

University of Windsor Research Evaluation Framework:
Department of Languages, Literatures, and Cultures
GREEK AND ROMAN STUDIES
RTP Criteria for Promotion to Associate and Full Professor
Approved at UCAPT on December 16, 2025

Preamble

In accordance with Senate Bylaw 23, a candidate for promotion to the rank of associate or full professor will be assessed according to their performance in the following three areas: (I) research, (II) teaching, and (III) service. Distinction in all three areas is not required; however, teaching and scholarship will generally be accorded the most weight. Additional weight can be accorded to service if a candidate's activity in this area is deemed sufficiently significant to supplement their performance in the principal areas of teaching and scholarship. This can apply to faculty members who occupy a leadership position, such as program coordinator or department head, and who are heavily engaged in service duties to the department, the faculty, and the university, as well as to the wider academic community.

The RTP committee will consider the candidate's research statement, teaching dossier, the parts of the e-CV that relate to research, teaching, and service, the department head's evaluation(s) of research, teaching, and service, and the evaluations of three external reviewers.

I. Research

The candidate's research statement should provide a narrative of the candidate's research work during the period under consideration for promotion to associate or full professor. The statement should provide an outline of the candidate's current and projected research endeavours and contain relevant evidence of the candidate's scholarly output, such as published monographs and articles, work in progress, and other supporting documents. The candidate is also encouraged to situate their work within their field of specialty, and to broadly assess its impact both nationally and internationally.

II. Teaching

The candidate's teaching dossier should provide a narrative of the evolution of the candidate's teaching and lay out their teaching accomplishments carried out prior to tenure (for permanence/promotion to associate professor) or following tenure (for promotion to full professor). The candidate can choose which documentation and evidence to include in the teaching dossier and is encouraged to refer to the *UCAPT Teaching Dossier Guide* for guidance. The UCAPT guide can be downloaded here:

<https://www.uwindsor.ca/provost/336/university-committee-academic-promotion-and-tenure-ucapt-process-and-procedures>. The teaching dossier should provide evidence of teaching effectiveness, beyond just SET/SPT scores. This evidence may include documents such as a reflective assessment of their teaching practices and teaching philosophy, sample course outlines, sample assignments, evidence of engagement with curricular development, evidence of completed professional development courses in teaching and learning, information pertaining to MA and PhD committee membership, unsolicited student testimonials, and teaching awards, to give only a few examples.

III. Service

The candidate's service statement should provide a narrative of service work at the department, faculty, and university levels carried out prior to tenure (for permanence/promotion to associate professor) or following tenure (for promotion to full professor). The candidate should also include evidence of community outreach activities and of service to the wider academic community. Service may be given more weight if the candidate applying for promotion, particularly to full professor, carried out exceptional levels of service during the period under consideration.

	and/or external grants, applications for ethics approval, etc.	and/or external grants, applications for ethics approval, etc. The candidate continues to meet the expectations of the Assistant Professor level, as well as meeting those of the Associate Professor level.	applications for ethics approval, etc.
INDICATORS	ASSISTANT PROFESSOR (at 3-year review)	ASSOCIATE PROFESSOR	PROFESSOR
Criterion 2: A record of high-quality refereed publications, juried creative activity or other demonstrated scholarly output	<p>The candidate publishes in peer-reviewed journals or with publishing houses with a solid academic reputation, and at a pace consistent with disciplinary standards.</p> <p>Dissemination of scholarly activity occurs through regular conference participation at the national and international level.</p> <p>The candidate's scholarly activity, i.e., the number of published and submitted works, as well as items in progress, is such that the minimum required publication record for the five-year probationary period is within reach. During the five-year probationary period, the candidate must have published at least:¹</p> <p>(1) 4 single-authored articles in peer-reviewed journals or in conference proceedings specific</p>	<p>The candidate generally publishes in peer-reviewed journals or with publishing houses with a solid academic reputation, and at a pace consistent with disciplinary standards.</p> <p>Dissemination of scholarly activity occurs through regular conference participation at the national and international level.</p> <p>The candidate's rate of publication and scholarly activity at the Assistant Professor level will continue or will be enhanced.</p>	<p>The candidate generally publishes in peer-reviewed journals or with publishing houses with a solid academic reputation, and at a pace consistent with disciplinary standards for strong scholarly performance.</p> <p>Dissemination of scholarly activity occurs through continued regular conference participation at the national and international level.</p> <p>Since the last promotion, the candidate has maintained at least the same average annual research output as that required for promotion to associate professor.</p>

¹ When assessing the candidate's research output, we will use the following approximate guideline: a monograph is equivalent to 4 refereed articles or chapters, a co-authored or edited book is equivalent to 3 refereed articles or chapters, and a co-edited book or journal is equivalent to 2 refereed articles or chapters.

	<p>to the research field, and of national or international standing; or</p> <p>(2) 1 single-authored peer-reviewed book, under the imprint of a reputable publishing house; or</p> <p>(3) 1 co-authored or edited volume, under the imprint of a reputable publishing house, and at least 2 single-authored articles in peer-reviewed journals or in conference proceedings specific to the research field and of national or international standing; or</p> <p>(4) 4 single-authored peer-reviewed publications, such as refereed articles, and/or translations, and/or chapters in books published by academic presses of good standing.</p> <p>Evidence of a growing established national and/or international reputation, as evidenced by publications in journals or conference proceedings and with publishing houses that have a national or international reach.</p> <p>Some evidence that research or translation activity is being recognized at national and/or international levels.</p>	<p>Evidence of a growing national and/or international reputation, as evidenced by publications in journals or conference proceedings and with publishing houses that have a national or international reach.</p>	<p>Evidence of an established national and/or international reputation, as evidenced by publications in journals or conference proceedings and with publishing houses that have a national or international reach.</p> <p>Evidence that research or creative activity (translation) is recognized at national and/or international levels.</p>
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	External peer review indicates that publications are of good quality and are beginning to make an important or original contribution to the field.	Evidence that research or creative activity (translation) is recognized at national and/or international levels. External peer review indicates that publications are of good quality and are making an important or original contribution to the field.	External peer review indicates that publications are of continued good quality and have made an important or original contribution to the field.
INDICATORS	ASSISTANT PROFESSOR (at 3-year review)	ASSOCIATE PROFESSOR	PROFESSOR
Criterion 3: Evidence of independent and original contributions to research or creative activity, which have an impact on the field of expertise	Some evidence that contributions may have the potential to influence the field, practice or thinking within the discipline or sub-discipline, as demonstrated by external peer reviews. Some evidence of beginning national and/or international recognition, as demonstrated by citation counts, metrics of dissemination on open-access scholarly sites such as Academia.edu, ResearchGate, or Google Scholar, impact factors of journals, guest lectures delivered at scholarly gatherings, etc. Some evidence of beginning recognition within the area of research: manuscript reviewer for a journal or publishing house, member of	Evidence of contributions that have the potential to influence the field, practice or thinking within the discipline or sub-discipline, as demonstrated by external peer reviews. Evidence of growing national and/or international recognition, as demonstrated by citation counts, metrics of dissemination on open-access scholarly sites such as Academia.edu, ResearchGate, or Google Scholar, impact factors of journals, guest lectures delivered at scholarly gatherings, etc. Evidence of a growing recognition within the area of research: member of the editorial board of a journal, manuscript reviewer for a	Evidence of a body of work that has made significant or original contributions to the field, as demonstrated by the prestige of the journals and publishers in which the work was disseminated as well as the number of citations in the works of other scholars (as found, for instance, on Academia.edu). Evidence of national and/or international recognition, as demonstrated by citation counts, metrics of dissemination on open-access scholarly sites such as Academia.edu, ResearchGate, or Google Scholar, impact factors of journals, guest lectures delivered at scholarly gatherings, etc. Evidence of recognition within the area of research: member of the editorial board of a journal, manuscript reviewer for a

	the executive of an academic association, etc.	journal or publishing house, evaluator of research grant applications, member of the executive of an academic association, etc.	journal or publishing house, evaluator of research grant applications, member of the executive of an academic association, etc.
INDICATORS	ASSISTANT PROFESSOR [at 3-year review]	ASSOCIATE PROFESSOR	PROFESSOR
Criterion 4: Capacity building through income generation, collaboration development and infrastructure development strategies²	<p>Ability to attract internal or external research funding is an asset. The candidate is encouraged to apply for internal and/or external grants and to provide evidence of grant applications.</p> <p style="text-align: center;">AND/OR</p> <p>Evidence of emerging community and academic partnerships that will contribute to research and/or creative capacity.</p>	<p>A history of applications for internal and/or external grants is expected and will be recognized positively regardless of outcome.</p> <p>Evidence of developing community and academic partnerships that contribute to research and/or creative capacity.</p>	<p>The candidate is encouraged to provide evidence of continued applications for internal and/or external grants. Evidence of application success is expected, whether in the form of internal funding or funding from external sources, be they national or international, specific to the candidate's research field.</p> <p style="text-align: center;">AND/OR</p> <p>Strong body of evidence of a wide network of community and academic partnerships that contribute to research and/or creative capacity. These efforts may include collaborative ventures such as conference organization or publishing of peer-reviewed journals that develop the discipline's infrastructure.</p>

² Greek and Roman Studies only offers undergraduate programs. This puts its members at a disadvantage when they apply for funding from major sources, such as the Social Sciences and Humanities Research Council (SSHRC). As a consequence, Criterion 4 is not mandatory, and a metric cannot be imposed, though Greek and Roman Studies will certainly positively recognize grant proposals submitted by its members, as well as successful internal grant applications.

INDICATORS	ASSISTANT PROFESSOR (at 3-year review)	ASSOCIATE PROFESSOR	PROFESSOR
Criterion 5: Demonstrated ability to attract and successfully mentor and train students in research ³	Though Criterion 5 does not apply to Greek and Roman Studies, candidates are encouraged to serve on MA and PhD Committees outside of Greek and Roman Studies as external reader or as co-supervisor.	Though Criterion 5 does not apply to Greek and Roman Studies, candidates are encouraged to list the MA and PhD Committees outside of Greek and Roman Studies on which they have served as external reader or as co-supervisor.	Though Criterion 5 does not apply to Greek and Roman Studies, candidates are encouraged to list the MA and PhD Committees outside of Greek and Roman Studies on which they have served as external reader or as co-supervisor. A history of mentoring undergraduate research will also be recognized positively.
INDICATORS	ASSISTANT PROFESSOR (at 3-year review)	ASSOCIATE PROFESSOR	PROFESSOR
Criterion 6: Influence on and contributions to the academic and broader national/international community.	<p>Although opportunities for collaborative research are not as common in Greek and Roman Studies, any evidence of such activity will be interpreted as demonstrating national and/or international recognition.</p> <p>The candidate's research or creative or translation activity should have some public application, as evidenced by outreach activities such as public presentations to non-experts, expert-non expert consultations, membership in community organizations, collaboration with museums, libraries, and schools, publications in newspapers, magazines, blogs, or interviews on radio and television, etc.</p>	<p>Evidence of collaborative research clearly demonstrates the candidate's national and/or international recognition.</p> <p>The candidate's research or creative activity should have some public application, as evidenced by outreach activities such as public presentations to non-experts, expert-non expert consultations, membership in community organizations, collaboration with museums, libraries, and schools, publications in newspapers, magazines, or blogs, interviews on radio and television, or podcasts, etc.</p> <p>Evidence that the candidate is working towards establishing</p>	<p>Evidence of collaborative research clearly demonstrates the candidate's national and/or international recognition.</p> <p>The candidate's research or creative activity should have some public application, as evidenced by outreach activities such as public presentations to non-experts, expert-non expert consultations, membership in community organizations, collaboration with museums, libraries, and schools, publications in newspapers, magazines, or blogs, interviews on radio and television, or podcasts, etc.</p> <p>Evidence that the candidate has established a solid</p>

³ Greek and Roman Studies does not offer graduate programs. Consequently, Criterion 5 does not apply, although service as an external reader on MA or PhD Committees will be positively recognized.

	Some evidence that the candidate is working towards establishing a reputation within the disciplinary community and its major academic associations, as demonstrated by conference organization, guest lectures, membership in the executive of disciplinary organizations, peer-review of manuscripts for journals, publishing houses, etc.	a reputation within the disciplinary community and its major academic associations, as demonstrated by conference organization, guest lectures, grant adjudication, membership in the executive of disciplinary organizations, membership in the editorial board of research journals, peer-review of manuscripts for journals, publishing houses, etc.	reputation within the disciplinary community and its major academic associations, as demonstrated by conference organization, guest lectures, grant adjudication, membership in the executive of disciplinary organizations, membership in the editorial board of research journals, peer-review of manuscripts for journals, publishing houses, etc.
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II. TEACHING

INDICATORS	ASSISTANT PROFESSOR (at 3-year review)	ASSOCIATE PROFESSOR	PROFESSOR
<p>CRITERION 1: Design and planning of learning activities⁴</p> <p>a) Clarity and appropriateness of course materials, such as course outlines, course materials posted online, instructions and resources for assignments, texts or teaching materials assigned to the class</p>	The candidate's learning materials are generally well-aligned, effective, and stimulating. Activities generally reflect an informed approach to learning design.	The candidate's learning materials are consistently well-aligned, effective, and stimulating. Activities reflect informed approach to learning design.	The candidate's learning materials are consistently well-aligned, effective, and stimulating and are updated frequently based on the evolving needs of learners and reflect the evolution in the field of study as appropriate.

⁴ The candidate's SET/SPT scores can be used as evidence to support indicators under Criterion 1, Criterion 2, Criterion 3, and Criterion 4. Typically, the average Instructor SET/SPT scores should be at 5.0 or higher [except for the SPT score for Workload/Difficulty, which should be lower]. SET/SPT scores should be assessed in context: rate of response, size of class, course modality (in person, online, hybrid), difficulty of subject material, required vs elective status, and grading strictness should be considered in 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>b) Sound and current course content and material</p> <p>c) Organization of class and effectiveness in providing activities to develop student learning</p>	<p>The candidate's course content and material are generally sound and at the appropriate level of difficulty. Course content is current and the volume generally appropriate.</p> <p>The candidate is developing learning activities that support student acquisition of a course's intended learning outcomes, and reviews and improves the activities so that they are generally at a level of difficulty appropriate with disciplinary practice.</p>	<p>The candidate has sound and current course content and material, with evidence of practices to remain current.</p> <p>The candidate has planned learning activities that clearly and effectively support student acquisition of a course's intended learning outcomes and are consistently at a level of difficulty appropriate with disciplinary practice.</p>	<p>The candidate meets the standard set for associate professor, and displays an ongoing commitment to enhancing, updating, and revising course content and material so that it continues to reflect the evolving discipline.</p> <p>The candidate meets the standard set for associate professor and continues to monitor and adapt their practices and learning outcomes in order for these to remain optimal for student learning.</p>
<p>INDICATORS</p>	<p>ASSISTANT PROFESSOR (at 3-year review)</p>	<p>ASSOCIATE PROFESSOR</p>	<p>PROFESSOR</p>
<p>CRITERION 2: Teaching and Supporting Student Learning - Instructional methods, including lecturing (classroom and online), at the undergraduate level</p> <p>a) Clarity and stimulation of interest</p> <p>b) Students are encouraged to interact with the instructor and with each other to facilitate learning</p>	<p>The candidate uses instructional practices that generally promote clarity (of content, method of analysis, etc.) and attempts to promote student engagement, as expressed in the materials provided by the candidate.</p> <p>The candidate is developing strategies and activities to engage students and facilitate learning. The candidate reviews and improves their approach using feedback from students and peers.</p>	<p>The candidate uses instructional practices to promote clarity (of content, method of analysis, etc.) and promotes student engagement, as expressed in the materials provided by the candidate.</p> <p>The candidate employs effective strategies to engage students and facilitate learning, where feasible, such as in-class activities, assignments, or course outlines that encourage</p>	<p>The candidate meets the standard set for associate professor and remains abreast of evolving methodologies and teaching methods to promote student engagement.</p> <p>The candidate meets the standard set for associate professor and shows a general commitment to improving and expanding interactive strategies in the classroom.</p>

<p>c) Students are supported in reaching learning outcomes of the course</p> <p>d) Student perceptions of teaching⁵</p>	<p>The candidate is developing and fine-tuning instructional and evaluative practices that support student development and keep learning outcomes in mind, as expressed in the materials provided by the candidate.</p> <p>Typically, the average Instructor SET/SPT scores should be at 5.0 or higher, in at least three years of the 5-year probationary period.</p>	<p>interaction, as expressed in the materials provided by the candidate.</p> <p>The candidate uses instructional and evaluative practices that support student development and keep learning outcomes in mind, as expressed in the materials provided by the candidate.</p> <p>Typically, the average Instructor SET/SPT scores should be at 5.0 or higher, in 75% of all courses taught since promotion to associate professor.</p>	<p>The candidate meets the standard set for associate professor and displays an ongoing commitment to student support as well as a willingness to revise and improve instructional and evaluative practices as evidenced by their teaching dossier.</p> <p>Typically, the average Instructor SET/SPT scores should be at 5.0 or higher, in 75% of all courses taught since promotion to associate professor.</p>
INDICATORS	ASSISTANT PROFESSOR (at 3-year review)	ASSOCIATE PROFESSOR	PROFESSOR
<p>CRITERION 3: Assessment and giving feedback to students</p> <p>a) Methods of assessment are clear, aligned with intended learning outcomes, at an appropriate level of difficulty, and reflect current disciplinary practice</p>	<p>The candidate has designed and is fine-tuning assessment activities that are generally clear, well-aligned with learning outcomes, and appropriately challenging for the course level.</p>	<p>The candidate engages assessment activities that are generally clear, well-aligned with learning outcomes, and appropriately challenging for the course level.</p>	<p>The candidate meets the standard set for associate professor and displays an ongoing commitment to ensuring that assessment activities remain relevant and well-aligned with evolving learning outcomes.</p>

⁵ SET/SPT scores should be assessed in context: rate of response, size of class, course modality (in person, online, hybrid), difficulty of subject material, required vs elective status, and grading strictness should be considered in 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.

INDICATORS	ASSISTANT PROFESSOR (at 3-year review)	ASSOCIATE PROFESSOR	PROFESSOR
<p>CRITERION 4: Developing effective environments, student support and guidance</p> <p>a) Promotes safe and respectful learning environments</p> <p>b) Availability to students outside of the classroom (e.g., office hours, TEAMS, email)</p>	<p>The candidate actively works to establish respectful practices and interactions in the classroom and related locations. The candidate consults with peers and the Centre for Teaching and Learning as needed.</p> <p>The candidate is available to students for consultation outside of the classroom, as evidenced in the materials provided by the candidate.</p>	<p>The candidate actively and explicitly works to establish respectful practices and interactions in the classroom and related locations.</p> <p>The candidate is available to students for consultation outside of the classroom, as evidenced in the materials provided by the candidate.</p>	<p>The candidate meets the standard set for associate professor and contributes actively to a department-wide culture of inclusive teaching.</p> <p>The candidate meets the standard set for associate professor and contributes actively to a department-wide culture of inclusive teaching.</p>
INDICATORS	ASSISTANT PROFESSOR (at 3-year review)	ASSOCIATE PROFESSOR	PROFESSOR
<p>CRITERION 5: Continuing professional development and efforts to improve individual practice and departmental culture of teaching</p> <p>a) Engages in teaching related professional development</p>	<p>The candidate engages in teaching related professional development activities, for instance through consultation with peers or the Centre for Teaching and Learning, to address specific challenges or</p>	<p>The candidate has evidence or a commitment to improving their own teaching through activities such as self-directed reading, workshops, conferences, or peer-led</p>	<p>The candidate meets the standard set for associate professor and demonstrates an ongoing commitment to improving their teaching practices and strategies through a variety</p>

	tweak and refine their individual practice.	activities intended to enhance teaching and learning.	of professional development activities.
b) Responds positively to evolving teaching-related needs of the AAU	The candidate demonstrates flexibility to adapt to changes deemed necessary by the department, Dean, program reviewers, PDC, etc. This may include teaching required language training courses next to courses in one's area of specialty.	The candidate demonstrates flexibility to adapt to changes deemed necessary by the department, dean, program reviewers, Program Development Committee, etc. This may include teaching required language training courses or reviewing course content and learning objectives.	The candidate meets the standard set for associate professor and continues to demonstrate a willingness to adapt to the changing needs of the department and program. This may include reviewing and raising course enrolment caps, modifying course prerequisites, and introducing new courses or modifying the course content of existing courses.
c) Engages in curriculum and course development as related to evolving disciplinary developments	The candidate makes efforts to remain relevant with contemporary disciplinary and/or pedagogical practice, and may assist with curriculum and course development as needed.	Develops course ideas through proper channels to remain relevant with contemporary disciplinary and/or pedagogical practice.	The candidate meets the standard set for associate professor and demonstrates a strong commitment to remain abreast of changes in the discipline and its pedagogical practice, as evidenced by the teaching dossier.
d) Inclusion of ONE of: - Teaching and learning research into teaching practice OR - Discipline-based research into teaching practice	The candidate is undertaking research on teaching and learning in their discipline to inform and improve their teaching practice. The candidate attempts to integrate into their course design discipline-based research when appropriate.	Research on teaching and learning or discipline-based research forms a regular source for planning and decision making in teaching and course design, and informal inquiry forms an element of teaching improvement practice.	The candidate meets the standard set for associate professor and demonstrates a commitment to sharing their research endeavours and results in the classroom and enhancing their teaching practice through their growing disciplinary knowledge.

III. SERVICE

INDICATORS	ASSISTANT PROFESSOR (at 3-year review)	ASSOCIATE PROFESSOR	PROFESSOR
CRITERION 1: Engagement in departmental governance and program support activities	The candidate is engaged in governance work at a level that is appropriate for Assistant Professors, through attendance and participation in the AAU Council and departmental committees with smaller workloads. It should be stated that the Department encourages early career candidates to limit their service activities and prioritize research.	The candidate is actively engaged in departmental governance work as evidenced through attendance and participation in committee and council work.	The candidate continues to be actively engaged in departmental governance work as evidenced through attendance and participation in committee and council work.
CRITERION 2: Engagement in University service	The candidate may be engaged in university committees and activities. Especially for Assistant Professors, credit should be given for this involvement at an early stage. However, it should be stated that early career candidates are encouraged to limit their service activities and prioritize research.	The candidate may be engaged in university committees and activity. Especially for assistant professors, credit should be given for this involvement at an early stage. However, it should be stated that early career candidates are encouraged to limit their service activities and prioritize research.	The 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.
CRITERION 3: Engagement in service to the academic and wider community a) Commitment to the academic community	The candidate demonstrates emerging involvement with national academic associations, through membership, conference attendance and participation, chairing of conference panels, and organization of conference panels; or evaluating article and book submissions for	The 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 and academic presses, serving on	Evidence that the candidate continues to contribute to national 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

<p>b) Service to the wider community</p>	<p>journals and academic presses.</p> <p>The candidate may be engaged in service on PhD and MA committees in other departments or institutions.</p> <p>Consideration will be given to any outreach activities connected to the discipline in the wider community, such as membership in francophone community organizations and participation in community events that aim to promote Greco-Roman language, literature, and culture.</p>	<p>editorial board for presses and/or journals, etc.</p> <p>Service on PhD and MA committees in other departments or institutions.</p> <p>Consideration will be given to any outreach activities connected to the discipline in the wider community.</p>	<p>academic associations; sitting on the editorial board for presses and journals; editing series for academic presses, etc.</p> <p>Continued service on PhD and MA committees in other departments or institutions.</p> <p>Consideration will be given to any outreach activities connected to the discipline in the wider community.</p>
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