



The University of Winnipeg
Faculty of Education

Faculty-Based Criteria 2015-2020

Tenure/Promotion and Continuing Appointment Committee (TPCAC)

Note: This document complements the current 2013-2016 University of Winnipeg Faculty Association Collective Agreement (UWFA CA) and shall be reviewed every five years as prescribed by the UWFA CA.

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General Preamble

In order to be promoted or be granted a continuing appointment, Faculty and Instructor Members in the Faculty of Education are required to meet the conditions and general criteria set out in the Collective Agreement as well as the Faculty of Education-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 Education 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 Faculty of Education. Should any of the Faculty-based criteria conflict with the Collective Agreement, the Collective Agreement shall prevail.

1. Continuing Appointment – Instructors

1.1. Preamble

Continuing appointment is the equivalent of tenure for Instructor Members, and conferral of a continuing appointment is therefore a significant step requiring clear evidence of appropriate

academic achievement over time. The onus is on an applicant to demonstrate a level of sustained performance that warrants this step.

The principal responsibility of Instructors is teaching. Instructors are also required to perform service to the University.

In order to be awarded continuing appointment, 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 Faculty of Education 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).

1.2. Teaching

The focus of the Faculty of Education is on teaching, and we take pride in maintaining a high level of teaching excellence. 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 in the Faculty of Education, applicants will need to establish a documented history of competent teaching via Senate-approved teaching evaluation instruments, annual activity and evaluation reports, and other relevant information 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 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 effort to ensuring that their teaching is as effective as possible. In order to be granted continuing appointment, applicants must establish that they have satisfactorily fulfilled their teaching responsibilities, including, as applicable, that they have

- 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 the Faculty);
- prepared, organized and revised teaching material in accordance with Faculty expectations;
- devoted a substantial and appropriate amount of time during any terms within the year in which they have no teaching responsibilities to the improvement of the curriculum and their teaching effectiveness (e.g., by developing innovative teaching methods and materials, updating and revising course notes and laboratory manuals, creating new demonstrations, etc.); and
- assisted in the training of teaching assistants/demonstrators, to an extent that is reasonable and consistent with devoting themselves primarily to their assigned teaching responsibilities.

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

1.3. Service

A satisfactory record of service at a level appropriate to warrant the granting of a continuing appointment in the Faculty of Education requires applicants to demonstrate that they have made ongoing contributions to internal service, especially at the Faculty 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. Being listed as a member of a number of committees is not, in itself, evidence of satisfactory service activity.

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.

2. Promotion from Instructor I to Instructor II

2.1. Preamble

The principal responsibility of Instructors is teaching. Instructors are also required to perform service to the University. In order to be promoted to Instructor II, an applicant with the rank of Instructor I must 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 Education to warrant promotion to the rank of Instructor II (i.e., what constitutes performance of the responsibilities of their position at a satisfactory level).

2.2. Teaching

The focus of the Faculty of Education is on teaching, and we take pride in maintaining a high level of teaching excellence. Successful applicants for promotion to Instructor II will have performed their teaching responsibilities at a satisfactory level in this context. Strength of teaching can be evidenced by the mandatory Senate-approved teaching evaluation instruments, annual activity and evaluation reports, and other relevant information applicants choose to provide to justify their promotion. Such information may include peer evaluations, letters from former students, a teaching portfolio, teaching awards, and other information that evidences the applicant's teaching abilities. The onus is on applicants to show that their teaching has been effective.

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 Instructor applicants will devote an appropriate and substantial amount of their time and effort to ensuring that their teaching be as effective as possible. In order to be promoted to Instructor II, applicants must establish that they have performed their teaching responsibilities and related activities satisfactorily, including, as applicable, that they have

- 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 ways appropriate to the curriculum of the Faculty);
- prepared, organized, and revised teaching material in accordance with Faculty expectations; and
- devoted a substantial and appropriate amount of time within any terms during the year in which they have no teaching responsibilities to the improvement of the curriculum and their teaching effectiveness (e.g., by developing innovative teaching methods and materials, updating and revising course notes and laboratory manuals, creating new demonstrations, etc.).

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

2.3. Service

A satisfactory record of service at a level appropriate to warrant promotion to Instructor II in the Faculty of Education requires applicants to demonstrate that they have made service contributions within the Faculty, (e.g., by participating as a member on 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.

3. Promotion from Instructor II to Instructor III

3.1. Preamble

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

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 Education 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).

3.2. Teaching

The focus of the Faculty of Education is on teaching, and we take pride in maintaining a high level of teaching excellence. Successful applicants for promotion to Instructor III will have performed their teaching responsibilities at a very good level in this context. Strength of teaching can be evidenced by the mandatory Senate-approved teaching evaluation instruments, annual activity and evaluation reports, and other relevant information applicants choose to provide to justify their promotion. Such information may include peer evaluations, letters from former students, a teaching portfolio, teaching awards, and other information that evidences the applicant's teaching abilities. The onus is on applicants to show that their teaching has been effective.

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 effort 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 satisfactorily performed their teaching responsibilities and related activities, including, as applicable, that they have

- 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 ways appropriate to the curriculum of the Faculty);
- prepared, organized, and revised teaching material in accordance with Faculty expectations;
- devoted a substantial and appropriate amount of time during any terms within the year in which they have no teaching responsibilities to the improvement of the curriculum and their teaching effectiveness (e.g., by developing innovative teaching methods and materials, updating and revising course notes and laboratory manuals, creating new demonstrations, etc.); and
- assisted in the training of teaching assistants/demonstrators, to an extent that is reasonable and consistent with devoting themselves primarily to their assigned teaching responsibilities.

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

3.3. Service

A satisfactory record of service at a level appropriate to warrant promotion to Instructor III in the Faculty of Education requires applicants to demonstrate that they have made ongoing service contributions within the University community, especially at the Faculty 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 Faculty is expected. In addition, applicants may fulfill their service duties by participating on a University-wide committee, task force, or working group, performing administrative service, and/or contributing to the University community in some significant way.

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.

4. Promotion to Associate Professor with Tenure

4.1. Preamble

The high quality of our Faculty Members is one of the most important factors anchoring the reputation of the University, and conferral of the rank of Associate Professor with tenure marks a significant milestone in an academic career. The granting of tenure is a serious step, requiring clear evidence of suitable 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 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 Education 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 discipline, and performance of reasonable service/administrative responsibilities).

The work of Faculty Members at The University of Winnipeg comprises the areas of Teaching, Research, and Service. The Dean, in consultation with the Chair of the Department Personnel Committee (DPC), determines workload. In the Faculty of Education, equal weight is given for Teaching and Research, with a further requirement of reasonable Service to the University. If applicants have 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.

4.2. Teaching

The Faculty of Education is known for its excellence in teaching and pedagogical practice. 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 and evaluation reports, and other relevant

information applicants choose to provide to justify their promotion. Such information may include peer evaluations, letters from former students, a teaching portfolio, teaching awards, and 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, overseeing thesis preparation, and participation in the evaluation of theses.

Successful applicants will provide evidence to demonstrate how they have developed and stayed current in the content and delivery of their teaching, and how they have taken appropriate advantage of developments in pedagogy and technology. In their promotion application, applicants should provide evidence highlighting their contribution to innovative teaching methods, the design of evolving curriculum, and creative approaches used in the development of their teaching practice.

4.3. Research and Other Scholarly Activity

In order to be promoted to Associate Professor with tenure, applicants will have established active research programs that go beyond the work in which they were involved during their graduate studies. Applicants 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.

In the Faculty of Education, the normal means of documenting one's research contribution is through publication in peer-reviewed journals (published or "in press" with documentation); or the publication of monographs, book chapters, and books. Peer-reviewed internal and external grants can also provide documentation of an applicant's stature as a researcher. 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 publications and grants. The Faculty of Education recognizes the value of publications/formal documents that are vital to the K-12 teaching communities, and thus values contributions made to school divisions, government, and professional development societies.

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;
- the quality and impact of the journal;
- sole versus multiple authorship;
- order of authorship;
- stature of co-authors; and

- quality 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 text 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 texts than to publications of refereed or non-refereed conference presentations.

Though not required, applicants may provide evidence of practical research impact on the field, which may include but not be limited to curriculum documents, writings that have had an impact on policy and legislation, and invited keynote presentations to schools and organizations.

It may be the case that applicants for promotion to Associate Professor with tenure have chosen other routes to present their work for peer review. In every case, the onus is on applicants to explain the relevance and appropriateness of forums and venues for their scholarly work. Where applicants' academic research initiatives require funding, it is expected that they will have received reasonable internal and/or external funding to support their research.

4.4. Service

Accepting and discharging reasonable service responsibilities at a level appropriate to warrant promotion to Associate Professor with tenure in the Faculty of Education requires the applicants to demonstrate that they have made tangible contributions over time 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 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.

5. Promotion to Professor

5.1. Preamble

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 enhances the prestige of all other academic ranks and activities at our institution. Conferral of the rank of Professor is therefore a serious step, requiring clear evidence of appropriate academic achievement in all areas of academic duties. 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 Faculty of Education 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).

The work of Faculty Members at The University of Winnipeg comprises the areas of Teaching, Research, and Service. The Dean, in consultation with the Chair of the Department Personnel Committee (DPC), determines workload. In the Faculty of Education, equal weight is given for Teaching and Research, with a further requirement of reasonable Service to the University. If applicants have 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.

5.2. Teaching

As a professional program for educators, the Faculty of Education is known for its excellence in teaching and pedagogical practice. Successful applicants for promotion to Professor in the Faculty of Education will have performed their teaching responsibilities at a satisfactory level in this context. Strength of teaching can be evidenced by the mandatory Senate-approved teaching evaluation instruments, annual activity and evaluation reports, and other relevant information applicants choose to provide to justify their promotion. Such information may include peer evaluations, letters from former students, a teaching portfolio, teaching awards, and other information that evidences the applicant's teaching abilities.

Successful applicants will provide evidence to establish how they have stayed current in the content and delivery of their teaching, taking appropriate advantage of developments in pedagogy and technology. In their promotion application, applicants should provide evidence highlighting their contribution to innovative teaching methods, the design of evolving curriculum, and creative approaches used in the development of their teaching practice.

5.3. Research and/or Other Scholarly Activity

An applicant for promotion to Professor is expected to have shown appropriate maturity and leadership in research contributions over time. Applicants for promotion to Professor will be expected to have a record of a strong program of research evidenced in a body of work that has had an impact on the discipline and/or field. This research performance will be at a level of distinction and beyond the expectation of the sustained and ongoing contribution to the applicant's discipline normally required for promotion to the Associate Professor level. In

particular, peer-reviewed research and/or scholarly work representing a sustained record of contribution to the applicant's discipline is required.

Education research, by definition, will usually focus on pedagogical concerns such as teaching and learning; curriculum, instruction, and assessment; and program evaluation. Since service delivery is a vital part of the profession, any research statement provided by the applicant should reflect collaborations between the applicant and partners from the field (schools, agencies, and organizations) at provincial, national, and international levels.

In the Faculty of Education, the normal means of documenting one's research contribution is through publication in peer-reviewed journals (published or "in press" with documentation); or the publication of monographs, book chapters, and books. Peer-reviewed internal and external grants can also provide documentation of an applicant's stature as a researcher with an established program of research. Where appropriate, a track record of completing professional consulting contracts and/or government reports will be an acceptable means of documenting research productivity. The Faculty of Education recognizes the value of publications/formal documents that are vital to the K-12 teaching communities, and thus values contributions made to school divisions, government, and professional development societies.

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 texts 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 texts than to publications of refereed or non-refereed conference presentations.

It may be the case that applicants for promotion to Professor have chosen other routes to present their work for peer review. In every case, the onus is on applicants to explain the relevance and appropriateness of forums and venues for their scholarly work, and to show that their performance is at an appropriate level of distinction. Where applicants' academic research initiatives require funding, it is expected that they will have received reasonable internal and/or external funding to support their research.

5.4. Service

Accepting and discharging reasonable service responsibilities at a level appropriate to warrant promotion to Professor in the Faculty of Education requires applicants to demonstrate that they have a sustained record of service contributions that show maturity and leadership. Applicants should provide evidence of

- their record of advancing their Faculty, their discipline, the University and/or their Association through their service contributions; and

- their contributions as a journal referee, editor, officer in professional societies, conference or workshop organizer, committee chair, etc.

An applicant for promotion to Professor is expected to have demonstrated an appropriate maturity and leadership in service contributions over time. In particular, service by an applicant for promotion to Professor requires more than just membership on Department committees. The onus is on the applicant to document service contributions.

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.