

**Department of Mathematics and Statistics  
2024-2025 Criteria for the Permanence of the  
Ancillary Academic Staff Position of  
“Learning Specialist and Coordinator, Actuarial Science Programs”  
Document updated on June 16, 2025**

<b>Document History</b>	<b>Date</b>
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## **A. Preamble**

### **General**

This document outlines specific requirements for permanence for the AAS position, held in the Department of Mathematics and Statistics, of Learning Specialist and Coordinator, Actuarial Science Programs. This is in fulfilment of the obligations under the WUFA Collective Agreement Article 12.I, 12.V and 13.III and Senate Bylaw 22. Specifically, we seek to meet the requirement specified under Senate Bylaw 22.4.1 to clearly articulate the standards that are being used for promotion and permanence. The broad criteria to be applied to the AAS ranks are in the WUFA collective agreement Article 13.27.

The principal function of an Ancillary Academic staff member for the Actuarial Science programs is to teach three credit courses in an academic year, mentoring and counselling students in the Actuarial Science programs. The Collective Agreement (55.07) stipulates that the procedures used to evaluate teaching performance of Sessional Lecturers shall be the same as for evaluating the teaching performance of faculty members.

A review of the following aspects of teaching will be used to evaluate teaching performance of an Ancillary Academic Staff – Actuarial Science member:

1. Minimum Experience
2. Teaching Development
3. Instructional Delivery, Facilitation of Learning and Overall Student Satisfaction
4. Grading Expectations and Feedback
5. Positive Learning Atmosphere and Student Motivation
6. Workload/Difficulty and Perceived Learning
7. Overall Teaching Evaluation by Committee

The material used to complete the evaluation will include an or all of the following:

1. CV
2. Teaching dossier to include.
  - a. A teaching philosophy

- b. A statement of teaching practices, e.g., goals, strategies, and evaluation methods.
- c. A list of activities undertaken to improve teaching and learning.
- d. Copies of two or more course outline for different courses taught first appointment / promotion.
- e. Copies of two or more of final examinations for different courses taught since first appointment / promotion.
- f. Samples of student comments, if any.

3. Candidate Self-Assessment statement (optional)
4. Student Perception of Teaching (SPT, formerly SET) Scores.
5. Performance reviews
6. Letters of recommendation or commendation (optional)
7. Feedback (e.g., student, peer)
8. Teaching or service awards, if available
9. AAU Head comments
10. UWinsite Student

### **Evaluation process:**

The Renewal, Tenure and Promotion (RTP) Committee will use the following scale in determining their recommendations for Contract Renewal, and Promotion:

- Excellent (6 to 7 on 7-point scale)
- Good (5 to 5.9 on 7-point scale)
- Satisfactory: (4 to 4.9 on 7-point scale)
- Unsatisfactory: (1 to 3.9 on 7-point scale)

It is acknowledged that the four categories of assessment above cannot be determined by merely quantifiable or mechanical means. Peer discretion, respect, and support are essential. Nevertheless, evidence of various kinds of contributions is germane to each of the criteria and it is recognized that the responsibility for accumulating and presenting the appropriate evidence rests with the individual faculty member. The material submitted with an application for renewal and/or promotion should, therefore, contain the necessary documentary grounds upon which the applicant expects their case to be considered. It shall also be understood that responsibility for presenting evidence in relation to each criterion rests with the individual faculty member. In accounting for one's teaching performance, faculty members are particularly encouraged to refer to the University Committee on Academic Promotion and Tenure (UCAPT) Optional Self Assessment Statement and the UCAPT Optional Teaching Dossier. Additionally, the Office of the Provost and Vice-President Academic makes available a "UCAPT RTP Guide for Faculty", which identifies relevant Senate bylaws and WUFA Collective Agreement articles and outlines key process, procedures, and timelines in the renewal, tenure, and promotion process

### **Commitment to EDI (Equity, Diversity and Inclusion) and Indigenous Peoples**

The Committee will take an equity-informed approach in its assessments and deliberations. Diversity is to be honoured as integral to the quality of the University's

intellectual mission, in both discipline and methodology. Thus, scholarship, teaching and service in non-traditional areas and methodologies and/or by members of historically disadvantaged groups and/or designated groups (eg. indigenous peoples) will be considered equitably. Additionally, the Committee will take into consideration both career interruptions and special circumstances that may have affected the productivity of candidates during the period under consideration. Career interruptions and special circumstances occur when, for health, administrative, family or other reasons, a researcher is taken away from normal teaching, research or service work for an extended period of time.

**A. Renewal of Ancillary Academic Staff (AAS) I**

For renewal of an AAS I, the candidate must demonstrate in each of the criteria evaluated (see Tables, 1,2,3) no less than satisfactory performance.

**B. Promotion to AAS II**

It is at this rank that a professional career usually begins. For promotion to an AAS II, the candidate must demonstrate in each of the criteria evaluated (see Tables, 1,2,3) satisfactory to good performance.

**C. Promotion to AAS III**

This rank is the normal career rank for ancillary academic staff members and, consequently, the criteria for promotion to the rank of AAS III and the awarding of Permanence are equivalent. The candidate will demonstrate in each of the criteria evaluated (see Tables, 1,2,3) no less than good performance.

**E. Promotion to AAS IV and Permanence**

This rank is awarded as recognition of distinguished service and for high professional or related academic achievement. The candidate will demonstrate in each of the criteria evaluated (see Tables, 1,2,3) good to excellent performance.

See Tables 1, 2 and 3 for criteria and rank-specific performance standards

**Table 1: Teaching Standards and Evidence**

Criteria	This document outlines specific requirements for permanence for the Ancillary Academic Staff position, held in the Department of Mathematics and Statistics, of Learning Specialist and Coordinator, Actuarial Science Programs. The teaching evaluation shall include a review of the following aspects and evidence of teaching:			
	AAS I	AAS II	AAS III	AAS IV
Minimum Experience	<p>Adequate (satisfactory) performance through demonstration of effective and efficient performance and the ability to handle responsibilities and the essential qualifications for the position as Learning Specialist and Coordinator, Actuarial Science programs, as specified in the job description, namely,</p> <ul style="list-style-type: none"><li>(i) teaching of three courses per year, typically courses serviced by the Actuarial Science programs</li><li>(ii) The candidate shall be an Associate of the Society of Actuaries or the Casualty Actuarial Society or an appropriate master's degree (Mathematics, Statistics, Actuarial Science) with at least four complete exams of the Society of Actuaries.</li><li>(iii) Ability to be an effective teacher</li><li>(iv) Excellent oral and written skills.</li><li>(v) Excellent interpersonal skills including the ability to work effectively with students in a professional, pleasant, and supportive manner.</li></ul>	<p>Successful (satisfactory to good) performance as an AAS I through demonstration of effective and efficient performance at the AAS I rank, the ability to handle increased responsibilities and the essential qualifications of an AAS I, as indicated in AAS I as evidenced by any or all of the provided materials.</p>	<p>Consistently successful (good) performance at the AAS II rank through demonstration of continued effective and efficient performance at the AAS II rank, the ability to handle increased responsibilities and the essential qualifications of an AAS II, as indicated in AAS I, and as evidenced by any or all of the provided materials.</p>	<p>Outstanding (good to excellent) performance of all responsibilities at the AAS III rank through demonstration of distinguished service and for high professional or related academic achievement, the ability to handle increased responsibilities and the essential qualifications of an AAS III, as indicated in AAS I, and as evidenced by any or all of the provided materials.</p>

	(vi) Ability to lead and as evidenced by any or all of the provided materials.			
Teaching Development	Satisfactory involvement in either teaching development or in activities intended to improve the teaching environment in the department as demonstrated by involvement of professional and related academic achievement and activities, additional formal professional degrees, programs of continuing education, and relevant initiatives, leadership and creativity and as evidenced by any or all of the provided materials.	Successful (satisfactory to good) involvement in either teaching development or in activities intended to improve the teaching environment in the department, during the candidate's appointment as AAS I as demonstrated by involvement of professional and related academic achievement and activities, additional formal professional degrees, programs of continuing education, and relevant initiatives, leadership and creativity and as evidenced by any or all of the provided materials.	Consistently successful (good) involvement in either continued effective and efficient teaching development or in activities intended to improve the teaching environment in the department, during the candidate's appointment as AAS II as demonstrated by continued effective and efficient involvement of professional and related academic achievement and activities, additional formal professional degrees, programs of continuing education, and relevant initiatives, leadership and creativity and as evidenced by any or all of the provided materials.	Outstanding (good to excellent) involvement in either teaching development or in activities intended to improve the teaching environment in the department, during the candidate's appointment as AAS III as demonstrated by involvement of professional and related academic achievement and activities, additional formal professional degrees, programs of continuing education, and relevant initiatives, leadership and creativity and as evidenced by any or all of the provided materials.
Instructional Delivery, Facilitation of Learning and Overall Student Satisfaction	Adequate (satisfactory) class preparation, satisfactory quality presentation of material, ability to communicate complex ideas, ability to elaborate on concepts in helpful for understanding ways, adequate instructor knowledge of course content, adequate commitment and interest in students and their learning, adequate quality level of instruction in a course, a level of quality of a course, and a recommendation level of this course to other students demonstrated by awareness of an satisfactory course outline that clearly details satisfactory quality learning outcomes, teaching and learning activities and assessments, satisfactory quality level of instruction in a course, satisfactory recommendation levels of this course to other students, a minimum student perceptions of	Satisfactory to good class preparation, good quality presentation of material, ability to communicate complex ideas, ability to elaborate on concepts in helpful for understanding ways, good instructor knowledge of course content, demonstrates commitment and interest in students and their learning, satisfactory quality level of instruction in a course, a level of quality of a course, and a recommendation level of this course to other students as demonstrated by consistent awareness of a course outline that details consistently satisfactory to good quality learning outcomes, teaching and learning activities and assessments, satisfactory to good quality level of instruction in a course, level of recommendations of this course to other students, satisfactory to good student feedback, a minimum	Good class preparation, consistently good quality presentation of material and assignments, ability to clearly communicate complex ideas, ability to elaborate on concepts in helpful for understanding ways, instructor thorough knowledge of course content, consistently good instructor interest in students' learning, instructor feedback on assignments and instructor care for student success, good quality level of instruction in and quality of course, good recommendation level of this course to other students as demonstrated by consistent awareness of a course outline that clearly details consistently good quality learning outcomes, teaching and learning activities and assessment, good student feedback, a minimum student perceptions of teaching (SPT) good threshold score, and the provided materials.	Consistently good to excellent class preparation, high quality presentation of material, ability to communicate complex ideas clearly, ability to elaborate on concepts in helpful for understanding ways, instructor thorough superior knowledge of course content, instructor high interest in students' learning, instructor feedback on assignments and instructor care for student success, high quality level of instruction in and quality of the course, good to excellent recommendation level of this course to other students as demonstrated by consistent awareness and development of a course outline that clearly details high quality learning outcomes, teaching and learning activities and assessment, good to excellent student feedback, a minimum student perceptions of teaching (SPT) good to excellent threshold score, and the provided materials.

	teaching (SPT) satisfactory threshold score, and the provided materials.	student perceptions of teaching (SPT) satisfactory to good threshold score, and the provided materials.		
Grading Expectations & Feedback	<ul style="list-style-type: none"> <li>Adequate (satisfactory) quality assignment instructions, assignments fairly marked, rationale for marking, assignments consistently graded, expectations for acceptable performance and assignment feedback returned in a useful time as demonstrated by adequate awareness that details satisfactory quality assessments and student feedback, a minimum student perceptions of teaching (SPT) satisfactory threshold score, and evidenced by any or all of the provided materials.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory to good quality assignment instructions, assignments fairly marked, rationale for marking, assignments consistently graded, expectations for acceptable performance, consistent assignment feedback returned in a useful time as demonstrated by good awareness that clearly details satisfactory to good quality assessments and student feedback, a minimum student perceptions of teaching (SPT) satisfactory to good threshold score and evidenced by any or all of the provided materials.</li> </ul>	<ul style="list-style-type: none"> <li>High (good) quality assignment instructions, assignments fairly marked, rationale for marking, assignments consistently graded, expectations for acceptable performance, consistent assignment feedback returned in a useful time as demonstrated by consistently good awareness that clearly details consistently good quality assessments and student feedback, a minimum student perceptions of teaching (SPT) good threshold score and evidenced by any or all of the provided materials.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently high (good to excellent) quality assignment instructions, assignments fairly marked, rationale for marking, assignments consistently graded, expectations for acceptable performance, consistent assignment feedback returned in a useful time, demonstrated by good to excellent awareness that clearly details high quality assignments and student feedback, a consistently minimum student perceptions of teaching (SPT) good to excellent threshold score, and evidenced by any or all of the provided materials.</li> </ul>
Positive Learning Atmosphere and Student Motivation	<ul style="list-style-type: none"> <li>Adequate (satisfactory) level of comfort of students asking questions in class, demonstrates instructor sensitivity to students' difficulties, demonstrates instructor respect in treating students, demonstrates instructor enthusiasm about course content, promotes classroom environment respect level with regard to student participation, instructor eagerness/availability to help students, adequate student interest level when enrolling in course, student interest level near completion of course, student effort level</li> </ul>	<ul style="list-style-type: none"> <li>Consistently satisfactory to good comfort level of students asking questions in class, instructor sensitivity to students' difficulties, instructor respect level in treating students, instructor enthusiasm about course content, classroom environment respect level with regard to student participation, instructor eagerness to help students, good student interest level when enrolling in course, student interest level near completion of course, student effort level into course, student attendance as demonstrated by satisfactory to good student feedback and low documented</li> </ul>	<ul style="list-style-type: none"> <li>High (good) comfort level of students asking questions in class, instructor sensitivity to students' difficulties, instructor respect level in treating students, instructor enthusiasm about course content, classroom environment respect level with regard to student participation, instructor eagerness to help students, high student interest level when enrolling in course, student interest level near completion of course, student effort level into course, student attendance, as demonstrated by satisfactory to good student feedback and consistently low documented and investigated student complaints, consistently low withdrawals from the course, consistently good availability to</li> </ul>	<ul style="list-style-type: none"> <li>Consistently maintained high (good to excellent) comfort level of students asking questions in class, instructor sensitivity to students' difficulties, instructor respect level in treating students, instructor enthusiasm about course content, classroom environment respect level with regard to student participation, instructor eagerness to help students, consistently high student interest level when enrolling in course, student interest level near completion of course, student effort level into course, student attendance, as demonstrated by good student feedback and minimal documented and investigated student complaints, minimal withdrawals from the course consistently good to excellent availability to students (by email, phone, online, in-office hours, after class, open</li> </ul>

	<p>into course, and student attendance as demonstrated by satisfactory student feedback and low documented and investigated student complaints, low withdrawals from the course, adequate availability to students (by email, phone, online, in-office hours, after class, open door, etc.), a minimum student perceptions of teaching (SPT) satisfactory threshold score, and evidenced by any or all of the provided materials.</p>	<p>and investigated student complaints, low withdrawals from the course, satisfactory to good availability to students (by email, phone, online, in-office hours, after class, open door, etc.), a minimum student perceptions of teaching (SPT) satisfactory to good threshold score, and evidenced by any or all of the provided materials.</p>	<p>students (by email, phone, online, in-office hours, after class, open door, etc.), a consistently minimum student perceptions of teaching (SPT) good threshold score, and evidenced by any or all of the provided materials.</p>	<p>door, etc.), a consistently minimum student perceptions of teaching (SPT) good to excellent threshold score, and evidenced by any or all of the provided materials.</p>
Workload/Difficulty and Perceived Learning	<ul style="list-style-type: none"> <li>Adequate (satisfactory) quality course material level of ease, course volume level of work, and past level course ease compared to other courses at this level, adequate quality level of student value of learning, ability of instructor to help students see the knowledge and skills gained by students that relate to their program, extent level of skills acquired in this course that will transfer to future courses or activities, student confidence level of communicating learned knowledge and skills in this course to other courses as demonstrated by adequate awareness that details satisfactory quality learning outcomes, teaching and learning activities, assessments and student feedback, a minimum student</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory to good quality course material level of ease, course volume level of work, course past level compared to other courses at this level, consistently good student value of learning, ability of instructor to help students see the knowledge and skills gained by students that relate to their program, extent level of skills acquired in this course that will transfer to future courses or activities, student confidence level of communicating learned knowledge and skills in this course to other courses as demonstrated by good awareness that clearly details satisfactory to good quality learning outcomes, teaching and learning activities, assessments and student feedback, a minimum student perceptions of teaching (SPT) good threshold score, and</li> </ul>	<p>High (good) quality course material level of ease, course volume level of work, course past level compared to other courses at this level, consistently good student value of learning, ability of instructor to help students see the knowledge and skills gained by students that relate to their program, extent level of skills acquired in this course that will transfer to future courses or activities, student confidence level of communicating learned knowledge and skills in this course to other courses as demonstrated by consistent awareness that clearly details good quality learning outcomes, teaching and learning activities, assessments and student feedback, consistently minimum student perceptions of teaching (SPT) good threshold score, and other material.</p>	<p>Consistently high (good to excellent) quality course material level of ease, course volume level of work, course past level compared to other courses at this level, high student value of learning, ability of instructor to help students see the knowledge and skills gained by students that relate to their program, extent level of skills acquired in this course that will transfer to future courses or activities, student confidence level of communicating learned knowledge and skills in this course to other courses as demonstrated by consistent awareness that clearly details high quality learning outcomes, teaching and learning activities, assessments and student feedback, consistently minimum student perceptions of teaching (SPT) good to excellent threshold score, and evidenced by any or all of the provided materials.</p>

	perceptions of teaching (SPT) satisfactory threshold score, and evidenced by any or all of the provided materials.	evidenced by any or all of the provided materials.		
Overall Teaching Evaluation by the Committee	<ul style="list-style-type: none"> <li>Adequate (satisfactory) teaching evaluation to be determined by the committee and to be based on a careful overall teaching evaluation of the complete application as demonstrated by a consideration of a simple average, over all courses taught, a minimum student perceptions of teaching (SPT) satisfactory threshold score for each of the criteria listed above, if available, adequate quality AAU Head feedback and evidenced by any or all of the provided materials.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory to good teaching evaluation to be determined by the committee and to be based on a careful overall teaching evaluation of the complete application as demonstrated by a consideration of a simple average, over all courses taught as an AAS I, a minimum student perceptions of teaching (SPT) satisfactory to good threshold score for each of the criteria listed above, good quality AAU Head feedback and evidenced by any or all of the provided materials.</li> </ul>	Good teaching evaluation to be determined by the committee and to be based on a careful overall teaching evaluation of the complete application as demonstrated by a consideration of a simple average, over all courses taught as an AAS II, a minimum student perceptions of teaching (SPT) good threshold score for each of the criteria listed above, consistently good quality AAU Head feedback and evidenced by any or all of the provided materials.	Good to excellent teaching evaluation to be determined by the committee and to be based on a careful overall teaching evaluation of the complete application as demonstrated by a consideration of a simple average, over all courses taught as an AAS III, a consistently minimum student perceptions of teaching (SPT) good to excellent threshold score for each of the criteria listed above, high quality AAU Head feedback and evidenced by any or all of the provided materials.

Evaluation Level	
<b>Unsatisfactory</b>	The candidate has performed well below normal expectations as outlined in the teaching criteria. The teaching methods and approaches employed may be inappropriate or inadequate for the intended learning outcomes. The relationship the candidate has established with students is poor and is detracting from effectively teaching the expected content. The candidate has demonstrated little or no initiative to improve teaching through additional training and/or mentorship opportunities, nor have they acted on meaningful feedback.
<b>Satisfactory</b>	The candidate has performed within the bounds of normal expectations as outlined in the teaching criteria. The teaching methods and approaches employed generally fulfil the intended learning outcomes. The candidate has a productive but not remarkable rapport with students. Lesser performance in one aspect (e.g., in class instruction) may be balanced by greater performance in another aspect related to teaching (e.g., student supervision). The candidate is aware of opportunities to improve teaching (e.g., workshops, etc.) but may have only participated in limited opportunities.
<b>Good</b>	The candidate has performed above normal expectations as outlined in the teaching criteria. The teaching methods and approaches employed fulfil the intended learning outcomes, and has stimulated the interest

	or enthusiasm of students and others. The candidate has a productive rapport with students. Lesser performance in one aspect (e.g., in class instruction) may be balanced by significantly greater performance in another aspect related to teaching (e.g., student supervision).
<b>Excellent</b>	The candidate has performed significantly above normal expectations as outlined in the teaching criteria. The teaching methods and approaches employed fulfil the intended learning outcomes, and has stimulated high levels of interest or enthusiasm by students and others. The candidate has a strong, productive rapport with students. The candidate may provide superior mentorship or assistance to students within the context of teaching.

<b>Table 2: Research Standards</b>				
<b>Criteria</b>	AAS I	AAS II	AAS III	AAS IV
	Research Publications are not required			
<b>Evidence</b>				
	Not applicable	Not Applicable	Not Applicable	Not Applicable

<b>Table 3: Service Standards and Evidence</b>				
<b>The service evaluation shall include a review of the following aspects and evidence of service:</b>				
<b>Criteria</b>	AAS I	AAS II	AAS III	AAS IV
Service to the University	Capability to provide adequate (satisfactory) service to the University as demonstrated by achievement in professional endeavours including significant liaison with appropriate professional societies or organizations to ensure that our programs prepare students	Maintained satisfactory to good service to the University as demonstrated by achievement in professional endeavours including significant liaison with appropriate professional societies or organizations to ensure that our programs prepare students for	Good service to the University as demonstrated by achievement in professional endeavours including significant liaison with appropriate professional societies or organizations to ensure that our programs prepare students for professional accreditation and actuarial examinations, additional	Outstanding active (good to excellent) service to the University as demonstrated by achievement in professional endeavours including significant liaison with appropriate professional societies or organizations to ensure that our programs prepare students for professional accreditation and actuarial examinations, additional service to the

	for professional accreditation and actuarial examinations, additional service to the University community and evidenced by any or all of the provided materials.	professional accreditation and actuarial examinations, additional service to the University community and evidenced by any or all of the provided materials.	service to the University community and evidenced by any or all of the provided materials.	University community and evidenced by any or all of the provided materials.
Service to the AAU	Capability to provide adequate (satisfactory) service to the AAU as demonstrated by achievements in professional endeavours including additional service to the AAU and any or all of the provided materials.	Maintained satisfactory to good service to the AAU as demonstrated by achievements in professional endeavours including additional service to the AAU and any or all of the provided materials.	Good service to the AAU as demonstrated by achievements in professional endeavours including additional service to the AAU and any or all of the provided materials.	Outstanding active (good to excellent) service to the AAU as demonstrated by achievements in professional endeavours including additional service to the AAU and any or all of the provided materials.
Service to the actuarial science club	Capability to provide adequate (satisfactory) involvement in the student actuarial science club as demonstrated by involvement as a faculty mentor and evidenced by any or all of the provided materials.	Maintained satisfactory to good involvement in the student actuarial science club as demonstrated by involvement as a faculty mentor and evidenced by any or all of the provided materials.	Consistently good involvement in the student actuarial science club as demonstrated by involvement as a faculty mentor and evidenced by any or all of the provided materials.	Successional (good to excellent) involvement in the student actuarial science club as demonstrated by involvement as a faculty mentor and evidenced by any or all of the provided materials.
Service to the Actuarial Science Programs and students	Capability to provide adequate (satisfactory) administration of smooth running and excellent Actuarial Science programs as demonstrated by engagement of industry professionals to bring experiential learning and employment opportunities to the actuarial science students, provide professional development of students, successful recruitment of students into the actuarial science programs, including timely and effective screening of applications to the master's program and involvement in academic standing recommendations for students in the master's program to the chair of graduate studies committee and evidenced by any or all of the provided materials.	Maintained satisfactory to good administration of smooth running and excellent Actuarial Science programs as demonstrated by engagement of industry professionals to bring experiential learning and employment opportunities to the actuarial science students, provide professional development of students, successful recruitment of students into the actuarial science programs, including timely and effective screening of applications to the master's program, recommendations to program changes as on duly completed Program Development Committee forms to the department of undergraduate committee or the graduate committee, as appropriate, and involvement in academic standing recommendations for students in the master's program to the chair of graduate studies committee and evidenced by any or all of the provided materials.	Consistently good administration of smooth running and excellent Actuarial Science programs as demonstrated by engagement of industry professionals to bring experiential learning and employment opportunities to the actuarial science students, provide professional development of students, successful recruitment of students into the actuarial science programs, including timely and effective screening of applications to the master's program, recommendations to program changes as on duly completed Program Development Committee forms to the department of undergraduate committee or the graduate committee, as appropriate, and involvement in academic standing recommendations for students in the master's program to the chair of graduate studies committee and evidenced by any or all of the provided materials.	Increased outstanding (good to excellent) administration of smooth running and excellent Actuarial Science programs as demonstrated by engagement of industry professionals to bring experiential learning and employment opportunities to the actuarial science students, provide professional development of students, successful recruitment of students into the actuarial science programs, including timely and effective screening of applications to the master's program, recommendations to program changes as on duly completed Program Development Committee forms to the department of undergraduate committee or the graduate committee, as appropriate, and involvement in academic standing recommendations for students in the master's program to the chair of graduate studies committee and evidenced by any or all of the provided materials.

		graduate studies committee and evidenced by any or all of the provided materials.		
Service to the departmental Actuarial Science scholarships	Capability to provide adequate (satisfactory) management of departmental scholarships as demonstrated by timely recommendations for candidates in the actuarial science programs and evidenced by any or all of the provided materials.	Maintained satisfactory to good management of departmental scholarships as demonstrated by timely recommendations for candidates in the actuarial science programs and evidenced by any or all of the provided materials.	Consistently good management of departmental scholarships as demonstrated by timely recommendations for candidates in the actuarial science programs and evidenced by any or all of the provided materials.	Maintained consistent good to excellent management of departmental scholarships as demonstrated by timely recommendations for candidates in the actuarial science programs and evidenced by any or all of the provided materials.
Service to the professional actuarial examinations	Capability to provide adequate (satisfactory) management of the professional actuarial exams taken at the University of Windsor as demonstrated by any or all of the provided materials.	Maintained satisfactory to good management of the professional actuarial exams taken at the University of Windsor as demonstrated by any or all of the provided materials.	Consistently good management of the professional actuarial exams taken at the University of Windsor as demonstrated by any or all of the provided materials.	Maintained consistent good to excellent management of the professional actuarial exams taken at the University of Windsor as demonstrated by any or all of the provided materials.

Evaluation Level	
<b>Unsatisfactory</b>	The candidate has performed well below normal expectations as outlined in the service criteria. The contributions from the candidate are minimal compared to what could be reasonably expected. Alternatively, they may have performed poorly to the point of being ineffective even with dedicated guidance or mentorship. The candidate has not engaged significantly in program, departmental, faculty, or university activities (as appropriate to their level): for example, the candidate has not served on AAU committees necessary to the running of the program. The candidate has not engaged meaningfully with the outside community or relevant societies to enhance the community or the profession.
<b>Satisfactory</b>	The candidate has performed within the normal expectations as outlined in the service criteria. The participation of the candidate is reasonable and effective. For example, the candidate serves on committees that contribute to the necessary operations of the program, departmental, faculty, or university activities (as appropriate to their level). Lesser performance in one aspect (e.g., revising program options) may be balanced by greater performance in another aspect related to service (e.g., serving as liaison with other programs or initiatives). The candidate has engaged with the outside community or relevant societies, and helps to further their discipline (e.g., serving as an outside reviewer).
<b>Good</b>	The candidate has performed above the normal expectations as outlined in the service criteria. The participation of the candidate is effective and their contributions are usually deemed significant. For

	<p>example, the candidate may chair select committees that contribute to the operations of the program, departmental, faculty, or university activities (as appropriate to their level). The candidate undertakes notable activities that benefit their program, department, faculty, or university (e.g., promoting their program or discipline to the public or school students considering university). Lesser performance in one aspect (e.g., recruiting students) may be balanced by significantly greater performance in another aspect related to service (e.g., leading accreditation efforts). The candidate has engaged with the outside community or relevant societies, and helps to further their discipline (e.g., serving as an outside reviewer).</p>
<b>Excellent</b>	<p>The candidate has performed significantly above the normal expectations as outlined in the service criteria. For example, the candidate may chair multiple committees that contribute to the critical operations of the program, departmental, faculty, or university activities (as appropriate to their level). The candidate undertakes significant activities that benefit their program, department, faculty, or university (e.g., organizing a conference; chairing university wide initiatives or committees). The candidate has engaged significantly with the outside community to benefit their cause, and relevant societies in a manner that demonstrably advances their discipline (e.g., leading their professional society; contributing to how the discipline develops).</p>