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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,

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Where other duties and resp onsib ilities in additi on to teaching have been assi gned, the onus

is on ap plicants to establish that they have performed them at a satisfactory level.

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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

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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

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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
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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

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 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

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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

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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

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• their contributions as a j ournal 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

maturit y and leadershi p in service contributi ons over time. In particular, service by an

applicant for promotion to Professor requires more than just membership on Department

committ ees. The onus is on the applicant to docum ent service contributi ons.

Applicants a re not req uired to make external s ervice cont ributions. However, where an

ap plicant engages in external service, these contributions may be submitted for consideration

and the onus will be on the ap p licant to explain the relevance of service work, and to sho w

how it enhances thei r discip line and/or the Uni versity.