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APPROVED BY UCAPT - MARCH 1, 2021

**University of Windsor  
School of Dramatic Art  
Renewal Tenure, and Promotion RTP Faculty Criteria**

**Supporting Guidelines**

Criteria for renewal, promotion and tenure are based on Senate Bylaws 23A & 23B

The School of Dramatic Art identifies the focus of CVs of its tenure-track faculty in the following ways:

- (a) CV with a creative activity focus, teaching, and service.
- (b) CV with a scholarly activity focus, teaching, and service.
- (c) CV with a mix of creative activity and scholarly activity, teaching, and service.

A choice of CV will be determined by the candidate prior to the first performance review.

A candidate may choose to change the focus of their CV in consultation with the Director of the School of Dramatic Art.

**Teaching**

The SODA 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, all departmental performance reviews, a narrative of reflective practice, 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. SETs will be provided by the Director of the School of Dramatic Art.

### **Research and Creative Activity: School Productivity Standard**

The School acknowledges that its faculty's professional creative activity and areas of research and scholarship vary. Submission of a research statement that outlines a plan for development leading towards tenure and promotion will help to assess the professional quality, pace and quantity, and recognition of quality by one's peers over the tenure track period and beyond. It is the candidate's responsibility to make a case for his or her tenure and promotion. The research statement should be discussed in consultation with the Director of the School during the first year of the review period for guidance in meeting the required expectations of tenure and promotion. The research plan may be amended as necessary in conjunction with the Director.

### **Creative Activity:**

The candidate participates in professional creative activity at the provincial, national and international levels to an extent that demonstrates a level of proficiency in their area which promises future development and professional impact on the discipline and industry. Creative activity in the following categories will involve professional activities outside the department/university in a variety of areas recognized by industry and disciplinary standards as peer reviewed, juried or invited. By time of tenure and promotion, a minimum of 4-6 projects should be completed. The expectation is that this rate of productivity will continue at the ranks of Associate and Full Professor, i.e., at a rate of 4-6 projects over each five-year period. From time to time, not all projects will fall within the guidelines below, and in those circumstances, **each case will be considered, impartially, on a case-by-case basis.**

- Acting (prominent role) in professional theatre
- Choreography (professional theatre)
- Design (professional theatre)
- Published illustrations, refereed/invited exhibitions of designs.
- Directing (professional theatre)
- Dramaturgy (professional theatre)
- Playwriting (realized professional production)
- Voice and/or movement coaching (for professional theatre)

- Applied Drama and/or Applied Theatre research-creation projects, in collaboration with public education institutions and/or community non-profit organizations, which include a mode for knowledge mobilization to the local community, theatre profession, and/or scholarly audience.
- Self-produced or commissioned work will be assessed on a case by case basis, considering professional/non-professional; referred/non-refereed; creative roles (listed above)

### **Scholarly Activity:**

The candidate participates in scholarly activity to an extent which promises future development and professional impact on the discipline at the national and international levels. Scholarly peer-reviewed activity will include evidence such as, but not limited to, journal articles, book chapters, papers in conference proceedings, papers delivered, electronic publications, panels, workshops, and juried poster session. By time of tenure/promotion a minimum of 5 publications should be completed. It is expected that this rate of productivity, that is an average of 5 publications over a 5 year period, will be maintained at the ranks of Associate and Full Professor. Focus of publications may include, but is not limited to, traditional research, reflection on practice or pedagogy. The publication of a book as a primary author or editor of an anthology or reputable journal will be given greater consideration and will be assessed on a case by case basis.

The School of Dramatic Art also recognizes that certain faculty members may engage in a mix of creative and scholarly work. By the time of tenure and promotion, between 4 – 6 creative projects/scholarly publications, in any combination should be completed. It is expected that this rate of productivity, namely, a rate of 4-6 creative projects/scholarly publications every five years will be maintained at the ranks of Associate and Full Professor. These should be consistent with the Criteria Teaching, Scholarly and Creative Activity, and Service on pages 4 – 20.

### **Service**

Candidates should be active in terms of their service contributions and show a willingness to engage in intellectual and co-active dialogue with faculty, staff, and students. They should effectively contribute to the general well-being of the AAU and the University as a whole.

Service in the SODA is assessed in terms of service to the School, the University, the greater local community, and to the professional community. The level of contribution and leadership to the School, the University, the Community, and the profession rather than the mere number of committees a candidate has served upon will be considered. Projects outside of teaching include but are not limited to:

- Committee work for at the AAU level, at the faculty level, and at the university level

- Working with community groups and organizations
- Contributions to the professional community
- Arts administration and leadership to the department, faculty, university levels
- Supervision of students enrolled in Directed Studies courses (DRAM 3510- 3530)
- Voluntary coaching at University Players and/or Works-in-Progress (DRAM 3210 – 3240) and DRAM 4520 (Coaching).
- Recruitment activities undertaken on behalf of the School or the Faculty.

**Tenure and promotion to Associate Professor:**

Overall, the candidate’s application for tenure and promotion to Associate Professor will demonstrate an overall pattern of high competence in teaching, scholarly and/or creative activity, and service Expectations. The chart below denotes the possible combinations of levels of achievement according to the Criteria Teaching, Scholarly and Creative Activity, and Service on pages 4 – 20.

	Excellence	High competence	Competence (or above)
1	Teaching Research/Creative		Service
2		Teaching Research/Creative	Service
3	Teaching	Research/Creative	Service
4	Research/Creative	Teaching	Service

**Promotion to Full Professor:**

The candidate’s application for Full Professor will demonstrate evidence of sustained High Competence in Teaching, Excellence in either teaching OR, scholarly and/or creative activity with High Competence in the other, and service which is at or above the expectation for

rank of Associate Professor. Expectations and examples are noted (FP) in the Excellence column of the Criteria for Teaching, Scholarly and Creative Activity, and Service.

## SCHOOL OF DRAMATIC ART RTP (2018) CRITERIA FOR TEACHING

Teaching Evaluation Rubric: Evidence gathered through teaching dossier (course outlines, teaching practices, teaching philosophy, assessment practices), department head’s performance review, E-CV, peer review, SET scores

### 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><b>Preparation of course materials</b> Must demonstrate all of the following:</p> <ul style="list-style-type: none"> <li>- effective and well-aligned learning materials and activities that enhance the learning experience, and provide opportunity for meaningful learning and reflect diversity of content</li> <li>- learning activities foster student acquisition of a course’s intended learning outcomes</li> <li>- Reasonable knowledge of the course content and material,</li> </ul>	<p>Some 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><b>(FP/AAS IV) Demonstrates innovative teaching practices that reflect informed and relevant academic, professional, and industry standard curriculum</b></p>

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

## Criterion #2: Instructional Methods

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

INDICATORS	COMPETENCE	HIGH COMPETENCE	EXCELLENCE
<p><b>Learning-centered approach:</b> Must demonstrate the following:</p> <ul style="list-style-type: none"> <li>- understanding and application of specific aspects of effective teaching and learning support methods</li> <li>- Clarity of communication and explanation that supports students to develop and demonstrate the intended learning outcomes.</li> <li>- Stimulation of interest</li> <li>- Encouragement of appropriate student-faculty and student-student interaction</li> </ul>	<p>Some 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><b>Quality of assessment tools</b></p> <p>Must demonstrate the following:</p> <ul style="list-style-type: none"> <li>- Clarity</li> <li>- Alignment with learning outcomes</li> <li>- Appropriate level of challenge</li> <li>- Timely feedback is provided to students</li> <li>- Constructive feedback is provided to students</li> </ul>	<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 generally timely and appropriate to the nature of the course and generally provide useful guidance to help students improve.</p>	<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 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
- Availability for consultation (e.g. email, online, face-to-face or telephone)	Somewhat available outside of class time.	Available to students outside of class time with evidence of systematic approaches to ensuring availability to students.	Makes exceptional and systematic efforts to be available to students.
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 <b>(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)</b>

**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
Must include one of the following: - Inclusion of <u>discipline-based</u> research in the curriculum and engagement of students in pedagogically sound discipline-based research	Discipline-based research or creative practice is somewhat evident in the course curriculum and is somewhat current; there is some 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.	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.	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. <b>(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; plenary presentation at national or international conference on teaching and learning).</b>

- Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum	Professional, industry and work-based practice and experiences are somewhat incorporated into the curriculum.	Professional, industry, and work-based practice and experiences are well incorporated in the curriculum, well-aligned with intended learning outcomes, and well supported.	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.
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**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"> <li>- Participation in teaching related professional development</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>- Self-evaluation leading to changes in teaching practice</li> </ul>	<p>Some 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><b>(FP/AAS IV)) Continues with professional development of highest level in area of specialization OR (FP) leads workshops or training in area of artistic and/or academic specialization at the national and international level.</b></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			
<b>Personal qualities</b> 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

## SCHOOL OF DRAMATIC ART: RTP CRITERIA FOR SCHOLARLY AND CREATIVE ACTIVITY

**Scholarly and Creative Activity Evaluation Rubric: evidence gathered through research or creative activity plan, ECV, Director's performance reviews, peer review and any other supplementary portfolio materials provided by the candidate.**

### **Criterion 1: /Expertise in research or creative area, relevant methodologies and effective and ethical project management**

<b>INDICATORS</b>	<b>COMPETENCE</b>	<b>HIGH COMPETENCE</b>	<b>EXCELLENCE</b>
An active or well-constructed research and/or creative activity plan, and a history of successful execution of the plan.	Research or artist statement of scholarship and/or creative activity that indicates future development leading towards tenure and promotion	Clearly focused and well-articulated research or artist's statement that indicates future development of scholarship and/or creative activity acceptable for tenure and promotion.	Well-articulated and successful scholarly/creative activity agenda; evidence of goals being met and exceeded. Pattern of ongoing re-evaluation and planning reflecting the development of new directions and expanding reach and depth. Clear evidence of leadership in meeting the agenda and strong evidence of continuing productivity (e.g. pending publications, artistic projects, grant submissions)

**Criterion 2: A record of peer reviewed publications, and/or creative activity or other demonstrated scholarly outputs. External peer reviews will occur during the tenure process.**

INDICATORS	COMPETENCE	HIGH COMPETENCE	EXCELLENCE
<ul style="list-style-type: none"> <li>- Publishes in journals or with publishing houses with a strong academic record</li> </ul> <p style="color: red; margin-left: 20px;"><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>- Professional creative activity external to the department/university in significant venues, based on peer review</li> </ul> <ul style="list-style-type: none"> <li>- Pace and quantity of publications or creative activity is consistent with disciplinary standards for strong scholarly and creative performance</li> </ul>	<p>Publications are reviewed, and generally published in well-respected journals or through publishing houses with high quality academic reputations.</p> <p><u>Meets:</u> Creative activity sometimes occurs in venues, institutions, and series that the degree of reputation and significance established by the department, based on peer review.</p> <p>Typically has met the departmental productivity standard</p>	<p>Publications are published in journals or with publishing houses with strong national or international reputations.</p> <p><u>Meets or Exceeds:</u> Creative activity occurs in venues, institutions, and series that the degree of reputation and significance established by the department, based on peer review sufficient for tenure and promotion.</p> <p>Consistently met and in some areas exceeded the departmental productivity standard.</p>	<p>A strong record of publications are published in journals or with publishing houses of elite national or international reputations.</p> <p><u>Exceeds:</u> A strong record of creative activity in venues, institutions, and series that exceed the standards of reputation and significance established by the department, based on peer review.</p> <p>Consistently exceeds the departmental productivity standards <b>(FP) Demonstrated evidence of scholarship produced in nationally or</b></p>

		<p><b>internationally recognized peer reviewed journals and/or comparably recognized publishing houses.</b></p> <p><b>(FP) Demonstrated creative activity produced by peer reviewed festivals, and theatre companies. Self-produced work followed by realized production will be assessed on case by case basis as noted under 'creative activity' (pg.2) in document.</b></p>
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**Criterion 3: Evidence of Independent and original contributions to research or creative activity, which have an impact on the field of expertise**

INDICATORS	COMPETENCE	HIGH COMPETENCE	EXCELLENCE
<ul style="list-style-type: none"> <li>- Original contributions to the field of study or creative practice that influence thinking and/or practice in the field</li>   <li>- National recognition/leadership within the area of research specialty</li> </ul>	<p>Some evidence of original contributions to the field with some evidence that the research or creative activity has been read, considered, referred to by others in the field or as the basis for practical applications;</p> <p>Some evidence of emerging recognition within the area of research/creative activity specialty, including potential invitations to give addresses, residencies, or research partnerships.</p>	<p>Evidence of original contributions that are influencing the evolution of the field, practice, or thinking within the discipline or as practical applications;</p> <p>Strong evidence of national recognition within the area of research/creative activity including invitation to give keynote addresses, offer master classes, guest artist performances, fellowships, major</p>	<p>Evidence of major original contributions with significant impact within the discipline or through practical applications.</p> <p>Strong evidence of national and emerging international recognition either in the area of research/creative activity including keynotes, guest residencies, major and highly competitive research fellowships, residences or exchanges.</p> <p><b>(FP) Innovative practices or approaches to the study of theatre and drama OR innovative artistic styles are adopted by others.</b></p>

		residencies or exchanges.	
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**Criterion 4: Creation of research opportunities, collaborations, and capacity through community partnerships, research funding if appropriate to the discipline**

INDICATORS	COMPETENCE	HIGH COMPETENCE	EXCELLENCE
<ul style="list-style-type: none"> <li>- Ability to attract internal or external research or creative activity funding</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>- Ability to foster partnerships that directly contribute to research or creative activity capacity or the development of research or creative activity infrastructure</li> </ul> <p>AND/OR</p>	<p>Submission of external grant proposal and internal or external grant requests.</p> <p>OR</p> <p>Some degree of community, industry, or academic partnerships that contribute to research capacity materially, creatively, or intellectually.</p> <p>OR</p> <p>Some evidence of grant or contract</p>	<p>Secure funding of external research grants</p> <p>OR</p> <p>Strong degree of community, industry, or academic partnerships that contribute to research capacity materially, creatively, or intellectually.</p> <p>OR</p>	<p>History of regular, repeated and evolving success in major granting competitions, including those considered the most highly competitive within the discipline, given the career stage of the candidate.</p> <p><b>(FP) Awards, honours, or prizes that speak to the quality of work</b></p> <p>OR</p> <p>Exceptional degree of community, industry, or academic partnerships that contribute to research capacity materially, creatively, or intellectually.</p> <p><b>(FP) Demonstrated evidence of contributions to the profession through invitations to consult (e.g. jury member of Canada Council, SSHRC, etc.).</b></p>

<p>- Engagement in grant or contract research or creative activity resulting in published or realized material that advances the field or profession</p>	<p>research resulting in published or realized material that advances the field.</p>	<p>Strong evidence of grant or contract research resulting in publishable material that advances the field.</p>	<p><b>OR</b></p> <p>Exceptional evidence of grant or contract research resulting in publishable material that advances the field.</p> <p><b>(FP) Demonstrated record of grants from significant granting councils</b></p>
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Review period expectation: Competence to Highly Competent

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

Promotion to Full Professor expectation: Excellence

## SCHOOL OF DRAMATIC ART RTP EVALUATION OF SERVICE

### Criteria: Willingness to engage in service and effectively contribute to the department and university and profession as a whole

Service in the SODA is assessed in terms of service to the School, the University, the greater local community, and to the professional community. The level of contribution and leadership to the School, the University, the Community, and the Profession rather than the mere number of committees a candidate has served upon will be considered

- 1) Typically – and the Committee will recognize that this may be higher in specific, specialized positions – approximately 20% of a faculty member’s workload is devoted to service. However, 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 to the institutional mission of the School, the University, or academic or professional society 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 scholarly practice, knowledge and 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 number of committee assignments, the Committee will assess the quality and depth on an individual's contributions to service, taking into account dimensions such as:

- Degree of consistency and flexibility in assuming service roles where the individual's knowledge and good judgment could benefit the Faculty
  - The individual's effectiveness in forwarding projects and objectives of service
  - Effectiveness in collaboratively forwarding projects and objectives of service and/or in building teams and networks to further the 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 departmental or local level
- 2) Committee membership should be assessed in light of the individual's actual service through that committee and the degree of activity of the committee. Membership on committees that were not active in the year of membership does not constitute a service contribution but might be seen as contributory evidence of willingness to serve. Candidates are strongly encouraged to briefly describe the nature of service work undertaken rather than simply providing titles or committee names.
- 3) Service contributions to the development, operation and management of academic programs may overlap with contributions to teaching or research. For instance, the development of course infrastructure, streams or academic programs have clearly defined and interconnected teaching service components. Candidates are 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.
- 4) As with other aspects of these RTP criteria, the Committee will take an equity-informed approach to its deliberations.

Projects outside of teaching would include but not limited to:

- Committee work for at the AAU level, at the faculty level, and at the university level
- Working for the AAU in areas of recruitment, auditions, chairing academic committees, and promoting the profile of the SODA
- Working with community groups and organizations

- Contributions to the professional community
- Arts administration and leadership to the department, faculty, university levels
- Serving as a Reviewer for RPT candidates from other universities
- Supervision of students enrolled in Directed Studies courses (DRAM 3510- 3530)
- Voluntary coaching at University Players and/or Works-in-Progress (DRAM 3210 – 3240) and DRAM-4520
- Voluntary service in recruitment such as school visits, working Open House, SODA and FAHSS Recruitment events.

**Criterion 1: Service and leadership contributions to the University, in particular through the lens of the mission, vision, and values 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 AAU Committee (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/or within the profession. <b>(FP)Department activity (AAU Council) + 3 or more on average per year including one outside the Department. (Some of these activities should demonstrate leadership.)</b>

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

	Excellence	High Competence	High Competence or above
1	Teaching Scholarly or Creative Activity		Service

2	Teaching	Scholarly or Creative Activity	Service
3	Scholarly or Creative Activity	Teaching	Service