

University of Windsor
History Department Teaching and Research Criteria 2018

Preamble:

What follows is consistent with Senate bylaw 23 and is considered valid for all candidates.

The Committee will consider the candidate's research statement, their teaching dossier, the parts of the ECV that relate to research, teaching and service, the Head's evaluation of research, teaching and service, and the evaluations of external reviewers.

A research statement should provide a narrative of the research work and accomplishments of the candidate carried out prior to tenure (for permanence/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. It is the candidate's responsibility to make a case for his or her promotion.

A 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 dossier should provide relevant evidence, such as syllabi, support documents, etc., and set out a future plan for the development of the candidate's teaching. It is the candidate's responsibility to make a case for his or her promotion. See UCAPT's teaching dossier template for a guide to expectations.

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 both research and teaching, the standards offer flexible pathways in many areas, indicating a variety of contributions that can be considered. Bolded indicators are mandatory, while others should be understood as potentially contributing to the overall decision regarding that criteria. Candidates for tenure and promotion must achieve the standard set for all criteria although they may do so in different ways, and must meet the minimum standard for research, teaching and service. The specific profile, research agenda, and teaching context of specific researchers may also be taken into account in identifying the critical determining factors.

The department will offer preliminary opportunities for readings of submitted documents to suggest areas that might benefit from more complete documentation.

**University of Windsor Research Evaluation Framework:
History Department Research Criteria 2018**

Criterion 1: Expertise in research or creative area, relevant methodologies and effective and ethical project management		
	Associate Professor	Full Professor
<p>a) An active and well-constructed research or creative activity plan, and a history of successful plans or programs</p> <p>Clearly focused research plan articulated in a research statement.</p>	<p>The candidate demonstrates an ongoing, clearly focused, and highly active research program, with a continued pattern of quality articles under review.</p>	<p>Well-articulated and successful research agenda. History of research 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, under review, grants submitted).</p>
<p>b) Conformity with all relevant institutional, disciplinary and funding agency ethical and research guidelines</p>	<p>The candidate must have authored an application for at least one major external research grant.</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>

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Criterion 2: A record of high quality refereed publications, juried creative activity or other demonstrated scholarly outputs		
	Associate Professor	Full Professor
a) Publishes in journals or with publishing houses with a strong academic reputation at a pace consistent with disciplinary standards for strong scholarly performance	Publication of at least one refereed book (monograph) of which the candidate is the sole or primary author, under the imprint of a reputable publishing house. The publication of a number of other very substantial contributions to knowledge may substitute for a book. ¹	Since promotion to Associate Professor, a faculty member must have published at least one refereed book (monograph) of which the candidate must be the sole or primary author, under the imprint of a reputable publishing house. The publication of a number of other very substantial contributions to knowledge may substitute for a book. Such would include: 1) a collection of essays solely edited by the faculty member <i>plus</i> a number of refereed articles in peer-reviewed journals or chapters in books published by academic presses of good standing; 2) sole authorship of a textbook; 3) or the publication of at least four articles in peer-reviewed journals specific to the research field or of national or international standing.
b) Performances, digital history, exhibitions, dramatic efforts meet the standard of peer review	Could contribute to 2(a)	Could contribute to 2(a)

¹ Given the protracted publication process of academic presses in the discipline of history, it is generally accepted that a book “in press” (acknowledged as such by the editor of the press) equates to a published monograph for the purposes of promotion.

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c) Research dissemination or creative activity is at the national and international level	<p>Publications are peer reviewed and are generally published in well-respected journals or through publishing houses with high quality academic reputations.</p> <p>Research dissemination is often at the national or international level.</p>	<p>Many publications are published in journals or with publishing houses of elite national or international reputations.</p> <p>Research dissemination is consistently widely recognized at national and/or international levels.</p>
d) External peer review indicates that publications or creative activity is of high quality	<p>External peer review indicates that publications are of high quality.</p>	<p>External peer review indicates that publications are of excellent quality.</p>

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
a) Original contributions to the field of study or creative practice that influenced thinking and/or practice in the field.	<p>Evidence of original contributions that are influencing the evolution of the field, practice, or thinking within the discipline or as practical applications.</p>	<p>Evidence of major original contributions with significant impact within the discipline or through practical applications.</p>

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<p>b) Extent to which research or creative activity is considered, referred to, read</p>	<p>Evidence of recognition within the area of research, including invitations to contribute chapters to books, participate in conferences, give guest lectures or keynote addresses, fellowships, major residencies or exchanges.</p>	<p>Strong evidence of international recognition in the area of research, such as: keynotes, guest residencies, major and highly competitive research fellowship, residencies or exchanges; or impact factors of journals, citation counts, and metrics of dissemination of research on such open access scholarly sites as Academia.edu, Scholarship at UWindsor, etc.</p>
<p>c) Recognition/ leadership within the area of research specialty</p>	<p>Evidence of recognition within the area of research, including: participation on the program of major conferences; reviewing book or article manuscript submissions for an academic press or scholarly journal; or sitting on a journal's editorial board.</p>	<p>Evidence of recognition within the area of research, including: chairing panels at major conferences; reviewing book or article manuscript submissions for an academic press or scholarly journal; sitting on a journal's editorial board; acting as a consultant for government agencies, NGOs, or commercial entities; or establishing a media presence as an expert in the research field.</p>

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Criterion 4: Capacity building through income generation, collaboration development and infrastructure development strategies²		
	Associate Professor	Full Professor
<p>a) Internal or external research or creative activity funding;</p> <p>OR</p>	<p>Funding of research grants judged as significant by departmental peers and chairs/directors</p> <p>OR</p>	<p>History of regular, repeated and evolving success in major granting competitions, including those considered being the most highly competitive within the discipline, given the career stage of the candidate.</p>
<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 to research capacity materially, creatively, or intellectually.</p>	<p>Exceptional degree of community, industry, or academic partnerships that contribute to research capacity materially, creatively, or intellectually.</p>

² At the Associate Level, indicators under Criterion 5 can be considered contributory to overall capacity building in the discipline.

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Criterion 5: Demonstrated ability to attract and successfully mentor and train students in research³		
	Associate Professor	Full Professor
a) Successful graduate student recruitment, supervision and mentorship	Evidence that graduate students were recruited based on the candidate's reputation or actions, or that students supervised or mentored regularly met with solid success.	Clear and sustained evidence that the candidate attracts graduate students, and successfully supervises and mentors them to high achievement.
b) Graduate student access to external funds	Evidence that graduate students explored external funding opportunities and regularly met with solid success.	Clear and sustained evidence that graduate students explored external funding opportunities and regularly met with solid success.
c) Evidence of collaboration with and support for graduate student publication, research or creative activity,	Collaborative publications, presentations, and funding for graduate students will be considered further positive evidence.	Collaborative publications, presentations, and funding for graduate students will be considered as further positive evidence.

³ At the Associate Level contributions related to Criterion 5 will be considered contributory to Criterion 4 (Capacity Building)

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Criterion 6: Influence on and contributions to the academic and broader national/international community		
	Associate Professor	Full Professor
<p>a. Evidence of capacity to build productive research collaboration</p> <p>OR</p>	<p>Although opportunities for collaborative research are not as common as for other disciplines, any evidence of such activity clearly indicates the development of a research profile of national or international prominence.</p>	<p>The candidate for full professor should be able to demonstrate participation in research networks of national or international prominence.</p>
<p>b. Publicly engaged academic work</p> <p>OR</p>	<p>The faculty member's research should have some public application, if not in directly transferable knowledge, at least in terms of general knowledge acquired from the past and applicable to the present, as evinced by such activity as public presentations, collaboration with local historical societies, museums, libraries, and schools, or the giving of interviews to media outlets.</p>	<p>The faculty member's research should have some public application, if not in directly transferable knowledge, at least in terms of general knowledge acquired from the past and applicable to the present, as evinced by such activity as public presentations, collaboration with local historical societies, museums, libraries, and schools, or the giving of interviews to media outlets.</p>
<p>c. Leadership contributions to major disciplinary academic associations or to the disciplinary community</p>	<p>At this stage of their career, historians typically are establishing reputations within major disciplinary academic associations or the disciplinary community, and should be able to establish this through such evidence as: conference participation, the organization of panels at conferences, serving on</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: chairing panels at conferences, conference organization, the giving of keynote addresses; or holding office in national or international disciplinary</p>

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	conference committees; or evaluating article and book submissions for journals and academic presses, etc.	academic associations, sitting on the board of editors for journals, editing series for academic presses etc.
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Criterion 1: Design and Planning of Learning Activities

Planning, development and preparation of learning activities, learning resources and materials for a course, course or degree program, including coordination, involvement in leadership or curriculum design and development

	Associate Professor	Professor
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
b) Sound and current course content and material⁴	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 acquisition of a course’s intended learning outcomes, and are consistently at an appropriate level of difficulty	Meets the standard set for associate professor

⁴ Committees will take into account the degree to which instructors are teaching within or outside their areas of expertise, and evidence of efforts to ensure that, in this situation, the content is sufficiently robust to meet students’ needs.

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d) Methods of assessment are clear, aligned with intended learning outcomes, at an appropriate level of difficulty, and reflect current disciplinary practice	Assessment activities were generally clear, well-aligned with learning outcomes, and appropriately challenging for the course level.	Meets the standard set for associate professor
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Criterion 2: Teaching and Supporting Student Learning

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

	Associate Professor	Professor
Clarity and stimulation of interest	Students indicate that instruction is generally easy to follow and interesting.	Meets the standard set for associate professor
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 was 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

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Student perceptions of teaching	Instructor SET scores average 5.0 or higher in three out of four years prior of the tenure track period.	Instructor SET scores average 5.0 or higher in 75% of courses in five of the six years leading up to submission.
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Criterion 3: Developing Effective Environments, Student Support and Guidance

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

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
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

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<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>
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<p>Criterion 5: Continuing Professional Development and Efforts to Improve Individual Practice and Department Teaching Culture</p>		
<p>Evidence of teaching related professional development</p>	<p>Efforts in this area can be seen as contributory across any relevant criterion.</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>Evidence of efforts to improve teaching and student learning in the department or beyond</p>	<p>Efforts in this area can be seen as contributory across any relevant criterion.</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.</p>

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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.

Service to the University and Community

Candidates for renewal, tenure, and promotion are discouraged from engaging in service activities to an extent that detracts from their research and teaching.

Professionally-related community service is encouraged but not required for promotion, tenure, and renewal, except in cases where such is specified by a BAU.

Tenure and Promotion to Associate Professor requires a minimum of competence performance.

- Competent Performance: 3 hours of service a week
- Superior Performance: 5 hours of service a week
- Excellent Performance: more than 5 hours of service a week

Promotion to Professor

- Standards as for promotion to Associate Professor
- For promotion to Professor it is expected that candidates will have university service outside the AAU.

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Please note that standards for both publicly engaged academic work and leadership contributions to major disciplinary academic associations or to the disciplinary community are identified as indicators with articulated standards under research criterion 6: **Influence on and contributions to the academic and broader national/international community.**