THE UNIVERSITY OF WINNIPEG | Gupta Faculty of Kinesiology and Applied Health

FACULTY-BASED CRITERIA FOR TENURE, PROMOTION, AND CONTINUING APPOINTMENT

SEPTEMBER 1, 2021 – AUGUST 31, 2026

i. PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR WITH TENURE

Preamble

Conferral of the rank of Associate Professor with tenure marks a significant milestone in an academic career. The onus is on an applicant for promotion to Associate Professor with tenure to demonstrate an appropriate level of performance. 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 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 their discipline, and performance of reasonable service/administrative responsibilities. Should any of the Faculty-based criteria conflict with the Collective Agreement, the Collective Agreement shall prevail.

The work of Faculty Members at The University of Winnipeg comprises the areas of Research, Teaching and Service. The Dean, in consultation with the Chair, determines the distribution of a Faculty Member's workload among these areas. In the Gupta Faculty of Kinesiology and Applied Health, the normal workload is typically weighted as 40% Research/Scholarship, 40% in Teaching and 20% in Service. If an 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 their application.

Since December of 2017, the University of Winnipeg has had an Equity, Diversity and Inclusion Action Plan. The University of Winnipeg endorses Universities Canada's Equity, Diversity and Inclusion Principles that includes 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.

a. Research and Other Scholarly Work

In order to be promoted to Associate Professor with tenure, an applicant will have established an active research program that goes beyond the work in which the applicant was involved during their graduate studies. The applicant should 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), 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.

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 achievements as a researcher. Additional evidence of scholarly activities may also include: journal editor, conference participant (as a presenter), conference organizer or session chair.

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 or is innovative in its approach and synthesis. In the case of book chapters, greater weight will be assigned to those in 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. These routes may include: professional consulting contracts, government and technical reports, computer programs, patents, documentaries and industrial partnerships. 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, including any contributions to the advancement of EDI such as understanding or promoting the interests of equity-seeking groups. Collaboration among researchers is valued, especially for projects that involve 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 and creating the output.

Submission of manuscripts to predatory journals or participation in predatory conferences is not recommended and should be discouraged.

b. 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.

In the evaluation of teaching, priority will be given to teaching in the applicant's Department/Program, be it in the classroom, in the laboratory, in field schools, etc., depending on the curriculum of the applicant's Department/Program. 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/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.

c. Service

Accepting and discharging reasonable service responsibilities at a level appropriate to warrant promotion to Associate Professor with tenure requires the applicant to demonstrate that they have has made tangible contributions to internal service. 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 or other 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 or the University.

Contributions to furthering EDI through participation in service activity should be demonstrated where applicable, such as participation in associations, meetings, presentations, seminars, committees, or other initiatives related to the needs of equity-seeking groups, or mentoring of faculty or students from equity-seeking groups, for example.

ii. PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

a. Preamble

Professor is the highest academic rank conferred by The University of Winnipeg. Conferral of the rank of Professor requires clear evidence of appropriate academic achievement. This level of achievement will normally be attained over a sustained period of time, will be over and above what is expected of an Associate Professor, and will be recognized by peers within the University of Winnipeg community as well as by colleagues beyond.

The onus is on an 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 to Professor 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 and professional responsibilities, establishment and maintenance of a program of research or other scholarly activity at a suitable level of distinction, and performance of reasonable service responsibilities. Should any of the Faculty-based criteria conflict with the Collective Agreement, the Collective Agreement shall prevail.

The work of Faculty Members at The University of Winnipeg comprises the areas of Research, Teaching and Service. The Dean, in consultation with the Chair, determines the distribution of a Faculty Member's workload among these areas. In the Gupta Faculty of Kinesiology and Applied Health, the normal workload is typically weighted as 40% Research/Scholarship, 40% in Teaching and 20% in Service. If an applicant has been given a Teaching-Intensive Workload in accordance with The University of Winnipeg Workload Policy, this should be documented in their application.

Since December of 2017, the University of Winnipeg has had an Equity, Diversity and Inclusion Action Plan. The University of Winnipeg endorses Universities Canada's Equity, Diversity and Inclusion Principles that includes 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.

b. Research and/or Other Scholarly Activity

In order to be promoted to Professor, an applicant must demonstrate an appropriate level of distinction in the area of research or other scholarly activity, including demonstrated maturity and leadership in these activities. The normal means of documenting one's research and scholarly contributions to one's discipline is through a discipline-appropriate record of peer-reviewed research or scholarly work 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 achievements as a researcher. Additional evidence of scholarly activities may include high levels of engagement as a journal editor, conference participant (as a presenter), conference organizer or session chair.

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 is innovative in its approach or synthesis. In the case of book chapters, greater weight will be assigned to those in research monographs versus publications of refereed or non-refereed conference presentations.

It may be the case that applicants for promotion to Professor have chosen other or additional routes to present their research and scholarly output. These routes may include professional consulting contracts, government and technical reports, computer programs, patents, documentaries, and industrial partnerships. 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 including any contributions to the advancement of EDI such as understanding or promoting the interests of equity-seeking groups.

Successful applicants for promotion to Professor will demonstrate leadership in the development, implementation and reporting of research projects. 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 and creating the output.

Submission of manuscripts to predatory journals or participation in predatory conferences is not recommended and should be discouraged.

c. Teaching

In order to be found to have performed their teaching/professional responsibilities at a level that is satisfactory to warrant promotion to Professor, applicants will need to establish a documented history of performing these responsibilities very effectively, 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.

In the evaluation of teaching, priority will be given to teaching in the applicant's Department/Program, be it in the classroom, in the laboratory, in field schools, etc., depending on the curriculum of the applicant's Department/Program. Applicants should document their role in the supervision of undergraduate, graduate and post-doctoral students. In Departments in which there are Honours 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 taken appropriate advantage of improvements in technology and pedagogy in a way appropriate to the curriculum of their Department/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, the creation of new demonstrations or teaching materials or the development of new courses. Applicants for promotion to Professor are expected to have contributed substantially to the development and advancement of curriculum.

d. Service

Accepting and discharging reasonable service responsibilities at a level appropriate to warrant promotion to Professor requires the applicant to demonstrate that they have a sustained record of service contributions which 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 or administrative activities. Contributions to furthering EDI through participation in service activity should be demonstrated where applicable, such as participation in associations, meetings, presentations, seminars, committees, or other initiatives related to the needs of equity-seeking groups, or mentoring of faculty or students from equity-seeking groups, for example.

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 or the University.

iii. CONTINUING APPOINTMENT (Instructor Rank)

a. Preamble

Conferral of a continuing appointment marks a significant milestone in an Instructor's academic career, which requires clear evidence of appropriate academic achievement.

The principal responsibilities of Instructors are teaching and service to the University. The Dean, in consultation with the Chair, determines the distribution of an Instructor Member's workload between these two areas. In the Gupta Faculty of Kinesiology and Applied Health, a weighting of 80% in Teaching and 20% in Service is normally given.

The onus is on applicants for continuing appointment 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 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. Should any of the Faculty-based criteria conflict with the Collective Agreement, the Collective Agreement shall prevail.

Since December of 2017, the University of Winnipeg has had an Equity, Diversity and Inclusion Action Plan. The University of Winnipeg endorses Universities Canada's Equity, Diversity and Inclusion Principles that includes 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.

b. 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.

In the evaluation of teaching, priority will be given to teaching in the applicant's Department/Program, be it in the classroom, in the laboratory, in field schools, etc., depending on the curriculum of the applicant's Department/Program.

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 a continuing appointment, applicants must establish that they have satisfactorily fulfilled their teaching responsibilities, including, as applicable, that they have:

- maintained their professional competence and stayed current in the content and delivery 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/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 in accordance with appropriate Department/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 or 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 that they have performed them at a satisfactory level.

c. Service

A satisfactory record of service at a level appropriate to warrant the granting of a continuing appointment requires the applicant to demonstrate that they have made ongoing contributions to internal service, especially at the Department/Program 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. Contributions to furthering EDI through participation in service activity should be demonstrated where applicable, such as participation in associations, meetings, presentations, seminars, committees, or other initiatives related to the needs of equity-seeking groups, or mentoring of faculty or students from equity-seeking groups, for example.

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 or the University.

iv. PROMOTION FROM INSTRUCTOR I TO INSTRUCTOR II

a. Preamble

The principal responsibilities of Instructors are teaching and service to the University. Instructors are not obliged to conduct research/scholarship, however they have the right to seek University support and research/study leave for such research or scholarship as is undertaken. The Dean, in consultation with the Chair, determines the distribution of an Instructor Member's workload between these two areas. In the Gupta Faculty of Kinesiology and Applied Health, workload is typically weighted as 80% in Teaching and 20% in Service.

The onus is on applicants for promotion to Instructor II to establish that they have met the conditions and general criteria for promotion to Instructor II 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. Should any of the Faculty-based criteria conflict with the Collective Agreement, the Collective Agreement shall prevail.

Since December of 2017, the University of Winnipeg has had an Equity, Diversity and Inclusion Action Plan. The University of Winnipeg endorses Universities Canada's Equity, Diversity and Inclusion Principles that includes 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.

b. Teaching

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.

In the evaluation of teaching, priority will be given to teaching in the applicant's Department/Program, be it in the classroom, in the laboratory, in field schools, etc., depending on the curriculum of the applicant's Department/Program.

The majority of an Instructor's workload and responsibilities are in the area of Teaching and Service. Given 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 promoted to Instructor II, 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/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 in accordance with appropriate Department/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 the applicant has been assigned other duties and responsibilities in addition to teaching, the onus is on the applicant to establish that they have performed them at a satisfactory level.

c. Service

A satisfactory record of service at a level appropriate to warrant promotion to Instructor II requires the applicant to demonstrate that they have made service contributions within the Department/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. Contributions to furthering EDI through participation in service activity should be demonstrated where applicable, such as participation in associations, meetings, presentations, seminars, committees, or other initiatives related to the needs of equity-seeking groups, or mentoring of faculty or students from equity-seeking groups, for example.

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.

iv. PROMOTION FROM INSTRUCTOR II TO INSTRUCTOR III

a. Preamble

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 Dean, in consultation with the Chair, determines the distribution of an Instructor Member's workload between these two areas. In the Gupta Faculty of Kinesiology and Applied Health, workload is typically weighted as 80% in Teaching and 20% in Service. The onus is on applicants for promotion to Instructor III to establish that they have met the conditions and general criteria for promotion to Instructor III 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. Should any of the Faculty-based criteria conflict with the Collective Agreement, the Collective Agreement shall prevail.

Since December of 2017, the University of Winnipeg has had an Equity, Diversity and Inclusion Action Plan. The University of Winnipeg endorses Universities Canada's Equity, Diversity and Inclusion Principles that includes 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.

b. Teaching

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 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.

In the evaluation of teaching, priority will be given to teaching in the applicant's Department/Program, be it in the classroom, in the laboratory, in field schools, etc., depending on the curriculum of the applicant's Department/Program.

The majority of an Instructor's workload and responsibilities are in the area of Teaching and Service. Given that they have no responsibilities with respect to Research, it is expected that applicants will

devote an appropriate 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/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 in accordance with appropriate Department/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 that they have performed them at a satisfactory level.

c. Service

A satisfactory record of service at a level appropriate to warrant promotion to Instructor III requires the applicant to demonstrate that they have made ongoing service contributions within the University community, especially at the Department/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/Program is expected. Contributions to furthering EDI through participation in service activity should be demonstrated where applicable, such as participation in associations, meetings, presentations, seminars, committees, or other initiatives related to the needs of equity-seeking groups, or mentoring of faculty or students from equity-seeking groups, for example.

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 or the University.