University of Windsor, FAHSS and Department of English and Creative Writing
Renewal, Permanence, and Promotion (RPP)
Ancillary Academic Staff
Approved at the UCAPT Meeting on April 8, 2025

*Since AAS II is considered an entry-level rank, no criteria are necessary for this rank, as is the case with an Assistant Professor.

*Compilation of these criteria were aided by the AAS Criteria from the School of Dramatic Art.

Introduction:

The Faculty Association Collective Agreement articles 12:19 to12:26 and 13:22 to 13:28 govern the responsibilities and procedures that are to be followed for AAS members within the University.[1] This document intends to be consistent with these clauses. These criteria are applicable to Renewal, Promotion, and Permanence to AAS III and IV.

Within the Dean's Office for the Faculty of Arts, Humanities and Social Sciences, there are Ancillary Academic Staff members cross-appointed between the Dean's Office and the Department of English and Creative Writing. Between these two units, AAS members carry out the following activities:

- Teaching
- Curriculum/Program Design and Development and Coordination
- Student counselling, support, and advising
- Committee and Council membership and participation and other administrative duties as assigned

It is the candidate's responsibility to make the best case in support of their application for renewal, promotion, and permanence. The committee will be supported in their review of an application for promotion and permanence by three external letters of reference.

A teaching dossier should provide a narrative of the evolution of the candidate's teaching philosophy and practice. The dossier should provide such documentation as a self-reflective statement addressing the candidate's pedagogical philosophy and practices, sample syllabi and assignments, evidence of the candidate's engagement with curricular development, information pertaining to the number, nature, and outcome of thesis/Directed Reading supervisions, student letters evidencing the outcomes of effective mentorship, peer assessment of teaching, and details relating to teaching nominations and/or awards received.

Please consult the Centre for Teaching and Learning for information about teaching dossiers: https://www.uwindsor.ca/ctl/502/teaching-dossiers

Standards for achievement of permanence and promotion reflect the variety of practice, context, and endeavours typical of a diverse and accomplished faculty complement. This means that a variety of contributions can be considered. Candidates for permanence and promotion must achieve the standard set for all criteria although they may do so in different ways. A candidate's specific profile and teaching context may also be taken into account in identifying the critical determining factors.

In accordance with Article 13:27 the four categories of AAS members, a broad description of their roles and general bases for 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.

For renewal, the candidate must demonstrate a record of consistently meeting the expectations of their current AAS position rank. For promotion, the candidate must demonstrate a record of consistently exceeding the expectations of their current AAS position rank, as well as having shown the capacity to develop and extend their professional and related academic experience as described in the AAS position rank descriptions presented above. The expected standards of performance for the AAS position for renewal, which are based on language from the UCAPT ranking scores and WUFA Collective Agreement, are provided in the following table.

Rank	Minimum Performance Score for Renewal at this Rank
AAS I	Satisfactory
AAS II	Good
AAS III	Good
AAS IV	Excellent

Hybrid Appointments:

AAS appointments in the FAHSS Dean's Office are hybrid in nature with members crossed appointed to the Dean's Office and an AAU within the Faculty of Arts, Humanities & Social Sciences or University. Expectations regarding teaching, learning support and service per an AAS member's specific job will be jointly recognized and assessed by both areas. As such, performance reviews and RPP will be conducted jointly between the Dean and AAU Head/Director to reflect the candidate's time committed to both areas.

Permanence:

Procedures followed by the FAHSS RTP committee with respect to Senate Bylaw 22 apply to renewal of appointments, promotions, and granting of permanence of AAS members. Any AAS without permanence can be considered for permanence after two full years of employment in a probationary appointment at the University. In cases of AAS permanence and promotion, the candidate shall initiate the process by making an application by June 15. If this permanence application is unsuccessful, the AAS will continue in the probationary appointment according to the normal timelines and the unsuccessful permanence application will default to a review for renewal of contract. In such cases, a separate submission by the faculty member will not be required. Otherwise, AAS members without permanence shall be considered for renewal by the AAU RPP committee after the third full year of their probationary period. The maximum length of employment at the probationary level is six full years of employment. A successful permanence application by an AAS I or AAS II will automatically result in promotion to AAS II or AAS III, respectively.

FAHSS and Department of English and Creative Writing
AAS III - IV

Approved by ECW Departmental Council on September 6, 2024
Approved by UCAPT on April 8, 2025

COURSE MANAGEMENT AND TEACHING CRITERIA[1]

Criterion 1: Design, Planning, and Implementation of Courses Assigned Planning, development, and preparation of learning activities, learning resources, and materials.			
	AAS III	**AAS IV**	**Evidence**
a) Clarity and appropriateness of course materials (e.g., course outlines, course materials posted online, instructions and resources for assignments, texts or teaching materials assigned to the class)	Learning materials are consistently well-aligned, effective, and stimulating. Activities reflect informed approach to learning design.	Learning materials are outstanding, well-aligned, and stimulating. Evidence of leadership in curriculum development and pedagogical innovation.	ECV Student letters Teaching dossier Course Outlines GA/TA Training Materials Teaching awards Performance Reviews CTL/OOL Attendance
b) Sound and current course content and material	Sound and current course content and material with evidence of practices to remain current.	Meets the standard set for AAS III; plus developing new courses and improving current course content.	

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[1] Alternate instructional and assessment methods reflective of Indigenous cultures, and, where applicable, of the cultural diversity of other EDID instructors should be acknowledged and assessed in context. This may involve, for example, less of an emphasis on written work as a means of assessment.

c) Organization of class – effectiveness in providing activities to develop student learning	Planned learning activities effectively support student intellectual growth and skills development specific to the class, and are at an appropriate level of difficulty.	Planned learning activities clearly, consistently, and effectively advance student intellectual growth and skills development specific to the class, and are consistently at an appropriate level of difficulty. Candidate demonstrates longer-term commitment to pedagogical experimentation and innovation.	
d) Methods of assessment are clear, aligned with intended learning outcomes, at an appropriate level of difficulty, and reflect current disciplinary practice	Assessment activities are generally clear, well-aligned with learning outcomes, and appropriately challenging for the course level.	Assessment activities are exceptionally clear, well-aligned with learning outcomes, and appropriately challenging for the course level. Candidate demonstrates longer-term commitment to student-centred assessment practices.	
e) Effective management of GAs and TAs	Effective hiring and training teams of GAs/TAs; managing and overseeing teams of GAs/TAs; maintaining of a GA/TA LMS site; no significant, documented	Meets the standard set for of AAS III; plus positive feedback from GAs/TAs.	

	complaints from GAs and/or TAs.		

Criterion 2: Teaching and Supporting Student Learning Quality teaching including lecturing, classroom and on-line instruction, workshops, and applied activities			
	AAS III	**AAS IV**	**Evidence**
a) Clarity and stimulation of interest	Students indicate that instruction is clear and of interest.	Meets the standard set for AAS III; and candidate demonstrates a longer-term commitment to pedagogical experimentation and innovation	Teaching dossier Peer review Student comments SET/SPT scores[2] Record of investigated student complaints Teaching awards and nominations Performance Reviews

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[2] SET/SPT scores should be assessed in context: size of class, difficulty of subject material, required vs elective status, and grading strictness should be taken into account in interpreting scores. It should also be recognized that racial, gender, and cultural diversity have been shown to affect student perceptions of teaching. Overall, the teaching dossier should be a privileged, or more authoritative, means of assessment, carrying more weight than the SET/SPT scores.

b) Encouraging students to engage with the instructor and with each other to facilitate learning	Employs effective strategies that encourage engagement, which may include interaction, participation and experiential learning.	Employs innovative strategies that encourage engagement, which may include interaction, participation and experiential learning. Candidate demonstrates ongoing leadership in practices that support students.	
c) Supporting students in reaching goals for the course	Evidence that instructional practices support student development of intended learning.	Meets the standard set for AAS III; and candidate demonstrates ongoing leadership in practices that support students	
d) Timely and constructive feedback is provided to students	Student feedback or other evidence is timely and regular and is consistently appropriate to the nature of the course. Feedback provides useful guidance regarding how to improve for future work.	Meets the standard set for AAS III.	
e) Engagement in professional development.	Demonstrated commitment to professional development, which may include self-assessment and effective participation in-workshops, forums, or conferences.	Meets the standard set for AAS III; plus outstanding professional development, which may include leadership and facilitation of events at the national and/or international level.	

Criterion 3: Developing Effective Environments, and Student Support and Guidance
Activities relating to the creation of an engaging learning environment for students, including development of learning communities that account for and encourage equity and diversity

	AAS III	AAS IV	Evidence
a) Creates effective learning environments which demonstrate respect and require students to demonstrate respect for others	Actively and explicitly works to establish respectful practices and interactions with students and among students, and to develop effective and inclusive learning environments.	Meets the standard set for AAS III; and candidate actively contributes to a departmental culture of inclusive teaching	Teaching dossier Course outlines ECV Student comments Record of investigated student complaints Performance Reviews
b) Availability for consultation (e.g., email, online, office hours, telephone)	Candidate is available to students and responds effectively to student academic advising needs in a timely fashion.	Candidate is available to students and responds substantially to student academic advising needs in a timely fashion.	

SERVICE CRITERIA

Criterion 1: Engagement in Departmental, Faculty, and University Governance; and Program Support Activities			
	AAS III	AAS IV	Evidence
a) Commitment to departmental governance structure	Candidate shows an active engagement in governance work as evidenced through effective participation on council and committee work.	Candidate shows an outstanding engagement, which may include a leadership role, in governance work, curriculum development, recruitment and retention activities, event organization, etc.	ECV Performance Reviews Evidence submitted by candidate

b) Commitment to student support	Candidate participates in and promotes student activities within the department.	Candidate takes a leadership role in creating student support activities and/or substantially improving on them.	
c) Regular, effective, and collegial participation in Faculty and University governance structures, and to the profession.	Candidate is engaged in governance work as evidenced through active participation on faculty council and/or committee work.	Candidate shows outstanding engagement in governance work, which may include substantial participation at Faculty level (such as faculty council and/or committee work), and engagement in service at the University level and to the profession.	