

University of Windsor RTP Evaluation Framework: Kinesiology Department RTP Criteria 2021: Preamble

Introduction¹

This document establishes the assessment criteria for Contract Renewal, Tenure, and Promotion (RTP) in the University of Windsor, Department of Kinesiology. What follows is consistent with Senate bylaw 23 and is considered valid for all candidates. The Personnel Committee (hereafter referred to as the “Committee”) will consider the candidate’s research statement, their teaching dossier, their service statement, 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.

Adjudication Process

The total contribution of RTP candidates in the Department of Kinesiology will be assessed in three general areas of activity: research scholarship, teaching, and service.

Assessing an individual’s contributions and achievements is a difficult process, with some aspects being non-negotiable, such as effective teaching, quality research, and competent contributions to departmental operations. It is recognized that candidates may excel in their work in different ways. The RTP process sets out minimum standards for renewal, tenure, and promotion; however, it is incumbent upon the candidate to make a strong case that they have met or even exceeded the criteria for RTP. These minimum standards are set out in the tables constituting the body of this document. **Bolded** criteria indicate those that must be met. Unbolded criteria can be met to improve the strength of a candidate’s overall application.

The Committee will take an equity-informed approach in its assessments. Diversity is to be honoured as integral to the quality of the University’s intellectual mission, in both discipline and methodology. Thus, research, teaching, and service in non-traditional areas and methodologies and/or by members of historically disadvantaged and/or designated groups will be considered equitably. When asked to do so by candidates and provided with an explanation of the interruptions, the Committee will take into consideration both career interruptions and special circumstances that have affected the performance or productivity of the candidate during the period under consideration. This includes instances where a candidate is taken away from normal teaching, research, and/or service work for an extended period(s) of time due to health, family, administrative, or other applicable circumstances. Social context (this may include social markers of race, gender, indigeneity, disability, and sexuality) will also be considered with respect to student perceptions of teaching effectiveness and other measures of assessing institutional competence. Finally, the research scholarship, teaching, and service records of candidates who have held previous tenure track positions will also be taken into consideration.

The Committee will be cognizant of and value various teaching and research methodologies and recognize that candidates may work with more than one methodology. Interdisciplinary scholarship, including the scholarship of teaching and learning, Indigenous Studies, and/or studies of race/ethnicity will be treated equally with more traditional Kinesiology-focused work. The Committee also recognizes that Indigenous colleagues may work either in a western conventional academic tradition (“those individuals who engage in a program of research and inquiry in accordance with the principles of the western academy and whose effort is primarily but not exclusively reflected in the production of written work”)² or a dual academic tradition which combines both conventional and traditional Indigenous approaches to research (“a dual tradition scholar is an individual whose scholarship is based in and informed by principles and methods appropriate to and exploration and explication of traditional aboriginal

¹ Aspects of this preamble have been adapted from the Windsor Law RTP Criteria, approved by UCAPT on March 1, 2021.

² This definition is drawn from Trent University’s ‘Indigenous Studies Tenure Process and Criteria’ document (2015).

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knowledge as well as those of the western disciplinary tradition”)³. Although all colleagues are expected to produce some conventional written scholarship, colleagues working in a dual tradition may provide evidence of scholarly contributions in a variety of ways. Colleagues who work or plan to work in a dual tradition should indicate so in their research statements as soon as reasonable in the RTP process.

Finally, the Committee will ensure that the work and practices of dual tradition scholars is peer reviewed by assessors with relevant knowledge and experience. Advice on suitable assessors will be sought from Indigenous scholars with relevant experience, elders, and/or community cultural leaders where required. Moreover, where Indigenous teaching methods are employed, the Committee will ensure that, if at least one member does not have knowledge of relevant Indigenous teaching methodologies, that an external assessment by an independent reviewer with knowledge of the relevant methodology will be sought.

Research Scholarship, Teaching, and Service

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) and following tenure (for promotion to 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) and following tenure (for promotion to 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 <http://www.uwindsor.ca/ctl/sites/uwindsor.ca.ctl/files/ucapt-teaching-dossier-guide.doc>.

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 each criterion. 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.

Lastly, the candidates must provide the Committee with a service statement. The statement should provide a narrative of the service work and accomplishments of the candidate carried out prior to tenure (for permanence/promotion to Associate Professor) and following tenure (for promotion to Professor). The statement may also set out a plan for future service goals and activities.

Approved by Kinesiology Council:
Approved by UCAPT:

2021/09/24
October 4, 2021

³ Ibid.

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Kinesiology Department RTP Criteria 2021: Research and Scholarship

Criterion 1: Expertise in research area, relevant methodologies and effective and ethical project management		
	Associate Professor	Professor
<p>a) An active and well-constructed research 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 active research program, with a continued pattern of quality articles published and under review.</p>	<p>Well-articulated and successful research agenda. History of research goals being met or 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>Conformity with relevant institutional, disciplinary, and funding agency ethical research guidelines.</p>	<p>Meets the standard set for Associate Professor.</p>

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Criterion 2: A record of high quality refereed publications, other demonstrated scholarly outputs		
	Associate Professor	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	Successful candidates should publish a minimum of 10 peer-reviewed journal articles (or equivalent) since hire. Books and book chapters can be counted as equivalent to peer-reviewed journal articles. Assessment of this criterion can take into account the following: Number of lead-author works (not necessarily first author), quality of the journal, methods of data collection (longitudinal data collection can count more), the use of archival data sets or data not collected by the candidate, and intra-disciplinary variations (with evidence provided by candidate).	Successful candidates should publish a total of at least 40 peer-reviewed journal articles (or equivalent). Assessment of this criterion can take into account quality of the journal, lead-author publications, methods of data collection, and the use of archival data sets or data not collected by the candidate.
b) Research dissemination is at the national and international level	Publications are peer reviewed and published in high quality journals (or equivalent). Assessment of journal quality can be based on metrics specific to the discipline. Research presentations have been made at recognized national or international conferences.	Publications are peer reviewed and published in high quality journals (or equivalent) that are recognized as excellent in terms of originality, significance, and rigour. Research presentations have been consistently made at recognized national and international conferences, including invited talks.
c) External peer review indicates that publications are of high quality	External peer review indicates that publications are of high quality.	External peer review indicates that publications are in high quality journals (or equivalent) that are recognized as excellent in terms of originality, significance, and rigour.

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Criterion 3: Evidence of independent and original contributions to research or creative activity, which have an impact on the field of expertise.		
	Associate Professor	Professor
a) Original contributions to the field of study that influenced thinking and/or practice in the field	Evidence of original contributions to theory and/or applications that have the potential to influence the evolution of the field, practice, or thinking within the discipline.	Evidence of original contributions to theory and/or applications that have influenced the evolution of the field, practice, or thinking within the discipline.
b) Extent to which research is considered, referred to, and/or read	Evidence of recognition within the area of research, such as citations, invitations to contribute chapters to books, participate in conferences, giving guest lectures or keynote addresses, fellowships, residencies or exchanges.	Strong evidence of international recognition in the area of research, such as: Keynotes, major and highly competitive research fellowships, residencies or exchanges, or impact factors of journals, citation counts, and metrics specific to the discipline.
c) National recognition/ leadership within the area of research specialty	Evidence of national or international recognition within the area of research, including but not limited to: Participating on research forum organizing committees, peer reviewing academic research submissions, sitting on a journal's editorial board, participating on executive boards of societies, etc.	Evidence of national and international recognition within the area of research, including but not limited to: Participating on research forum organizing committees, peer reviewing academic research submissions, sitting on a journal's editorial board, participating on executive boards of societies, delivering keynote addresses, acting as a consultant for government agencies, NGOs, commercial entities, or establishing a media presence as an expert in the research field, etc.

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Criterion 4: Capacity building through income generation, collaboration development and infrastructure development strategies		
	Associate Professor	Professor
a) External research funding	The candidate must have a record of continuous attempts to obtain external research funding (e.g., tri-council grants, contracts, foundations, equipment) as the PI for an amount consistent with their sub-discipline.	Has met all indicators for Associate Professor, and has obtained external funding as a PI (e.g., tri-council grants, contracts, foundations, equipment).
b) Internal or external research seed funding	Funding of research grants either as PI or Contributor of small internal or external seed grants.	Meets the standard set for Associate Professor.
c) Partnerships that directly contribute to research capacity, the development of research, or creative activity infrastructure	Beginnings of, or attempts to begin community, industry, or academic partnerships that contribute to research capacity materially, creatively, or intellectually.	Exceptional degree of community, industry, or academic partnerships, or data networks that contribute to research capacity materially, creatively, or intellectually.

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Criterion 5: Demonstrated ability to attract and successfully mentor and train students in research		
	Associate Professor	Professor
a) Successful undergraduate and graduate student recruitment and retention, supervision, and mentorship	Evidence that undergraduate and graduate students were recruited based on the candidate's 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 collaboration with and support of undergraduate and graduate student presentations, publications, or creative activity	A pattern of collaboration with undergraduate and graduate students as evidenced by co-authorship on projects.	Evidence of a sustained pattern of collaboration with undergraduate and graduate students as evidenced by co-authorship on projects.

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Criterion 6: Influence on and contributions to the academic and broader national/international community		
	Associate Professor	Professor
a) Evidence of productive research collaborations OR	Evidence of collaborative research activity indicating the development of a national research profile. For example, evidence could include publication output, funding, and training opportunities for students.	Evidence of leading collaborative research activities nationally or internationally. For example, evidence could include publication output, funding, and training opportunities for students.
b) Publicly engaged academic work OR	Evidence of knowledge exchange activities to disseminate research and information to the public. For example, knowledge exchange activities could include public presentations, interviews in media outlets, and collaboration with community organizations.	Evidence of sustained knowledge exchange activities to disseminate research and information to the public nationally or internationally. For example, knowledge exchange activities could include public presentations, interviews in media outlets, and collaboration with community organizations.
c) Leadership contributions to disciplinary academic associations or community	Evidence of emerging connections to disciplinary academic associations or community. For example, emerging connections could include organization of conference panels, serving on conference committees, evaluating article and book submissions for journals and academic presses.	Evidence of sustained leadership on disciplinary academic associations or within the community. For example, leadership could consist of chairing panels at conferences, conference organization, holding office in national or international disciplinary academic associations or community organizations, sitting on journal editorial boards, and research grant review panels.

**University of Windsor RTP Evaluation Framework:
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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 with course learning outcomes.	Continues to meet the standard set for Associate Professor and may demonstrate evidence of engagement with curriculum development and pedagogical innovation.
b) Currency of course content and materials⁴	Course content and materials are current and reflective of advances in the field, where relevant.	Continues to meet the standard set for Associate Professor.
c) Organization of courses – effectiveness in providing activities to develop student learning	Course activities (e.g., lectures, group work, guest speakers, tutorials, etc.) are organized in such a way that they allow students to meet intended learning outcomes.	Continues to meet the standard set for Associate Professor.
d) Methods of assessment are clear, aligned with intended learning outcomes, at an appropriate level of difficulty, and reflect current disciplinary practice	Methods of assessment are clear, well-aligned with learning outcomes, appropriately challenging for the course level, and reflect current disciplinary practices.	Continues to meet 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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Criterion 2: Teaching and Supporting Student Learning and Departmental Needs Quality teaching, including lecturing, classroom, on-line, workshop and applied activities, undergraduate and graduate teaching ⁵		
	Associate Professor	Professor
a) Stimulation of students' interest	Evidence of effort to stimulate students' interest in course materials and field of study.	Continues to meet the standard set for Associate Professor.
b) Creation of a safe and respectful learning environment	Evidence that the instructor has created a safe and respectful learning environment.	Continues to meet the standard set for Associate Professor.
c) Students are supported in reaching their learning needs	Evidence that the instructor has adopted practices that support students with a variety of learning needs.	Continues to meet the standard set for Associate Professor.
d) 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 future work.	Continues to meet the standard set for Associate Professor.
e) Student perceptions of teaching	Instructor SET scores average 5.0 or higher in 75% of courses taught during the tenure track period.	Instructor SET scores average 5.5 or higher in 75% of courses since tenure.
f) Availability for consultation (e.g., email, online, office hours, telephone)	Evidence that the instructor has clearly established, communicated and met expectations with regard to being available to students.	Continues to meet the standard set for Associate Professor.

⁵ Committees are entitled to take into consideration the nature and size of the course in assessing this indicator.

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Criterion 3: Integration of Scholarship, Research or Professional Activities with Teaching		
	Associate Professor	Professor
a) Integration of scholarship, research, or professional activities in pedagogical practices	Inclusion of at least one of: <ol style="list-style-type: none"> 1. Discipline-based inquiry that forms a regular and integrated part of course content; 2. Professional, industry, and work-based practice and experiences that form a regular and integrated part of course content. 	Continues to meet the standard set for Associate Professor.

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Criterion 4: Continuing Professional Development and Efforts to Improve Individual Practice and Department Teaching Culture		
	Associate Professor	Professor
a) Evidence of teaching-related professional development	Evidence of incorporation of feedback into classroom practice for improvement purposes will include at least 3 of the following: Discussion of SET scores with AAU head, completion of a CTL workshop(s), analysis of SET data and other student comments or feedback, ⁶ critical reflection on teaching practices, attendance at a teaching and learning conference(s), peer review of teaching (e.g., Peer Collaboration Network).	Has demonstrated a commitment (post tenure) to continually improve one's own teaching, on an annual basis, through the completion of activities listed under Associate Professor.
b) Evidence of efforts to improve teaching and student learning in the department or beyond	Has contributed to the growth of knowledge and practice in teaching and learning within the department or beyond, for example through the scholarship of teaching and learning (e.g., presentations, publications), mentorship, or other educational leadership activities.	Continues to meet the standard set for Associate Professor.

⁶ The department will also comment on investigated student complaints, unusual patterns of student withdrawal and other matters related to collective agreement responsibilities in his or her review, and these will form part of committee decision making.

**University of Windsor RTP Evaluation Framework:
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Criterion 1: Service and leadership contributions to the department and University		
Indicators	Associate Professor	Professor
a) Scope and quantity of service is consistent with the requirements of the Faculty	Service to the Department of Kinesiology is mandatory. The candidate may choose to contribute at the University level.	Service to the Department of Kinesiology is mandatory. The candidate shall contribute at the University level.
b) Effective collaboration and teamwork	Evidence of commitment to service responsibilities for the benefit of the Department of Kinesiology.	Evidence of commitment to service responsibilities for the benefit of the Department of Kinesiology and the University of Windsor.
c) Collegiality	Evidence of cooperation in the shared responsibility of service for the benefit of the Department of Kinesiology.	Evidence of cooperation in the shared responsibility of service for the benefit of the Department of Kinesiology and broader University community.
d) Integrity	Evidence of upholding the mission, vision, and values of the Department of Kinesiology.	Evidence of upholding the mission, vision, and values of the Department of Kinesiology and broader University community.

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Criterion 2a⁷: Contributions to or Engagement with the Community: Community activities that engage with organizations or public at large involving professional skills and knowledge or creating links between scholarship and programs in the University and those in the community		
Indicators	Associate Professor	Professor
a) Engagement with communities, broadly defined	Evidence of contributions at the local level.	Evidence of contributions at the local, provincial, national, and/or international levels.
b) Impact of an individual's service and contributions	Examples of impact might include: Contributions to policy, consultation with non-profits, successful external community-based projects and/or use of research in policy, pro-bono professional work, funding consultations, or mentorship/supervision of practitioners in the community.	Continues to meet the standard set for Associate Professor.
c) Integrity	Evidence of upholding the mission, vision, and values of the Department of Kinesiology and those of the broader communities being represented.	Continues to meet the standard set for Associate Professor.

⁷ The candidate will satisfy the requirements for either criterion 2a (community) or 2b (discipline).

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Criterion 2b: Contributions to one's professional or disciplinary societies and/or the Kinesiology-sector more broadly		
Indicators	Associate Professor	Professor
a) Engagement with one's professional or disciplinary societies and/or the Kinesiology-sector, broadly defined	Evidence of service contributions at the local, provincial, national, and/or international levels. Examples of service may include: Peer review of research, board membership of academic or professional organizations, editorial board membership, disciplinary conference organization.	Evidence of regular service contributions at the local, provincial, national, and/or international levels. Service shall include peer review of research and at least one of the following: Board membership of academic or professional organizations, editorial board membership, disciplinary conference organization, academic program reviews, tenure/promotion application reviews.
b) Impact	Not applicable.	Impact of an individual's service might include the following: Contributions to the development of policies, procedures, and mechanisms to support disciplinary practice, evidence of contributions to the development of programs, services and resources for practitioners, and the organization of disciplinary events.
c) Integrity	Evidence of upholding the mission, vision, and values of the Department of Kinesiology and those of the profession or disciplinary societies being represented.	Continues to meet the standard set for Associate Professor.