Strategies for Adapting University of Windsor RPT Frameworks:
Using the Template to Reflect on and (Potentially) Revise Your Existing Criteria

This document provides examples of how different committees worked with the template in revising their criteria, to discuss the following:

1. What is the fit between your existing criteria and these ones?
2. Is there anything in the framework or the criteria that's missing from yours you'd like to include now that you see it?
3. Could you re-organize your existing criteria into more manageable thematic "clumps"?
4. Could you operationalize terms like "appropriate" or better define abstract descriptors?
5. What kinds of evidence might people use to demonstrate the indicators?

Adapting the Template

Might include…

- Merging two or more criteria by including indicators from one in the other
- Removing one or more criteria
- Adding a criterion or moving a research criteria to teaching or vice versa (e.g. graduate student supervision)
- Adopting a more abbreviated format, but keeping a more detailed, chart form as a reference tool (ensuring you've adapted it to match your text)
- Identifying some indicators or criteria as fundamental, while others can be used optionally to add to a case or in support of key criteria
- Using a different model all together: what's critical is that the criteria, indicators, evidence and standards are clear….

1. What is the fit between your criteria and what's in these ones?
2. Is there anything in the framework the criteria that's missing from yours you'd like to include now that you see it?

This is an example where a hypothetical committee removed the UCAPT match column, and created a column where they gathered items from their own criteria that match indicators in the framework.

The **arrows** show matches. They suggest that they've actually already got a pretty good fit (which is often the case). Numbers in (brackets) are where that text is found in the department's existing criteria.

Text in italics does not have an obvious match in the department's criteria. For discussion – do they want to include these?

Text in green exists in the departmental criteria, but not in the Framework. For discussion – add to a criterion? New criterion all together? Pass on suggestion to include in template for everyone?

Criterion 2: Instructional methods and motivation and enhancement of student learning
Quality teaching, including undergraduate and graduate levels (1) ; lecturing, classroom, on-line, field, work-based, studio, laboratory, workshop, undergraduate and postgraduate teaching, and supervision of student research

Indicators	Our Criteria
• Learning-centred approach to teaching	present the material at an academically appropriate level but be sensitive to students' level of understanding (1)
• Demonstrates an understanding of specific aspects of effective teaching and learning support methods	adopt an appropriate teaching style, methods and techniques to match the course's learning outcomes (1) Clear delivery (6)
• Clarity of communication and explanation	Material is presented in a manner that engages and stimulates the students (6)
• Stimulation of interest	Students should feel that the candidate cares about their intellectual development, and is sensitive to their level of understanding (6)
• Encouragement of appropriate student-faculty interaction	
• *Encouragement of appropriate student-student interaction (include?)* • *Supports students to develop and demonstrate the intended learning*	

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outcomes (include?) - Good use of instructional aids (6) - Range of courses (1) **From Department: Mentorship and Supervision** **(Separate criterion?)** Anything from research Criterion 5 to include? Could include undergraduate research too.	- Primary supervisor of at least one graduate level thesis to completion (3) - Made him or herself accessible to students being supervised and provided them with materials and resources relevant to their theses not available in the university. (3) - Sensitive to the students' level of understanding, (3) - Take responsibility for their professional development such as sending them to conferences, site visits (3) - Help them to disseminate their work in academic journals, conferences and workshops. (3) - Quality supervision of undergraduate projects is highly valued. (8)

3. Could you re-organize your existing criteria into more manageable thematic "clumps"?

One effective strategy for streamlining decision making and discussion is to re-organize a larger number of items under a smaller number of core themes. The template can help with that.

Here's one department's research criteria numbered based on the more broadly themed template criteria they appear to fit with. The red numbers indicate the Framework criterion they seem to match.

Original Criteria

The criteria upon which research performance for renewal, tenure and promotion will be evaluated shall include the following where applicable and measurable:

a. results of research and/or artistic or creative activity achieved by the candidate for which s/he has been largely responsible; (3?)

b. refereed publications and other publications of books, journal articles, chapters in books of reputable publishing houses, monographs or other comparable publications; (2)

c. contributions in the candidate's field of specialization (3);

d. work accepted for publication; (2)

e. any other scholarly achievement; (?)

f. in professional programs, funded or unfunded research for service organizations resulting in enhancement of service delivery and publishable material; (6)

g. for artistic, and/or creative, and/or mass media production activity, the candidate's creative work, conducting or directing, exhibitions, concerts or other forms of performance and reputation extending beyond the immediate community;

h. involvement in grant or contract research resulting in a publishable material; (4)

i. impact of research beyond the academic community; (3)

j. the candidate's participation on editorial boards, refereeing, consultations, or invitation to join grant selection committees, or other national committees in the candidate's discipline (6)

k. reviews of or citation of the candidate's work in the literature; (3)

l. invitations to the candidate to participate in seminars and study groups (3) or other collaborative research (4);

m. election of the candidate to well known and respected scholarly or professional societies, or awards in recognition of excellence for research or service to a profession (3);

n. recognition of the candidate as having created or improved new or existing technology (3);

o. evidence of research development and productivity, since appointment at the University of Windsor (1).

Here's the same text, organized by thematic criteria. Criterion (5) does not appear – for committee discussion? The committee can also now compare these to the template to determine whether there are any other indicators they'd like to include or revise.

Original Document Re-organized by Framework Criteria
Criterion 1: Expertise, relevant methodologies and effective and ethical project management
- evidence of research development and productivity, since appointment at the University of Windsor (o)

Criterion 2: A record of high quality refereed publications, creative activity, or other demonstrated scholarly outputs
- refereed publications and other publications of books, journal articles, chapters in books of reputable publishing houses, monographs or other comparable publications (b)
- work accepted for publication (d)
- for artistic, and/or creative, and/or mass media production activity, the candidate's creative work, conducting or directing, exhibitions, concerts or other forms of performance and reputation extending beyond the immediate community (g)

Criterion 3: Independent and original contributions to research and impact on the field of expertise.
- results of research and/or artistic or creative activity achieved by the candidate for which s/he has been largely responsible(a)
- contributions in the candidate's field of specialization (c)
- impact of research beyond the academic community (i)
- reviews of or citation of the candidate's work in the literature(k)
- invitations to the candidate to participate in seminars and study groups(l)
- election of the candidate to well-known and respected scholarly or professional societies, or
- awards in recognition of excellence for research or service to a profession (m)
- recognition of the candidate as having created or improved new or existing technology (n)

Criterion 4: Capacity building, grants and income generation, and infrastructure development strategies

- involvement in grant or contract research resulting in a publishable material (h)
- other collaborative research (l)

Criterion 6: Influence on and contributions to the academic and broader national/international community
- the candidate's participation on editorial boards, refereeing, consultations, or invitation to join grant selection committees, or other national committees in the candidate's discipline (j)
- in professional programs, funded or unfunded research for service organizations resulting in enhancement of service delivery and publishable material (f)
- any other scholarly achievement (e)

This hypothetical committee used colour coding and criterion numbers to identify elements that need to be re-oganized. They used a different colour for each criterion: as you can see, they've identified one component that should be moved to different section. Once they've completed the discussion, they can re-organize using either format, depending on department preference.

Framework Format   Original Format

Criterion 2: A record of high quality refereed publications, juried creative activity or other demonstrated scholarly outputs

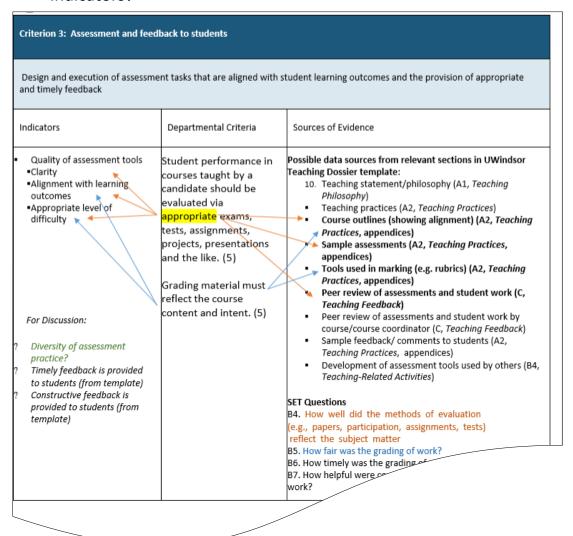| Indicative Standards	Departmental Criteria	Disciplinary variations
Publishes in journals or with publishing houses with a strong academic reputation	Reputation is a measure that reflects the quality of the journals, publishers	Generally speaking departments tend to consider three factors: quality of publications (content), quantity of publications, reputation of publication venues. The quality of publication is often held to be more important than the quantity of publications.
Performances, exhibitions, dramatic efforts meet the standard of peer review established by the department		Departments should provide clear indicators of publication productivity considered to be acceptable and superior in their disciplines, and may also factor in factors such as length, genre, etc.
Research dissemination or creative activity is at the national and international level	national and international dissemination	Relevant research activities may vary, and for example, may include:
Pace and quantity of publications or creative activity is consistent with disciplinary standards for strong scholarly performance	Productivity is a quantitative measure and calculated based upon the scale below. (scale = standard)	Traditional research with traditional dissemination venues
		Refereed articles, refereed chapters, reports, significant creative works connected to the faculty member's academic research, community reports and significant knowledge translation activities and publications
		Juried screenings
Peer review indicates that publications or creative activity is of high quality	Quality is a measure of the publication's content which is typically assessed by the external reviewers and the PTR Committee.	Publically engaged academic work that creates knowledge about, for and with diverse publics and communities with traditional and non-traditional dissemination venues
		Interdisciplinary research and publications: accordingly interdisciplinary works published in interdisciplinary outlets the same weight as discipline specific publications.

Research and Scholarly Activities

…The criterion of Research and Scholarly Activities assesses the candidate's performance in this area from the date of appointment in terms of productivity, quality, and reputation. Productivity is a quantitative measure and calculated based upon the scale below (2). Quality is a measure of the publication's content which is typically assessed by the external reviewers and the PTR Committee (2). Reputation is a measure that reflects the quality of the journals, publishers, and national and international dissemination (2). The quality of the publications is held to be more important than the quantity of publications. The Department will ask referees to comment specifically on the quality of the candidate's work.

Research and Scholarly activities may include traditional research with traditional dissemination venues (2) and publically engaged academic work that creates knowledge about, for, and with diverse publics and communities with traditional and non-traditional dissemination venues (2). Community engagement entails an active partnership between scholars and a community for the creation and application of knowledge through teaching and scholarship.

Scholarly products and publications include refereed articles, refereed chapters, reports, significant creative works connected to the faculty member's academic research, community reports and significant knowledge translation activities and publications (2), and successful external grant awards(4) . The Department acknowledges the value of interdisciplinary research and publications. (2) Therefore, interdisciplinary works published in interdisciplinary outlets will be given the same weight as discipline-specific publications.

http://www1.uwindsor.ca/provost/renewal-promotion-and-tenure-rpt-research-and-teaching-evaluation-frameworks

4. Could you make your criteria more concrete and transparent by adding indicators?
5. What kinds of evidence might people use to demonstrate the indicators?

Criterion 3: Assessment and feedback to students

Design and execution of assessment tasks that are aligned with student learning outcomes and the provision of appropriate and timely feedback

Indicators	Departmental Criteria	Sources of Evidence

• Quality of assessment tools
  ▪ Clarity
  ▪ Alignment with learning outcomes
  ▪ Appropriate level of difficulty
 	
For Discussion:
 	
? *Diversity of assessment practice?*
? *Timely feedback is provided to students (from template)*
? *Constructive feedback is provided to students (from template)*
	Student performance in courses taught by a candidate should be evaluated via appropriate exams, tests, assignments, projects, presentations and the like. (5)
	
	Grading material must reflect the course content and intent. (5)
		Possible data sources from relevant sections in UWindsor Teaching Dossier template:
		10. Teaching statement/philosophy (A1, *Teaching Philosophy*)
		• Teaching practices (A2, *Teaching Practices*)
		• **Course outlines (showing alignment) (A2, *Teaching Practices*, appendices)**
		• **Sample assessments (A2, *Teaching Practices*, appendices)**
		• **Tools used in marking (e.g. rubrics) (A2, *Teaching Practices*, appendices)**
		• **Peer review of assessments and student work (C, *Teaching Feedback*)**
		• Peer review of assessments and student work by course/course coordinator (C, *Teaching Feedback*)
		• Sample feedback/ comments to students (A2, *Teaching Practices*, appendices)
		• Development of assessment tools used by others (B4, *Teaching-Related Activities*)
		
		SET Questions
		B4. How well did the methods of evaluation (e.g., papers, participation, assignments, tests) reflect the subject matter
		B5. How fair was the grading of work?
		B6. How timely was the grading of
		B7. How helpful were co
		work?

In this example, the hypothetical committee has colour coded to identify the specific indicators they intend to include in their revision of their existing criteria (appropriateness = clarity, alignment with learning outcomes, appropriate level of difficulty).   They have also identified the type of evidence recommended for assessing this criterion.