

**School of Social Work  
University of Windsor  
Renewal of Appointments and Promotion of Field Ancillary Academic Staff Members (AAS)  
April 2009  
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**Introduction**

In the School of Social Work, Field Ancillary Academic Staff (AAS) include those persons with academic credentials hired to carry out the following University related activities except for teaching and/or research activities normally carried out by faculty members:

- Field Learning Specialists, who support teaching and learning related to undergraduate and graduate student placements and internships and report to the Director of the School of Social Work's designate, the Field Coordinator.
- Field Coordinator, who supports teaching and learning related to undergraduate and graduate student placements and internships, oversees the work of the Field Learning Specialists, and reports to the Director of the School of Social Work or his or her designate.

Contract Renewal and Promotion awards are measures of recognizing and protecting the Field AAS member during his/her career at the University of Windsor. This document is intended as a series of general criteria appropriate for assisting individuals in establishing objectives to meet their professional goals in the School of Social Work. The evaluation of candidates for Contract Renewal and Promotion must reflect their assignment and, with reference to those assignments, be based primarily on the satisfactory performance of the individual determined on the basis of job-derived criteria and further that such confirmation, renewal and/or promotion shall be in accordance with the goals, objectives and purposes of the University.

The criteria for Contract Renewal and Promotion outlined in this document have been developed to maximize prejudice within the School of Social Work and it is expected that the Field AAS member will meet the highest standards for this professional education role. The paramount consideration for such confirmation, renewal or promotion shall be the candidate's performance and service in his/her assigned position(s) taking into account, where relevant according to the terms of a member's job description, contributions in support of teaching and learning, the profession, and service to the campus and broader community.

This document establishes the assessment criteria for Contract Renewal and Promotion of Field AAS in the School of Social Work at the University of Windsor. The School of Social Work intends this document to be consistent with the Collective Agreement between the Faculty Association and the Board of Governors of the University of Windsor.

**Adjudication Process**

Field AAS candidates in the School of Social Work will be assessed with regard to their contributions in the general areas of teaching and learning support and service. To evaluate a candidate for Contract Renewal and Promotion, it is necessary to consider the total contribution the individual has made to the School of Social Work. Given the range of necessary activities that must be carried out to fulfill required Field AAS member responsibilities, including preparing both undergraduate and graduate students for professional practice, assessment of achievement is first and foremost a qualitative analytic process consistent with the University of Windsor Ranking and Evaluation system. Found in the Collective Agreement "Application of Criteria to Ancillary Academic Staff Ranks" (13:27), contract renewal and promotion are set forth as follows:

- 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. Specifically, the person would not possess the requisite Master of Social Work degree from a Canadian Association for Social Work Education or Council on Social Work Education institution and minimum 5-years of post MSW degree social work practice experience. 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 must possess the requisite Master of Social Work degree from a Canadian Association for Social Work Education or Council on Social Work Education institution and minimum 5-years of post MSW degree social work practice experience. In addition, the candidate may well possess a record of successful performance as a Field AAS member. The nature of the candidate's responsibility is to be considered and it is expected the successful candidate(s) will have shown the capacity to develop and extend their expertise in the area of teaching and learning support and service.

#### AAS III

To qualify for appointment, reappointment or promotion to this rank, the Field AAS member must possess the requisite Master of Social Work degree from a Canadian Association for Social Work Education or Council on Social Work Education institution and exceed the minimum 5-years of post MSW degree social work practice experience. Specifically, the candidate will have demonstrated effectiveness in the performance of his/her duties at the university or other relevant job position(s). Primarily this would encompass an ability to handle increased responsibilities in areas of specialization and/or in an administrative capacity. Additionally, one or more of the following criteria should also be considered: involvement in the training and education of social workers and/or other allied professionals; active participation and/or leadership in professional associations and organizations (ie. serving on committees, delivering papers at conference, presenting workshops; and serving on committees).

#### AAS IV

This rank is not awarded as recognition of long service, but rather as recognition of distinguished services and for high professional or related academic achievement. In addition to possessing the requisite Master of Social Work degree from a Canadian Association for Social Work Education or Council on Social Work Education institution and exceed the minimum 5-years of post MSW degree social work practice experience, appointment, reappointment or promotion to this rank requires evidence of a record of exceptional performance, with demonstrated initiative, leadership, and creativity within the university and/or other relevant job position(s). As well as making an outstanding contribution to the AAU and to the University the candidate must submit evidence of outstanding achievement in several of the following areas: exceptional service to the profession as indicated by significant involvement in discipline specific associations and organizations (ie. Ontario Association for Social Workers, Canadian Association of Social Workers, Canadian Association for Social Work Education); extraordinary service to the AAU and/or the University community (ie. Presidential task forces or commissions); and attainment of a high

level of professional and/or academic achievement and recognition considered of value to AAU and/or the university and his/her role in the institution.

Given the increasing value of student support and retention in a competitive national and international university landscape, the School of Social Work requires that the Field AAS member focus on learning and teaching support as well as service, in order to ensure the highest level of student assistance and excellence in support of the broader community, with recognition that the candidate must respond to increasing administrative demands and the role of the candidate in professional development.

The evaluation of candidates shall be at the Field AAS level at which the candidate is being evaluated:

- (i) Professional competence as demonstrated by knowledge applied within the position in an effective and efficient manner;
- (ii) Ability to communicate and interact effectively and cooperatively with students, agency representatives, university colleagues, and others;
- (iii) Ability to effectively relate his/her functions to the objects and purposes of the University;
- (iv) Ability to take initiative and to be innovative in performing assigned duties;
- (v) Special skills and aptitudes which are utilized in the performance of his/her duties.

Consistent with these specifications, the School of Social Work PTR Committee will review the candidate's contributions and proficiency in two related areas: Teaching and Learning Support, and Service. However, as no accepted standardized evaluation tool currently exists, assessment of contribution and proficiency will be done by way of Performance Evaluation by the Director of the School of Social Work and optional Personal Action Dossier.

## **Diversity Considerations**

### **Cross-Category Contributions**

For the most part, teaching and learning support, and service are defined similarly within the School of Social Work and the University. However, some contributions may straddle more than one of these areas and may present candidates and the Social Work PTR Committee with a problem of determining the area in which the contribution should be assessed.

Within the profession of Social Work, contributions to the organization of partnerships that crosses a broad cross-section of community services, interdisciplinary initiatives, collaborative arrangements, investigative networks, and the funding of important projects supporting students and collaborators have teaching, learning support and service components.

The School of Social Work policy is for the Social Work PTR Committee to decide the area in which to assess contributions that fall across different areas. The PTR Committee should consult with the candidate in making these decisions, both to take into account the candidate's views on the nature of the contributions and to inform the candidate on how to present their own material. The objective is to ensure that any given contribution is considered in one area.

### **Hybrid Appointments**

Within the professional discipline of Social Work and within the university, there is increasing interest in hybrid appointments. These appointments enrich the discipline, but create new challenges for the assessment of teaching and learning support and service. In the case of hybrid appointments involving the university and an outside agency, expectations regarding teaching, learning support and service will be adjusted to reflect the proportion of the candidate's time committed to the School of Social Work.

### **Professional Registration Recommendations**

As a professional discipline within the academy, it is highly recommended that at a minimum Field AAS members become members of the Ontario Association of Social Workers (OASW); the Ontario College of Social Workers and Social Service Workers (OCSWSSW); and the Canadian Association for Social Work Education. In addition to the aforementioned, members are encouraged to consider memberships in other credible professional associations relevant to their specific areas of expertise and/or interest.

### **Intra-Disciplinary Diversity**

Additionally, like other disciplines, Social Work is so diverse that assessments of a candidate's file must necessarily recognize the differences in position descriptions. The following list indicates some ways in which expectations and professional activities that can be associated with Field AAS members in the Field Education Program should be taken into account by the Social Work PTR Committee:

#### *Teaching and Learning Support*

- Number of students
- Number of Field Education Agencies
- Number of community field educators
- Number of faculty field liaisons
- Program development, planning, coordination, administration, and evaluation of field education
- Community collaboration requirements
- Professional development initiatives
- Curriculum development
- Accreditation requirements
- Academic activities

#### *Service*

- Coordination of field education program
- Additional service to the AAU and the University
- Consultation services to community agencies
- Strategic planning
- Research support
- Professional endeavours
- Committees – internal and external

In their assessment of candidates, the Social Work PTR Committee needs to recognize the uniqueness of the professional activities that typically characterize area of specialty and weigh their evaluation of the candidate's achievements in each of the three domains of teaching and learning support and service.

### **Criteria for Rating Teaching and Learning Support**

In assessing teaching and learning support, there are currently no quantitative ratings arising from student evaluation procedures for Field AAS members similar to the Student Evaluation of Teaching (SET) Scores. However, this does not preclude the candidate individually or the Field AAS members collectively from developing his/her/their own scoring system. This being said, the Social Work PTR Committee will evaluate the Field AAS staff member's performance taking into account the Director's Performance Review of the candidate, his/her optional Professional Action Dossier, and other information relevant to the teaching and learning support, and service provided by the candidate. Pertinent information should include the candidate's contribution to teaching and learning support might include the nature of

the assignment (ie. graduate versus undergraduate); assistance provided in curriculum development related to field education seminars and practica; length of time in the position; contribution to the overall planning and implementation of the field education; and the number of students and agencies served.

The School expects that the Field AAS member being recommended for Contract Renewal and Promotion to a higher rank will show a serious commitment to teaching and learning support, will have clear teaching and learning support objectives and strategies, and will show effective results in terms of evaluation of student competence in field practice. Innovation in teaching and learning support is assessed through an examination of information on the continuing effective and efficient performance at the University, ability to handle increased responsibilities in areas of specialization and/or in an administrative capacity, assisting in the development of new field courses in new areas for the School and on the development of new teaching and learning tools and techniques. Impact on students includes both substantive knowledge gained and study/evaluation and critical analysis skills, with an emphasis on the latter. A rank of AAS IV would be associated with data indicating a range of reviewer opinion stressing very high quality teaching and learning support. See AAS III and AAS IV above for application of criteria.

For example, behaviours, characteristics, attitudes, and activities of outstanding Field AAS include:

- Knowledge of subject material
- Enthusiasm for teaching and learning support
- Ability to communicate subject effectively
- Belief in the potential of students and in their ability to learn
- Fostering understanding of the connection between course material and students' future goals (e.g., employment, career, personal, educational)
- Ability to show how subject matter relates to the formation of a well-educated individual
- Fostering student growth and achievement in oral communication, writing and critical thinking
- Ability to cross disciplinary lines and acquaint students with the connections among disciplines
- Willingness to seek and use pedagogy which, in given circumstances, most enhances learning
- Promote an active learning environment founded on engagement, dialogue, and feedback
- Commitment to one's own development as a teacher and a learner; openness to learning to improve
- Humanness and a sensitivity to the diverse views and backgrounds of students
- Incorporation of multiculturalism in teaching whenever applicable
- Promoting mutual respect among students and faculty
- Being accessible and approachable for appropriate student consultations
- Setting high standards for student work and supporting students in their endeavours
- Providing prompt and appropriate evaluation of student work
- Giving attention to ancillary instructional support activities (e.g., text selection, grade recommendation)
- Preparation and organization

Additionally, Field AAS members are often engaged in support of instructors of undergraduate and graduate students who are in field placements or internships. The capacity to effectively support teaching and learning, and to liaise with students who are applying the knowledge and skills of social work is considered an important contribution to the academic preparation of undergraduate and graduate level students and will form one aspect of the teaching and learning support assessment for candidates.

Contract renewal and promotion to a higher AAS rank would normally be associated with the candidate's achievement compared with the normal activity and quality of performance appropriate to the candidate's position and will be based upon:

- (i) Professional competence as demonstrated by knowledge applied within the position in an effective and efficient manner;
- (ii) Ability to communicate and interact effectively and cooperatively with students, colleagues, and others;
- (iii) Ability to relate his/her functions effectively to the objects and purposes of the University;
- (iv) Ability to take initiative and to be innovative in performing assigned responsibilities;
- (v) Special skills and aptitudes which are utilized in the performance of his/her duties.

Some key markers for applying the confirmation and promotion criteria to AAS may include:

- Self evaluation
- Peer evaluations by the Director
- Performance Review by the Director
- Personal Action Dossier
- Overseeing student work (e.g., senior assignment projects, special topics projects)
- Indications of exceptional student accomplishment (e.g., student work recognized)
- Good departmental citizenship (e.g., such as handling increased responsibilities in area of specialization and/or in an administrative capacity)
- Relevant awards and recognition received
- Innovations (e.g., assisting in the development and design of new teaching methods, courses, instructional materials, topical readings)
- Leadership qualities as outlined in the Adjudication Process (pages 1 & 2 of this document)
- Participation in academic conferences geared towards pedagogical enhancement and innovation
- Any other appropriate evidence of excellence in teaching and learning support

## **Service**

This category includes all forms of professional service performed for the benefit of the School of Social Work, the Faculty of Arts and Social Sciences, the University of Windsor, the profession, and the public. The Field AAS members of the School of Social Work recognize a continuous obligation to provide service through its professional knowledge and skills. Indeed, it is the case that increasingly greater demands for service are being made on the School and its Field AAS members as society's needs become ever more complex.

A rating of Field AAS I would indicate that the candidate has shown a spirit of willing cooperation to actively participate in a normal number of committee assignments.

A rating of Field AAS II would indicate that the candidate has shown a spirit of willing cooperation to actively participate in a normal number of committee assignments, involvement in professional associations and/or service to other organizations external to the university, and is actively involved in the outreach and engagement efforts of the School to its various stakeholders and constituencies.

A rating of Field AAS III would indicate that the candidate has shown a spirit of willing cooperation to actively participate in a normal number of committee assignments, extensive involvement in professional associations and/or service to other organizations external to the university, and is more widely involved in the outreach and engagement efforts of the School to its various stakeholders and constituencies.

A rating of Field AAS IV would be demonstrated by the candidate's showing evidence of more than a routine amount, range, or depth of involvement in service and an assessment of the outstanding quality or effectiveness of that involvement. Evidence of excellence in professional service beyond the local level should be presented. 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 professional activity for the betterment of the profession of social work and society at large. Examples might include contributing to public policy, serving clients in some exceptional way, working with public organizations to bring about substantial and significant change. In all of these instances, service should be shown to contribute to knowledge creation, transfer, and dissemination.

An evaluation of Field 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 School of Social Work or community. Chairing a committee with a particularly important mandate of change and innovation would also merit a rating of Field AAS IV. There may be circumstances in which the School of Social Work calls upon the candidate to assume significant service responsibilities. In such circumstances, the Social Work PTR Committee will acknowledge the candidate's service contributions and evaluate teaching and learning support competencies within this exceptional context.

As a guide to candidates for Contract Renewal and Promotion, a partial list of activities that may be recognized in the area of service follows:

- Efforts to promote partnerships and engagement with public and/or community organizations
- Consultative or other service to any level of public or private institutions or professional organizations
- Active participation in School of Social Work committees
- Advising Social Work students of field-related matters
- Advising students in School and University recognized student groups on field-related matters
- Service on Faculty or University-wide task forces
- Participation in University-wide committees
- Activities in professional organizations
- Advising or assisting civic organizations in support of the School and/or University missions
- Public outreach and community activities in support of the School and/or University missions
- Activities in support of the advancement of the profession and/or professional education