



# 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.

It is the responsibility of applicants to submit complete, well-documented, and timely applications. If there are questions, the Dean's 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 reasonable 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 evidenced 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 establish a documented history of effective teaching via 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, development of new courses or innovative teaching methods, teaching awards, and any other information that evidences the applicant's teaching abilities.

Applicants should document their role in the supervision of undergraduate and graduate students. In Departments in which there are Honours and/or graduate programs, applicants for Professor are expected to detail how they have contributed substantially to the supervision of student research, thesis preparation and participation in the evaluation of theses.

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 developments in their discipline, as well as taken appropriate advantage of improvements in technology and pedagogy in a way appropriate to the curriculum of their Department/Unit/Program.

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 maturity and leadership. In most disciplines in the Faculty of Arts, the normal means of making research and scholarly contributions 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, graduate textbooks and book chapters, the quality of the publisher in the context of the applicant's discipline and research area is a consideration. Undergraduate 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 presentations.

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, 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.

In some disciplines in the Faculty of Arts, the normal means of making contributions in this area is through the participation in creative projects (*e.g.*, acting, dancing, lighting, set design, directing, stage management, vocal direction) and/or the production of works (*e.g.*, poetry, fiction, plays, curated exhibitions, installations). Funding, the prestige of the venue, and the juried nature of contributions are factors to be taken into consideration in order to establish their merit, and may vary by discipline. In every case, the onus is on the applicants 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 inasmuch as it provides evidence of maturity, especially when it 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 output.

### **Service**

Accepting and discharging reasonable service responsibilities at a level appropriate to warrant promotion to Professor in the Faculty of Arts requires applicants to demonstrate that they have a sustained record of service contributions that show maturity and leadership. Being listed as a member of a number of committees is not, in itself, evidence of sufficient service activity; successful applicants will establish that they have fully participated in and contributed meaningfully to a variety of committee and/or administrative activities within their Department and the University.

Applicants are 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.

## **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 appropriate 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 performance of reasonable 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 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.

Applicants should also detail their role in the supervision of undergraduate and graduate students, including the supervision of student research, thesis preparation and participation in the evaluation of theses.

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 developments in their discipline, as well as taken appropriate advantage of improvements in technology and pedagogy in a way appropriate to the curriculum of the applicant's Department/Unit/Program.

### **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 (typically via a discipline-appropriate record of peer-reviewed research and/or scholarly/creative endeavours), and show the potential for ongoing contributions. In the context of establishing their contribution to their discipline, applicants may 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 making research and scholarly contributions is through publication: 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, graduate textbooks and book chapters, the quality of the publisher in the context of the applicant's discipline and research area is a consideration. Undergraduate 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 presentations.

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, 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.

In some disciplines in the Faculty of Arts, the normal means of making contributions in this area is through the participation in creative projects (*e.g.*, acting, dancing, lighting, set design, directing, stage management, vocal direction) and/or the production of works (*e.g.*, poetry, fiction, plays, curated exhibitions, installations). Funding, the prestige of the venue, and the juried nature of contributions are factors to be taken into consideration in order to establish their merit, and may vary by discipline. In every case, the onus is on the applicant to demonstrate the quality, scope and originality of 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 output.

## **Service**

Accepting and discharging reasonable 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 tangible contributions to internal service, especially at the Department/Unit/Program level. Being listed as a member of a number of committees is not, in itself, evidence of sufficient service activity; the expectation is that applicants will make meaningful contributions to committee and/or administrative activities.

Applicants are 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.

### 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 appropriate 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.

The onus is on applicants 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 (including teaching) and a satisfactory service record.

#### 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 establish a documented history of competent teaching via Senate-approved teaching evaluation instruments, annual activity reports and evaluation reports, as well as any other relevant information the applicants choose to provide to justify their continuing appointment. 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 have devoted an appropriate and substantial amount of time and effort to ensuring that their teaching is as effective as possible.

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

- maintained 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;
- spent a substantial and appropriate amount of any terms within the year during which they have no teaching responsibilities on the improvement of the

- curriculum and their teaching, for example by 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 to an extent that is reasonable and consistent with their assigned teaching responsibilities.

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

### **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 applicants 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 in one or more of the areas of administration.

Applicants are 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.

#### 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.

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 applicants 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 performance of the responsibilities of their position at a very good level, and satisfactory performance of reasonable service responsibilities.

##### **Teaching**

High quality teaching is important in the Faculty of Arts, and successful applicants for promotion to Instructor III will have performed their teaching and related activities at a very good 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 efforts to ensuring that their teaching is as effective as possible.

In order to be granted promotion to Instructor III, applicants must establish that they have performed their teaching responsibilities and related activities at a very good level, including evidence, as applicable, that they have:

- maintained 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;
- spent a substantial and appropriate amount of any terms within the year during which they have no teaching responsibilities on the improvement of the curriculum and their teaching, for example by 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 to an extent that is reasonable and consistent with their assigned teaching responsibilities.

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 very good level.

### **Service**

A satisfactory record of service at a level appropriate to warrant promotion to Instructor III in the Faculty of Arts requires the applicants to demonstrate that they have made ongoing service contributions within the University community, especially at the Department/Unit/Program level. Applicants for promotion to Instructor III shall demonstrate that they have participated regularly and effectively on committees in one or more of the areas of administration. Service to committees in the applicant's Department/Unit/Program is expected.

Applicants are 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.

## 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.