall Process

AAU RTP/RPP Criteria

Candidate



Role of the Candidate

- Select and review [RTP/RPP criteria](#)
- Prepare package:
 - **Electronic Curriculum Vitae** mandatory (CA 5.31: <https://ecv.apps.uwindsor.ca>) - add support for *in-press*
 - *Share access with your AAU Head*
 - **Self-Assessment** (Recommended)
 - **Teaching Dossier** (Recommended)
 - Other supports based on criteria, draft [Table 3](#)
- Use the cover sheet checklist, submit a final pdf package to Head



UCAPT Cover Sheet

<https://www.uwindsor.ca/provost/336/university-committee-academic-promotion-and-tenure-ucapt-process-and-procedures>

UNIVERSITY OF WINDSOR RECOMMENDATION TO UCAPT BY AAU RTP COMMITTEE Tenure and Promotion to Associate Professor

**PLEASE REFER TO: Senate Bylaws 20, 22, 23
and Collective Agreement Articles 5:31, 5.32, 12 & 13**

~~~~~

### **AAU RTP Committee Membership:**

**List ALL members AND indicate whether present or absent**

- 1) Voting AAU Head (Chair): ☐
- 2) Voting Student (a): ☐
- 3) Voting Student (b) **[ONLY required for Joint & Hybrid appointments – Bylaws 20.2.1.3 and 22.3.1.3]:** ☐
- 4) Voting Faculty members: ☐
- 5) Non-voting Dean (or designate) of Departmentalized Faculty: ☐
- 6) Non-voting EE/PA: ☐

### **Check List:**

- ☐ 1) cover sheet
- ☐ 2) UCAPT Evaluation Form
- ☐ 3) candidate's printed electronic c.v.
- ☐ 4) Student Perceptions of Teaching [SPT03](#) Report Summary and (optional) SPT Instructor Course Reports – no comments
- ☐ 5) Table 3
- ☐ 6) all SIGNED performance reviews and responses
- ☐ 7) 3 reference letters for tenure
- ☐ 8) optional Candidate Self-Assessment Statement (recommended)
- ☐ 9) optional teaching dossier (recommended)
- ☐ 10) optional research statement
- ☐ 11) AAU RTP Criteria



# Select Your RTP/RPP Criteria

- Candidates may follow the AAU criteria and standards in place at the time of their initial appointment or any AAU criteria and standards approved thereafter. (Bylaw 23.2.2).

**Candidates can ask AAU for past criteria or look on UCAPT site for most recently approved.**



# RTP/RPP Criteria

Transparency, grounded in the discipline

- Known to the candidate
- Reasonable within discipline and unit
- Measurable where possible
- RTP/RPP criteria are ***reviewed annually*** – must have Faculty Coordinating Council and UCAPT approval. (Bylaw 22.4.1-22.4.1.2)
- UCAPT approves **new and updated** criteria
- Include dates for approvals (like Senate), to indicate what changes have been made.



# Example RTP/RPP Criteria from Kinesiology 2021 (Teaching Section)

| Criterion 5: Demonstrated ability to attract and successfully mentor and train students in research            |                                                                                                                               |                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                | Associate Professor                                                                                                           | Professor                                                                                                                                                                                                                                                                    |
| a) <b>Successful undergraduate and graduate student recruitment and retention, supervision, and mentorship</b> | Evidence that undergraduate and graduate students were recruited <b>based on the candidate's</b> reputation and actions.      | Sustained evidence that the candidate attracts undergraduate and graduate students, and successfully supervised/mentored them to high achievement. For example, high achievement could imply post-doctoral positions, internship/job placements, research and grant success. |
| b) Undergraduate and graduate student application to external funds                                            | Evidence that undergraduate and graduate students applied for external funding opportunities (e.g., tri-council/OGS funding). | Sustained evidence that undergraduate and graduate students applied for external funding opportunities (e.g., tri-council/OGS funding).                                                                                                                                      |
| c) Evidence of                                                                                                 | A pattern of collaboration with                                                                                               | Evidence of a sustained pattern of                                                                                                                                                                                                                                           |



# Intentionally Identify Strengths and Gaps



# Self-Evaluation

## *Best foot forward!*

[Pink Resource Guide](#) (Page 35 or Table)

*Refer to your RTP/RPP Criteria*

- I. Teaching Ability and Performance
- II. Research, Scholarly and Creative Activity
- III. Service: Contributions to the University and to the Academic Profession in areas exclusive of teaching and research
- IV. Overall Self Assessment



# Teaching Dossier

Centre for Teaching & Learning <https://www.uwindsor.ca/ctl/>

A **succinct** document that provides a portrayal of your teaching:

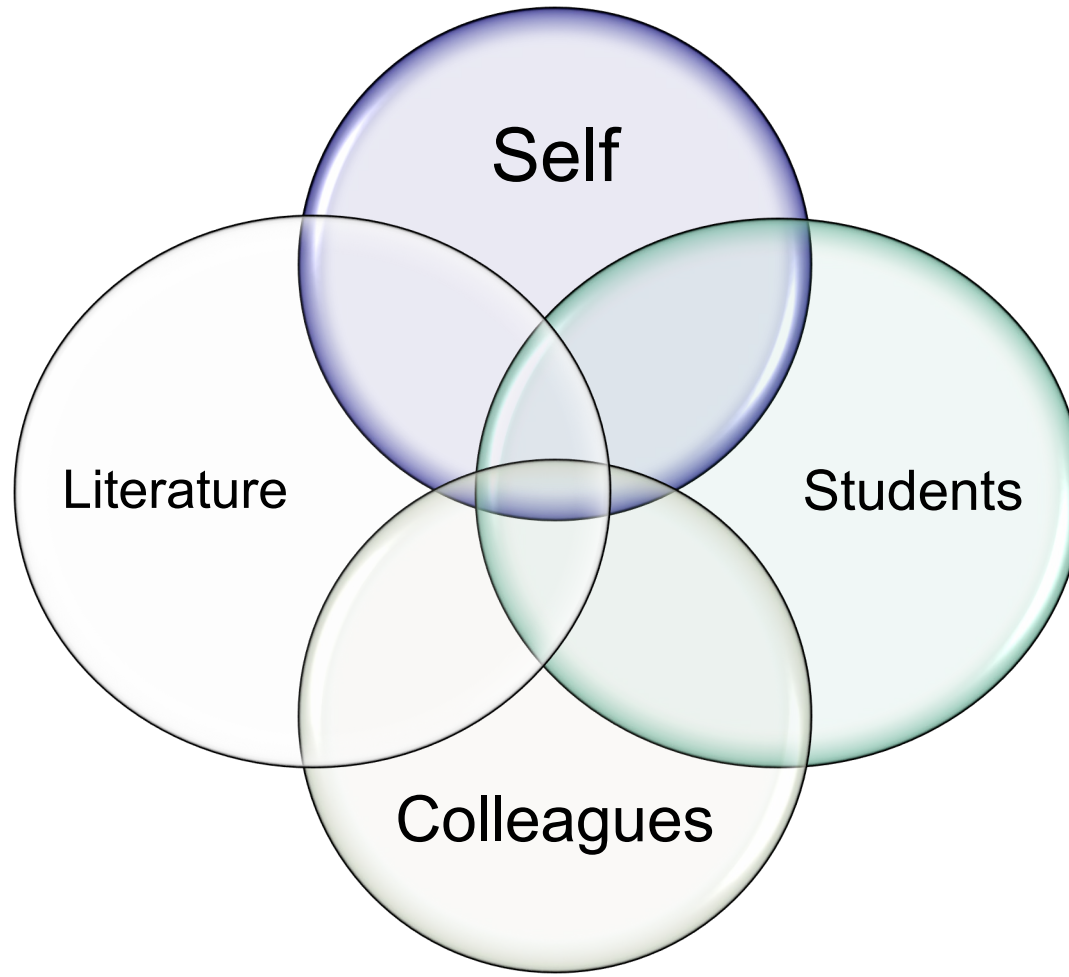
- What you **believe / value**?
- What you **do** (activities, methods)?
- What **impact** do you have?



[University of Windsor Teaching Dossier guide](#) and [template](#)



# Triangulate Evidence



Provide multiple sources of evidence

New Student Perception of Teaching ([SPT](#)) – one source among others

(Brookfield, 1995)



# Student Feedback



# Student Evaluations of Teaching (SET)

**Reminder from COVID: Including SET Scores is instructor's choice for Winter 2020-August 2023**

**- remember to let your AAU Head know your preference**

- SET scores were not collected for Winter 2020 during COVID
- SET scores were optional to include in RTP/RPP for the entirety of the COVID-19 period March 2020-June 2022 by Senate COVID decision [See message from the Provost's office](#)
- June 2022-August 2023, SET scores were also optional as the SET Task Force completed its work and the changes were being implemented by Senate vote.
- For old SET reports reach out to Department first then, reach out to IT



# Student Perceptions of Teaching (SPT)<sup>25</sup>

[SPT Policy](#) Approved May 2023 and used from Sept 2023

[SPT User Manual](#): includes UWindsor and Faculty norms

Sample Report under [SPT website](#)

Delivery of reports: Sent to instructors directly, and to Heads through an SPT Teams Channel for AAUs

To request a report: [Submit an IT ticket for assistance](#)

Questions: [spt@uwindsor.ca](mailto:spt@uwindsor.ca)



# Student Feedback: SPT/SET

- Instructors receive SPT-01a reports for every course taught (where there are more than 3 students)
  - ONLY instructors receive the written student comments
- There is an SPT report (SPT-03) for RTP/RPP summary that the AAU Heads will request
- [Submit a ticket for assistance.](#)



# SPT-03 Report: Ratings for use in RTP and Performance Reviews

## Semester Teaching Summary

|                                               |             |         |             |          |           |          |             |                     |      |      |      |      |      |      |      |  |  |  |  |
|-----------------------------------------------|-------------|---------|-------------|----------|-----------|----------|-------------|---------------------|------|------|------|------|------|------|------|--|--|--|--|
| Instructor 1                                  |             |         |             |          |           |          |             |                     |      |      |      |      |      |      |      |  |  |  |  |
| Faculty of Arts, Humanities & Social Sciences |             |         |             |          |           |          |             |                     |      |      |      |      |      |      |      |  |  |  |  |
| Department Name                               |             |         |             |          |           |          |             |                     |      |      |      |      |      |      |      |  |  |  |  |
| 2023-2024 Annual                              |             |         |             |          |           |          |             |                     |      |      |      |      |      |      |      |  |  |  |  |
| Fall 2023                                     | Course Code | Section | Course Name | Enrollme | Responses | Response | Withdrawals | ID                  | FoL  | GE&  | PLA  | WD   | SM   | PL   | OS   |  |  |  |  |
|                                               | PHILXXXX    | 1-R     | Course Name | 72       | 22        | 30.56%   | 13          | 6.52                | 6.07 | 5.74 | 6.51 | 4.53 | 5.51 | 5.32 | 5.92 |  |  |  |  |
|                                               | PHIL2XXX    | 1-R     | Course Name | 32       | 13        | 40.63%   | 11          | 6.77                | 6.46 | 6.21 | 6.85 | 5.33 | 5.65 | 6.15 | 6.38 |  |  |  |  |
| Fall 2023 Total/Average:                      |             |         |             | 104      | 35        | 35.59%   | 24          | 6.65                | 6.27 | 5.98 | 6.68 | 4.93 | 5.58 | 5.74 | 6.15 |  |  |  |  |
| Winter 2024                                   | Course Code | Section | Course Name | Enrollme | Responses | Response | Withdrawals | ID                  | FoL  | GE&  | PLA  | WD   | SM   | PL   | OS   |  |  |  |  |
|                                               | PHIL2XX1    | 1-R     | Course Name | 80       | 21        | 26.25%   | 11          | 6.86                | 6.68 | 6.38 | 6.93 | 5.56 | 6.10 | 6.39 | 6.80 |  |  |  |  |
| Winter 2024 Total/Average:                    |             |         |             | 80       | 21        | 26.25%   | 11          | 6.86                | 6.68 | 6.38 | 6.93 | 5.56 | 6.10 | 6.39 | 6.80 |  |  |  |  |
| 2023-2024 Annual Total/Average:               |             |         |             | 184      | 56        | 32.48%   | 35          | 6.72                | 6.40 | 6.11 | 6.76 | 5.14 | 5.75 | 5.95 | 6.37 |  |  |  |  |
| 2024-2025 Annual                              |             |         |             |          |           |          |             |                     |      |      |      |      |      |      |      |  |  |  |  |
| InterSummer 20                                | Course Code | Section | Course Name | Enrollme | Responses | Response | Withdrawals | ID                  | FoL  | GE&  | PLA  | WD   | SM   | PL   | OS   |  |  |  |  |
|                                               | PHIL8XXX    | 1-R     | Course Name | 15       | 1         | 6.67%    | 0           | 7.00                | 7.00 | 7.00 | 7.00 | 5.67 | 7.00 | 6.80 | 7.00 |  |  |  |  |
| InterSummer 2024 Total/Average:               |             |         |             | 15       | 1         | 6.67%    | 0           | 7.00                | 7.00 | 7.00 | 7.00 | 5.67 | 7.00 | 6.80 | 7.00 |  |  |  |  |
| 2024-2025 Annual Total/Average:               |             |         |             | 15       | 1         | 6.67%    | 0           | 7.00                | 7.00 | 7.00 | 7.00 | 5.67 | 7.00 | 6.80 | 7.00 |  |  |  |  |
|                                               |             |         |             |          |           |          |             | Normative Averages: |      |      |      |      |      |      |      |  |  |  |  |
|                                               |             |         |             |          |           |          |             | 6.26                | 6.33 | 5.97 | 6.55 | 4.79 | 5.98 | 5.85 | 5.80 |  |  |  |  |



## SPT-03 Report- Ratings for use in RTP and Performance Reviews

### Courses by Semester

Same information, same instructor sorted by course level.

|              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Instructor 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

# Table 3

Table 3

STUDENT PERCEPTION OF TEACHING (SPT)

New Page:

Name:  
AAU:

TABLE 3 – prepared by Department Head

For the Period Fall 2004 forward

Identification of NEW course preparations (course not previously taught by the candidate):

|                                                  |  |  |  |  |  |  |
|--------------------------------------------------|--|--|--|--|--|--|
| Semester and Year:                               |  |  |  |  |  |  |
| Total number of courses taught in semester:      |  |  |  |  |  |  |
| Number of new/different courses taught/prepared: |  |  |  |  |  |  |

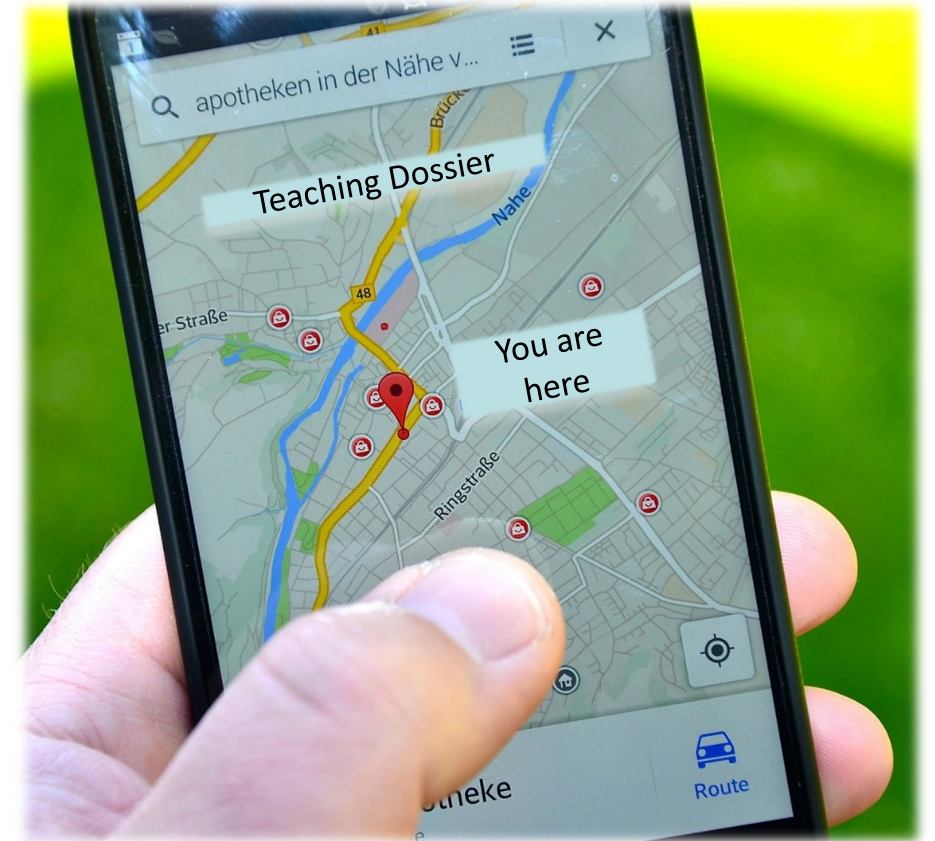
For previously taught courses:

Have course contents and/or methodology changed from year to year? (Please Expand)



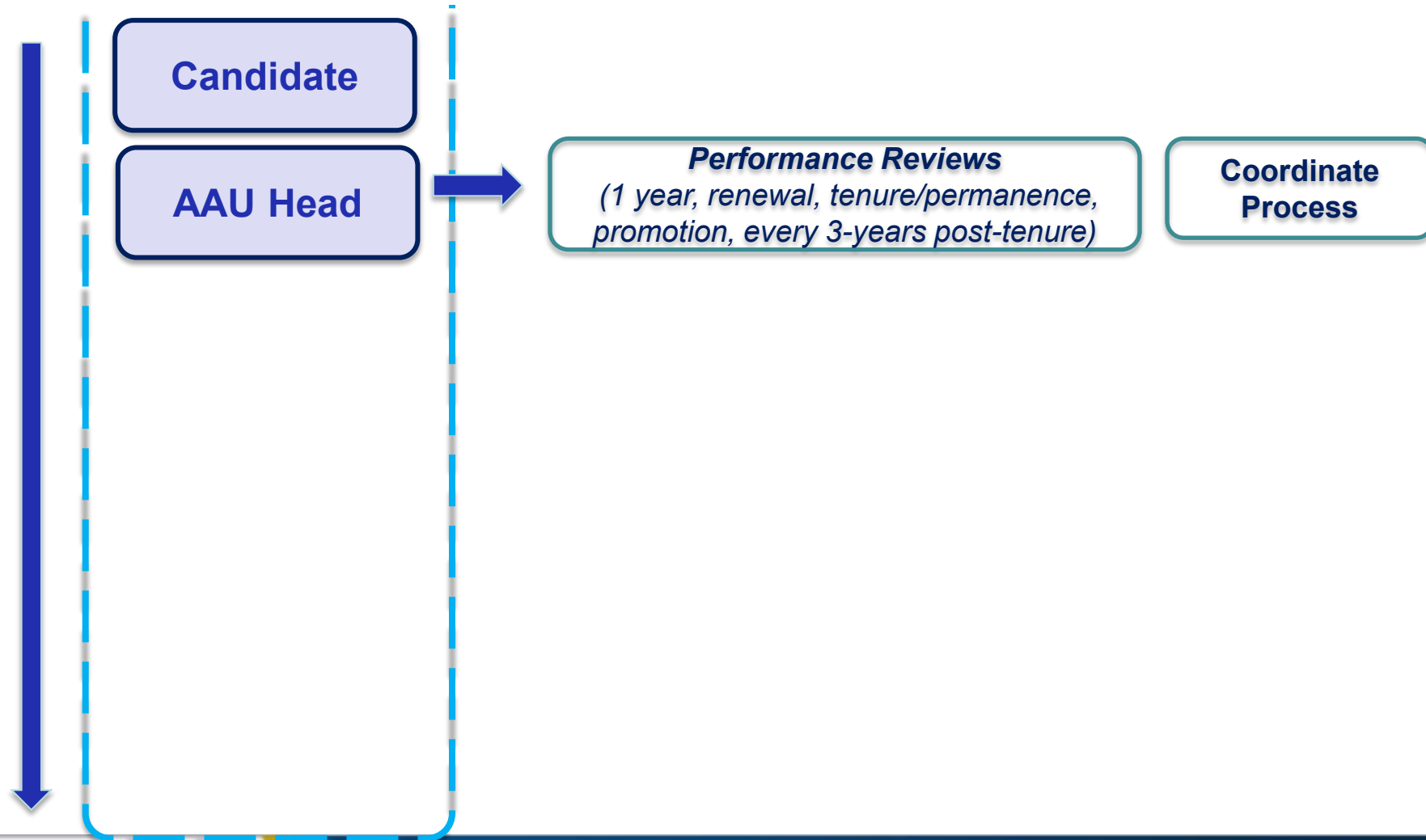
# Next Steps to Prepare Your Package

- Open a teaching dossier file
- Schedule updates for dossier and eCV
- Use electronic calendars to track details
- Gather explicit evidence
- Involve a colleague/critical friend
- Compare with your criteria
- Meet with your Head/Dean



# Key Components: Overall RTP/RPP Process

## *AAU RTP/RPP Criteria*



# Performance Reviews (Bylaw 22.4)

- Recommend submitting at least a draft of the full package for PR
  - Confirm AAU criteria since hire (Bylaw 23)
  - Confirm preference for SET March 2020 – August 2023
- Performance Review shared by the AAU Head in writing
  - Good practice to meet to review together
  - Sign the Performance Review
  - Candidates have the right to make a **written response** that is kept with the file permanently.

**Dates:** Completed by the AAU Head and **signed by October 1**



# Equity, Diversity, Inclusivity

## WUFA Collective Agreement [LETTER XI - Valuing the Service Contributions of Black, Indigenous, and Racialized Members](#)

- To allow a member's service contributions to be devoted to service that in the member's opinion is for the benefit of Black, Indigenous, or racialized students or their communities.

Meet regularly (ideally every year) to discuss workloads



# Performance Reviews Continued

Head will share **their planned recommendations** to be submitted to the AAU RTP/RPP Committee (Bylaw 22.4.4.2)

In cases where the AAU Head proposes **not** to recommend renewal of contract, promotion or tenure, the Head will advise the faculty member of this in writing within 2 working days of conducting the review in 4.4.1. (Bylaw 22.4.4.3)

Faculty member may make written application to the RTP/RPP Committee for consideration within 2 working days



# Performance Reviews – Post-Tenure

## **Bylaw 22.4.3.2 - Every 3 years**

- By October 1, the AAU Head shall complete a Performance Review every three years for each **tenured faculty member** of the AAU relating to the criteria for promotion to Professor specified in Bylaw 23.

## **Bylaw 22.4.3 – Faculty can request one too!**

- By September 15, a tenured faculty member wishing a Performance Review communicates the request to the AAU Head, and the Performance Review is to be completed by October 1.



# Procedural Fairness

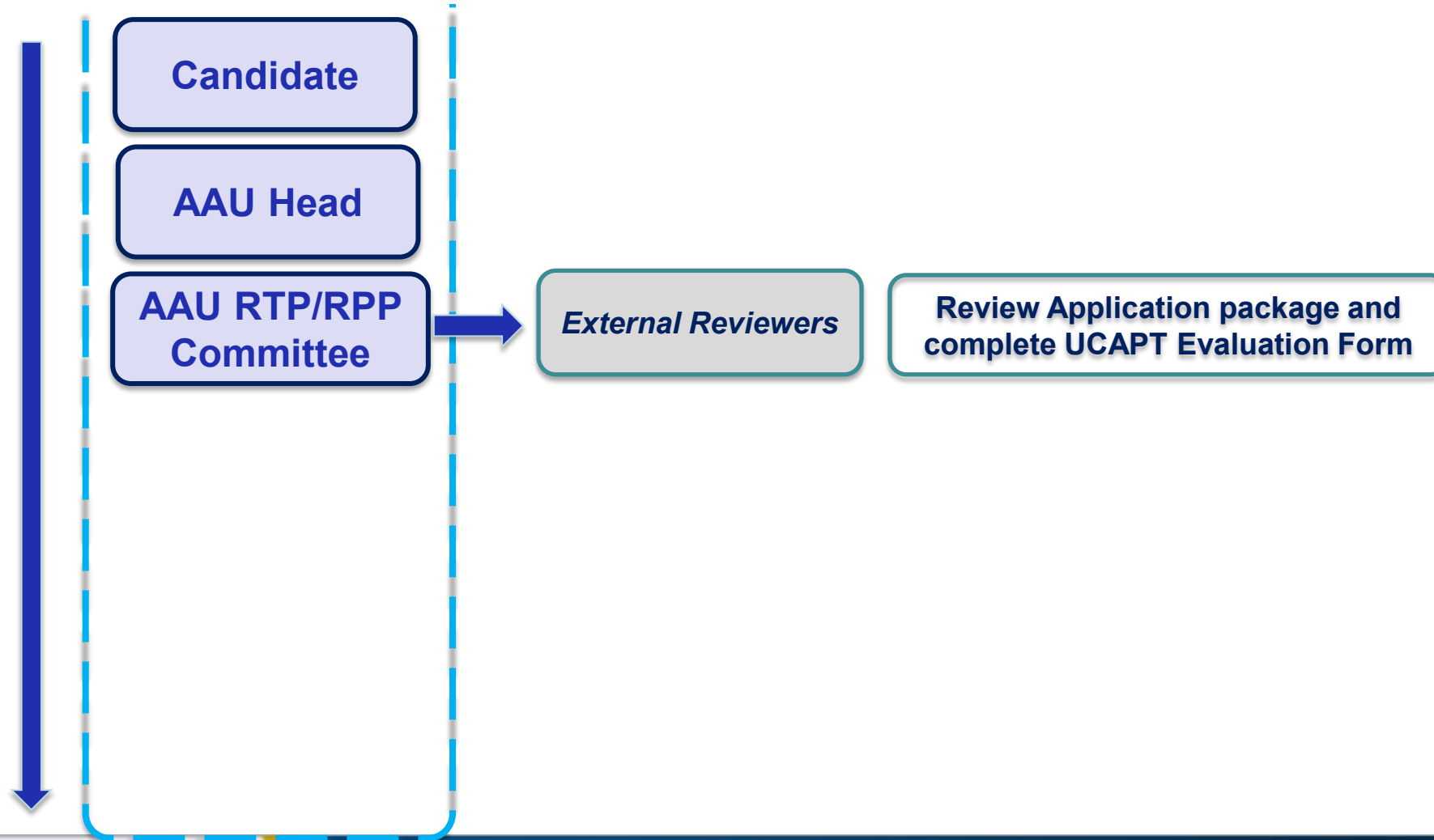
Candidate has full opportunity to:

- Tell your story: Complete and submit c.v., optional self-assessment statement and optional teaching dossier
- Know the Head's view of performance in writing and to respond in writing
- Appear and speak at RTP/RPP meeting
- View the completed UCAPT documentation (redacted for external reviewers)
- Respond regarding negative recommendations



# Key Components: Overall Process

## *AAU RTP/RPP Criteria*



# Quorum for RTP/RPP Committee

- Quorum is one less than the **full voting** membership of the AAU RTP/RPP Committee (Bylaw 22.6.1).
- A student must be on the committee, but could be the one not be present, and you can still hold a meeting.

... however, meetings should not be scheduled so that they preclude certain members from being able to regularly attend.



# Selecting External Reviewers

- Options identified by the Candidate
- Options identified by RTP/RPP Committee
- Include bio for each suggestion to help
- Select 3 Externals to provide peer review: select 1 from each list, last can be from either
- Avoid Conflict of Interest – arms-length
- Recommend start early!! Consider selection in Spring



# Role of the Chair continued

- Head reaches out for external reviewers for tenure/permanence or promotion to professor (candidate cannot be in contact)
- Check documentation is complete. The committee should **NEVER** review incomplete material.
  - Checklist on the UCAPT Cover sheets
- At least 48 hours before the meeting, inform candidate in writing of the date and time and of their right to make personal representation to the Committee (Bylaw 22.5.2)



# RTP/RPP Committee [Bylaw 22.3]

## Non-departmentalized Faculty

- Dean [Chair of RTP/RPP Committee]
- 3 to 5 regular faculty elected by regular faculty members at AAU council – majority must be tenured
- One student (see Bylaw 22.3.1.5)
- Equity Assessor [non-voting]
- Two different genders to be represented from members, one must be female, excluding student



# Departmentalized Faculty

...as above except:

- **Dean (or delegate) of faculty [non-voting]**
- **AAU Head, [chair of RTP/RPP committee]**
- 3 to 5 regular faculty elected by regular faculty members at AAU council – majority must be tenured
- One student (see Bylaw 22.3.1.5)
- Equity Assessor [non-voting]
- Two different genders to be represented from members, one must be female, excluding student



# Role of the Chair continued

## Chair the RTP/RPP Committee Meeting

- All members except the EE/PA and the Dean (in the case of Departmentalized Faculty) will have a vote
- **The vote will be by secret ballot**
- A decision is reached by a majority vote of the voting members present
- Tie vote = a positive recommendation



# Role of the Chair after the Meeting

- Complete the UCAPT Evaluation Form with the RTP/RPP committee
- Complete the UCAPT Cover Sheet
- Forward package for Dean's recommendations (in departmentalized Faculties)
- Inform the candidate of the recommendation
- Forward package to UCAPT



# UCAPT Evaluation Form

- Evaluation categories will come from AAU RTP/RPP criteria categories
- Provides opportunity for insightful commentary
- [Template](#)

## I. EVALUATION OF TEACHING ABILITY AND PERFORMANCE

### A. Committee's Sources of Evidence

List the RTP/RPP Committee's principal sources and bases of information for the evaluation.

Sources of evidence could include but are not limited to teaching philosophy statements, EDI statements, teaching dossiers, colleague and student perceptions of and/or feedback on teaching, external reviewers' comments, contributions to teaching, educational material development, and educational leadership. *Student perceptions of teaching (SPT) results cannot be used as the sole source of information.*

If a Teaching Dossier is provided, please refer to relevant contents specifically. See also WUFA Collective Agreement.

### B. Committee's Evaluation based on Teaching Criteria

#### Position's Weighting for the Teaching Criteria (X%)

Traditional weighting 40%, variations clarified in RTP Criteria or in position descriptions/letters.

Please insert the key Criterion/Indicators from your AAU.

**INSERT your AAU RTP/RPP Teaching Criteria here:**

| Criterion/Indicator | Summary of Evidence Used in Evaluation | Committee Evaluation:<br><i>Eg Unsatisfactory / Satisfactory / Good / Excellent</i> |
|---------------------|----------------------------------------|-------------------------------------------------------------------------------------|
|                     |                                        |                                                                                     |
|                     |                                        |                                                                                     |
|                     |                                        |                                                                                     |
|                     |                                        |                                                                                     |
|                     |                                        |                                                                                     |

If the unit criteria do not explicitly recognize and/or take into account EDI and Indigenization, or the unique and individualized contributions made by Black, Indigenous, and racialized faculty please see the WUFA Collective Agreement for guidance. *If applicable*, please explain how these aspects have been considered.



# Sample UCAPT Evaluation Form

Please insert the key Criterion/Indicators from your AAU. **Faculty of Education Sample Criteria inserted below.**

| Criterion/Indicator                                                         | Summary of evidence used in the evaluation<br>Short comments of RTP Committee highlighting key evidence used in evaluation. | Committee Evaluation:<br>Unsatisfactory /<br>Satisfactory / Good /<br>Excellent |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <i>Criterion 1: Design and Planning of Teaching and Learning Activities</i> |                                                                                                                             |                                                                                 |
| <i>Criterion 2: Instructional Methods</i>                                   |                                                                                                                             |                                                                                 |
| <i>Criterion 3: Assessment, Evaluation, and Feedback to Students</i>        |                                                                                                                             |                                                                                 |



# UCAPT Evaluation Rubric

## C. Committee's Overall Evaluation of Teaching Ability and Performance

Modify rubric to be appropriate for AAU

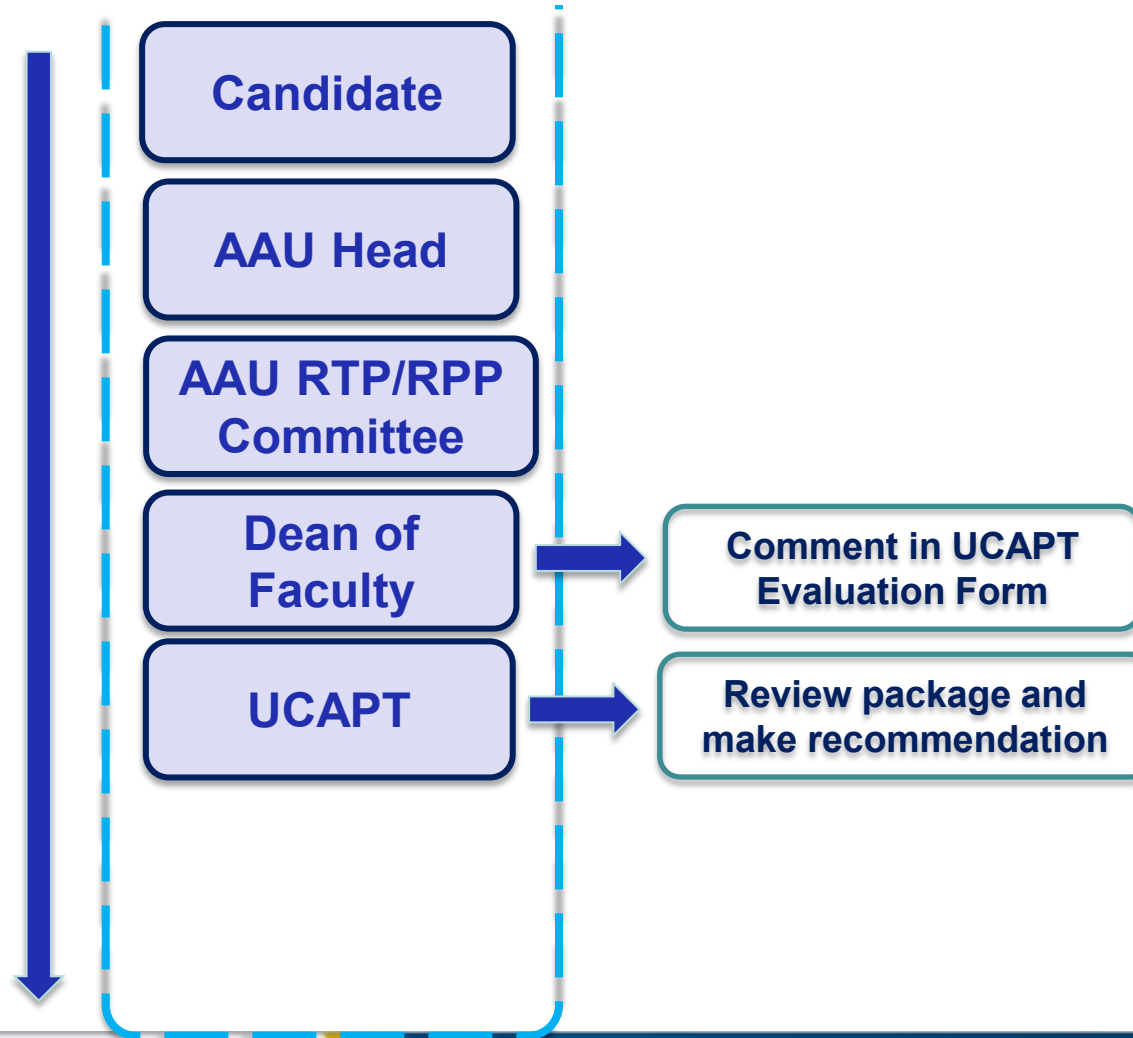
- Rubric provided for guidance – can be modified to reflect AAU context
- Emphasis is to comprehensively review teaching, research, service

| Evaluation Level | Description. These descriptions are only guidelines to understand the broad differences between evaluation levels. These descriptions are for illustration only, and not all may apply. AAU RTP/RPP committees may redefine this rubric as appropriate.                                                                                                                                                                                                                                                                                                                                                |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unsatisfactory   | The candidate has performed well below normal expectations as outlined in the teaching criteria. The teaching methods and approaches employed may be inappropriate or inadequate for the intended learning outcomes. The relationship the candidate has established with students is poor and is detracting from effectively teaching the expected content. The candidate has demonstrated little or no initiative to improve teaching through additional training and/or mentorship opportunities, nor have they acted on meaningful feedback.                                                        |
| Satisfactory     | The candidate has performed within the bounds of normal expectations as outlined in the teaching criteria. The teaching methods and approaches employed generally fulfil the intended learning outcomes. The candidate has a productive but not remarkable rapport with students. Lesser performance in one aspect (e.g., in class instruction) may be balanced by greater performance in another aspect related to teaching (e.g., student supervision). The candidate is aware of opportunities to improve teaching (e.g., workshops, etc.) but may have only participated in limited opportunities. |
| Good             | The candidate has performed above normal expectations as outlined in the teaching criteria. The teaching methods and approaches employed fulfil the intended learning outcomes, and has stimulated the interest or enthusiasm of students and others. The candidate has a productive rapport with students. Lesser performance in one aspect (e.g., in class instruction) may be balanced by significantly greater performance in another aspect related to teaching (e.g., student supervision).                                                                                                      |
| Excellent        | The candidate has performed significantly above normal expectations as outlined in the teaching criteria. The teaching methods and approaches employed fulfil the intended learning outcomes, and has stimulated high levels of interest or enthusiasm by students and others. The candidate has a strong, productive rapport with students. The candidate may provide superior mentorship or assistance to students within the context of teaching.                                                                                                                                                   |



# Key Components: Overall RTP/RPP

## *AAU RTP/RPP Criteria*



# Role of UCAPT

## University Committee on Academic Promotion and Tenure

- Ensure fair process
- Ensure application of the criteria/standards
- Review new or revised criteria/standards
- Make a recommendation to the President
- Chair of UCAPT only votes to break a tie



# Summary: Making the RTP/RPP Process Fair and Meaningful

- ***For applicant***

- be as complete as possible
- **Put your best foot forward:** ensure your record is complete and accurate (e.g., avoid “double dipping” when itemizing achievements)
- If there is a discrepancy, you will be invited to present – this is a positive because this is your opportunity to present your case. It is NOT punitive

- ***For committee members***

- be objective and thorough, declare any potential or perceived conflicts

**UCAPT's purpose is to be the neutral party**



# Useful Resources

## University Committee on Academic Promotion and Tenure [\(UCAPT\) Process and Procedures](#)

- Guides
- Sample forms
- Link to approved RTP/RPP Criteria



# Teaching Dossier Resources

University of Windsor Template

University of Alberta – good examples of support documents

- <https://www.uwindsor.ca/ctl/502/teaching-dossiers>
- Teaching Dossier Academy (TDA) – first week of June each year
- <https://ctl2.uwindsor.ca/workshops/3/>

TDA Resources

- <https://www.uwindsor.ca/ctl/sites/uwindsor.ca.ctl/files/tda-resource-booklet-2021.pdf>

One-on-one Consultations

- <https://www.uwindsor.ca/ctl/347/teaching-dossier-consultation>

Observations and Feedback

- Peer Collaboration Network <https://www.uwindsor.ca/pcn/>
- CTL <https://www.uwindsor.ca/ctl/346/teaching-observations>

*Images: Pixabay*



# Thank you!

Feel welcome  
to stay and ask  
questions

[avpa@uwindsor.ca](mailto:avpa@uwindsor.ca)  
[avpasec@uwindsor.ca](mailto:avpasec@uwindsor.ca)



University of Windsor

# Managing **Contract Renewal** Process Timeline

## *Suggested Timeline to meet October 31 deadline*

- |                                           |                                                                                                                                                                                                                                   |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>by</b> June 30 <sup>th</sup>           | All performance review documents drafted.                                                                                                                                                                                         |
| <b>by</b> September 8 <sup>th</sup> :     | Meet with faculty members to discuss performance reviews.                                                                                                                                                                         |
| <b>by</b> September 15 <sup>th</sup> :    | Invite candidate to meet with RTP/RPP committee.<br>With at least five 5 days notice: circulate packages to RTP/RPP committee.                                                                                                    |
| <b>by</b> September 19 <sup>th</sup> :    | Initial review of each candidate completed by the AAU RTP/RPP committee. Consider whether candidate should be invited to attend an additional meeting to provide further clarification prior to RTP/RPP committee recommendation. |
| <b>by</b> October 3 <sup>rd</sup> :<br>of | The AAU RTP/RPP committee has completed its final review each application.                                                                                                                                                        |
| <b>by</b> October 10 <sup>th</sup> :      | Documentation completed by the AAU Head has been reviewed by the AAU RTP/RPP committee members.                                                                                                                                   |
| <b>by</b> October 20 <sup>th</sup> :      | Documentation delivered to the Dean for the Dean's comments.                                                                                                                                                                      |
| <b>October 31<sup>st</sup></b>            | <b>All applications delivered to the Chair of the UCAPT.</b>                                                                                                                                                                      |



# Managing Promotion Process Timeline

*Suggested Timeline to meet January 31 deadline*

***Try starting in the spring – to have time to recruit referees***

- by October 1<sup>st</sup>:** Documentation completed for all performance reviews. Meet with AAU RTP/RPP committee to select names of external reviewers (min. 3) from lists previously gathered from i) the committee, and ii) the candidate. At least one (1) name selected from the committee's list, one (1) from the candidate's list, and one (1) from either the committee or candidate's list. A total of three referees are required.
- by October 15<sup>th</sup>:** Meet with faculty members to discuss performance reviews. External reviewers have agreed they will serve as referees.
- by November 1<sup>st</sup>:** Reference materials circulated to external reviewers.
- by December 20<sup>th</sup>:** Candidate invited to the upcoming RTP/RPP committee meeting. With at least five 5 days notice: circulate packages to RTP/RPP committee.
- by January 7<sup>th</sup>** The RTP/RPP committee met and completed its initial review. Consider whether candidate should be invited to attend an additional meeting to provide further clarification prior to RTP/RPP committee recommendation.
- by January 14<sup>th</sup>:** The RTP/RPP committee completed final review of applications.
- by January 17<sup>th</sup>:** All documentation completed by the AAU Head and reviewed by the RTP/RPP committee members for feedback.
- by January 21<sup>st</sup>:** Documentation delivered to the Dean for Dean's comments.
- January 31<sup>st</sup>:** **All applications delivered to the Chair of the UCAPT.**

