



**Gupta Faculty of Kinesiology and Applied Health  
Faculty Based Criteria for  
Promotion, Tenure and Continuing Appointment**

## **I. Overview**

### **Introduction**

The granting of a promotion (including promotion with tenure) or continuing appointment is among the most important decisions rendered by a university. In order to be promoted or be granted a continuing appointment, Faculty and Instructor Members in the Gupta Faculty of Kinesiology and Applied Health are required to meet the conditions and general criteria set out in the Collective Agreement as well as the Faculty-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 Gupta Faculty of Kinesiology and Applied Health to warrant promotion to the next rank or 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 Gupta Faculty of Kinesiology and Applied Health. Should any of the Faculty-based criteria conflict with the Collective Agreement, the Collective Agreement shall prevail.

Effectively applied, evaluation should be placed in a “growth” model, where the purpose is not to just arrive at decisions regarding promotion or continuing appointment, but rather to enable the Member being reviewed to develop their skills and move forward professionally. Evaluation in this light is seen as a feedback tool, providing useful information to guide career progress through the ranks and motivating each individual to pursue excellence in all areas of responsibility

### **Teaching**

Teaching is considered a primary responsibility of Faculty Members and, in normal circumstances, is given equal weight to research and/or other scholarly activity. The primary responsibility of Instructor Members is to teach.

Evaluation of teaching is intended to determine the progress made by applicants in achieving appropriate levels of instructional performance. In order to be found to have performed their teaching/ professional responsibilities at a level that is satisfactory to warrant promotion or continuing appointment, successful applicants 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 their 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 activities in the following three areas of performance:

- a. development and preparation of courses and instructional material;
- b. direct student contact performance; and
- c. pedagogical professional development.

Although the pedagogical behaviours of effective university-level teachers vary, in general the following characteristics are usually noted:

- an in-depth knowledge of the subject matter that is current;
- presentation of the subject matter clearly, logically, and at an appropriate level for the class;
- enthusiasm for the subject matter and the ability to communicate this enthusiasm to the class;
- availability to students outside of the regularly scheduled class time;
- establishing an open, supportive, and respectful learning environment, including accommodation of special needs;
- facilitating the development of students' independent critical thinking skills;
- utilizing multiple and effective teaching methods within the constraints of the learning environment that meet the need of the individual learner; and
- connecting research and theory to real-world applications, making the information presented relevant for the students.

### **Research and/or Other Scholarly Activity**

Research and/or other scholarly activity is considered a primary responsibility of Faculty Members and is normally given equal weight with teaching and related duties. Instructors are not expected to conduct research.

Because of the diverse nature of the sub-disciplines represented in the Gupta Faculty of Kinesiology and Applied Health, the precise nature of scholarship and research will vary across sub-disciplines. In the Gupta Faculty of Kinesiology and Applied Health,

scholarship and research involve efforts to examine, acquire, produce, apply, disseminate, and interpret new and existing ideas and knowledge. Of this, dissemination of the results of scholarship and research is considered to be important, but it is recognized that dissemination can take a variety of forms.

Applicants are required to document how their research and scholarship have resulted in contributions to their discipline (typically via a discipline-appropriate record of peer-reviewed research and/or scholarly products). Where appropriate, a record of completing professional consulting contracts and/or government reports will be an acceptable means of documenting research productivity, but does not replace the expectation of peer-reviewed publication and grants. The Faculty recognizes the value of publications/formal documents that are important to the community, and thus acknowledges contributions made to relevant professional and other groups. Differences across sub-disciplines are taken into consideration when assessing research productivity. Applicants should provide evidence of responses to their work from their professional academy. However, in recognition of the significant amount of community-based research and dissemination taking place in the Faculty, evidence of quality of work or impact may also include partner, stakeholder, or community-based response.

### **Evidence in support of criteria**

In all cases, the onus is on the applicant to provide appropriate documentation of their research and/or scholarly activities, including, as applicable:

1. Participation as principal or co-investigator in peer-reviewed research activities.
2. Publication in peer-reviewed research or scholarly publications, accepted or in print, as primary author from the applicant's program of independent research. Primary authorship shall be normally defined as the corresponding author (as listed on manuscript), or when not applicable, as the first/last author as appropriate to the applicant's discipline.
3. A pattern of a discipline appropriate record of peer-reviewed products such as research publications, monographs, software, films, videotapes, book chapter, book, professional reports based on research contracts or consultancy to external agencies, conference abstracts, and conference proceedings.

In addition to this minimum evidence, applicants may provide evidence of additional contributions, which may include:

5. Additional peer-reviewed or non-peer-reviewed content such as conference participation (i.e., organizing; presentations; workshops/clinics; exhibits; invited panel participation, etc.).
6. Academic awards
7. Scholarly activities (e.g., peer reviewer, such as grant reviews, publication reviews;

editorial board membership; service on review committees; and/or other visible evidence such as computer-assisted learning programs, patents, curriculum guides, development of distance education programs, program evaluation)

N.B. Manuscripts in preparation or review should not be included in the evaluation of scholarship. Faculty members should not submit the same activity twice, or apply the same activity in two categories. For example, if an article is submitted as “in press”, it cannot be re-submitted the following year as a publication. Publication in conference proceedings that are simply publication of the abstract submitted for presentation will not be considered within the publication category and should only be listed as a presentation. If the conference proceeding is a full paper that requires significant writing effort beyond what is necessary for the presentation, then this may also be listed as a publication.

### **Service**

Universities work on a consultative governance model that requires collegial and cooperative efforts on the part of all Members, who are required to engage in their fair share of administration and committee work, with more senior Members expected to take on greater loads of administrative responsibility than their junior colleagues.

In order to be found to have performed their service responsibilities at a level that is satisfactory to warrant promotion or continuing appointment, successful applicants will need to establish a documented history of effective participation in service/administrative activities. To evaluate service, the following baseline standards are applied:

- Applicants in a junior rank or probationary appointment, including Instructors in term positions, are expected to participate on one or two committees per year;
- Applicants in a senior rank or continuing appointment at a minimum serve (as a member or chair) on one Gupta Faculty of Kinesiology and Applied Health Departmental committee and one other University of Winnipeg committee/year.

Applicants who represent The Gupta Faculty of Kinesiology and Applied Health or The University of Winnipeg on a regional, provincial, or national board may use this in lieu of serving on a Gupta Faculty of Kinesiology and Applied Health or University of Winnipeg committee.

To be recognized within this category, service to academic and/or professional organizations must go beyond mere membership in an organization; applicants are expected to be active participants on the committees or executives of academic or professional organizations; serve on selection committees for provincial, national or international granting organizations; or serve on the editorial board for academic, professional or scientific journals.

NB. As a collegial Faculty, we value the sharing of power and the opportunity for all to participate in the leadership process. All Members must accept the responsibility that comes with collegiality – attendance at Faculty-wide and departmental meetings are

expected within reason. It is also expected that contributions will be made within the administrative structure of both the Faculty and the University and in particular, consistent, positive, and respectful contributions will be made during all service/administrative interactions.

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. PROMOTION TO PROFESSOR**

The rank of Professor is the highest academic rank conferred by The University of Winnipeg and therefore requires clear evidence of appropriate academic achievement. In the Gupta Faculty of Kinesiology and Applied Health, Professors are expected to have achieved a consistently strong record in the areas of scholarship, teaching, and service. Professors should be recognized as authorities in their areas of expertise and therefore be active as reviewers and external referees for Ph.D. theses and/or granting agencies. Publication history and grant support should be well established, and research programs self-supporting. Professors should willingly give of their time, within reason, to be involved in senior administrative bodies on campus and act as responsible spokespersons for the University and their discipline.

In the collegial environment of the Faculty, senior academic staff members should be a resource to those of junior rank, encouraging, mentoring and supporting those moving through the ranks, especially in grantsmanship, teaching proficiency, and publishing articles in refereed journals.

The onus is on an applicant for promotion to Professor 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 within the Gupta Faculty of Kinesiology and Applied Health 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 and/or other scholarly activity at a suitable level of distinction, and performance of reasonable service responsibilities.

An 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, or creative activity.

## **Teaching**

In order to be found to have performed their teaching/ professional responsibilities at a level that is satisfactory to warrant promotion to Professor, successful applicants 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 their 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 and, where applicable, 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 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, the creation of new demonstrations or teaching materials, and/or the development of new courses. Applicants for promotion to Professor are expected to have contributed substantially to the development and advancement of curriculum.

## **Research and/or Other Scholarly Activity**

In order to be promoted to Professor, the level of distinction an applicant must demonstrate in the area of research and/or other scholarly activity is one of a high level of maturity and leadership. In particular, a record of a discipline-appropriate record of peer-reviewed research and/or scholarly products will document the applicant's contribution to their discipline.

It is expected that applicants at this level will be recognized as authorities in their areas of expertise and, therefore, be active as reviewers and external referees for Ph.D. theses and/or granting agencies. Publication history and grant support should be well established, and research programs self-supporting.

## **Service**

Accepting and discharging reasonable service responsibilities at a level appropriate to warrant promotion to Professor in the Gupta Faculty of Kinesiology and Applied Health requires the applicant to demonstrate a sustained record of service contributions that demonstrate 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 the Faculty 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.

### **III. 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, requiring clear evidence of appropriate academic achievement. In the Gupta Faculty of Kinesiology and Applied Health, Associate Professors are expected to engage in scholarship as demonstrated by an independent and viable research program, and have a satisfactory teaching record at all levels assigned. Associate Professors are expected to attract student research assistants (graduate or undergraduate) into their programs and, within a few years at this rank, to be invited to present their work at national and/or international meetings and symposia. They should be actively involved in the administrative infrastructure of the Faculty and participate in administrative service to the University.

Applicants for promotion to Associate Professor with tenure must establish that they have met the conditions and general criteria for promotion and tenure 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 Gupta Faculty of Kinesiology and Applied Health 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 and/or other scholarly activity that represents a sustained and ongoing contribution to the applicant's discipline, and performance of reasonable service/ administrative responsibilities.

Successful applicants will have a demonstrated record of sustained and productive scholarship and research, and have established themselves as recognized scholars within the academic and professional communities (as appropriate to the discipline), and laid the foundation of an enduring and productive scholarly career.

#### **Teaching**

In order to be found to have performed their teaching/ professional responsibilities at a level that is satisfactory to warrant promotion to Associate Professor, 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 applicant chooses to provide to justify their 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 taken appropriate advantage of improvements in technology and pedagogy in a way appropriate to the curriculum of the applicant's Department.

## **Research**

In order to be promoted to Associate Professor with tenure, an applicant will have established an active independent research program that goes beyond the work in which the applicant was involved during their graduate studies. The applicant should have a demonstrated record of sustained and productive scholarship and research (typically evidenced by a discipline-appropriate record of peer-reviewed research and/or scholarly products), which may be supported by other works such as non-peer reviewed papers, reports, and presentations. The onus is on the applicant to document how their research and scholarship have resulted in contributions to their discipline, and show the potential for ongoing contributions. In the context of establishing their sustained and ongoing 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 the Gupta Faculty of Kinesiology and Applied Health, the normal means of documenting one's 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 participation as an editor, referee, conference organizer and conference participant.

Establishing the merit of an applicant's research and scholarly contributions 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 impact of the journal. For monographs, books, graduate textbooks and book chapters, the stature of the publisher 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 given to research monographs versus publications of 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 present their research and scholarly output. In every case, the onus



is on the applicant to explain the relevance and appropriateness of the formats of, and venues for, the dissemination of their output, as well as the scholarly impact of the work.

Collaboration is valued, especially that which involves students and others under the supervision of the applicant. In all instances of collaboration, the applicant 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 Gupta Faculty of Kinesiology and Applied Health requires the applicant to demonstrate tangible contributions to internal service, especially at the Department and Faculty 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 fully participate in 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.

## **IV. CONTINUING APPOINTMENT (INSTRUCTOR)**

In the Gupta Faculty of Kinesiology and Applied Health, the 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 for continuing appointment to establish that they have met the conditions and general criteria for promotion and tenure 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 Gupta Faculty of Kinesiology and Applied Health 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 performed their teaching responsibilities at a level that is satisfactory to warrant the granting of a continuing appointment, 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 applicant chooses 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, 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, 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);
- prepared, organized and revised teaching material in accordance with appropriate Department 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 the applicant has been assigned other duties and responsibilities in addition to teaching, the onus is on the applicant to establish performance at a satisfactory level.

### **Service**

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

## **V. Promotion from Instructor I to Instructor II**

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 Gupta Faculty of Kinesiology and Applied Health 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 Gupta Faculty of Kinesiology and Applied Health, and 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 their 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. Applicants must establish that they have satisfactorily performed their teaching responsibilities and related activities, including, 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);
- prepared, organized and revised teaching material in accordance with appropriate Department 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 the applicant has been assigned other duties and responsibilities in addition to teaching, the onus is on the applicant to establish performance at a satisfactory level.

## **Service**

A satisfactory record of service at a level appropriate to warrant promotion to Instructor II in the Gupta Faculty of Kinesiology and Applied Health requires the applicant to demonstrate service contributions within the Department, 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 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.

## **VI. Promotion from Instructor II to Instructor III**

Instructors play an important teaching role in the Gupta Faculty of Kinesiology and Applied Health, and promotion to the rank of Instructor III is a significant milestone in an Instructor's academic career, requiring clear evidence of academic performance.

The principal responsibilities of Instructors are teaching and service to the University. Instructors are not expected to conduct research/scholarship

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 Gupta Faculty of Kinesiology and Applied Health 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 Gupta Faculty of Kinesiology and Applied Health. Successful applicants for promotion to Instructor III will have performed their teaching and related activities at a very good level in this context, with a demonstrated ability in all aspects of course development and instruction, and a record of continued professional development in pedagogy. 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 their 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 be 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, including, 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 the applicant has been assigned other duties and responsibilities in addition to teaching, the onus is on the applicant to establish performance at a satisfactory level.

### **Service**

A satisfactory record of service at a level appropriate to warrant promotion to Instructor III in the Gupta Faculty of Kinesiology and Applied Health requires the applicant to demonstrate ongoing service contributions within the University community, especially at the Department 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 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.