

**School of the Environment**  
**Renewal, Tenure, and Promotion (RTP) Criteria - Tenure-Track Faculty**  
Approved by AAU Council: April 24, 2020

Approved by UCAPT July 22, 2020

It is the responsibility of all School of the Environment (SoE) faculty applying for promotion and tenure or for promotion, hereafter the *candidate*, to provide adequate information for the SoE RTP committee and UCAPT to make an informed decision on any application. Candidates should use the *criteria*, and recommendations for *evidence* and *performance standards* provide below, along with guidance from the Director of the SoE, to put a strong application forward.

**RENEWAL:**

Candidates should demonstrate that they are making progress towards tenure standards, as outlined below.

**TENURE AND PROMOTION TO ASSOCIATE PROFESSOR:**

Following are the minimum criteria that must be met by candidates for tenure in the SoE, during the period of qualifying service, over and above the general criteria contained in Senate Bylaw 23B and the collective agreement. Faculty members hired before the approval date of these criteria will have the option of choosing these or previous SoE (Earth and Environmental Science) criteria for their assessment. Candidates must achieve at least **GOOD** (UCAPT score > 4.1) performance in service, research and teaching identified in the UCAPT Rating and Evaluation Form for the period under consideration, and as defined by SoE guidelines below, to be promoted to Associate Professor and awarded tenure (at any level).

**PROMOTION TO PROFESSOR**

Candidates must demonstrate **VERY GOOD** performance in both teaching and research while maintaining **GOOD** performance in service, or **OUTSTANDING** performance in research while maintaining **GOOD** performance in teaching and service as defined below and identified in the UCAPT Rating and Evaluation Form.

## **TEACHING**

### **Evaluation Criteria**

During the period of qualifying service, the candidate must demonstrate their knowledge, ability, and effectiveness in:

1. Design, planning, development, preparation and delivery of relevant teaching and learning materials and activities for undergraduate and graduate courses. Examples could include, but are not limited to, course/lab/tutorial development or modification in support of program learning outcomes, course learning outcomes and syllabi, and other course materials (e.g., rubrics, guidance documents, marking schemes).
2. Instructional methodologies, such as high-impact learning practices, learning-centered teaching, effective student learning support and services, student-faculty and student-student interactions, and effective learning outcome implementation. Examples could include, but are not limited to, verbal or written feedback, development and implementation of high impact practice courses or course content, and undergraduate and graduate student supervision.
3. Assessing student performance and providing timely and effective student feedback. Examples could include, but are not limited to, verbal or written feedback (e.g., graded tests, assignments, term papers, theses), individual or group discussion either in person (e.g., in class/lab or during office hours) or electronically (e.g., learning management system, social media).
4. In addition, candidates will be assessed in their ability to undertake continuing teaching methodology self-assessment and professional development, as well as incorporation of novel teaching and learning strategies in their courses, such as developing effective learning environments, and incorporating high impact practices.

### **Evidence**

Evidence to be considered in support of the evaluation criteria described above could include, but is not limited to:

- Electronic curriculum vitae (eCV) (required)
- Promotion and tenure dossier highlighting teaching impact – *not required but highly recommended.*
- Development of new courses and continued development of previously taught courses
- Student evaluation of teaching (SET) scores
- Representative examples of teaching materials (e.g., course syllabi, rubrics, lab exercises, project guidelines, **etc.**)
- Performance reviews from SoE Director
- Feedback (e.g., student, peer, alumni, etc.)
- Other indicators of teaching excellence (e.g., awards)

### **Performance Standards**

Candidates for promotion, either to Associate Professor (with tenure) or Professor, shall be evaluated based on the foregoing criteria and evidence in accordance with the UCAPT Rating

and Evaluation Form (scored from 1 – 7, presented in brackets), to allow scoring for UCAPT questions a – o under the *Evaluation of Research and Scholarly Activity*.

**INADEQUATE** (UCAPT Score < 4.0): Performance is considered inadequate if the candidate does not obtain a mean UCAPT score at a ranking of **GOOD** or better for the UCAPT questions a – o under the *Evaluation of Research and Scholarly Activity* based on the criteria below.

**GOOD** (UCAPT Score 4.0 to 4.9): A demonstrated record of sustained, generally high-quality teaching activity expected of an Assistant Professor, and consistent with the expectations of the SoE and the University of Windsor, and obtains a mean UCAPT score of **GOOD** for the UCAPT questions a – o under the *Evaluation of Research and Scholarly Activity* based on the following:

- Learning materials (e.g., syllabi/outlines, lectures, labs, tutorials, handouts, assignments) demonstrate capacity to design effective content (e.g., learning outcomes, activities, and assessment) that is generally in compliance with University policy and bylaws and that are at an appropriate level of difficulty.
- Appropriate knowledge of course content and materials.
- Generally well prepared and organized in course development and delivery, with student feedback that is constructive, appropriate, and timely.
- Generally encourages students and stimulates their interest, as well as student-faculty and student-student interactions, including generally availability to students.
- Generally effective at mentoring undergraduate and graduate students.
- May incorporate novel teaching and learning approaches and discipline-based research in courses.
- May provide students with professional, industry or work-based practice and experiential learning opportunities.
- May participate in teaching-related professional development and improvement.

**VERY GOOD** (UCAPT Score 5.0 to 5.9): A demonstrated record of sustained, consistently high-quality teaching activity beyond that expected for an Assistant Professor, and consistent with the expectations of the SoE and the University of Windsor and obtains a mean UCAPT score of **VERY GOOD** for the UCAPT questions a – o under the *Evaluation of Research and Scholarly Activity* based on the following:

- Learning materials (e.g., syllabi/outlines, lectures, labs, tutorials, handouts, assignments) demonstrate capacity to design effective content (e.g., learning outcomes, activities, and assessment) that are always in compliance with University policy and bylaws and that are at an appropriate level of difficulty.
- Above average knowledge of course content and materials.
- Consistently well prepared and organized in course development and delivery, with student feedback that is constructive, appropriate, and timely.
- Generally encourages student and stimulates their interest, as well as student-faculty and student-student interactions, including availability to students.

- Effective at mentoring undergraduate and graduate students.
- Incorporate novel teaching and learning approaches, discipline-based research and conceptual thinking in courses.
- Develop new courses or improve existing course content.
- Engage students in discipline-based research in courses.
- Provide students with professional, industry or work-based practice and experiential learning opportunities.
- Participate in teaching-related professional development and improvement.
- Be recognized for teaching and learning excellence by being nominated for awards.

**OUTSTANDING** (UCAPT Score 6.0 to 7): A demonstrated record of sustained, exceptional teaching activity beyond that expected for and tenured Professor, and consistent with the expectations of the School of the Environment and the University of Windsor and obtains a mean UCAPT score of **OUTSTANDING** for the UCAPT questions a – o under the *Evaluation of Research and Scholarly Activity* based on the following:

- Learning materials (e.g., syllabi/outlines, lectures, labs, tutorials, handouts, assignments) demonstrate capacity to design effective content (e.g., learning outcomes, activities, and assessment) that are always in compliance with University policy and bylaws and that are at an appropriate level of difficulty.
- Expert knowledge of course content and materials.
- Consistently well prepared and organized in course development and delivery, with student feedback that is constructive, appropriate, and timely.
- Consistently encourages student and stimulates their interest, as well as student-faculty and student-student interactions, including availability to students.
- Effective at mentoring undergraduate and graduate students.
- Incorporate novel teaching and learning approaches, discipline-based research and conceptual thinking in courses.
- Develop new or improve existing courses and course content.
- Engage students in discipline-based research in courses.
- Provide students with professional, industry or work-based practice and experiential learning opportunities.
- Participate in teaching-related professional development and improvement.
- Demonstrates leadership through development and implementation of novel teaching and learning strategies.
- Be recognized for teaching and learning excellence by obtaining awards.

## **RESEARCH**

### **Evaluation Criteria**

During the period of qualifying service, the candidate must demonstrate their knowledge, ability, and effectiveness in:

1. Design, planning, development, and publication in recognized peer-reviewed journal of scientific research in earth and environmental science.
2. Securing competitive research funding from sources outside of the University of Windsor, in particular, including federal (tri-council, CFI, other relevant departmental funding) and/or provincial funding.
3. Participating in research conferences and meetings.
4. Supervising highly qualified personnel (HQPs), particularly graduate and undergraduate students, but also post-doctoral fellows and technicians.
5. Contributing to advancement of field through other activities including peer-review editorial boards, relevant provincial, federal and international research committees, participation in internal and external research groups, and grant review panels.

### **Evidence**

Evidence to be considered in support of the evaluation criteria described above could include, but is not limited to:

- Electronic curriculum vitae (eCV) (required).
- Letters of Reference (required): Letters of peer review are given serious consideration in the tenure decision, and at least three are required. Outside evaluation provides arm's length judgement of the quality and quantity of publications and the recognition of the scientific community of the candidate's research efforts. The candidate is to submit the names, contact information, and research keywords of five potential referees. The names of at least three referees will be chosen by the RTP committee from the lists provided by the candidate, SoE faculty close to the candidate's field, and RTP committee, with at least one chosen from each list.
- Promotion and tenure dossier highlighting research impact – *not required but highly recommended*.
- The number and quality of published peer-reviewed journal publications, as recognized by the Institute for Scientific Information (ISI), in earth and environmental science. Book chapters, conference proceedings, on-line media outlets, and similar publications can also be considered.
- Record of presentations (contributed, invited, keynote, plenary) and participation at regional, national, and international conferences.
- Record of research grant acquisition and contracts received.
- Research performance (e.g., journal publications, conference presentations) and graduation of supervised and co-supervised HQP, including post-degree career paths (i.e., careers in science or moving on to advanced degrees).
- Other indicators of research excellence (e.g., awards, invited seminars, participation on research-related boards).

### **Performance Standards:**

Candidates for promotion, either to Associate Professor (with tenure) or Professor, shall be evaluated based on the following criteria and evidence in accordance with the UCAPT Rating and Evaluation Form (scored from 1 – 7, presented in brackets), to allow scoring for UCAPT questions a – g under the *Evaluation of Research and Scholarly Activity*.

**ADEQUATE or below (UCAPT Score <4):** The candidate does not meet the minimum criteria described for **GOOD** (UCPAT #5) for the mean of the UCAPT questions a – g under the *Evaluation of Research and Scholarly Activity*.

**GOOD (UCAPT Score 4.0 - 4.9):** A record of independent research activity, beyond the candidate's PhD and/or postdoctoral research for Assistant Professors, consistent with recognized standards in the individual's particular field of earth and environmental science, and obtains a mean UCAPT score of **GOOD** for the UCAPT questions a – g under the *Evaluation of Research and Scholarly Activity* based on the following:

- The candidate is expected to publish a sufficient number and quality of peer-reviewed publications, as recognized by the Institute for Scientific Information (ISI), as senior author (first author or publication of supervised HQP) that meet the criteria to establish and maintain successful and continuing research grant support obtained from a tri-council agency (NSERC, SSHRC and/or CIHR). Citations, h-index, submitted papers, published conference proceedings, conference participation, and patent applications are indicators of activity in research and will be considered.
- Collaborations are encouraged, but evidence of an independently funded research program *has to* be demonstrated. Science-based faculty must either hold an NSERC Discovery grant or have similar, continuing research funding from external (i.e., non-University of Windsor) competitively awarded sources (e.g., tri-council, MITACS) as lead PI. Non-science-based faculty must hold continuing research funding from external (i.e., non-University of Windsor) competitively awarded sources (e.g., tri-council, MITACS) or equivalent agencies as lead PI. Industrial and/or non-competitive sources of funds and collaboration will also be considered.
- The candidate must provide evidence of sustained training of HQP, particularly the supervision or co-supervision of undergraduate and graduate students supported by the candidates funding.

**VERY GOOD (UCAPT score 5.0 - 5.9):** There should be a continuing and consistent record of independent research activity, superior to other associate professors in the individual's particular field of earth and environmental science in Canada, and obtains a mean UCAPT score of **VERY GOOD** for the UCAPT questions a – g under the *Evaluation of Research and Scholarly Activity* based on the following:

- The candidate is expected to have published a sufficient number and quality of peer-reviewed publications, as recognized by ISI, as senior author (first author or publication of supervised HQP) that are considered superior and have obtained above-average

research grant support from a tri-council agency (NSERC, SSHRC and/or CIHR). Citations, h-index, published conference proceedings, conference participation, and patent applications are indicators of activity in research and will also be considered.

- Collaborations are encouraged, but a continuing and independently well-funded research program *has to* be demonstrated. Science-based faculty must hold continuing NSERC Discovery grant funding or research funding from external (i.e., non-University of Windsor) competitively awarded sources (e.g., tri-council, MITACS) as lead PI. As well as additional, continuing research funding from external (i.e., non-University of Windsor) competitively awarded sources (e.g., tri-council, MITACS) or equivalent agencies, with some as lead PI. Non-science-based faculty must hold continuing research funding from external (i.e., non-University of Windsor) competitively awarded sources (e.g., tri-council, MITACS) or equivalent agencies. Industrial and/or non-competitive sources of funds and collaboration will also be considered.
- The candidate must be involved in the training of highly qualified personnel, particularly the supervision or co-supervision of undergraduate and graduate students supported by the candidate's funding.
- The candidate's research record must be nationally recognized, as identified by external letters of reference, citation level and h-index (top 25% of discipline), invited and keynote seminars, representation on national boards and panels of government and non-government agencies, evidence of impact on national policy, associate editor and/or editorial boards of scientific journals recognized by ISI, and organizational boards.

**OUTSTANDING (UCAPT Score 6.0 - 7.0):** There should be a continuing and consistent record of independent research activity, far superior to other associate professors in the individual's particular field of earth and environmental science in Canada, and obtains a mean UCAPT score of **OUTSTANDING** for the UCAPT questions a – g under the *Evaluation of Research and Scholarly Activity* based on the following:

- The candidate is expected to have published a sufficient number and quality of peer-reviewed publications, as recognized by ISI, as senior author (first or publication of HQP) that are considered *outstanding* and have obtained research grant support from a tri-council agency (NSERC, SSHRC and/or CIHR). Citations, h-index, published conference proceedings, conference participation and patent applications are indicators of activity in research and will be considered.
- Collaborations are encouraged, but a continuing and independently funded research program *has to* be demonstrated. Science-based faculty must hold continuing NSERC Discovery grant funding or research funding from external (i.e., non-University of Windsor) competitively awarded sources (e.g., tri-council, MITACS) as lead PI. As well as extensive, additional continuing research funding from external (i.e., non-University of Windsor) competitively awarded sources (e.g., tri-council, MITACS) or equivalent agencies, with some as lead PI. Non-science-based faculty must hold continuing research funding from external (i.e., non-University of Windsor) competitively awarded sources (e.g., tri-council, MITACS) or equivalent agencies. Industrial and/or non-competitive sources of funds and collaboration will be considered.

- The candidate must be involved in the training of highly qualified personnel, particularly the supervision or co-supervision of undergraduate and graduate students supported by the candidates funding.
- The candidate's research record must be internationally recognized, as identified by external letters of reference, citation level and h-index (top 10% of discipline), invited and keynote seminars, representation on national boards and panels of government and non-government agencies, evidence of impact on national policy, associate editor and/or editorial boards of scientific journals recognized by ISI, and organizational boards.



## **SERVICE**

### **Evaluation Criteria**

During the period of qualifying service, the candidate must demonstrate their knowledge, participation, ability, and effectiveness in:

1. School, university, professional society and academic profession administration and advancement related to teaching and research.

### **Evidence**

Evidence to be considered in support of the evaluation criteria described above could include, but is not limited to:

- Electronic curriculum vitae (eCV) (required).
- Promotion and tenure dossier highlighting service impact – *not required but highly recommended*.
- Participating on SoE and University committees.
- Participating on external professional societies and organization, and community service.
- Consistent participation in SoE council meetings.

### **Performance Standards**

Candidates for promotion, either to Associate Professor (with tenure) or Professor, shall be evaluated based on the foregoing criteria and evidence in accordance with the UCAPT Rating and Evaluation Form (scored from 1 – 7, presented in brackets), to allow scoring for UCAPT questions a – f under the *Contributions to the University and to the academic profession in areas exclusive of teaching and research*.

**INADEQUATE** (UCAPT Score < 4.0): Performance is considered inadequate if the candidate does not obtain a mean UCAPT score at a ranking of **GOOD** or better for the UCAPT questions a – f under the *Contributions to the University and to the academic profession in areas exclusive of teaching and research*.

**GOOD** (UCAPT Score 4.0 to 4.9): Candidate obtains a mean UCAPT score of **GOOD** for the UCAPT questions a – f under the *Contributions to the University and to the academic profession in areas exclusive of teaching and research* based on the following:

- Regular and consistent member of school administration committees.
- Regular attendance and participation in SoE council.

**VERY GOOD** (UCAPT Score 5.0 to 5.9): Candidate obtains a mean UCAPT score of **VERY GOOD** for the UCAPT questions a – f under the *Contributions to the University and to the academic profession in areas exclusive of teaching and research* based on the following:

- Meets all the assessment metrics for **good**.
- Demonstrates leadership and chair's SoE administration committee.
- Regular and consistent member of university administration committees.
- Participation on professional society committees.

**OUTSTANDING** (UCAPT Score 6.0 to 7): Candidate obtains a mean UCAPT score of **OUTSTANDING** for the UCAPT questions a – f under the *Contributions to the University and to the academic profession in areas exclusive of teaching and research* based on the following:

- Meet all the assessment metrics for **very good**.
- Demonstrates leadership and chair's university administration committees.
- Leadership (e.g., President of society) on professional society committees.