



THE UNIVERSITY OF
WINNIPEG

FACULTY-BASED CRITERIA (ARTS)

In order to be promoted or be granted a continuing appointment, Faculty and Instructor Members in the Faculty of Arts are required to meet the conditions and general criteria set out in the Collective Agreement as well as in the Faculty of Arts-based criteria set out below. The purpose of the Faculty-based criteria is to specify how the conditions and general criteria set out in the Collective Agreement apply in the Faculty of Arts in order to warrant promotion to the next rank or the granting of a continuing appointment. These Faculty-based criteria are consistent with the Collective Agreement, while providing more specific information relevant to expectations in the Faculty of Arts. Should any of the Faculty-based criteria conflict with the Collective Agreement, the Collective Agreement shall prevail.

The University of Winnipeg endorses Universities Canada's Equity, Diversity and Inclusion Principles that include seeking ways 'to integrate inclusive excellence throughout our university's teaching, research, community engagement and governance.' In addition, the University of Winnipeg is committed to identifying 'what works in addressing any barriers and obstacles that may discourage members of under-represented groups to advance.' In accordance with these commitments, Faculty Members' demonstrated past, present, or planned contribution to Equity, Diversity, and Inclusion (EDI) in the areas of research, teaching, and service will be considered during the evaluation process. The impact of unconscious bias and other barriers faced by Faculty Members who are members of equity-seeking groups will also be considered during the evaluation process.

It is the responsibility of applicants to submit complete, well-documented, and timely applications. If there are questions, the Deans' Office should be consulted well before the deadline regarding the format of the application.

I. PROMOTION TO PROFESSOR

Professor is the highest academic rank conferred by The University of Winnipeg. The high quality of our Professors is one of the most important factors anchoring the reputation of the University, and it enhances the prestige of all other academic ranks and activities at the University. Conferral of the rank of Professor is therefore a serious step, requiring clear evidence of appropriate academic achievement.

The onus is on the applicant for promotion to Professor to demonstrate an appropriate level of performance to warrant this step. Applicants must establish that they have met the conditions and general criteria for promotion set out in the Collective Agreement for promotion to Professor as well as the Faculty-based criteria set out herein. The purpose of the Faculty-based criteria is to specify how the conditions and general criteria set out in the Collective Agreement apply within the Faculty of Arts in order to warrant promotion to the rank of Professor; *i.e.*, what constitutes satisfactory performance of teaching/professional responsibilities; establishment and maintenance of a program of

research, scholarly work and/or creative activities at a suitable level of distinction; and performance of service/administrative responsibilities.

The Dean, in consultation with the Chair, determines the distribution of a Faculty Member's workload among these areas. If the applicant has been given a Teaching-Intensive Workload in accordance with The University of Winnipeg Workload Policy in the Collective Agreement, this should be documented in the application.

The applicant's teaching, research and service contributions should be demonstrated over a sustained period of time, be over and above what is expected of an Associate Professor, and be recognized by peers within The University of Winnipeg community as well as by colleagues beyond in the case of research, scholarly work, and/or creative activities.

Teaching

In order to be found to have fulfilled teaching/professional responsibilities at a level that is satisfactory to warrant promotion to Professor, the applicant will need to document a history of effective teaching via annual activity reports and evaluation reports, as well as any other relevant information the applicant chooses to provide to justify promotion. Such information may include peer evaluations; letters from former students; a teaching portfolio; accounts of the development of new courses or innovative teaching methods; documentation of efforts towards inclusive, accessible, and diverse approaches to teaching; teaching awards; and any other information that demonstrates the applicant's teaching abilities.

Applicants may document their role in the supervision and mentorship of undergraduate and graduate students. Applicants may detail how they have contributed to the supervision of student research, thesis preparation, participation in the evaluation of theses, and/or mentorship of students.

Successful applicants will provide evidence to establish how they have stayed current in the content and delivery of their teaching. In this context, applicants may wish to highlight how they have kept current with the latest research in their discipline, as well as incorporating developments in technology and pedagogy in a way appropriate to the curriculum of the applicant's Department/Unit/Program, including in the development or use of effective strategies to promote the recruitment, retention, mentoring, and educational advancement of students from equity-seeking groups, or which otherwise promotes the values of EDI.

Applicants may choose to highlight their contributions to innovative teaching methods, to the creation of new demonstrations or teaching materials, and/or to the development of new courses. Applicants for promotion to Professor are expected to have contributed substantially to the development and advancement of curriculum.

Research, Scholarly Work, and/or Creative Activities

In order to be promoted to Professor, the level of distinction an applicant must demonstrate in the area of research, scholarly work, and/or creative activities is one of leadership. In most disciplines in the Faculty of Arts, the normal means of contributing to research is through a discipline-appropriate record of peer-reviewed research and other

scholarly/creative works published in peer-reviewed journals (published or accepted, with documentation), in monographs, or in books or book chapters. Contributions submitted for publication but not yet accepted may be considered, but will be given less weight than those published or accepted. Peer-reviewed internal and external grants may also provide documentation of an applicant's stature as a researcher. Additional evidence of scholarly activities may include serving as an editor, referee, conference organizer and conference participant.

Establishing the merit of an applicant's research, scholarly work and/or creative activities depends on a variety of factors, which may vary by discipline. For journal publications, these factors may include the quality and substance of the journal. For monographs, books, and book chapters, the quality of the publisher in the context of the applicant's discipline and research area is a consideration. Textbooks may be evidence of research, but the onus is on the applicant to demonstrate that the textbook contains substantial original work and/or is innovative in its approach and/or synthesis. In the case of book chapters, greater weight will be assigned to those in research monographs versus refereed or non-refereed conference proceedings.

It may be the case that applicants for promotion to Professor have chosen other or additional routes to pursue their research, scholarly work, and/or creative activities. These routes may include professional consulting, writing government and technical reports, writing articles for newspapers or magazines, partnering with private, public, or not-for-profit agencies, engaging in community-based participatory research, working on task forces or commissions by virtue of academic expertise. In all cases, the onus is on the applicant to explain the relevance and appropriateness of the activity, as well as its scholarly/creative impact, including any contributions to the advancement of EDI such as understanding or promoting the interests of equity-seeking groups.

In some disciplines in the Faculty of Arts, the normal means of contributing to research is through participation in creative projects (*e.g.*, acting, dancing, films, lighting, set design, directing, stage management, vocal direction) and/or the production of works (*e.g.*, poetry, fiction, plays, curated exhibitions, art installations). In every case, the onus is on the applicant to demonstrate the quality, scope and originality of their contributions.

Successful applicants for promotion to Professor will demonstrate leadership in the development, implementation and reporting of research, scholarly work and/or creative projects. Collaboration is valued, particularly when it involves the leadership and/or coordination of a research project. In all instances of collaboration, the applicant must clearly explain their role in the collaboration and their level of involvement in the project.

Service

Accepting and performing service responsibilities at a level appropriate to warrant promotion to Professor in the Faculty of Arts requires the applicant to demonstrate that they have a sustained record of service contributions.

Service to the University is performed by Faculty Members through participation in the

decision-making bodies of the University, and through sharing in the necessary administrative work of their Department, the University, or the University of Winnipeg Faculty Association.

Service contributions may include, but need not be limited to, participation in cultural community ceremonial functions; participation in culturally specific community or professional organizations; work with Indigenous communities; equity, diversity, inclusion and Indigenization work at the University and within the community; mentoring, community service and committee work that follow from belonging to an Equity-Deserving Group; contributions to scholarly and broader communities requiring expertise such as participation in traditional ceremonies, membership on scientific or advisory committees; membership on grant selection committees or other national committees; journal editorships, peer-review expert-based cultural activity.

The onus will be on the applicant to explain the relevance of service work, and to show how it enhances their discipline and/or the University. Being listed as a member of a number of committees is not, in itself, evidence of sufficient service activity.

II. TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Conferral of the rank of Associate Professor with tenure marks a significant milestone in an academic career, and the granting of tenure is an important decision, which requires clear evidence of academic achievement. Applicants must establish that they have met the conditions and general criteria for promotion and tenure set out in the Collective Agreement as well as in the Faculty-based criteria set out herein. The purpose of the Faculty-based criteria is to specify how the conditions and general criteria set out in the Collective Agreement apply in the Faculty of Arts in order to warrant promotion to the rank of Associate Professor with tenure; *i.e.*, what constitutes satisfactory performance of teaching/professional responsibilities; satisfactory progress in research, scholarly work, and/or creative activities that represents a sustained and ongoing contribution to the applicant's discipline; and satisfactory performance of service/administrative responsibilities.

Teaching

In order to be found to have fulfilled teaching/professional responsibilities at a level that is satisfactory to warrant promotion to Associate Professor, the applicant will need to establish a documented history of competent teaching via annual activity reports and evaluation reports, as well as any other relevant information the applicant chooses to provide. Such information may include peer evaluations; letters from former students; a teaching portfolio; accounts of the development of new courses or innovative teaching methods; documentation of efforts towards inclusive, accessible, and diverse approaches to teaching; teaching awards; and any other information that demonstrates the applicant's teaching abilities.

Applicants may document their role in the supervision and mentorship of undergraduate and graduate students. Applicants may detail how they have contributed to the supervision of student research, thesis preparation, participation in the evaluation of theses, and/or mentorship of students.

Successful applicants will provide evidence to establish how they have developed and stayed current in the content and delivery of their teaching. In this context, applicants may wish to highlight how they have kept current with the latest research in their discipline, as well as incorporating developments in technology and pedagogy in a way appropriate to the curriculum of the applicant's Department/Unit/Program, including in the development or use of effective strategies to promote the recruitment, retention, mentoring, and educational advancement of students from equity-seeking groups, or which otherwise promotes the values of EDI.

Research, Scholarly Work, and/or Creative Activities

In order to be promoted to Associate Professor with tenure, applicants will have established a program of research, scholarly work and/or creative activities that provides evidence of professional development representing a sustained and ongoing contribution to their discipline. Applicants should document how their research, scholarly work, and/or creative activities have resulted in contributions to their discipline, and show the potential for ongoing contributions. In the context of establishing their contribution to their discipline, the applicant should also identify their long-term research goals and outline their proposed plans to develop their research program over time.

In most disciplines in the Faculty of Arts, the normal means of contributing to research is through a discipline-appropriate record of peer-reviewed research and other scholarly/creative works published in peer-reviewed journals (published or accepted, with documentation), in monographs, or in books or book chapters. Contributions submitted for publication but not yet accepted may be considered, but will be given less weight than those published or accepted. Peer-reviewed internal and external grants may also provide documentation of an applicant's stature as a researcher. Additional evidence of scholarly activities may include serving as an editor, referee, conference organizer and conference participant.

Establishing the merit of an applicant's research, scholarly work and/or creative activities depends on a variety of factors, which may vary by discipline. For journal publications, these factors may include the applicant's record of peer-reviewed publications and the quality and substance of the journal. For monographs, books, and book chapters, the quality of the publisher in the context of the applicant's discipline and research area is a consideration. Textbooks may be evidence of research, but the onus is on the applicant to demonstrate that the textbook contains substantial original work and/or is innovative in its approach and/or synthesis. In the case of book chapters, greater weight will be assigned to those in research monographs versus refereed or non-refereed conference proceedings.

It may be the case that applicants for promotion to Associate Professor have chosen other or additional routes to pursue their research, scholarly work, and/or creative activities. These routes may include professional consulting, writing government and technical reports, writing articles for newspapers or magazines, partnering with private, public, or not-for-profit agencies, engaging in community-based participatory research, working on task forces or commissions by virtue of academic expertise. In all cases, the onus is on the applicant to explain the relevance and appropriateness of the activity, as well as its scholarly/creative impact, including any contributions to the advancement of EDI such as

understanding or promoting the interests of equity-seeking groups.

In some disciplines in the Faculty of Arts, the normal means of contributing to research is through participation in creative projects (*e.g.*, acting, dancing, films, lighting, set design, directing, stage management, vocal direction) and/or the production of works (*e.g.*, poetry, fiction, plays, curated exhibitions, art installations). In every case, the onus is on the applicant to demonstrate the quality, scope and originality of their contributions.

Successful applicants for promotion to Associate Professor will demonstrate diligence and progress in the development, implementation and reporting of research, scholarly work and/or creative activities. Although its weight may vary by discipline, collaboration is valued, especially that which involves students and others under the supervision of the applicant. In all instances of collaboration, applicants must clearly explain their role in the collaboration and their level of involvement in writing/creating the project.

Service

Accepting and performing service responsibilities at a level that is satisfactory to warrant promotion to Associate Professor in the Faculty of Arts requires applicants to demonstrate that they have made contributions to internal service, especially at the Department/Unit/Program level. Service to the University is performed by Faculty Members through participation in the decision-making bodies of the University, and through sharing in the necessary administrative work of their Department, the University, or the University of Winnipeg Faculty Association.

Service contributions may include, but need not be limited to, participation in cultural community ceremonial functions; participation in culturally specific community or professional organizations; work with Indigenous communities; equity, diversity, inclusion and Indigenization work at the University and within the community; mentoring, community service and committee work that follow from belonging to an Equity-Deserving Group; contributions to scholarly and broader communities requiring expertise such as participation in traditional ceremonies, membership on scientific or advisory committees; membership on grant selection committees or other national committees; journal editorships, peer-review expert-based cultural activity.

The onus will be on the applicant to explain the relevance of service work, and to show how it enhances their discipline and/or the University. Being listed as a member of a number of committees is not, in itself, evidence of sufficient service activity.

III. CONTINUING APPOINTMENT (INSTRUCTOR)

In the Faculty of Arts, the high quality of our Members is one of the most important factors anchoring the reputation of the University, and conferral of a continuing appointment marks a significant milestone in an Instructor's academic career, which requires clear evidence of academic achievement.

The primary responsibility of Instructors is teaching. Instructors are also required to perform service to the University. Instructors are not expected to conduct

research/scholarship. Where applicants have been assigned other duties and responsibilities in addition to teaching and service, the onus is on the applicant to establish that they have performed them at a satisfactory level.

The onus is on the applicant to establish that they have met the conditions and general criteria for continuing appointment set out in the Collective Agreement as well as the Faculty-based criteria set out herein. The purpose of the Faculty-based criteria is to specify how the conditions and general criteria set out in the Collective Agreement apply in the Faculty of Arts to warrant the granting of a continuing appointment; *i.e.*, what constitutes satisfactory performance of duties and responsibilities in teaching and service.

Teaching

In order to be found to have fulfilled their teaching responsibilities at a level that is satisfactory to warrant the granting of a continuing appointment in the Faculty of Arts, applicants will need to document a history of competent teaching via annual activity reports and evaluation reports, as well as any other relevant information the applicant chooses to provide to justify their continuing appointment. Such information may include peer evaluations, letters from students, a teaching portfolio, teaching awards, and any other information that demonstrates the applicant's teaching abilities.

In order to be granted a continuing appointment, the applicant must establish that they have fulfilled their teaching responsibilities, including evidence, as applicable, that they have

- maintained their professional competence and stayed current with the latest research in their discipline (including, if relevant, how they have incorporated developments in technology and pedagogy in a way appropriate to the curriculum of their Department/Unit/Program), including in the development or use of effective strategies to promote the recruitment, retention, mentoring, and educational advancement of students from equity-seeking groups, or which otherwise promotes the values of EDI;
- prepared, organized and revised teaching material by, for example, developing innovative teaching methods and materials, updating and revising course notes and laboratory manuals, and creating new demonstrations; and
- assisted in the training of teaching assistants/demonstrators, where appropriate.

Service

A satisfactory record of service at a level appropriate to warrant the granting of a continuing appointment in the Faculty of Arts requires the applicant to demonstrate that they have made ongoing contributions to internal service, especially at the Department level. Applicants for continuing appointment shall demonstrate that they have participated regularly and effectively on committees.

Applicants are not required to make external service contributions. However, where an applicant engages in external service, these contributions may be submitted for consideration. The onus will be on the applicant to explain the relevance of service

work, and to show how it enhances their discipline and/or the University.

IV. PROMOTION FROM INSTRUCTOR II TO INSTRUCTOR III

The primary responsibility of Instructors is teaching. Instructors are also required to perform service to the University. Instructors are not expected to conduct research/scholarship. Where applicants have been assigned and service other duties and responsibilities in addition to teaching, the onus is on applicants to establish that they have performed them at a satisfactory level.

Promotion to the rank of Instructor III is a significant milestone in an Instructor's academic career, requiring clear evidence of academic performance. The onus is on the applicant for promotion to Instructor III to establish that they have met the conditions and general criteria for promotion set out in the Collective Agreement as well as the Faculty-based criteria set out herein. The purpose of the Faculty-based criteria is to specify how the conditions and general criteria set out in the Collective Agreement apply in the Faculty of Arts in order to warrant promotion to the rank of Instructor III; *i.e.*, what constitutes satisfactory performance of the responsibilities of their position in teaching and in service.

Teaching

High quality teaching is important in the Faculty of Arts, and successful applicants for promotion to Instructor III will have accepted and performed satisfactorily their teaching and related activities. Strength of teaching can be demonstrated by annual activity reports and evaluation reports, as well as any other relevant information the applicant chooses to provide to justify promotion. Such information may include peer evaluations, letters from students, a teaching portfolio, teaching awards, and any other information that demonstrates the applicant's teaching abilities.

In order to be granted promotion to Instructor III, the applicant must establish that they have fulfilled their teaching responsibilities, including evidence, as applicable, that they have

- maintained their professional competence and stayed current with the latest research in their discipline (including, if relevant, how they have incorporated developments in technology and pedagogy in a way appropriate to the curriculum of their Department/Unit/Program), including in the development or use of effective strategies to promote the recruitment, retention, mentoring, and educational advancement of students from equity-seeking groups, or which otherwise promotes the values of EDI;
- prepared, organized and revised teaching material through, for example, developing innovative teaching methods and materials, updating and revising course notes and laboratory manuals, and creating new demonstrations; and
- assisted in the training of teaching assistants/demonstrators, where appropriate.

Service

A satisfactory record of service at a level appropriate to warrant the promotion to Instructor III requires the applicant to demonstrate that they have made ongoing

contributions to internal service, especially at the Department level. Applicants for promotion to Instructor III shall demonstrate that they have participated regularly and effectively on committees.

Applicants are not required to make external service contributions. However, where an applicant engages in external service, these contributions may be submitted for consideration. The onus will be on the applicant to explain the relevance of service work, and to show how it enhances their discipline and/or the University.

V. PROMOTION FROM INSTRUCTOR I TO INSTRUCTOR II

The primary responsibility of Instructors is teaching. Instructors are also required to perform service to the University. Instructors are not expected to conduct research/scholarship.

The onus is on applicants for promotion to Instructor II to establish that they have met the conditions and general criteria for promotion set out in the Collective Agreement as well as the Faculty-based criteria set out herein. The purpose of the Faculty-based criteria is to specify how the conditions and general criteria set out in the Collective Agreement apply in the Faculty of Arts in order to warrant promotion to the rank of Instructor II; *i.e.*, what constitutes performance of the responsibilities of their position at a satisfactory level.

Teaching

High quality teaching is important in the Faculty of Arts. Successful applicants for promotion to Instructor II will have performed their teaching and related activities at a satisfactory level in this context. Strength of teaching can be evidenced by Senate-approved teaching evaluation instruments, annual activity reports and evaluation reports, as well as any other relevant information the applicant chooses to provide to justify promotion. Such information may include peer evaluations, letters from former students, a teaching portfolio, teaching awards, and any other information that evidences the applicant's teaching abilities.

Given that the majority of an Instructor's workload and responsibilities are in the area of teaching, and that they have no responsibilities with respect to research, it is expected that applicants will devote an appropriate and substantial amount of their time and energy ensuring that their teaching is as effective as possible.

In order to be promoted to Instructor II, applicants must establish that they have satisfactorily performed their teaching responsibilities and related activities, including evidence, as applicable, that they have

- developed their professional competence and stayed current in the content of their teaching (including, if relevant, how they have taken advantage of improvements in technology and pedagogy in a way appropriate to the curriculum of their Department/Unit/Program);
- prepared, organized and revised teaching material in accordance with appropriate Department/Unit/Program guidance; and
- spent a substantial and appropriate amount of any terms within the year during

which they have no teaching responsibilities on the improvement of their teaching, for example by updating and revising course notes and laboratory manuals, and creating new demonstrations.

Where applicants have been assigned other duties and responsibilities in addition to teaching, the onus is on applicants to establish that they have performed them at a satisfactory level.

Service

A satisfactory record of service at a level appropriate to warrant promotion to Instructor II in the Faculty of Arts requires the applicants to demonstrate that they have made service contributions within the Department/Unit/Program, for example by participating as a member on Departmental committees. Service to the wider University community is not a requirement for promotion to Instructor II.

Applicants are also not required to make external service contributions. However, where an applicant engages in external service, these contributions may be submitted for consideration and the onus will be on the applicant to explain the relevance of service work, and to show how it enhances their discipline and/or the University.