

**Department of Sociology and Criminology
Renewal, Tenure, and Promotion Framework
September 29, 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):
 - Course codes, titles, typical class sizes, type (e.g., lecture, tutorials, lab, seminar, practicum), indicating any "required" courses.
 - Development of new or substantially revised courses (including alternative delivery methods such as online delivery).
 - Pedagogical development (e.g., workshops, self-study, etc.)
 - Plans for continuing pedagogical development (e.g., workshops, self-study, etc.)
 - List of graduate student committee involvement and role (e.g., advisor; reader; examiner).
 - List of undergraduate student committee involvement and role (e.g., undergraduate committee member, research supervisor).
 - 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.

Department of Sociology and Criminology
Renewal, Tenure, and Promotion Framework Appendix
September 29, 2022

(1.a) Teaching Criteria

Teaching Criteria	Renewal	Tenure/Associate Professor	Full Professor
A candidate's application for Renewal, Tenure, or Promotion will be judged against the following criteria:	During the period under review, teaching that satisfies the following criteria shall be deemed competent:	During the period under review, teaching that satisfies the following criteria shall be deemed good:	During the period under review, teaching that satisfies the following criteria shall be deemed superior:
1. Course Organization and Preparation	Course organization and preparation meets the standards set by the University. Course content reflects disciplinary standards and the candidate's research expertise as appropriate. Candidate seeks pedagogical guidance as appropriate.	Course organization and preparation meets or exceeds the standards set by the University, demonstrates consistency. Candidate shows a general willingness to revise and improve (when deemed potentially helpful).	Course organization and preparation, meets or exceeds the standards for Associate Professor. Candidate shows a general commitment to revise and improve (when deemed potentially helpful).
2. Availability to Students (e.g. Contact Information, Contact Hours, etc.)	Availability to students meets the standards set by the University.	Availability to students; meets or exceeds the standards for Renewal. Candidate shows a general willingness to participate in activities that will help advance the academic life of their students.	Availability to students; meets or exceeds the standards for Associate Professor. Candidate and shows a general commitment to participate in activities that will help advance the academic life of their students.
3. Teaching Quality	Teaching quality should be deemed competent.	Teaching quality should be deemed good.	Teaching quality should be deemed good.

(1.b) Evidence of Attaining Teaching Criteria

Evidence	Renewal	Tenure/Associate Professor	Full Professor
1. Assessment instruments, e.g., exams, assignments...	Evidence (e.g., sample exams, assignments, or other methods of evaluation from courses taught) should show that the methods of evaluation are generally clear, have level appropriate difficulty, well-aligned with learning outcomes, and so on. (TD6, 3, 10).	As outlined for Renewal, but consistent evidence (e.g., comparisons between exams, assignments, and other methods of evaluation) should also show a general willingness to review, revise, and improve methods of evaluation (if deemed potentially helpful).	As outlined for Associate Professor, and evidence (e.g., comparisons between exams, assignments, and other methods of evaluation) should also show a general commitment to review, revise, and improve methods of evaluation (if deemed potentially helpful).
2. Course content, such as sample lecture slides, notes...	Evidence: sample lecture notes, slides, LMS screenshots, etc. (TD7).	As outlined for Renewal with evidence of consistency; should also show a general willingness to review, revise, and improve content (if deemed potentially helpful).	As outlined for Associate Professor and evidence should also show a general commitment to review, revise, and improve content (if deemed potentially helpful).
3. Pedagogical methods	Evidence (e.g., syllabi, feedback from students, testimonials) should show that pedagogical methods are appropriate to the material being covered and are well-aligned with learning outcomes; CTL workshops & consultations (TD2, 5, 6, 7, 8).	As outlined for Renewal with evidence of consistency; should also show a general willingness to review, revise, and improve content (if deemed potentially helpful).	As outlined for Associate with evidence of consistency; should also show a general commitment to review, revise, and improve content (if deemed potentially helpful).

Evidence	Renewal	Tenure/Associate Professor	Full Professor
4. Student feedback	Student feedback (e.g., testimonials, SET scores for “Course Evaluation,” etc.) should be largely positive, during the period under review. The potential for implicit bias in student feedback must be taken into consideration.	Student feedback (e.g., testimonials, SET scores for “Course Evaluation,” etc.) should be strongly positive. The potential for implicit bias in student feedback must be taken into consideration.	Student feedback (e.g., testimonials, SET scores for “Course Evaluation,” etc.) should be predominantly positive. The potential for implicit bias in student feedback must be taken into consideration.
5. Contact hours & variety of communication modalities	Evidence (e.g., performance reviews & course syllabi, TD5) should show that the candidate was reliably and consistently available for scheduled contact hours, notifying students in advance (when possible) if contact hours need to be moved, cancelled, etc.; location, email address, telephone number, LMS postings.	As outlined for Renewal but evidence (e.g., performance reviews) should also show a general willingness to be available to students beyond regular contact hours.	As outlined for Associate Professor and evidence (e.g., performance reviews) should also show a general commitment to be available to students beyond regular contact hours.
6. Student Mentoring	Evidence for work in a mentoring ability is not needed but will be considered if provided. (TD3; ECV).	Evidence (e.g., performance reviews, testimonials) should show a general willingness to work with students in a mentoring capacity (TD2, 3; ECV).	Evidence (e.g., performance reviews, testimonials) should show a general commitment to work with students in a mentoring capacity (TD2, 3; ECV).
7. Graduate Student Committee Membership	Evidence for the mentoring or Supervision of graduate students is not needed but may be considered.	Evidence (e.g., curriculum vitae, performance reviews, student feedback, etc.) should show a general willingness to work with graduate students in a mentoring or Supervisory capacity.	Evidence (performance reviews, TD3, ECV etc.) shows a commitment to mentoring and supervising graduate students (e.g., serving as the Advisor/ Supervisor/Reader of Theses, attendance/ participation in conferences and other modes of presentation, co-authoring, guidance on publishing...)

Evidence	Renewal	Tenure/Associate Professor	Full Professor
8. Performance Reviews: Teaching	Performance reviews should largely be positive.	Performance reviews should consistently be positive.	Performance reviews should predominantly be positive.
9. Course Content (e.g., TD 4, 5, 6, 7)	Course content reflects disciplinary standards & candidate's research expertise as appropriate.	Consistently meets or exceeds the standards for Renewal.	Consistently meets or exceeds the standards for Associate and should show a general commitment to revision and currency.
10. Student Feedback	Student feedback (e.g., TD15, testimonials, SET scores for "Teaching Effectiveness in promoting academic pursuits and stimulating student interest", etc.) should largely be positive.	Student feedback (e.g., TD15, testimonials, SET scores for "Teaching Effectiveness in promoting academic pursuits and stimulating student interest", etc.) should consistently meet or exceed the standard for Renewal.	Student feedback (e.g., testimonials, SET scores for "Teaching Effectiveness in promoting academic pursuits and stimulating student interest", etc.) should consistently meet or exceed the standard for Associate Professor.
11. Teaching Self-Improvement Initiatives	Evidence for participation in self-improvement initiatives is not required though may be considered (e.g., TD2, 3, 4, 10, 12, 16).	Evidence (e.g., performance reviews, e-mails, or other forms of correspondence) should show a general willingness to take part in self-improvement initiatives (if deemed potentially helpful). (e.g., TD2, 3, 4, 10, 12, 16).	Evidence (e.g., performance reviews, e-mails, or other forms of correspondence) should show a general commitment to take part in self-improvement initiatives (if deemed helpful). (e.g., TD2, 3, 4, 10, 12, 16).
12. Curriculum Development	Evidence for participation in curriculum development is not required though may be considered (e.g., TD2, 3, 4, 8).	Evidence (e.g., performance reviews, minutes of Dept Council meetings) should show a general willingness to participate in curriculum committees and other aspects of curriculum development (e.g. TD2, 3, 4, 8).	Evidence (e.g., performance reviews, minutes of Dept. Council meetings) should show a general commitment to participate in curriculum committees and other aspects of curriculum development, during the period under review. (e.g., TD2, 3, 4, 8).

Evidence	Renewal	Tenure/Associate Professor	Full Professor
13. Awards	Evidence of teaching awards is not required but significant acknowledgment will be given for awards. (TD9)	Evidence of teaching awards is not required but significant acknowledgment will be given for awards. (TD9)	Evidence of teaching awards is not required but significant acknowledgment will be given for awards. (TD9)
14. SET Scores	SET scores for "Instructor Evaluation" should be largely positive.	As outlined for Renewal.	As outlined for Associate.

(2.a) Research and Scholarly Activity Criteria

Research and Scholarly Activity Criteria	Renewal	Tenure/Associate Professor	Full Professor
A candidate's application for Renewal, Tenure, or Promotion will be judged against the following criteria:	Research and scholarly activity that satisfies the following criteria shall be deemed competent:	Research and scholarly activity that satisfies the following criteria shall be deemed good:	Research and scholarly activity that satisfies the following criteria shall be deemed superior:
1. Publications: Regularly publishes peer reviewed works (e.g., journal articles, monographs, etc.) In respected scholarly venues (e.g., journals, academic presses), or equivalent (with due consideration given to scholarship in emerging fields)	Candidate is engaged in research and scholarly activity showing promise of peer reviewed publications. Evidence may include articles submitted for peer review, publications in peer reviewed journals, grant applications, or equivalent.	Normally requires a minimum of four (4) peer reviewed articles, book chapters, or equivalent. Evidence may additionally include submissions that are in peer-review, drafts, grant applications, or equivalent.	Consistently meets or exceeds the standard required for promotion to Associate and demonstrates a national and international impact in the candidate's field(s) of expertise. Normally requires a minimum of fifteen (15) peer reviewed articles, book- chapters, or equivalent within fifteen years prior to application to Full Professor.

Research and Scholarly Activity Criteria	Renewal	Tenure/Associate Professor	Full Professor
2. Research dissemination or creative activity is at the national and international level	Some research dissemination at the national and international level through publication in peer reviewed journals and publishers and in other venues. Research dissemination may include regular conference participation or giving talks to communities/ community groups.	Some research dissemination at the national and international level through publication in peer reviewed journals and publishers. For multiple authorship, the candidate's contribution to the conceptualization (theoretical framework and method) and execution (analysis and writing or other creative activity) must be substantial. Research dissemination may include regular conference participation or giving talks to communities/ community groups.	Consistent research dissemination at the national or international level through publication in peer reviewed journals and publishers, showing substantial distinction in their area of research. There is a sustained commitment to research dissemination through presenting papers or giving invited or other talks, including keynote addresses, at national and/or international conferences or to local, regional, national, or international communities/groups.
3. An active and well-constructed research or creative activity plan, and a history of successful plans or programs; including research in new areas	The candidate demonstrates an ongoing, clearly focused, competent and active research program, with an emerging pattern of quality articles under review.	The candidate demonstrates an ongoing, clearly focused, competent, and active research program, with a continued pattern of quality articles under peer review.	The candidate consistently meets or exceeds the requirement for promotion to associate. Reflects development of new directions and expanding reach or depth of research.

Research and Scholarly Activity Criteria	Renewal	Tenure/Associate Professor	Full Professor
4. Grant Applicants	The candidate is normally expected to have authored or co-authored an application for at least one internal research grant as Principal Investigator or Co-Investigator.	The candidate is normally expected to have authored or co-authored an <i>application</i> for at least one internal research grant and one major external research grant as Principal Investigator or Co-investigator.	Meets or exceeded all indicators for Associate Professor.
5. Original contributions to the area of study or creative practice that influence thinking and/or practice in the field	Contributions that have the potential to influence the area of expertise, practice, or thinking within the discipline, across disciplines (interdisciplinary) or as practical applications.	Contributions that are influencing the evolution of the area of expertise, practice, or thinking within the discipline, across disciplines (interdisciplinary), or as practical applications.	Major original contributions with significant impact within the discipline, across disciplines (interdisciplinary), or through practical applications.
6. Internal or external research or creative activity	Applications for internal or external funding of research is not required but may be considered.	Funded research or research dissemination grants either as Principal Investigator or Co-investigator, or at least one successful smaller competitive internal grant application coupled with an attempt to obtain external funding.	Consistent history of regular and evolving applications to major granting competitions, including those considered the most highly competitive within (or across) disciplines, given the career stage of the candidate.
7. Research networks, groups or partnerships that directly contribute to research capacity or the development of research or creative activity infrastructure	A degree of community, industry, and/or academic research networks, groups or partnerships that have the potential to contribute to research capacity materially, creatively, or intellectually.	A degree of community, industry, and/or academic research networks, groups or partnerships that contribute to research capacity materially, creatively, or intellectually.	High degree of and sustained commitment to community, industry, and/or academic research networks, groups or partnerships that contribute to research capacity materially, creatively, or intellectually.

Research and Scholarly Activity Criteria	Renewal	Tenure/Associate Professor	Full Professor
8. Successful student engagement, supervision, and mentorship	Candidate engages in graduate supervision and mentorship.	Candidate engages in successful graduate supervision, committee membership and mentorship.	Candidate consistently attracts and supports graduate students, and successfully supervises them to completion and mentors them to high achievement such as conference presentations, publications, further academic advancement.
9. Student access to external funds	Mentored and/or supervised students applied for internal and/or external funding opportunities such as SSHRC and OGS.	Mentored and/or supervised students applied successfully for internal and/or external funding opportunities such as SSHRC and OGS.	Mentored and/or supervised students applied successfully for external funding such as SSHRC and OGS and/or for internal and external grant funded research assistantships.
10. Collaboration with and support for student publication or research/creative activity	At least one co-authored conference paper presentation.	At least one collaborative publication or conference paper presentation as evidenced by co-authorship.	Two or more collaborative publications and conference paper presentations as evidenced by co-authorship. Nominally including students in external grant research applications is further evidence of collaboration and support.
11. Evidence of capacity to build productive research collaboration	Some collaborative research.	Some collaborative research suggestive of a developing national and/or international research profile.	Consistent, full and extensive participation in research networks, groups, or partnerships of national and/or international prominence (not only local/community based).
12. Publicly engaged academic work.	Publicly engaged academic work is not required but may be considered.	The candidate's research may have some public visibility and application.	The candidate's research has consistently had public visibility and application.

Research and Scholarly Activity Criteria	Renewal	Tenure/Associate Professor	Full Professor
13. Leadership contributions to national disciplinary academic associations or to the disciplinary community or their interdisciplinary equivalents	Leadership contributions to national disciplinary or inter-disciplinary associations are not required but may be considered.	Contributions to national and/or international academic associations.	Candidate has established prominent position within national and/or international disciplinary academic associations or within the disciplinary community.

(2.b) Evidence of Attaining Research and Scholarly Activity Criteria

Evidence	Renewal	Tenure/Associate Professor	Full Professor
1. Rate of Publication: Publishes in reputable journals or equivalent at a pace consistent with disciplinary standards for strong scholarly performance.	ECV. Research statement. Performance reviews. Selected publications. External review. Peer review. Journal metrics.	ECV. Research statement. Performance reviews. Selected publications. External review. Peer review. Journal metrics.	ECV. Research statement. Performance reviews. Selected publications. External review. Peer review. Journal metrics.
2. Quality of Publications: Publishes refereed or peer reviewed articles or equivalent in reputable journals or with publishing houses with a strong academic reputation (with due consideration given to scholarship in emerging fields).	Quality of peer reviewed venues. Length. Single or multi-authored with contribution specified. Other relevant factors identified by the candidate in their research dossier that explains their publications' importance and their contribution to their publications (e.g. H index, citation count, etc.)	Quality of peer reviewed venues. Length. Single or multi-authored with contribution specified. Other relevant factors identified by the candidate in their research dossier that explains their publications' importance and their contribution to their publications (e.g. H index, citation count, etc.)	Quality of peer reviewed venues. Length. Single or multi-authored with contribution specified. Other relevant factors identified by the candidate in their research dossier that explains their publications' importance and their contribution to their publications (e.g. H index, citation count, etc.)
3. Research dissemination or creative activity is at the national and international level.	Work equivalent to refereed journal articles may include community reports, knowledge translation activities, non-traditional research and dissemination venues and publicly engaged academic work that creates knowledge about, for, and with diverse publics and communities.	Work equivalent to refereed journal articles may include community reports, knowledge translation activities, non-traditional research and dissemination venues and publicly engaged academic work that creates knowledge about, for, and with diverse publics and communities.	Work equivalent to refereed journal articles may include community reports, knowledge translation activities, non-traditional research and dissemination venues and publicly engaged academic work that creates knowledge about, for, and with diverse publics and communities.

4. Grant Applicants.	ECV. Research Plan. External Peer Review.	ECV. Research Plan. External Peer Review.	ECV. Research Plan. External Peer Review.
5. Original contributions to the area of study or creative practice that influenced thinking and/or practice in the field.	ECV. RPT Committee Review. External Reviews. Research or citation metrics. Research Awards. Research dossier.	ECV. RPT Committee Review. External Reviews. Research or citation metrics. Research Awards. Research dossier.	ECV. RPT Committee Review. External Reviews. Research or citation metrics. Research Awards. Research dossier.
6. Internal or external research or creative activity funding.	Grants received. Grant applications and reports from these applications if unsuccessful (for example, SSHRC result designations).	Grants received. Grant applications and reports from these applications if unsuccessful (for example, SSHRC result designations).	Grants received. Grant applications and reports from these applications if unsuccessful (for example, SSHRC result designations).
7. Research networks, groups or partnerships that directly contribute to research capacity or the development of research or creative activity infrastructure.	ECV. Research Report.	ECV. Research report. External reviews.	ECV. Research report. External reviews.
8. Successful student engagement, supervision, and mentorship.	ECV. Graduate thesis supervision and committee membership data. Outstanding Scholars data. Grant applications.	ECV. Graduate thesis supervision and committee membership data. Outstanding Scholars data. Grant applications. Evidence of students' successful and timely completion of thesis/dissertation and/or substantial thesis/dissertation committee representation as external or second reader.	ECV. Graduate thesis supervision and committee membership data. Outstanding Scholars data. Grant applications. Student publications, conference presentations, successful applications to grad school (for MA students) and/or for employment (especially in academic positions).
9. Student access to external funds.	ECV. Research Report. Graduate student data.	ECV. Research Report. Graduate student data.	ECV. Research Report. Graduate student data.
10. Collaboration with and support for student publication or research/creative activity.	ECV. Research Report.	ECV. Research Report.	ECV. Research Report.

11. Evidence of ability to build productive research collaboration.	ECV. External Review. Engagement in academic networks including academic associations and editorial boards.	ECV. External Review. Engagement in academic networks including academic associations and editorial boards. Authorship or co-authorship of reports with major community groups or national or lower-level government entities, participation in community planning, policy or research networks or groups or participation in community engagement activities.	ECV. External Review. Engagement in academic networks including academic associations and editorial boards. Authorship or co-authorship of reports with major community groups or national or lower-level government entities, participation in community planning, policy or research networks or groups or participation in community engagement activities.
12. Publicly engaged academic work.	ECV. External Review. Engagement in academic networks including academic associations and editorial boards.	ECV. External Review Engagement in academic networks including academic associations and editorial boards. Public presentations or media interviews in area of expertise.	ECV. External Review Engagement in academic networks including academic associations and editorial boards. Public presentations or media interviews in area of expertise.
13. Leadership contributions to national disciplinary academic associations or to the disciplinary community or their interdisciplinary equivalents	ECV. External Review. Engagement in academic networks including academic associations and editorial boards.	ECV. External Review. Engagement in academic networks including academic associations and editorial boards. Conference participation, organization of sessions /panels at conferences, serving on conference committees; or evaluating article and book submissions for journals and academic presses or equivalents.	ECV. External Review. Engagement in academic networks including academic associations and editorial boards. Chairing panels at conferences, conference organization, giving keynote addresses; or holding Contact in national or international disciplinary (or interdisciplinary) academic associations, sitting on journal editorial board of editors, editing series for academic presses or equivalents.

(3.a) Service Criteria

Service Criteria	Renewal	Tenure/Associate Professor	Full Professor
1. Scope and quantity of service are consistent with department FAHSS and university expectations and requirements.	Candidate is regularly engaged in departmental service as shown through consistent attendance and participation in the Departmental Council.	Candidate is regularly engaged in departmental service, as evidenced through consistent attendance and participation in Council, Departmental committees, governance, recruitment, and retention activities.	Candidate demonstrates consistent Departmental service, a willingness to hold leadership positions, and serves on extra-Departmental bodies within the University or external to the University, including social justice advocacy. Mentoring of early career faculty could be considered in this area as well.
2. Effectiveness and impact of an individual's service and contributions to department, FAHSS, and the university.	Evidence of contributions to the operation of the department.	Evidence of consistent contributions to the operation of the department. Extra-departmental service activity may be considered but is not required.	Meets or exceeds the criteria for Associate Professor while also demonstrating a willingness to assume leadership positions and contribute to the operation of the Department and the University.
3. Collaboration and teamwork.	Work collaboratively in the department and supporting an inclusive and equitable environment in the University.	Evidence of efforts to work collaboratively and contribute to building leadership capacity in the department as well as enhancing faculty, staff, and student sense of equity and inclusion at department, Faculty and university levels.	Evidence of systematic and sustained efforts to work collaboratively and contribute to building leadership capacity through mentorship, as well as enhancing faculty, staff, and student sense of equity and inclusion at department, Faculty and university levels.
4. Scope of service to and willingness to engage with the community.	Evidence of involvement in discipline-related academic and non-academic community organizations and initiatives, e.g., membership in community organizations; partnership building with community organizations.	Evidence of involvement in discipline-related academic and non-academic community organizations and initiatives, e.g., membership in community organizations; advocacy for and consultation with community organizations, partnership building with community organizations.	Evidence of sustained involvement and leadership in discipline-related academic and non-academic community organizations and initiatives, e.g., membership in community organizations; advocacy for and consultation with community organizations, partnership building with community organizations.

5. Impact of an individual's service and of tangible contributions to the community.	Contributions to policy; consultation with non-profits, applied research in policy, funding, consultations and work with community partners.	Contributions to policy; consultation with non-profits, successful external community-based projects and/or applied research in policy, funding, consultations, or mentorship/ supervision of community partners.	Significant and sustained contributions to policy; consultation with non-profits, successful external community-based projects and/or use of research in policy, funding, consultations, or mentorship/ supervision of community partners.
6. Reputation for excellence and integrity in service	Professional service to the community is consistent with university and discipline's ethical guidelines.	Professional service to the community is consistent with university and discipline's ethical guidelines.	Professional service to the community is consistent with university and discipline's ethical guidelines.
7. Scope of service and willingness, consistency, and flexibility in contributing to the assuming roles in service of the discipline.	Candidate is a member of their relevant academic societies and participates in their disciplinary conference.	Candidate contributes to the discipline within the department (e.g., local journal) and at local, provincial, national and/or international levels, e.g., board membership in academic organizations; editorial board membership and disciplinary conference organization.	Candidate makes significant and sustained contributions to the discipline within the department (e.g., local journal) and at local, provincial, national and/or international levels, e.g., board membership in academic organizations; editorial board membership and disciplinary conference organization.
8. Impact of an individual's service and contributions to the discipline	Contributions to the development of programs, services, resources, and activities of the discipline.	Contributions to the development of policies, procedures, and mechanisms to support disciplinary practice; contributions to the development of programs, services and resources for the discipline; organization of disciplinary events.	Significant and sustained contributions to the development of policies, procedures, and mechanisms to support disciplinary practice; contributions to the development of programs, services and resources for the discipline; organization of disciplinary events.
9. Leadership and reputation for excellence and integrity in service to the discipline	Election or appointment to boards or committees by disciplinary peers	Election or appointment to boards or committees by disciplinary peers	Election or appointment to boards or committees by disciplinary peers

(3.b) Evidence of Attaining Service Criteria

Evidence	Renewal	Tenure/Associate Professor	Full Professor
1. Scope and quantity of service are consistent with department FAHSS and university expectations and requirements.	Accomplishments in various committees including completion of specific projects, creation or institution of new policies, tasks completed and/or other forms of input to the committees' achievements. Training attended related to service. Notes, emails or letters including peer evaluations or student feedback describing accomplishments. Recognition or awards pertaining to service contribution.	Accomplishments in various committees including completion of specific projects, creation or institution of new policies, tasks completed and/or other forms of input to the committees' achievements. Training attended related to service. Notes, emails or letters including peer evaluations or student feedback describing accomplishments. Recognition or awards pertaining to service contribution.	Accomplishments in various committees including completion of specific projects, creation or institution of new policies, tasks completed and/or other forms of input to the committees' achievements. Training attended related to service. Notes, emails or letters including peer evaluations or student feedback describing accomplishments. Recognition or awards pertaining to service contribution.
2. Effectiveness and impact of an individual's service and contributions to department, FAHSS, and the university.	Accomplishments in various committees including completion of specific projects, creation or institution of new policies, tasks completed and/or other forms of input to the committees' achievements. Training attended related to service. Notes, emails or letters including peer evaluations or student feedback describing accomplishments. Recognition or awards pertaining to service contribution.	Accomplishments in various committees including completion of specific projects, creation or institution of new policies, tasks completed and/or other forms of input to the committees' achievements. Training attended related to service. Notes, emails or letters including peer evaluations or student feedback describing accomplishments. Recognition or awards pertaining to service contribution.	Accomplishments in various committees including completion of specific projects, creation or institution of new policies, tasks completed and/or other forms of input to the committees' achievements. Training attended related to service. Notes, emails or letters including peer evaluations or student feedback describing accomplishments. Recognition or awards pertaining to service contribution.

3. Collaboration and teamwork.	Accomplishments in various committees including completion of specific projects, creation or institution of new policies, tasks completed and/or other forms of input to the committees' achievements. Training attended related to service. Notes, emails or letters including peer evaluations or student feedback describing accomplishments. Recognition or awards pertaining to service contribution.	Accomplishments in various committees including completion of specific projects, creation or institution of new policies, tasks completed and/or other forms of input to the committees' achievements. Training attended related to service. Notes, emails or letters including peer evaluations or student feedback describing accomplishments. Recognition or awards pertaining to service contribution.	Accomplishments in various committees including completion of specific projects, creation or institution of new policies, tasks completed and/or other forms of input to the committees' achievements. Training attended related to service. Notes, emails or letters including peer evaluations or student feedback describing accomplishments. Recognition or awards pertaining to service contribution.
4. Scope of service to and willingness to engage with the community.	Evidence of involvement in discipline-related academic and non-academic community organizations and initiatives, e.g., membership in community organizations; partnership building with community organizations.	Evidence of involvement in discipline-related academic and non-academic community organizations and initiatives, e.g., membership in community organizations; advocacy for and consultation with community organizations, partnership building with community organizations.	Evidence of sustained involvement and leadership in discipline-related academic and non-academic community organizations and initiatives, e.g., membership in community organizations; advocacy for and consultation with community organizations, partnership building with community organizations.
5. Impact of an individual's service and of tangible contributions to the community.	Contributions to policy; consultation with non-profits, applied research in policy, funding, consultations and work with community partners	Contributions to policy; consultation with non-profits, successful external community-based projects and/or applied research in policy, funding, consultations, or mentorship/ supervision of community partners.	Significant and sustained contributions to policy; consultation with non-profits, successful external community-based projects and/or use of research in policy, funding, consultations, or mentorship/ supervision of community partners.

6. Reputation for excellence and integrity in service.	Professional service to the community is consistent with university and discipline's ethical guidelines.	Professional service to the community is consistent with university and discipline's ethical guidelines.	Professional service to the community is consistent with university and discipline's ethical guidelines.
7. Scope of service to and willingness to engage with the community.	Board membership. Election to leadership position. Notes, emails and letters describing the candidate's contribution. Peer reviews of contribution.	Board membership. Election to leadership position. Notes, emails and letters describing the candidate's contribution. Peer reviews of contribution.	Board membership. Election to leadership position. Notes, emails and letters describing the candidate's contribution. Peer reviews of contribution.
8. Impact of an individual's service and of tangible contributions to the community.	Impact studies, evaluation, and assessment. Policy contributions Consultation activities. Media contributions Websites and social media mentions and descriptions of influence.	Impact studies, evaluation, and assessment. Policy contributions Consultation activities. Media contributions Websites and social media mentions and descriptions of influence.	Impact studies, evaluation, and assessment. Policy contributions Consultation activities. Media contributions Websites and social media mentions and descriptions of influence.
9. Reputation for excellence and integrity in service	Invitations to membership and representation on panel, community boards, committees, and taskforce. Invitations to facilitate or lead events.	Invitations to membership and representation on panel, community boards, committees, and taskforce. Invitations to facilitate or lead events.	Invitations to membership and representation on panel, community boards, committees, and taskforce. Invitations to facilitate or lead events.
10. Scope of service and willingness, consistency, and flexibility in contributing to the assuming roles in service of the discipline.	Academic organization board membership. Editorial board membership. Adjudication panel membership. Disciplinary conference organization. Contributions to the development of policies, procedures, and mechanisms to support disciplinary practice. Contributions to or development of	Academic organization board membership. Editorial board membership. Adjudication panel membership. Disciplinary conference organization. Contributions to the development of policies, procedures, and mechanisms to support disciplinary practice. Contributions to or development of	Academic organization board membership. Editorial board membership. Adjudication panel membership. Disciplinary conference organization. Contributions to the development of policies, procedures, and mechanisms to support disciplinary practice. Contributions to or development of programs,

	programs, services, and resources to support. Invited membership on task forces, working groups, boards, committees, or other disciplinary groups. Awards and commendations. Participation in equity, advocacy, and inclusion initiatives within the discipline. Election and appointment to service positions by disciplinary peers. Practitioners or applied practices. Development and implementation of disciplinary programs.	programs, services, and resources to support. Invited membership on task forces, working groups, boards, committees, or other disciplinary groups. Awards and commendations. Participation in equity, advocacy, and inclusion initiatives within the discipline. Election and appointment to service positions by disciplinary peers. Practitioners or applied practices. Development and implementation of disciplinary programs.	services, and resources to support. Invited membership on task forces, working groups, boards, committees, or other disciplinary groups. Awards and commendations. Participation in equity, advocacy, and inclusion initiatives within the discipline. Election and appointment to service positions by disciplinary peers. Practitioners or applied practices. Development and implementation of disciplinary programs.
11. Impact of an individual's service and contributions to the discipline, and leadership and reputation for excellence and integrity in service to the discipline.	Academic organization board membership. Editorial board membership. Adjudication panel membership. Disciplinary conference organization. Contributions to the development of policies, procedures, and mechanisms to support disciplinary practice. Contributions to or development of programs, services, and resources to support. Invited membership on task forces, working groups, boards, committees, or other disciplinary groups. Awards and commendations. Participation in equity, advocacy, and inclusion initiatives within the discipline.	Academic organization board membership. Editorial board membership. Adjudication panel membership. Disciplinary conference organization. Contributions to the development of policies, procedures, and mechanisms to support disciplinary practice. Contributions to or development of programs, services, and resources to support. Invited membership on task forces, working groups, boards, committees, or other disciplinary groups. Awards and commendations. Participation in equity, advocacy, and inclusion initiatives within the discipline.	Academic organization board membership. Editorial board membership. Adjudication panel membership. Disciplinary conference organization. Contributions to the development of policies, procedures, and mechanisms to support disciplinary practice. Contributions to or development of programs, services, and resources to support. Invited membership on task forces, working groups, boards, committees, or other disciplinary groups. Awards and commendations. Participation in equity, advocacy, and inclusion initiatives within the discipline.

	Election and appointment to service positions by disciplinary peers. Practitioners or applied practices. Development and implementation of disciplinary programs.	Election and appointment to service positions by disciplinary peers. Practitioners or applied practices. Development and implementation of disciplinary programs.	Election and appointment to service positions by disciplinary peers. Practitioners or applied practices. Development and implementation of disciplinary programs.
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