University of Windsor
Department of Political Science
Renewal, Tenure and Promotion Criteria, 2019
(10 October 2019 DRAFT – Passed by RTP Committee)
(28 October 2019 – Passed by Poli Sci Council)
(30 Jan. 2020 Passed by UCAPT)
(20 October 2020 – Passed by Poli Sci Council)
(19 November 2020 – Passed by FCC)
(24 September 2021 – Passed by Council)
(16 September 2022 – Passed by Council)
(3 November 2023 – Passed by Council)
(15 November 2024 – Passed by AAU Council)
09 January 2025 – Passed by FCC
13 February 2025 –Reviewed by UCAPT
January 23, 2026 – Reviewed and Passed by Council

Preamble: The following applies to tenure and promotion from assistant to associate professor, and promotion from associate to full professor. The criteria are consistent with Senate bylaw 23 and Article 13 of the collective agreement. The criteria are designed to supplement the criteria outlined in that bylaw and article.

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, as well as any other information and relevant documents the candidate submits to support their case. It is the candidate's responsibility to make a case for his or her promotion.

The committee will be supported in their review of an application by <u>three</u> external letters of reference.

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 plan for the scholarly work of the candidate.

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 plan for the development of the candidate's teaching. 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 research, teaching and service 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 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.

RESEARCH CRITERIA

Criterion 1: Expertise in research or creative area, relevant methodologies and effective and ethical project management			
	Assistant Professor [at 3-year review]	**Associate Professor**	**Full Professor**
a) An active and well-constructed research or creative activity plan, and a history of successful plans or programs **Clearly focused research plan articulated in a research statement.**	**The candidate is developing a focused research program.**	**The candidate demonstrates an ongoing, clearly focused, and highly active research program, with a continued pattern of quality articles under review.**	**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).**
b) Conformity with all relevant institutional, disciplinary and funding agency ethical and research guidelines	The candidate is expected to have begun an application for at least one major external research grant. Conformity with relevant institutional, disciplinary, and funding agency for ethical research guidelines.	The candidate is expected to have authored an application for at least one major external research grant. A pattern of conformity with relevant institutional, disciplinary, and funding agency ethical research guidelines.	The candidate is typically expected to have been an applicant/co-applicant/collaborator for more than one major external research grants since earning tenure. Successfully obtaining a major external grant will usually be considered fulfillment of this criterion.

Evidence

- ECV
- Research Plan
- External Peer Review

Criterion 2: A record of high-quality refereed publications, juried creative activity or other demonstrated scholarly outputs			
	Assistant Professor [at 3-year review]	**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	**It is expected that the candidate will have published, in press, or in review:** **2 peer-reviewed journal articles or equivalent (average length 4,000-10,00 words)**	**In the five-year probationary period, it is expected that the candidate will have published:** **5 peer reviewed journal articles, or equivalent.**	Since promotion to Associate Professor, a faculty member applying for Full Professor is expected to have maintained at least the same average annual research output as that required for promotion to Associate Professor. Normally, the minimum service before application to Full Professor is 5 years.
b) Research dissemination or creative activity is at the national and international level	Publications are peer reviewed and are generally published in well-respected journals or through publishing houses with high quality academic reputations.	Publications are peer reviewed and are generally published in well-respected journals or through publishing houses with high quality academic reputations. Research dissemination occurs through regular conference participation.	Many publications are published in journals or with publishing houses of high quality national or international reputations. Research dissemination occurs through regular conference participation. Research dissemination is consistently widely recognized at national and/or international levels.
c) External peer review indicates that publications or creative activity is of high quality	External peer review indicates that publications are of good quality.	External peer review indicates that publications are of good quality.	External peer review indicates that publications are of high/excellent quality.

Evidence

- ECV
- Selected publications
- External review
- Peer review

Equivalencies

- Peer reviewed book chapters are considered the equivalent of peer reviewed journal article based on committee's analysis of the quality of the publication.
- In case of multi-authored work, at least one publication must be sole authored.
- Single authored books are equivalent to 3 peer reviewed articles (distinct in content from book in cases where book is the candidate's PhD thesis)
- 1 edited volume and 4 peer reviewed journal articles are equivalent (distinct in content from the book).
- Based on evidence provided by the candidate, the committee may evaluate a successful grant application as equivalent to one peer-reviewed publication.

Indigenous Candidates

The Committee will recognize that Indigenous candidates may work either in a conventional academic tradition ("those individuals who engage in a program of research and inquiry in accordance with the principles of the western academy and whose effort is primarily but not exclusively reflected in the production of written work") or a dual academic tradition that combines conventional academic and traditional Indigenous approaches to research. ("A dual tradition scholar is an individual whose scholarship is based in and informed by principles and methods appropriate to an exploration and explication of traditional aboriginal knowledge as well as those of the western academic disciplinary tradition."[1]

Although all candidates are expected to produce some conventional written scholarship, candidates working in a dual tradition are not expected to produce the same amount of written scholarship as those working in a conventional tradition only. Candidates who work or plan to work in a dual tradition should indicate so in their research statements as soon as is reasonable in the RTP process.

Criterion 3: Evidence of independent and original contributions to research or creative activity, which have an impact on the field of expertise.			
	Assistant Professor [at 3-year review]	**Associate Professor**	**Full Professor**
a) Original contributions to the field of study or creative practice that influenced thinking and/or practice in the field.	The candidate should be working toward influencing the evolution of the field, practice, or thinking within the discipline or as practical applications.	Evidence of contributions that are influencing the evolution of the field, practice, or thinking within the discipline or as practical applications.	Evidence of major original contributions with significant impact within the discipline or through practical applications.

[1] These definitions are drawn from Trent University's "Indigenous Studies Tenure Process and Criteria" 2015.

b) Extent to which research or creative activity is considered, referred to, read.	Invitations to contribute chapters to books, participate in conferences, give guest lectures or keynote addresses.	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.	Strong evidence of national and/or 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 scholarly sites such as Academia.edu, Scholarship at UWindsor, Google Scholar.
c) National recognition/ leadership within the area of research specialty	Participation in major national conferences, reviewing books or article manuscript submissions for an academic press of scholarly journal.	Evidence of national recognition within the area of research, including participation on the program of major national conferences; reviewing book or article manuscript submissions for an academic press of scholarly journal; or sitting on a journal's editorial board.	Evidence of national recognition within the area of research, including chairing panels at major national conferences; reviewing book or article manuscript submissions for an academic press of 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.

Evidence

- ECV
- RTP Committee Review
- External Reviews
- Research or citation metrics
- Research Awards

Criterion 4: Capacity building through income generation, collaboration development and infrastructure development strategies			
	Assistant Professor [at 3-year review]	**Associate Professor**	**Full Professor**
a) Internal or external research or creative activity funding; **OR**	Preparing application of major grants such as Tri-Council or related funding bodies. OR	Funding of major grants such as Tri-Council or related funding bodies. OR	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. OR
b) Partnerships that directly contribute to research capacity or the development of research or creative activity infrastructure	Emerging community, industry, or academic partnerships that contribute to research capacity materially, creatively, or intellectually.	Strong degree of community, industry, or academic partnerships that contribute to research capacity materially, creatively, or intellectually.	Exceptional degree of community, industry, or academic partnerships that contribute to research capacity materially, creatively, or intellectually.

Evidence:

- Grants received
- Grant applications and reports from these applications if unsuccessful e.g., SSHRC designations

Criterion 5: Demonstrated ability to attract and successfully mentor and train students in research			
	Assistant Professor [at 3-year review]	**Associate Professor**	**Full Professor**
a) Successful student engagement, supervision and mentorship	Availability to supervise graduate and/or undergraduate students.	Evidence that candidate engages in graduate and undergraduate supervision and evidence of the successful completion of these supervisions.	Clear and sustained evidence that the candidate supports graduate and undergraduate students, and successfully supervises and mentors them to high achievement.
b) Student access to external funds	Encouraged students to explore external funding opportunities.	Evidence that students explored external funding opportunities.	Clear and sustained evidence that students explored external funding opportunities.

Evidence:

- ECV
- Graduate supervision data
- Undergraduate thesis supervision
- Outstanding Scholars data
- Collaborative publications, presentations, and funding for students

Criterion 6: Influence on and contributions to the academic and broader national/international community			
	Assistant Professor [at 3-year review]	**Associate Professor**	**Full Professor**
a. Evidence of capacity to build productive research collaboration **OR**	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.	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.	The candidate for full professor should be able to demonstrate participation in research networks of national or international prominence.
b. Publicly engaged academic work **OR**	The candidate's research may have some public visibility and application in the form of public presentations, school presentations, interviews with media outlets.	The candidate's research may have some public visibility and application in the form of public presentations, school presentations, interviews with media outlets.	The candidate's research may have some public visibility and application in the form of public presentations, school presentations, interviews with media outlets.
c. Leadership contributions to national disciplinary academic associations or to the disciplinary community	Conference participation or organization of panels at conferences, serving on conference committees; or evaluating articles	Contributions to national academic associations as established through conference participation, the organization of panels at conferences, serving on conference committees; or evaluating article and book submissions for journals and academic presses, etc.	Prominence 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 academic associations, sitting on the board of editors for journals, editing series for academic presses etc.

Evidence:

- ECV
- External Review
- Engagement in academic networks including academic associations, editorial boards,

TEACHING CRITERIA

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			
	Assistant Professor [at 3-year review]	**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. 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 material	Sound and current course content and material.	Sound and current course content and material, with evidence of practices to remain current	Meets the standard set for associate professor
c) Organization of class – effectiveness in providing activities to develop student learning	Planned learning activities clearly and effectively support student acquisition of a course's intended learning outcomes, and are consistently at an appropriate level of difficulty	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

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

Evidence:

- Course outlines
- Teaching portfolio
- Sample course material e.g. Brightspace sites
- Peer review
- SET scores
- SPT scores
- Peer assessment

Criterion 2: Teaching and Supporting Student Learning
Quality teaching, including lecturing, classroom, on-line, workshop and applied activities, undergraduate and graduate teaching.

	Assistant Professor [at 3-year review]	**Associate Professor**	**Professor**
Clarity and stimulation of interest	Students indicate that instruction is generally easy to follow and interesting.	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	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	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	Student feedback or other evidence, is timely and regular, and was consistently appropriate to the nature of the course. Feedback provided useful guidance	Meets the standard set for associate professor

	regarding how to improve for future work.	regarding how to improve for future work.	

Evidence:

- Instructor SET/SPT scores within the reported median of the faculty
- Record of investigated student complaints
- Teaching awards

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.			
	Assistant Professor [at 3-year review]	**Associate Professor**	**Professor**
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	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	Available to students outside of class time with evidence of systematic approaches to ensuring availability to students	Meets the standard set for associate professor

Evidence

- Teaching dossier
- Course outlines
- ECV

Criterion 4: Integration of Scholarship, Research or Professional Activities with Teaching			
	Assistant Professor [at 3-year review]	**Associate Professor**	**Professor**
Inclusion of ONE of: **a) Teaching and learning research into teaching practice** **b) Discipline-based research in the curriculum and engagement of students in pedagogically sound discipline-based research** **c) Professional or work-based practice and experiences into teaching practice and the curriculum**	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.	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.	Meets the standard set for associate professor

Evidence

- Teaching dossier
- New course development

Criterion 5: Continuing Professional Development and Efforts to Improve Individual Practice and Department Teaching Culture			
	Assistant Professor [at 3-year review]	**Associate Professor**	**Professor**
Evidence of teaching related professional development	Has demonstrated a commitment to improving own teaching through activities such as self-directed reading, workshops, forums, conferences, or peer-led activities intended to enhance teaching and learning	Has demonstrated a commitment to improving own teaching through activities such as self-directed reading, workshops, forums, conferences, or peer-led activities intended to enhance teaching and learning	Has demonstrated a long-term commitment to improving own teaching through activities such as self-directed reading, workshops, forums, conferences, or peer-led activities intended to enhance teaching and learning
Evidence of efforts to improve teaching and student learning in the department or beyond	Has demonstrated a commitment to improving own teaching through activities such as self-directed reading, workshops, forums, conferences, or peer-led activities intended to enhance teaching and learning	Has demonstrated a commitment to improving own teaching through activities such as self-directed reading, workshops, forums, conferences, or peer-led activities intended to enhance teaching and learning	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.

Evidence:

- Teaching dossier
- Workshop participation
- The department will also comment on student complaints investigated, 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 CRITERIA

Criterion 1: Engagement in Departmental Governance and Program Support Activities[2]			
	Assistant Professor [at 3-year review]	**Associate Professor**	**Professor**
a) Commitment to Departmental governance structures	Participation in committee and council work.	Candidate is actively engaged in governance work as evidenced through attendance and participation in committee and council work.	Candidate is actively engaged and prepared to take a leadership role in the governance of the department. This leadership may be through committee chair work; the development of new courses and programs or curriculum revision; recruitment and retention activities;
b) Commitment to student support	Candidate is engaged in supporting student activities within the department	Candidate is engaged in supporting student activities within the department	Candidate is actively engaged and prepared to take a leadership role in supporting student societies and initiatives.

Evidence

- ECV
- Department head's report
- Evidence submitted by the candidate

[2] It is normally expected that an assistant professor in the department will have a lighter service load than the average for associate and full professors. Candidates' service role will be evaluated in that context.

Criterion 2: Engagement in University Service			
	Assistant Professor [at 3-year review]	**Associate Professor**	**Professor**
a) Commitment to university governance	Candidate may be engaged in university committees and activities.	Candidate may be engaged in university committees and activities.	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,

Evidence:

- ECV
- Submission by the candidate

Criterion 3: Engagement in Service to the Academic and Wider Community[3]			
	Assistant Professor [at 3-year review]	**Associate Professor**	**Professor**
a) Commitment to the academic community	Consideration will be given to service work in the academic community where connected to the discipline. This is not required.	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, etc.	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 academic associations, sitting on the board of editors for journals, editing series for academic presses etc. Service on PhD and MA committees in other departments or institutions

[3] The committee recognizes that the overlap between this criterion and criteria within the research component. The committee is entitled to use discretion in deciding how to apply the evidence across the different criteria.

b) Service to the wider community	Consideration will be given to service work in the wider community where connected to the discipline. This is not required.	Consideration will be given to service work in the wider community where connected to the discipline. This is not required.	Consideration will be given to service work in the wider community where connected to the discipline. This is not required.

Evidence:

- ECV
- Submission by the candidate