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University of Windsor, School of Dramatic Art Renewal, Permanence and Promotion (RPP) Ancillary Academic Staff

Introduction

The Faculty Association Collective Agreement articles 12:19 to 12:26 and 13:22 to 13:28 govern the responsibilities and procedures that are to be followed for AAS members within the University. This document intends to be consistent with these clauses. These criteria are applicable to Renewal, Permanence, and Promotion to AASIII

Within the School of Dramatic Art, Ancillary Academic Staff members carry out the following University related activities:

- Teaching
- Curriculum/Program Design and Development
- Student counselling and advising
- Service (referred to as creative and artistic practice in the document)
- Committee membership
- Recruitment activities

Contract Renewal, Promotion and Permanence awards are measures of recognizing and protecting the AAS member during their career at the University of Windsor. This document is intended to serve as general criteria appropriate for assisting AAS members in establishing objectives to meet their professional goals. The paramount consideration for such confirmation for renewal, promotion or permanence shall be the candidate's performance and service in their assigned position taking into account, where relevant according to the terms of

the member's job description, contributions in support of teaching and learning, the profession, and service to the campus and broader community.

In accordance with Article 13:27 Promotion for AAS is as follows (excerpts from Collective Agreement):

- AAS I
- AAS II
- AAS III
- AAS IV

AAS I:

This rank is for those with professional experience and academic potential but lacking full professional qualifications. To qualify for appointment or reappointment at this rank, the candidate shall have met appropriate professional requirements, and show potential for further successful performance, and promise of future professional activity and related academic activity as may be required.

AAS II:

It is at this rank that a professional career usually begins. As a primary criterion for appointment, reappointment or promotion to this rank, a candidate shall have the appropriate professional qualifications and/or a record of successful performance as an ancillary academic staff member. The nature of the candidate's responsibility is to be considered, and it is expected that successful candidate(s) will have shown the capacity to develop and extend their professional and related academic expertise.

AAS III:

To qualify for appointment, reappointment or promotion to this rank, the candidate must submit evidence of continuing effective and efficient performance at the University or other relevant job position. Primarily this would encompass demonstrated ability to handle increased responsibilities in areas of specialization and/or in an administrative capacity. However, one or more of the following criteria should also be considered: academic achievement and activities, including additional formal professional degrees, programs of continuing education, involvement of professional and related academic activities and participation in professional organizations, including serving on committees, the presentation of papers, organization and participation in conferences, seminars, workshops; service to the AAU and the University. This rank is the normal career rank for ancillary academic staff members.

AAS IV:

This rank is not awarded as a recognition of long service, but rather as a recognition of distinguished service and for high professional or related academic achievement. Appointment, reappointment or promotion to this rank requires evidence of a record of outstanding performance, with demonstrated initiative, leadership, and creativity at the university or other relevant job position. As well as making an outstanding contribution to the AAU and to the University, the candidate must submit evidence of outstanding achievement in one or more of the following areas: professional endeavours, including significant involvement in professional organizations; additional service to the AAU and/or the University community. Besides having attained a high level of professional achievement, the candidate should be considered likely to continue to fulfill a vital role in the institution.

Promotion to AAS IV:

In addition to the excellence of teaching criteria for renewal, tenure, and promotion, the candidate's application for promotion to AAS IV will demonstrate evidence of sustained excellence in teaching and service which is above the expectation for rank of Promotion to AAS III. Expectations are noted in the Excellence column (AAS IV) of the Criteria for Teaching. Examples of sustained excellence in service are listed below.

Guidelines for the School of Dramatic Art

In assessing the expectations of an AAS Member's file, the following list aligns with the positions' duties.

Teaching

The School of Dramatic Art places a great deal of value on the quality of teaching as demonstrated through a record of consistency in the candidate's commitment to good teaching, and in their effectiveness in promoting learning. (Bylaw 23A). A teaching dossier is required as a means of providing evidence for evaluation through the following: a statement of teaching philosophy, teaching practices, assessment strategies, sample course outlines, student evaluations, all departmental performance reviews, a narrative of reflective practice, and a plan for future development, and any additional relevant samples of work that support the candidate's teaching. The candidate is recommended to follow the UCAPT's teaching dossier template for expectations. Specifically, for AAS positions in SODA, the teaching responsibilities include the following:

- Building on the curriculum and practice in the areas of design and/or production for University Players.
- Teaching courses in areas of design and/or production
- Development and delivery of programming in design and/or production
- Mentoring students interested in theatre design and production.

Standards and Evaluation of Teaching:

Refer to the School of Dramatic Art Renewal, Tenure, and Promotion (RTP) teaching criteria document. Expectations and examples for promotion to (AAS IV) are noted in the Excellence column of the Criteria for Teaching.

Review period expectation: Competence to High Competence

Permanence and Promotion to AAS III expectation: High competence to Excellence

Promotion to AAS IV: Excellence

Criterion #1: Design and planning of learning activities

Planning, development and preparation of learning activities, learning resources and materials for a course, or degree program, including coordination, involvement in leadership or curriculum design and development.

(FP) Additional criteria for promotion to Full Professor

INDICATORS	COMPETENCE	HIGH COMPETENCE	EXCELLENCE
<p>Preparation of course materials</p> <p>Must demonstrate all of the following:</p> <ul style="list-style-type: none"> - effective and well-aligned learning materials and activities that enhance the learning experience, and provide opportunity for meaningful learning and reflect diversity of content. - learning activities foster student acquisition of a course's intended learning outcomes. - Reasonable knowledge of the course content and material, 	<p>Evidence of capacity to design effective and well-aligned learning materials and activities intended to foster student acquisition of a course's intended learning outcomes.</p> <p>Planned activities and assignments demonstrate reasonable knowledge of the course content and material.</p>	<p>Learning materials are consistently well-aligned with intended learning outcomes and reflect an informed approach to course design that effectively supports student acquisition of a course's intended learning outcomes.</p> <p>Planned activities and assignments consistently and appropriately challenge students.</p>	<p>Learning materials and activities are exceptionally well designed and are often innovative, reflecting leadership in curriculum development and pedagogical innovation; Learning materials, activities, assignments, and assessment align with the intended learning outcomes and provide flexibility to further challenge.</p> <p>Deep knowledge of the course content and material is consistently evident.</p> <p>(FP/AAS IV) Demonstrates innovative teaching practices that reflect informed and relevant academic, professional, and industry standard curriculum</p>

<p>Course outlines clearly detail learning outcomes, teaching and learning activities and assessment</p>	<p>Course outlines are consistent with bylaw and policy, and outline intended learning outcomes, activities and assessments with a degree of clarity.</p>	<p>Consistently shows the alignment of materials, activities and assessments with intended course learning outcomes with clarity.</p>	<p>Course outlines consistently and clearly explain how materials, activities, and assessment align with the intended learning outcomes.</p> <p>(FP/AAS IV) demonstrates innovative and advanced assessment practices.</p>
<p>Planned learning activities designed to develop the students' learning.</p> <p>Must demonstrate the following:</p> <ul style="list-style-type: none"> - Teaching practices and approaches demonstrate a variety of methods employed to enrich learning in the Theory-based, studio, and/or applied courses. - organization and preparedness 	<p>Teaching practices generally demonstrate a variety of methods that enrich the student learning experience;</p> <p>Generally well-prepared for class and well-organized.</p>	<p>Teaching practices clearly demonstrate a variety of methods and approaches that enrich learning experience;</p> <p>consistently well-prepared for class and well-organized</p>	<p>Teaching practices consistently and effectively demonstrate capacity to enrich the learning experience; practices also demonstrate a range of methods and flexibility to further support or challenge learners;</p> <p>consistently very well-prepared and organized in regard to all aspects of course development;</p> <p>(FP/AAS IV) Demonstrated evidence of promoting artistic and academic leadership of students' learning. (Some examples: including students in academic and/or professional conferences; coaching students in developing and producing, and/or designing their own professional artistic work.)</p>

Criterion #2: Instructional Methods

Teaching methods support fundamental principles as well as current practices of the discipline

INDICATORS	COMPETENCE	HIGH COMPETENCE	EXCELLENCE
<p>Learning-centered approach:</p> <p>Must demonstrate the following:</p> <ul style="list-style-type: none"> - understanding and application of specific aspects of effective teaching and learning support methods - Clarity of communication and explanation that supports students to develop and demonstrate the intended learning outcomes. - Stimulation of interest - Encouragement of appropriate student-faculty and student-student interaction 	<p>Awareness of effective methods to support student learning. Evidence of clarity of communication for the most part. Student interest is generally maintained over courses. Teaching practices demonstrate some effort to encourage interaction between student-faculty student- student.</p>	<p>Consistent awareness and application of effective approaches to supporting and enhance learning. Clarity of communication is evident and student interest is maintained. Teaching practices demonstrate consistent effort to encourage interaction between student-faculty and student-student.</p>	<p>Highly effective and often innovative support and enhancement of learning is evident. Exceptional clarity; student interest nearly always increased, or course feedback indicated high level of interest in the course; consistent evidence of highly effective and innovative efforts to encourage student-faculty and student-student interaction</p>

Criterion #3: Assessment and giving feedback to students
 Assessment practices and techniques are representative of appropriate level and align with intended learning outcomes

INDICATORS	COMPETENCE	HIGH COMPETENCE	EXCELLENCE
<p>Quality of assessment tools</p> <p>Must demonstrate the following:</p> <ul style="list-style-type: none"> - Clarity - Alignment with learning outcomes - Appropriate level of challenge - Timely feedback is provided to students - Constructive feedback is provided to students 	<p>Assessment activities are generally clear, well-aligned with learning outcomes, and appropriately challenging for the course level.</p> <p>Student feedback indicates that assignment feedback is generally timely and appropriate to the nature of the course and generally provides useful guidance to help students improve.</p>	<p>Assessment practices and activities demonstrate consistency in terms of clarity, alignment, or appropriateness of challenge, that are generally reasonable for the course level.</p> <p>Student feedback indicates that assignment feedback is timely and occurs several times through the course; as appropriate to the nature of the course.</p>	<p>Assessment activities are clear, well aligned, appropriately challenging, and provide innovative opportunities for student learning.</p> <p>Feedback is proactive, ongoing, and timely; student feedback and other evidence indicates assignment feedback is appropriate to the nature of the course, is detailed and balanced appropriately with strengths and weaknesses and provides systematic and highly effective guidance regarding how to improve.</p>

Criterion #4: Developing effective environments, student support and guidance
 A demonstrated record of availability to students and effectiveness in providing mentorship and counselling

INDICATORS	COMPETENCE	HIGH COMPETENCE	EXCELLENCE
<ul style="list-style-type: none"> - Availability for consultation (e.g. email, online, face-to-face or telephone) 	<p>Somewhat available outside of class time.</p>	<p>Available to students outside of class time with evidence of systematic approaches to ensuring availability to students.</p>	<p>Makes exceptional and systematic efforts to be available to students.</p>

Effective advisor/counsellor	Somewhat effective as an advisor or student counsellor.	Generally perceived by students and peers to be effective, supportive, and knowledgeable as an advisory or student counsellor	Recognized by students and peers as a key advisor and student counsellor. (FP/AAS IV) Demonstrated commitment to coaching and mentoring students for future academic and professional pursuits. (Some examples: pathways to suitable graduate programs and/or additional post graduate training in specific areas of specialization)
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Criterion #5 Integration of scholarship, research and professional activities with teaching and in support of learning.
Recognize and apply research and discipline-based practices in planning and instruction.

INDICATORS	COMPETENCE	HIGH COMPETENCE	EXCELLENCE
<p>Must include one of the following:</p> <ul style="list-style-type: none"> - Inclusion of discipline-based research in the curriculum and engagement of students in pedagogically sound discipline-based research - Engaging students in pedagogically sound, discipline-based research in the curriculum. 	<p>Discipline-based research or creative practice is somewhat evident in the course curriculum and is somewhat current; there is evidence that course activities are intended to engage students with disciplinary research, creative practice, or inquiry culture. Where applicable, this may include effectiveness in undergraduate student research supervision.</p>	<p>Discipline-based research or creative practice forms a regular and integrated part of the curriculum; evidence of consistent and effective efforts to engage students with disciplinary research, creative practice, or inquiry culture. Where applicable, this may include effectiveness in undergraduate student research supervision.</p>	<p>Discipline-based research is frequently and effectively incorporated in the course; evidence of highly effective, systematic efforts to engage students in disciplinary research, creative practice, or inquiry culture. Where applicable, this may include effectiveness in undergraduate/ graduate student research supervision, as well as support and mentorship of students presenting or publishing their work.</p> <p>(FP/AAS IV) Demonstrates evidence of leadership in curriculum development. (Some examples: publication of teaching practices that contribute to the area of artistic/academic discipline;</p>

			<p>plenary presentation at national or international conference on teaching and learning).</p>
<p>- Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum</p>	<p>Professional, industry and work-based practice and experiences are somewhat incorporated into the curriculum.</p>	<p>Professional, industry, and work-based practice and experiences are well incorporated in the curriculum, well-aligned with intended learning outcomes, and well supported.</p>	<p>Professional, industry, and work-based practice and experiences are very effectively incorporated in the curriculum, offering a highly integrated, well-supported, and exceptional learning opportunity for students.</p>

Criterion #6 Evaluation of practice and continuing professional development
 Interest and effort to engage in professional development that improves teaching

INDICATORS	COMPETENCE	HIGH COMPETENCE	EXCELLENCE
<p>Must demonstrate one of the following:</p> <ul style="list-style-type: none"> - Participation in teaching related professional development <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> - Self-evaluation leading to changes in teaching practice 	<p>Evidence of participation in professional development workshops, forums, conferences, or peer-led activities intended to enhance teaching and learning.</p> <p>Able to provide several examples of changes to teaching practice based on reflection or engagement with professional development.</p>	<p>Consistent efforts have been made to engage in professional development related to teaching systematically over time, e.g., self-directed reading, workshops, forums, conferences, or peer-led activities intended to enhance teaching and learning.</p> <p>Evidence of a consistently thoughtful and reflective approach to teaching, with ongoing examples of efforts to improve teaching emanating from that approach.</p>	<p>High degree of engagement and initiative with regard to teaching-related professional development, which may include leadership and facilitation of workshops and other events, as well as peer-reviewed conference presentations or publications on teaching and learning, and potentially grants related to teaching and learning initiatives.</p> <p>Evidence of an ongoing commitment to improvement-oriented and evidence-based practices based in a scholarly approach to teaching and teaching inquiry.</p> <p>(FP/AAS IV) Continues with professional development of highest level in area of specialization OR</p> <p>(FP) leads workshops or training in areas of artistic and/or academic specialization at the national and international level.</p>

Criterion #7: Professional and personal effectiveness

Interest and effort in management of teaching role and maintaining professional qualities

INDICATORS	COMPETENCE	HIGH COMPETENCE	EXCELLENCE
Is aware of and consciously developing professional qualities of: Taking ownership and management of teaching role	Shows many of these professional qualities	Consistently shows these professional qualities	Shows these professional qualities to a very high degree
Demonstrating effective preparation and prioritization			
Demonstrating commitment to continuing professional development in discipline and T & L			
Responding positively to opportunities and new approaches			
Communicating effectively in both formal and informal contexts			
Application of professional ethical practices in work and in teaching contexts			
Personal qualities Is aware of and consciously developing personal qualities of: • Approaching teaching with enthusiasm, passion and confidence	Shows many of these personal qualities	Consistently shows these personal qualities	Shows these personal qualities to a very high degree.
Demonstrating resilience and perseverance in the face of obstacles			
Demonstrating time management of self and work to ensure others are not delayed in their work			
Demonstrating self-reflective evaluation of practices and relationships			
Demonstrating commitment and interest in students and their learning			

Review period expectation: Competence to High Competence

Tenure/Promotion to Associate Professor expectation: High Competence to Excellence

Promotion to Full Professor- Excellence

Service

This category includes willing cooperation by actively participating in all forms of professional service performed for the benefit of University Players and the School of Dramatic Art, the University of Windsor, the profession, and the local community. AAS members recognize a continuous obligation to provide service through professional knowledge and skills. In the SODA, the largest portion of service for the AAS is described as '*creative and artistic practice*' in areas of design and/or production, plus participation in:

- committee membership (internal and external)
- recruitment in area of design and production
- professional activities with the local theatre community

Standards and Evaluation of Service

Competence:

Candidate shows willing cooperation by actively participating in assigned creative/artistic practice at University Players through design and/or production. The candidate actively participates in (a number of committee assignments (internal and external)) to the AAU Department activity and any two per year (that includes one outside of the department and shows evidence of commitment to participate in recruitment initiatives and events that promote SODA and University Players).

High Competence:

Candidate demonstrates participation noted as *competence* PLUS evidence that service through creative/artistic practice is at a professional standard expected at UP and recognized by industry and professional standards. Candidate takes the initiative to develop and grow artistic opportunities for students in the SODA and at UP. Candidate shows evidence of extensive involvement and commitment to participate in committees (internal and external) to the AAU and takes initiative to lead recruitment strategies and events that promote the School and UP. Candidate is developing a record of collaboration with the local and professional theatre community.

Excellence:

Candidate demonstrates participation noted as *high competence* PLUS evidence that service through growth and development of creative and artistic practice is ongoing. The candidate demonstrates evidence of more than a routine amount, range, or depth of involvement in service to the AAU, and the university. A distinction should be drawn between routine service, or citizenship, and service projects that relate to innovation, creativity and leadership. To be considered at this level, service activities should be tied directly to the discipline's.

field of practice knowledge and in turn this knowledge should relate to the betterment of the profession in the School of Dramatic Art. An evaluation of AAS IV could also come from having done an outstanding job in the following activities: assuming a leadership role, or being very active and supportive in the early stages of building a significant new academic program, or having done an exceptional job in significant positions of service responsibility within the Faculty or community. Chairing a committee with a particularly important mandate of change and innovation would also merit a rating of AAS IV. Showing evidence of a commitment to participate in recruitment activities and events and serving on at least one or more professional organizations.

Examples of sustained excellence in service at this level may include:

- Demonstrates evidence of ongoing current training that enhances the operation of University Players and the School of Dramatic Art
- Creative practice at University Players reflective of current and innovative techniques and practices
- Leadership in promoting excellence in training and operational expectations in University Players (Specific to production and design)
- Demonstrates leadership in shaping current curricular and program development
- Demonstrates leadership and insight into the future developments of University Players and the School of Dramatic Art
- Participating in committees outside the AAU

Review period expectation: Competence to High Competence

Permanence and Promotion to AAS III expectation: High Competence to Excellence

Promotion to AAS IV expectation: Excellence

<ul style="list-style-type: none"> Criterion 1: Service and leadership contributions to the University, through the lens of the <u>mission</u>, <u>vision</u>, and <u>values</u> of the School of Dramatic Art 		
Indicators	Standard: Associate Professor (Level A)	Standard: Promotion to Full Professor (Level B)
Department activity (AAU Council) + any one other Senate Standing Committees (e.g. Appointments, RTP or other)	Department activity + any two per year that includes one outside department	Department activity + 3 or more per year that includes one outside department and within the profession. (FP) Department activity (AAU Council) + 3 or more on average per year including one outside the Department. (Some of these activities should demonstrate leadership.)

Review period expectation: Competence to High Competence

Tenure/Promotion to Associate Professor expectation: High Competent to Excellence

Promotion to Full Professor expectation: High Competence to Excellence