

University of Windsor Renewal, Promotion, and Permanence (RPP) Evaluation Framework: Psychology Department RPP Criteria 2024: Preamble

Introduction

This document establishes the assessment criteria for Contract Renewal, Tenure, and Promotion for the Psychological Services and Research Centre (PSRC) Clinical Supervisor AAS position in the Department of Psychology at the University of Windsor. What follows is consistent with Senate bylaw 23 and is considered valid for the PSRC Clinical Supervisor AAS candidate. The Committee will consider the candidate's teaching dossier, teaching statement, their service statement, their self-statement, the parts of the ECV that relate to teaching and service, the PSRC Director's and/or the Head's evaluation of teaching/supervision and service, and the evaluations of external reviewers.

Adjudication Process

The PSRC Clinical Supervisor AAS candidate in the Department of Psychology will be assessed with regard to their contributions in two general areas of activity: teaching/supervision (80%) and service (20%). To evaluate a candidate for contract renewal, tenure, and promotion, it is necessary to consider the total contribution.

Assessing the PSRC Clinical Supervisor AAS's contributions and achievements is a difficult process, with some aspects being non-negotiable, such as effective teaching and competent contributions to PSRC operations. It is recognized that AAS members may excel in their work in different ways. The RPP process sets out minimum standards for renewal, tenure, and promotion; however, it is incumbent upon the candidate to make a strong case that they have met or even exceeded the criteria for RPP. These minimum standards are set out in the tables constituting the body of this document. **Bolded** criteria indicate criteria that must be met. Non-bold criteria can be met to improve the strength of a candidate's overall application.

The Committee will take an equity-informed approach in its assessment. Diversity is to be honoured as integral to the quality of the University's intellectual mission, in both discipline and methodology. Thus, teaching and service in non-traditional areas and methodologies and/or by members of historically disadvantaged and/or designated groups will be considered equitably. When asked to do so by candidates and provided with an explanation of the interruptions, the Committee will take into consideration both career interruptions and special circumstances that have affected the performance or productivity of the candidate during the period under consideration. This includes when a candidate is taken away from normal teaching and/or service work for an extended period(s) of time due to health, family, administrative, or other applicable circumstances. Social context (this may include social markers of race, gender, indigeneity, disability, and sexuality) will also be considered with respect to student feedback on teaching/supervision effectiveness and other measures of assessing institutional competence. Finally, the teaching and service records of candidates who have held previous tenure track, teaching intensive, or clinical supervisor faculty positions will also be taken into consideration.

The Committee will be cognizant of and value various teaching and research methodologies and recognize that candidates may work with more than one methodology. Interdisciplinary scholarship, including the scholarship of teaching and learning, Indigenous Studies, and/or studies of race/ethnicity will be treated equally with more traditional Psychology-focused work. Where Indigenous teaching methods are employed, the Committee will ensure that, if at least one member does not have knowledge of relevant Indigenous teaching methodologies, that an external assessment by an independent reviewer with knowledge of the relevant methodology will be sought.

Members must consider any special circumstances that have had an effect on the performance or productivity of the applicant. Members are to recognize delays and assess the quality of the applicant's performance and/or productivity during their active period (i.e., excluding the period of special circumstances, which may result from health problems, family responsibilities, parental leave, disabilities, or other applicable circumstances).

Teaching

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Standards for achievement of tenure and promotion reflect the variety of practice, context, and endeavours typical of a diverse and accomplished faculty complement. This means that in teaching, the standards offer flexible pathways in many areas, indicating a variety of contributions that can be considered. Bolded indicators are mandatory, whereas others should be understood as potentially contributing to the overall decision regarding those criteria. Candidates for tenure and promotion must achieve the standard set for all criteria although they may do so in different ways and must meet the minimum standard for teaching and service. The specific profile and teaching context of specific candidates may also be taken into account in identifying the critical determining factors.

Candidates must provide the Committee with a service statement. The statement should provide a narrative of the service work and accomplishments of the candidate carried out prior to tenure (for permanence/promotion to associate professor) or following tenure (for promotion to full professor or its equivalence). The statement may also set out a plan for future service goals and activities. The committee will consider the candidate's service statement; CV; the report from the PSRC Director and/or Head and other submitted evidence, e.g., media reports; feedback from participants in programs, services, and other initiatives; letters of recognition; appreciation and awards; and evidence of contributions to initiatives.

Under conditions of employment, 20% of a faculty member's workload is devoted to service. The assessment of service considers more than time served: as with all aspects of promotion and tenure criteria, the nature, quality, and impact of the individual's contributions are also considered. Individuals make contributions to the institutional mission in diverse ways, contributing to collegial governance, and to the necessary management, fostering, and enhancement of learning, scholarly practice, knowledge creation, and knowledge mobilization as these occur within the institution, in the community, and in relevant professional or disciplinary societies. These contributions can take many forms. In addition to evidence of a spirit of willing cooperation to participate in an equitable amount of service work, the Committee will assess the quality and depth of an individual's contributions to service, taking into account dimensions such as:

- Degree of consistency and flexibility in assuming service roles in which the individual's knowledge and good judgment could benefit the Faculty.
- The individual's consistency in attending PSRC, departmental, and committee meetings to ensure a general knowledge of departmental issues and contributing to solutions.
- The individual's effectiveness in advancing initiatives and objectives of service, with an emphasis on efforts to build leadership capacity across the PSRC by mentoring and sharing leadership responsibilities.
- Effectiveness in collaboratively forwarding projects and objectives of service and/or in building teams and networks to further the departmental and/or institutional mission through service.
- Degree of leadership, responsibility, and agency demonstrated, in both formal and informal roles.
- Evidence of a reputation for excellence and integrity in service.
- Scope of service beyond the PSRC or departmental level.

Considerations of the RTP/RPP committee in assessing service contributions:

- 1) Committee membership should be assessed in light of the individual's actual service through that committee and the degree of activity of that committee. Membership on committees that were not active in the year of membership do not constitute a service contribution but might be seen as contributory evidence of willingness to serve. Candidates must describe the nature of service work undertaken rather than simply providing titles or committee names.
- 2) Service contributions to the development, operation, and management of academic programs may overlap with contributions to teaching. For instance, the development of course infrastructure, streams, or academic programs have clearly defined and interconnected teaching and service components. Original contributions to policy, institutional practice, or partnership based in disciplinary expertise may overlap with research. Candidates are

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welcome to apply these contributions as they see fit to make their case but should be aware that the Committee will consider the degree to which contributions are being attributed to multiple elements of their case.

- 3) Although service to the department, University, academic, professional, and broader communities is valued, as set out in Criteria 2 and 3, service to the PSRC, as set out in Criteria 1 is mandatory for RPP purposes.
- 4) As with other aspects of these RPP criteria, the Committee can choose to take into account individual circumstances.

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**University of Windsor RPP Evaluation Framework:
Psychology Department PSRC Clinical Supervisor RPP Criteria 2024: Teaching**

Criterion 1: Design and Planning of Learning Activities Planning, development, and preparation of learning activities, learning resources and materials for a course, course or degree program, including coordination, involvement in leadership or curriculum design and development		
Indicators	AAS-II	AAS-III
Sound and current course content and material¹	Sound and current course content and material, with evidence of practices to remain current	Evidence supports consistent awareness and development of original, effective approaches to supporting and enhancing learning through planned activities, use and development of high-quality teaching and learning materials, thorough knowledge of the course content, technical competency to support skills development, consistent awareness of learning outcomes and assessment.
Organization of class – effectiveness in providing activities to develop student learning	Courses are organized in such a way that they clearly and effectively support student acquisition of a course’s intended learning outcomes and are consistently at an appropriate level of difficulty	Courses are consistently organized in such a way that they clearly and effectively support student acquisition of a course’s intended learning outcomes and are consistently at an appropriate level of difficulty.
Development of group therapy experiences	Develops and supervises group therapy experiences for Advanced Practicum Students that are empirically based and that reflect informed approaches to learning design to facilitate the needs of the campus and broader communities.	Meets the standard set for AAS-II
Fulfils teaching responsibilities of faculty member under the collective agreement and bylaws	No evidence of repeated failure to fulfil teaching responsibilities, including any patterns of irregularities outlined in performance reviews.	Meets the standard set for AAS-II

Criterion 2: Teaching and Supporting Student Learning and Departmental Needs

¹ Committees will take into account the degree to which instructors are teaching within or outside their areas of expertise, and evidence of efforts to ensure that, in this situation, the content is sufficiently robust to meet students’ needs.

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Quality teaching, including lecturing, classroom, on-line, workshop and applied activities, graduate teaching.		
	AAS-II	AAS-III
Evidence of creation of environment where students feel and show respect and feel that they can ask questions	Evidence from students and/or peers indicates that the instructor has created a respectful environment with evidence of opportunities for student interaction.	Evidence from students and/or peers indicates that the instructor has consistently created a respectful environment with evidence of opportunities for student interaction.
Timely and constructive feedback is provided to students (including during case conference presentations)	Student feedback or other evidence is timely and regular and is consistently appropriate to the nature of the course/case conference presentation. Feedback provided useful guidance regarding how to improve for future work.	Evidence of appropriate and effective constructive feedback that provides useful guidance regarding how to improve for future work is provided to students timely, regularly, and consistently.
Individual, group, and back-up supervision of clinical psychology graduate students	Evidence that instructional and supervisory practices support student development of clinical principles and skills associated with individual and group psychotherapy.	Evidence that evidence-based instructional and supervisory practices support student development of clinical principles and skills associated with individual and group psychotherapy.
Availability for consultation and supervision (e.g., email, online, office hours, telephone)	Evidence that the instructor has established and communicated clear and reasonable expectations regarding being available to students and conformity with expectations under the collective agreement.	Evidence that the instructor has established and communicated clear and reasonable expectations regarding being available to students and conformity with expectations under the collective agreement. Consistently provides substantial availability through regular opportunities to engage directly with students individually and within groups.

Criterion 3: Integration of Scholarship, Research, and/or Professional Activities with Teaching		
Indicators	AAS-II	AAS-III
Integration of scholarship, research, or professional activities in pedagogical practices	Must maintain continuous registration and in good standing in Ontario.	Must maintain continuous registration and in good standing in Ontario.

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	Current, discipline-based research forms a regular and integrated part of course content which also engages students with a culture of inquiry.	Current, discipline-based research consistently forms a regular and integrated part of course content which also engages students with a culture of inquiry.
	Professional clinical practice and experiences are incorporated in the curriculum and are well-aligned with intended learning outcomes.	Professional clinical practice and experiences are consistently incorporated in the curriculum and are well-aligned with intended learning outcomes.

Criterion 4: Continuing Professional Development and Efforts to Improve Individual Practice and Department Teaching Culture		
Indicators	AAS-II	AAS-III
Evidence of teaching related and/or relevant clinical professional development	<p>First renewal (minimum): Discuss student and PSRC Director feedback with PSRC Director.</p> <p>Evidence of use of student and PSRC Director feedback to identify areas for improvement and documentation of efforts to improve in those areas.</p> <p>Evidence of incorporation of feedback into classroom practice for improvement purposes. Feedback might include: student comments or feedback, PSRC Director or peer review of teaching/supervision, classroom/case conference observation, etc.</p> <p>Evidence of relevant clinical continuing education.</p>	<p>Evidence of use student and PSRC Director feedback to identify areas for improvement and documentation of efforts to improve in those areas.</p> <p>Evidence of incorporation of feedback into classroom practice for improvement purposes. Feedback might include: student comments or feedback, PSRC Director or peer review of teaching/supervision, classroom/case conference observation, feedback on PSRC workshops, etc.</p> <p>Evidence of relevant advanced clinical continuing education and professional development.</p>
Evidence of efforts to improve teaching practices and student learning at the PSRC or beyond	<p>Has contributed to the growth of knowledge and practice in teaching, learning, and/or mentorship within the PSRC, for example through an inquiry-based approach to teaching and learning, presentations, workshops, publications, mentorship, or other leadership activities.</p> <p>*It should be recognized that Indigenous and other EDID faculty</p>	<p>Has contributed to the growth of knowledge and practice in teaching, learning, and/or mentorship within the PSRC, department, and/or beyond, for example through an inquiry-based approach to teaching and learning, presentations, workshops, publications, mentorship, or other leadership activities.</p>

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	participate in a specialized way in curriculum renewal in developing courses and programs, often from the start of their careers, an extension of the teaching mission that should be credited.	
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**University of Windsor RPP Evaluation Framework:
Psychology Department PSRC Clinical Supervisor RPP Criteria 2024: Service**

Criterion 1: Service and leadership contributions to the Psychological Services and Research Centre (PSRC)		
Indicators	Standard: AAS-II	Standard: AAS-III
Evidence of willingness to undertake necessary responsibilities in relation to PSRC administration, practica, and research	<p>Willing to undertake necessary PSRC responsibilities.</p> <p>*It should be recognized that Indigenous and EDID faculty often have heavier service loads in that the burden of program change in the interests of equity and representation tends to fall on the members of designated groups, often at the start of their careers. This service being critical to the mission of the university and the betterment of society, it should be given due weight in relation to teaching.</p> <p>With the PSRC Director and clinical supervisors, helps coordinate clinical practica and training opportunities, and provides feedback on student progress.</p> <p>Facilitates orientation and termination meetings with students.</p> <p>Works with PSRC Director and administrative assistant to address administrative issues and initiatives and research.</p>	<p>Participates in and takes a more active, consultative role in the administration and operations of the PSRC.</p> <p>With the PSRC Director and clinical supervisors, helps coordinate clinical practica and provides feedback on student progress. Coordinates supplemental clinical training opportunities.</p> <p>Meets the standard set for AAS-II</p> <p>Works with PSRC Director and administrative assistant to address administrative issues and coordinates various initiatives and/ or research tasks.</p>
Effectiveness and impact of candidate’s service and contributions to the PSRC	Evidence of tangible, quality contributions to the smooth operation and/or positive growth of the PSRC.	Evidence of multiple tangible, quality contributions to the smooth operation and/or positive growth of the PSRC.
Effective collaboration and teamwork at the PSRC	Evidence of efforts to work collaboratively and efforts to enhance faculty, staff, and student sense of belonging and fairness.	Consistent evidence of the ability to work collaboratively with faculty, staff, and students and to enhance faculty, staff, and students sense of belonging and fairness.
Evidence of the individual’s reputation for integrity in service	Professional service carried out at the PSRC is consistent with CPO regulations, CPA ethical guidelines, Senate Bylaws, and the Collective Agreement.	Meets the standard set for AAS-II

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Criterion 2: Contributions to the department		
Indicators	Standard: AAS-II	Standard: AAS-III
Evidence of willingness to represent the PSRC on issues related to clinical training and research within the department	Evidence of willingness to serve as a representative of the PSRC on issues related to clinical training and research at various departmental meetings (e.g., Clinical Training Committee, Departmental Council, departmental retreats)	Consistent attendance at various departmental meetings (e.g., Clinical Training Committee, Departmental Council, developmental retreats) to represent the PSRC on issues related to clinical training and research.
Evidence of the impact of an individual's service and contributions	Examples of impact might include: contributions to PSRC and departmental policies related to clinical training, consultation with faculty members and department administrators, liaising with community practitioners and agencies, pro-bono professional work, funding consultations, or mentorship/supervision of practitioners in the department	Examples of impact might include: contributions to PSRC and departmental policies related to clinical training, consultation with faculty members and department administrators, liaising with community practitioners and agencies, pro-bono professional work, funding consultations, or mentorship/supervision of practitioners in the department and community.
Evidence of the individual's reputation for integrity in service	Evidence that professional service to the community is consistent with CPO regulations, CPA ethical guidelines, Senate Bylaws, and the Collective Agreement.	Meets the standard set for AAS-II

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Criterion 3: Contributions to or Engagement with the University, Community, one's professional or disciplinary societies, and/or the psychology sector more broadly: Community activities that engage with organizations or publics at large involving professional skills and knowledge or creating links between scholarship and programs in the University and those in the community		
Indicators	Standard: AAS-II	Standard: AAS-III
Evidence of willingness to engage with and represent the PSRC within the University, community, professional or disciplinary societies, and/or the psychology sector more broadly	<p>Willingness to engage with and to represent the PSRC within the University, communities, professional or disciplinary societies, and/or the psychology sector more broadly.</p> <p>Examples might include meeting with community psychologists, board membership of professional organizations and/or community agencies, editorial board membership, or disciplinary conference organization.</p> <p>*In the case of Indigenous faculty and other EDID faculty, teaching and community service are often more vitally integrated than in traditional Western models, and this should be recognized in assessing these.</p>	<p>Evidence of engagement with the University, communities, professional or disciplinary societies, and/or the psychology sector more broadly and/or regular service contributions at the local, provincial, national, or international levels. Examples of service may include board membership of academic, professional organizations, or community agencies/organizations, editorial board membership, or disciplinary conference organization.</p>
Evidence of the impact of an individual's service	<p>Examples of the impact of an individual's service may include contributions to the development of policies, procedures, and mechanisms to support the PSRC, the department, the University, and/or disciplinary practice; evidence of contributions to the development of programs, services, and resources for practitioners; or the organization of disciplinary events.</p>	<p>Examples of the impact of an individual's service may include contributions to the development of policies, procedures, and mechanisms to support disciplinary practice; evidence of contributions to the development of programs, services and resources for practitioners; or the organization of disciplinary events.</p>
Evidence of a reputation for integrity in service	<p>Professional service to the larger community is consistent with CPO regulations, CPA ethical guidelines, Senate Bylaws, and the Collective Agreement.</p> <p>A reputation for competence and integrity in service may be demonstrated through invited memberships on boards or committees, engagement with equity and inclusion within the discipline, evidence that service has been valued by disciplinary and/or interdisciplinary peers, etc.</p>	<p>Meets the standard set for AAS-II</p> <p>A reputation for competence and integrity in service may be demonstrated through election or appointment by disciplinary peers, invited memberships on boards or committees, engagement with equity and inclusion within the discipline, evidence that service has been valued by disciplinary and/or interdisciplinary peers, etc.</p>

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