Department of Sociology and Criminology
Renewal, Tenure, and Promotion Framework
September 29, 2022
UCAPT APPROVED: December 7, 2022

PREAMBLE:

The following criteria apply to contract renewal, tenure, and promotion from assistant to associate professor, and promotion from associate to full professor within the Department of Sociology and Criminology (the Department). These criteria are consistent with Senate bylaw 23 and Article 13 of the Collective Agreement and are considered valid for all candidates. The Renewal, Promotion and Tenure Committee (the Committee) will consider the candidate's teaching dossier, their research dossier, their service statement, their ECV, the Head's Performance Evaluations of teaching, research, and service, and evaluations provided by external reviewers, as well as any other information and relevant documents the candidate submits to support their case. As per Senate bylaw 23.2.1 The Committee shall be fair, and apply a liberal interpretation, construction and application as will best ensure the maintenance of high standards of scholarship, teaching, and service within the department.

Consistent with equity, diversity, inclusion, and de-colonization (EDID) pedagogies, research, and service, the Committee will ensure the equitable application of RTP criteria as well as identify and remove barriers to designated groups, specifically Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons. The criteria and standards also recognize diversity and emerging new and/or non-traditional scholarship and teaching methodologies.

The Committee will also consider any special circumstances that have influenced the performance or productivity of the candidate, such as delays in disseminating research results due to health, family responsibilities, parental leave, disabilities, or other applicable circumstances.

The Committee is fully cognizant that the specific components with corresponding criteria-charts provided in the appendix represent the Department's vision of the "ideal" candidate in the context of the disciplines of Sociology and Criminology. In accordance with Senate bylaw 23, candidates are assessed by their *consistent* contributions to the scholarly community.

SPECIFIC COMPONENTS:

1. TEACHING

Candidates are strongly encouraged to provide a Teaching Dossier, which may follow the "Optional UCAPT Teaching Dossier Guide," (UCAPT: "University Committee on Academic Promotion and Tenure"), or the processes facilitated by the CTL. The Teaching Dossier should document and supply a narrative of the candidate's teaching, summarizing their accomplishments and demonstrating a commitment to sound pedagogy.

The Committee expects that a faculty member's research expertise and experience are suitably reflected in the teaching and learning environment including: course content; classroom activities; student engagement; ongoing efforts to decolonize higher education; curriculum review, assessment, revision, and development; undergraduate and graduate program committee involvement; mentorship; teaching in the community, and other relevant contributions and activities as may be deemed desirable and/or appropriate.

Faculty members at all stages, but especially those in the probationary/residency period, are encouraged to avail themselves of the services offered by the CTL including: "Teaching Consultations" and "Teaching Observations."

Consistent with the commitment to EDID, the Committee recognizes the vital need for student feedback mechanisms, and the constructive and collegial assessment of the pedagogical skills of instructors. The Committee recognizes distortions of institutional racism, in addition to distortions that may arise in courses that emphasize theoretical, statistical, and diverse cultural knowledge. The Committee recognizes entrenched heteropatriarchy in the Canadian university context (e.g., culturally predominant expectations of what a "real" university professor looks and sounds like). SETs shall be among the factors in evaluating teaching competency, but not the primary basis upon which teaching evaluations are considered given its problematic methodological features (cf. RAACES Brief on SETs 2020).

To facilitate a supportive and positive culture of teaching and learning in the candidate, the AAU Head (in consultation with the Dean), shall provide reasonable opportunity for peer review and mentorship in teaching for all faculty members in the probationary stage.

TEACHING DOSSIER FOR PEER REVIEW BY THE COMMITTEE INCLUDES:
1. Table of contents
2. Statement of teaching philosophy
3. Description of teaching activities (4-6 pages):
   o Course codes, titles, typical class sizes, type (e.g., lecture, tutorials, lab, seminar, practicum), indicating any "required" courses.
   o Development of new or substantially revised courses (including alternative delivery methods such as online delivery).
   o Pedagogical development (e.g., workshops, self-study, etc.)
   o Plans for continuing pedagogical development (e.g., workshops, self-study, etc.)
   o List of graduate student committee involvement and role (e.g., advisor; reader; examiner).
   o List of undergraduate student committee involvement and role (e.g., undergraduate committee member, research supervisor).
   o Teaching and mentorship activity in the UWindsor community.
4. Integration of Research and Teaching: A statement describing how the candidate's research is integrated into teaching activity (e.g., how research is included in course design, lecture topics and content, reading lists, graduate student committee involvement and advising, etc.)

5. Course Syllabi/Outline as candidate sees fit. These may additionally include annotations stating how course design realizes, assesses, and aligns with approved learning outcomes (e.g., reflects "authentic assessment"); as appropriate, how current syllabi differ from previous ones and why (e.g., for promotion to Full Professor).
6. Sample Assessment Instruments (e.g., assignment handouts, tests, exams, participation activities).
7. Sample Lesson Plans or Equivalent (e.g., lecture slides, lecture notes).
8. Contributions to curriculum review and/or renewal (e.g., new courses created; developing, reviewing, or revising Learning Outcomes; new pedagogical initiatives or tools used or developed; participation in IQAP review of curriculum and teaching; review and revision to the "Teaching" portion of the RTP process). Note: evidence in this category is especially relevant for promotion to Full Professor.

OPTIONAL ITEMS:
9. Teaching awards and recognitions.
10. CTL Report on Teaching Workshops (or equivalent—e.g., activities done elsewhere) demonstrating a commitment to quality teaching and willingness to improve).
11. Teaching and Learning Committee Membership(s).
12. Teaching related publications and other professional contributions (e.g., textbooks, contributions to textbooks, and other teaching related material).
13. List of mentorship activities external to the university.
14. List of teaching activities in the community.
15. Teaching feedback (e.g., unsolicited signed letters from students, GAs, TAs and/or colleagues; peer evaluations based on visits to the classroom).

Refer to Appendix:
(1.a) Chart on teaching criteria.
(1.b) Chart on evidence of attainment of teaching criteria.
Note: corresponding items from this list will be abbreviated as "TD1, TD2 etc." in the appendix.

2. RESEARCH AND SCHOLARLY ACTIVITY
The Committee requires candidates to submit a comprehensive research dossier in support of their Tenure and Promotion application to Associate Professor, as well as in support of a candidate's Promotion application to Full Professor.

REQUIRED ITEMS:
1. Table of contents.
2. Research statement.
3. List of candidate's peer reviewed publications including samples of published work.
4. List of works in peer-review.
5. List of drafts / works in progress.
6. List of research grants attained by the candidate (including amounts in Canadian dollars).
7. List of research grant applications submitted for review by the candidate.
8. Description of candidate's current research activities.

9. Description of candidate's future research goals and plans.

Refer to Appendix:
(2.a) Chart on research and scholarly activity criteria.
(2.b) Chart on *Evidence* of attainment of research and scholarly criteria.

3. SERVICE

The Department expects faculty members to be well-rounded contributors to service. The assessment of service considers more than time served – as with all aspects of renewal, tenure and promotion criteria, the nature, quality, and impact of the candidate's contributions are also considered. Members foster the enhancement of learning, scholarly practice, knowledge creation and knowledge mobilization within the department, the university, in the community and in relevant disciplinary societies. In addition to looking for evidence of a spirit of participation in an equitable number of committee assignments, the Committee will assess the quality and depth of an individual's contributions to service. The proportion of contribution to the department, university, community, and discipline may vary in different times and different combinational forms.

REQUIRED ITEMS:
1. The candidate's ECV
2. Department Head Performance Reviews
3. Service statement from the candidate (brief – maximum 2 pages), providing a narrative about their commitment to service, university citizenship, and involvement with the broader community that reflects the faculty member's experience and expertise.

OPTIONAL ITEMS:
4. Service awards and distinctions; meritorious recognition from community groups
5. Training certificates pertaining to service; professional development
6. Correspondence, notes, letters and emails from student, peer or members from the larger community describing service
7. Public acknowledgements from the larger community describing service.
8. Products of service including contributions to policy review, renewal and creation, committees or other structures and completion of specific projects

Refer to Appendix:
(3.a) Chart on service criteria.
(3.b) Chart on evidence of attainment of service criteria.