

**FACULTY OF NURSING
UNIVERSITY OF CALGARY
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**FACULTY OF NURSING GUIDELINES
FOR
PROCEDURES PERTAINING TO
APPOINTMENT, PROMOTION, AND TENURE
OF ACADEMIC STAFF
(APT MANUAL, OCT. 2008)**

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INTRODUCTION

The Faculty of Nursing guidelines for Appointment, Promotion, and Tenure of Staff (APT Manual) are established in accordance with the regulations approved by the General Faculties Council and the Board of Governors. Specifically arrangements are set out in the following three documents:

- Collective Agreement between The Governors of The University of Calgary and The Faculty Association of The University of Calgary (Collective Agreement);
- Procedures Pertaining to Appointment, Promotion and Tenure of Academic Staff (APT Manual); and,
- The Manual of Policies and Procedures for the Annual Assessment of Academic Staff (Salary Increments and Promotions) [i.e. GPC Manual].

The Faculty of Nursing will periodically review its established guidelines regarding appointment, merit increments, tenure and promotion within the Faculty to incorporate new developments in the APT Manual as they affect the Faculty of Nursing.

Use of this Document

The purposes of these Faculty Guidelines and Procedures are to:

- Define standards of performance;
- Guide faculty members in career planning and establishing academic and professional goals;
- Define procedures to assist applicants for promotion and tenure; and
- Provide direction for Faculty committees making recommendations regarding recruitment, merit, tenure and promotion.

The performance standards defined for the different academic ranks may be used by Faculty members as a general guide to the expectations of the Dean and Faculty. Faculty members are strongly encouraged to discuss these standards and expectations with colleagues and Associate Deans when setting academic and professional goals. These academic and professional goals should be consistent with individual career choices and objectives, as well as the goals of the Faculty of Nursing set out in the Annual Business Plan of the Faculty of Nursing.

Associate Deans, full professors, and other senior faculty members should refer to these guidelines when mentoring and/or reviewing performance of less experienced faculty members. All senior faculty, particularly the Associate Deans and full professors should make themselves available to assist faculty in developing, achieving, and updating career, academic, and professional goals.

In the years leading up to application for tenure, academic appointees are requested to meet with the Dean at least annually to engage in career planning, performance expectations, and performance review discussions. The performance guidelines provide a framework for such discussions. Similarly, regular discussions between the Dean and academic appointees are a vehicle for planning successful applications for promotion at all ranks.

I. FACULTY GUIDELINES RELATION TO APT MANUAL SECTION 3: CRITERIA FOR APPOINTMENT, TENURE, MERIT ASSESSMENT AND PROMOTION

A. General Criteria for Evaluations

The Faculty of Nursing considers the tripartite mandate (teaching, research/scholarly activities, and service) of academic staff at the University of Calgary in the appointment and evaluation of faculty members.

The Faculty of Nursing recognizes that diversity of career patterns may exist. For purposes of assessment for merit increment, promotion and tenure, the Faculty will make every attempt to judge fairly an individual's unique performance, while recognizing that the primary responsibilities to the University are teaching, research and service. For the purposes of Academic Performance Reports, any formal agreements between the faculty member and the Dean must be explicitly indicated by discussion or formal letter within the Academic Performance Report. However, in accordance with the Collective Agreement 12.7.6 nothing in this statement, is intended to diminish in any way or impinge on the authority of the Dean with respect to the assignment of duties, providing that (Collective Agreement

12.2) the balance of duties between teaching, research, and service are assigned following consultation in good faith with the academic staff member, and that duties that vary among faculty members with respect to teaching, research, and service are assigned in a reasonable and non-arbitrary manner (Collective Agreement 12.4).

Career paths of faculty members may include nursing practice scholarship appraised for consideration when related to the tripartite mandate in accordance with the criteria approved by the Faculty of Nursing Council and where there is a contribution to the University of Calgary.

Nursing practice may be explicitly negotiated as an element of academic performance through formal joint appointment or secondment arrangements with the approval of the Dean. If meritorious consideration is desired by the faculty member for activities related to remunerated individual employment contracts with service agencies, a statement of disclosure outlining the time commitments and nature of the outside professional activity must be provided by the faculty member and approved by the Dean. "Outside Professional Activity for remuneration shall not normally be counted as service for the purposes of assessment" (APT 3.4.6). Please see also APT 6.2.9 re: OPA Guidelines. In some instances, faculty members are required to maintain clinical practice hours as a condition of ongoing licensure. (For example, nurse practitioner faculty are required to complete 600 hours of clinical practice every 2 years to maintain licensure on the NP roster with CARNA.) Clinical scholarship must be acknowledged if essential for recognition of ability to teach in a particular nursing program.

For those faculty members choosing to undertake nursing practice activities or required to undertake clinical practice for maintenance of licensure, scholarly outcomes arising from nursing practice that shall be considered as meritorious are recognized in one of two ways:

1. FPC shall consider evidence of performance in the areas of quality of patient care, and the nurturing of and role modelling for undergraduate and/or graduate students, other than that for which a merit increment is awarded on the basis of teaching performance. The onus shall be on the faculty member to provide peer-reviewed activities reflecting a high level of performance that can be considered by FPC. Such evidence shall normally include contributions to health outcomes and processes for individuals, families, groups, or communities.

2. Scholarship in nursing practice demonstrated by publications in refereed journals, presentation of refereed full conference papers, symposium presentations, and/or conduct of workshops for registered nurses, other than those for which a merit increment is claimed for performance in either research or teaching.

The amount of time and effort devoted to each of the three activities of teaching, research/scholarship, and service differs between the professorial and instructor ranks, and is normally apportioned as follows:

- Professoriate – 40% teaching; 40% research; 20% service.
- Instructor – 60% teaching; 20% scholarly activity; 20% service;

There is no expectation of research in the Instructor ranks, and it is anticipated that scholarly activity within the Instructor ranks will emphasize the scholarship of teaching and clinical practice. The amount of time and effort devoted to each of the three activities may change as a staff member progresses through the academic ranks, and in accordance with any agreed adjustment to the relative weighting and assignment of duties approved by the Dean. Academic staff are advised to discuss career development on a regular basis with the Associate Deans and Dean. Agreements regarding relative weighting and assignment of duties are to be documented. Such discussions should make it possible for academic staff to develop their careers along lines which are self-fulfilling and also offer optimal service to the Faculty.

B. Guidelines for the Interpretation of the General Criteria

The University of Calgary expects its Faculty members to conduct themselves in a collegial manner. Collegial behaviours include those that are ethical, cooperative, collaborative, supportive, and constructive to the mission of the Faculty and to each other. Collegueship will be considered to the degree that it can be shown to affect the teaching, research/scholarly, or service activities of the individual, colleagues or the unit.

i. Teaching

The University of Calgary recognizes the importance of teaching and supports the use of various and creative approaches to teaching by academic staff (APT 3.2.1, Oct. 2008). Both a commitment to and a high level of performance in teaching are expected. It is expected that faculty members will not only be effective educators with a strong commitment to quality teaching, but also that they will strive for excellence in all activities associated with teaching performance and accomplishments, including coordination, delivery and evaluation of clinical education. Excellence in teaching involves preparation of creative, challenging, and inspiring courses; , effective and interesting dissemination of knowledge embracing diverse learning strategies; modeling and encouraging critical analysis; promoting and sustaining students' intellectual inquiries; and role modeling professionalism for students, in the classroom, outside classes, and in practice settings.

An important component of the teaching function for faculty members who meet requirements of the Faculty of Graduate Studies is the effective supervision and timely graduation of graduate students. Supervision includes the mentoring of graduate students through regular meetings and research training aimed at promoting excellence in research and scholarship. Graduate students must be assisted to win awards and scholarships, to obtain research funds, and to develop track records in refereed publications, conference presentations, and international study. Wherever possible, graduate students who are potential faculty should be encouraged to gain relevant teaching experience, but not to the extent that will impede progress in scholarship and research.

Faculty members seeking unconditional supervisory status for graduate students are encouraged to contribute to graduate seminars and to gain experience through membership on supervisory committees, through participation in PhD candidacy examinations, and in final oral examinations for the award of higher degrees.

Evaluation Guide: Teaching

Teaching is a major function of the University. According to the APT Manual (APT 3.2.2):

Teaching performance and effectiveness shall be evaluated on a regular basis. Such evaluation should consider all ways a teacher addresses the responsibility and interacts with students. In addition to interactions in the contexts noted in Section 3.2.1, evaluation of teaching should consider the extent of innovation, preparation, reflection of current knowledge, level of interest, direction, and encouragement demonstrated by the academic appointee. Participation in teaching development programs, and/or seeking expert help in the improvement of teaching, will be viewed as an indication of commitment to teaching.

The teaching component of all the academic roles includes, but is not limited to, classroom performance. Evaluation shall include consideration of both qualitative and quantitative aspects of teaching work. Teaching contributions can include, but are not limited to:

- Development of new programs, courses or course content to reflect current thought(s) and evidence in the nursing/health care; including blended learning and, when appropriate, courses for distant learners;
- Significant redesign of existing programs and courses;
- Incorporation of innovative strategies e.g: new technology, peer learning, simulation, evidence-based practice.
- Teaching a new course;
- Course co-ordination involving a major administrative component;
- Teaching in courses requiring a significant time commitment to grading;
- Estimated student contact hours;
- Involvement across programs;
- Student advising (graduate, undergraduate, including independent study);
- Membership on supervisory committees and on examination committees within the Faculty and other faculties across campus and other universities;
- Peer review of classroom teaching.

While it is recognized that it is a challenge to capture all aspects of a teaching role, every effort will be made to consider the various dimensions of this academic role. According to the APT Manual (APT 3.2.3):

Although the evaluation of teaching may not be based solely on evaluations by students, such evaluations are one factor on which the evaluation of teaching shall be based. Student evaluations

shall be required for all academic appointees (Teaching and Research) on a regular basis. Student evaluations must be used consistently. The student evaluations must be interpreted reasonably in light of other relevant contextual factors, including factors which may be outside of the control of the academic appointee.

Contextual factors may include the number of responses received in course evaluation, the number of students enrolled in the course, the presence of a significant blended learning or online component within the course, and the degree of familiarity in teaching the particular course.

Although **not** required to be submitted to faculty committees considering appointment, tenure, merit assessment and promotion, all faculty members (and particularly those in the instructor and assistant professor ranks) are encouraged to gather materials in support of a teaching dossier. This process entails solicitation of peer review by knowledgeable colleagues and collection of evidence of feedback related to instructional materials, assignments and examinations, as well as classroom interaction and course delivery. Materials that demonstrate the level of teaching performance may include:

- course outlines, lecture plans or notes,
- PowerPoint presentations,
- evidence of student learning outcomes,
- substantive signed students' comments,
- self-evaluation,
- awards (nominations/recognition/receipt of awards),
- completion of certificate programs in support of teaching,
- feedback and appraisal of formal and informal mentoring activities.

ii. **Research and Scholarly Activity**

One of the major functions of academic staff is to enhance knowledge and skills in the discipline through research and scholarly activity. Therefore, it is important for academic staff to demonstrate consistent efforts and performance in fulfilling this function of the academic position (APT 3.3.1). The character of the research or scholarly activity differs between the instructor and professorial ranks, but the activities are not mutually exclusive. Faculty members in the professorial ranks are expected to conduct research that advances knowledge and understanding, stimulates innovations in practice, has national and international relevance and, wherever possible enhances health outcomes. Research activity and performance should be consistent with rank and seniority. Research productivity should expand and increase in national and international importance and recognition as a faculty member's academic career develops. Key criteria in assessing research performance and scholarship are quality, impact and quantity.

Evaluation Guide: Research and Scholarly Activity

As a research-based university, the faculty members at the University of Calgary are expected to engage in research and advanced scholarship. This is essential to expand on the existing knowledge and discover new knowledge for the discipline. In addition, the scholarly activities entail dissemination of knowledge to both professionals and lay public. According to the APT Manual (APT 3.3.4):

In those Faculties that prepare students for professional practice, contributions to the discipline of that profession shall be deemed relevant to satisfying the research requirement provided that they are of high quality and are acknowledged contributions to the field, that they flow primarily from research, and they have been subject to an informed peer review process and enhance the professional reputation of the individual and the university.

In keeping with the imperative that the Faculty build its research profile, it is expected that all members of the professorial ranks demonstrate active research and scholarship. Levels of expectation are differentiated across the professorial ranks (Please refer to Table 1).

Research and Scholarship can include, but is not limited to:

- Submission of proposals for both internal and external grants;
- Receipt of grants from national funding bodies such as Canadian Institutes of Health Research (CIHR), Social Sciences and Humanities Research Council (SSHRC), Canadian Health Services Research Foundation (CHSRF);

- Receipt of grants from internal, regional and provincial funding bodies;
- The number of research grants administered by the Faculty of Nursing and the University of Calgary;
- Publication(s) in peer-reviewed journals and chapters in books;
- Submission(s) for publication of peer-reviewed articles, editorials, columns, book reviews and responses;
- Quantity and quality of peer-reviewed work: Individual authored publication(s) vs. multiple authored publication(s). Lead authorship vs. second, third authorship; quality of the journal.
- Authorship and/or editorship of books and reports.
- Editor of a journal;
- Delivery of keynote address(es), major address(es), and participation in scholarly discussions at national/international conferences/workshops;
- Facilitation and moderating of panel discussions and general sessions;
- Invited review of manuscripts, abstracts, and grant applications;
- Consultation/expert opinion external to faculty.

According to the APT Manual (APT 3.3.2):

These research activities shall be evaluated on a regular basis and shall normally be measured by the quality and pattern of the academic appointee's work, through media and outlets appropriate to each discipline for communication with peers.

The Faculty of Nursing recognizes the value that collaboration may bring to scholarly activity, whether from student-supervisor interaction, from interdisciplinary projects, or from interaction with disciplinary colleagues at the local, national or international levels. There is no fixed formula used to evaluate an individual's contribution to a multiple author publication, research or other scholarly project. It is the responsibility of the academic faculty member to provide the information needed to assess their individual contributions within collaborative projects (i.e. co-authored publications and grants awarded to research teams). Faculty members are also expected to clearly describe the quality of the journal/conference in which peer-reviewed work is published or presented. Academic faculty members must avoid double counting of publications, technical reports, abstracts, contributions to conferences, or invited presentations.

a. Appraisal of Faculty in the Professorial Ranks

As a research based university, The University of Calgary is dedicated to both seeking and disseminating knowledge. Considerations include the impact of work, whether the work has been subjected to a peer review process, and the extent of dissemination of the work. Key factors for appraisal of particularly meritorious research/scholarly contributions for faculty in the professorial ranks include the following:

- The quality and quantity of published work in refereed journals of international repute. Publications will be appraised in the year in which they are published.
- A technical report to a private or government agency, published or unpublished by that agency, where evidence of peer review is provided.
- The receipt of significant research awards, either individual or as part of a collaboration depending upon rank, from a provincial, national or international peer-reviewed body.
- The award of grants and contracts from a private foundation where evidence of peer-review has been provided.
- Invitations to deliver scholarly talks or major addresses to one's peers are a measure of leadership in the field.
- Award of prizes, fellowships and scholarships arising from research endeavours are another indication of peer recognition.
- Presentation of peer-reviewed papers at national and international conferences and workshops.
- The authorship of a book is a time-consuming activity and may reflect considerable research and scholarly expertise in the topic area. Publication of book chapters is particularly meritorious when evidence of peer-review can be provided. Publications will be appraised in the year in which they are published.

b. Appraisal of Faculty in the Instructor Ranks

In the instructor ranks, research or scholarly activity “will normally include, but not go beyond, the scholarship required to maintain currency in pedagogy and content in the discipline” (APT 3.9.2 and 3.10.3). When interpreting these statements in the Faculty of Nursing, it is understood that the scholarship required to maintain currency in the field may include diverse forms of scholarly activity. Instructors and senior instructors may become involved in the development and dissemination of new teaching procedures, including inquiry based and blended learning, lab and tutorial innovations, and lecture demonstrations. These activities may require a high level of scholarly activity and systematic evaluation if they are to demonstrate innovation and effectiveness. Thus scholarly activity in connection with assigned teaching duties is likely to be an important component in the evaluation of instructors and senior instructors, and should be documented appropriately by the academic faculty member.

Other scholarly activity, as is approved by the Associate Dean/Dean, will also have a beneficial effect on professional careers and is encouraged, but shall not replace teaching development activities. Such scholarly activity may be evaluated, for example, on the basis of publications in refereed journals, books, or published reports as outlined for those individuals in the professorial ranks.

iii. **Service**

Service is an essential function of academic faculty. According to the APT Manual (APT 3.4.1):

Since the University is a community of scholars, largely responsible for its own governance, it is expected that each academic appointee shall make contributions in the area of service. Service shall be measured by the academic appointee’s record of active participation in academic governance and development in matters relevant to the progress and welfare of the department or unit, the Faculty, and the institution.

The academic staff of the Faculty of Nursing is expected to participate in the provision of service within and outside the university community. Service includes a wide spectrum of activities. Its scope provides all faculty members with opportunities to contribute through service to students, the Faculty, as well as service to The University of Calgary, the nursing profession, health care delivery, and the international community. Faculty members are expected to serve on internal and/or external committees, serve health care and professional organizations, assist federal, provincial and other agencies, and seek out opportunities to demonstrate their professional expertise. Faculty members are strongly encouraged to serve in leadership roles. The level of service activities may differ greatly between instructor and professorial ranks and within each rank (depending on years of service). Newly appointed academic staff are encouraged to establish a sound base in assigned duties related to teaching and research/scholarly activities during the first year of their appointment.

Evaluation Guide: Service

Participation on standing and working committees within the Faculty of Nursing is expected. The value of service will be assessed in terms of both the willingness to serve and on the quantity and quality of the activities. Academic faculty members must provide comment or evidence related to relevant factors to be considered in appraisal of service involvements, which may include the following:

- The scope of the activity (from departmental to international);
- The weight of responsibility carried in the role or office held;
- The leadership abilities required or demonstrated;
- The expertise required;
- The nature of the assignment to the role (appointed, invited, elected, volunteered);
- The amount of time the role entails;
- The distinction brought to the Faculty or the University;
- The relationship of the service role to the individual’s role as an academic staff member.

According to the APT Manual (APT 3.4.5):

Appropriate levels of service shall be expected of each rank. Nevertheless for individuals whose duties include teaching and research, the normal expectations of teaching and research cannot be fulfilled by service activity in the absence of written agreements with the Dean. Meeting the

expectations for service should normally require a smaller portion effort than is required for the functions of Teaching and Research.

The Service function can also include but is not limited to:

Internal Service:

- Holding an administrative position);
- Chair of a Faculty or University committee;
- Membership on a Faculty or University committee;
- Service to University, Faculty, or student organizations;
- Mentoring colleagues or students in teaching and research.

External Service:

- Review and evaluation of manuscripts and of grant applications as part of internal or external committee work, or for outside agencies;
- Leadership in professional organizations at local, provincial, national and/or international levels;
- Peer recognition through, for example, election to scholarly societies, national/international grant selection committees of peer-reviewed agencies (e.g. SSHRC, NSERC)
- Serves on professional boards, commissions and voluntary agencies representing the University or discipline;
- Consultation and professional services to government, public agencies in the capacity of the academic role;
- Involved in scholarly societies to represent University or discipline;
- Develops and participates in programs to meet community needs;
- Involvement in presentations or media productions designed to inform the public about professional matters;

C. Effects of Leaves on Evaluation

Activity (teaching, research, service) undertaken while on any leave (paid or unpaid) can and should be reported by the individual as part of any evaluative process, as these activities may bring credit to the University. An academic staff member must not be penalized during the evaluative process for being on leave. Particular caution is to be exercised in the promotion and/or tenure process to not penalize an individual because of the effects of leaves at any stage in their career.

i. Evaluation including Leave Period (Research & Scholarship (Sabbatical) and Secondment Leave)

Research & Scholarship (Sabbatical) leaves provide release from normal University teaching and service expectations, although service contributions to professional or other organizations may continue during a Research & Scholarship (Sabbatical) leave. When assessing scholarship activities, care must be taken to bear in mind that scholarship produced during the leave is most likely to appear and be evaluated in subsequent years. It is important that academic faculty members relate their research/scholarly activities to the approved Research & Scholarship (Sabbatical) project to assist in the evaluation of their scholarship for the period of the leave.

The terms of a secondment agreement will provide for non-standard expectations for scholarship, teaching and service. Such terms should call for evaluation of activities particular to the nature of the secondment. Academic faculty members are required to request timely input from the agency to which a member is seconded, providing an evaluation of overall performance, and particular feedback regarding the assigned responsibilities of the agreement.

Faculty members who are internally seconded to the Nursing program at the University of Calgary-Qatar campus for periods of one year or longer will normally have comparable expectations of scholarly and/or research productivity corresponding to their academic rank. If necessary, job expectations may be adjusted by mutual agreement as required. During periods of international secondment, there is recognition that research funding may not include applications and grants from those Tri-Council and provincial external granting agencies which are more common in the Canadian context. Peer reviewed research funding from the Qatar Foundation will be regarded as significant and meritorious external research support. There will continue

to be expectation of peer-reviewed publication and presentation in appropriate scholarly venues during periods of international secondment.

For those faculty members seconded to the University of Calgary-Qatar, the Dean of UC-Qatar (or designate) will, in the first instance, review the Academic Performance Report, and provide a letter of appraisal (and merit recommendation when appropriate) according to the usual APT timelines. This recommendation will be reviewed by the Faculty Promotion Committee of the Faculty of Nursing (Calgary), which shall forward a recommendation to the Dean, Faculty of Nursing (Calgary). Any requests for appeal of the assessment will proceed through the Faculty Promotion Committee of the Faculty of Nursing (Calgary).

ii. Evaluation excluding Leave Period

Academic staff on unpaid leave are not eligible for merit increments for the period of unpaid leave (GPC 7.4 and 7.5). Evaluations and merit recommendations therefore consider only the non-leave period and are not prorated. For example, an individual who was on a leave without pay for 3 months is only eligible to receive .75 of a notional merit increment recommendation.

Academic staff on paid leave (Parental or Sick Leave over one month) will have their increment pro-rated. GPC 7.3.1.1 provides an algorithm for evaluating the merit increment by prorating the individual's accomplishments over the entire year. This article provides that the evaluation shall first be carried out as if the faculty member was not on leave, and subsequently adjusted. The following example offers an illustration: "If a staff member's total contributions were assessed as 0.8 for the entire year, but were actually accomplished in 9 months, the prorated increment would be 1.0 (0.8 divided by .75 = 1.06 rounded).

D. Guidelines for Transfer between Instructor and Professorial Streams

APT 3.11 discusses potential transfers between the instructor and professorial streams. Such a transfer can be requested by an academic staff member, but the Dean shall consult with the Associate Deans to determine whether it is desirable to support such an application as per usual procedures for application for promotion. Part of the basis for this decision will be the impact on the Faculty's planning with respect to research and teaching activities. (APT 3.11.4)

Allowed transfers are:

- Instructor to Assistant Professor
- Assistant Professor to Instructor
- Senior Instructor to Associate Professor
- Associate Professor to Senior Instructor

Prior to the initiation of the promotion / merit process, any interested applicants may discuss their intent to transfer between ranks with the Dean and seek consultation regarding the feasibility of transfer based on Faculty plans and needs.

Process:

1. The applicant will submit to the Dean's Office a letter of intent to transfer on timelines concurrent with applications for promotion.
2. Materials to be submitted for consideration by FPC will include the following:
 - a. Covering letter (maximum 3 pages) outlining the rationale for transfer, and demonstrating that criteria of the desired rank have been achieved.
 - b. Up-to-date curriculum vitae.

The general criteria to be used by FPC will be:

1. Each case will be decided individually on its own merits based on demonstrated track record of:
 - a. Excellence in teaching for consideration of transfer to the instructor ranks;
 - b. Excellence in research or evidence of significant research potential for consideration of transfer to the professorial ranks.
2. The transfer is to be based on academic merit and not on the length of service.
3. The individual must meet the academic and performance expectations commensurate with the expectations for the new rank.

Following a positive recommendation by FPC, the Dean will consider action under APT 3.11.4

TABLE 1 - COMPARISON OF EXPECTATIONS WITHIN PROFESSORIAL RANKS

Most academic staff in the professoriate ranks have equal weighting for teaching and research, with lesser weighting in service. Differential weightings are made on an individual basis and are influenced by progression within and through the ranks.

| ASSISTANT PROFESSOR | ASSOCIATE PROFESSOR | PROFESSOR |
|--|---|---|
| General | General | General |
| <ul style="list-style-type: none"> - Collegueship (characterized by ethical, cooperative, collaborative, supportive, constructive behaviours) is expected in teaching, scholarly activity and service . | <ul style="list-style-type: none"> - Collegueship (characterized by ethical, cooperative, collaborative, supportive, constructive behaviours) is expected in teaching, scholarly activity and service.. | <ul style="list-style-type: none"> - Collegueship (characterized by ethical, cooperative, collaborative, supportive, constructive behaviours) is expected in teaching, scholarly activity and service. |
| Teaching | Teaching | Teaching |
| <ul style="list-style-type: none"> - Selects appropriate methods for teaching students; - Demonstrates advanced knowledge in the selected field of specialization; - May be instructor of record for undergraduate and graduate courses; - Demonstrates skills in instructing learners in classroom, group, laboratory, and clinical settings; - Incorporates content that reflects high level of nursing knowledge which is based on theory, research and practice; - Relates effectively and ethically with students; collaborates with other faculty members as necessary in advising students; - Supervises Masters students and may supervise Doctoral students once unconditional supervisory status has been achieved; - Participates in graduate supervisory committees within the Faculty of Nursing and/or across campus; - Assists graduate students to apply for funding (e.g., fellowships, grants) and in publishing (e.g., abstracts, articles); - Participates in course development and | <ul style="list-style-type: none"> - Demonstrates expertise in teaching; - Demonstrates advanced knowledge and expertise in selected content areas; - Demonstrates effective use of varied instructional skills; - Demonstrates use of appropriate methods to evaluate learning of content.; seeks critical appraisal of evaluation strategies; - Incorporates content that is founded upon advanced knowledge of theory, research and practice; - Mentors faculty and GAT development in teaching effectively; - Relates effectively and ethically with students; assists colleagues by advising about student interactions; - Supervises Masters and Doctoral students and serves as a member of supervisory committees; - Assists graduate students to apply for and be successful in receipt of funding (e.g., fellowships, grants) and in publishing (e.g., abstracts, articles); - Assumes responsibility in course development and revision; - Develops course materials, including | <ul style="list-style-type: none"> - Mentors/facilitates colleagues in developing and demonstrating expertise in teaching; - Demonstrates advanced knowledge and expertise in selected content areas; - Demonstrates a wide repertoire of effective instructional skills; - Uses range of evaluation strategies; guides others in developing evaluation strategies; - Incorporates synthesized and relevant content that is founded upon advanced knowledge of research, theory and practice; - Assumes leadership for the mentoring of faculty and GAT development in teaching effectively; - Relates effectively and ethically with students; provides leadership for colleagues with regard to student matters; - Supervises Masters and Doctoral students as well as postdoctoral fellows and regularly serves on supervisory committees across faculties and across universities; - Graduate students are consistently successful in receipt of funding (e.g., fellowships, grants) and in publishing (e.g., abstracts, articles); - Provides innovative leadership in discipline specific as well as interdisciplinary course development and revision; |

| | | |
|--|--|---|
| <ul style="list-style-type: none"> revision; - Demonstrates knowledge of pedagogical theories and curriculum design. | <ul style="list-style-type: none"> videotapes, collections of readings, computer software, or software applications. - Takes leadership in course redesign and curriculum; - Demonstrates leadership in innovative application of pedagogical theories and curriculum design. | <ul style="list-style-type: none"> - Takes leadership in course redesign and curriculum across programs, and mentors others in curriculum development; - Demonstrates leadership in innovative application of pedagogical theories and curriculum design within and beyond the Faculty, including national and/or international arenas. |
| Research and Scholarship | Research and Scholarship | Research and Scholarship |
| <ul style="list-style-type: none"> - Actively collaborates with researchers and research teams within the Faculty and/or in other faculties; - Submits collaborative (Co-PI, Co-I) research proposals for peer-reviewed internal and external funding; - Develops and submits as Co-PI proposals for competitive research funds in collaboration with researchers with strong research track records; - Collaborates to develop scholarly projects (e.g., papers, chapters, use of technology, video, film, clinical development); - Develops a scholarly and professional reputation at local &/or provincial level. | <ul style="list-style-type: none"> - Consistently submits collaborative (Co-PI, Co-I) and independent (PI) research proposals to provincial and national bodies for peer-reviewed external funding; - Receives peer-reviewed and non peer-reviewed research grants; - Attracts competitive contract funding; - Engages in significant competitively funded research, or scholarly projects either collaboratively or independently; - Develops, implements and evaluates scholarly projects (e.g., papers, chapters, use of technology, video, film, clinical development); - Consistently demonstrates a scholarly and professional reputation at provincial &/or national level. | <ul style="list-style-type: none"> - Consistently receives collaborative (Co-PI, Co-I) and independent (PI) peer-reviewed research grants and/or contracts; - Independently (PI) engages in a focused program of research or scholarship; - Mentors Collaborates to develop scholarly projects (e.g., papers, chapters, use of technology, video, film, clinical development); - Demonstrates established scholarly and professional reputation at national and international levels. |

| ASSISTANT PROFESSOR | ASSOCIATE PROFESSOR | PROFESSOR |
|--|---|--|
| <p>Dissemination of Knowledge</p> <ul style="list-style-type: none"> - Publications are expected (does not include abstracts); - Publishes in peer-reviewed and non-peer reviewed journals; - Publishes briefs, monographs, chapters, books and/or edited books, preferably peer-reviewed; - Presents scholarly outputs at faculty, local and/or provincial levels, preferably peer-reviewed; - Participates in development & introduction of teaching innovations through diverse media formats; - Participates actively in dissemination of scholarly outputs to the lay public i.e. Media interviews, public presentations. | <p>Dissemination of Knowledge</p> <ul style="list-style-type: none"> - Peer-reviewed publications are expected, with at least one annually in a lead role; - Publishes predominantly in peer-reviewed professional and scientific journals; - Publishes peer-reviewed briefs, monographs, chapters, and/or edited books; - Presents scholarly outputs at provincial and national levels, preferably peer-reviewed; - Invited to present scholarly products based on local and provincial reputation as expert in the field; - Designs, develops & evaluates teaching innovations created through diverse media formats; - Participates actively in dissemination of scholarly outputs to the lay public i.e. Media interviews, public presentations. | <p>Dissemination of Knowledge</p> <ul style="list-style-type: none"> - Peer-reviewed publications are expected, with at least two annually in a lead role; - Publishes in peer-reviewed professional and scientific journals; - Publishes peer-reviewed briefs, monographs, chapters, books and/or edited books; - Presents scholarly outputs at provincial, national and/or international levels, preferably peer-reviewed; - Invited to present scholarly products based on national and international reputation as expert in the field; - Provides leadership & mentoring in the design, development & evaluation of teaching innovations created through diverse media formats; - Participates actively in dissemination of scholarly outputs to the lay public i.e. Media interviews, public presentations. |
| <p>Service (Faculty of Nursing)</p> | <p>Service (Faculty of Nursing)</p> | <p>Service (Faculty of Nursing)</p> |
| <ul style="list-style-type: none"> - Actively participates as a member of Faculty of Nursing committees; - Demonstrates evolving leadership within the Faculty of Nursing (e.g., chairs committees and sub-committees); - Contributes time and organizational skills to Faculty of Nursing events. | <ul style="list-style-type: none"> - Actively participates as a member of Faculty of Nursing committees - Assumes leadership within the Faculty of Nursing (e.g., chairs committees and sub-committees). | <ul style="list-style-type: none"> - Actively participates as a member of Faculty of Nursing committees; - Assumes leadership and demonstrates direction setting in relation to the mission of the Faculty, the University and the profession; - Promotes Faculty development and actively mentors junior faculty in areas such as scholarly activities and academic growth. |

| ASSISTANT PROFESSOR | ASSOCIATE PROFESSOR | PROFESSOR |
|--|---|---|
| Service (University) | Service (University) | Service (University) |
| <ul style="list-style-type: none"> - Serves on Faculty Councils and other University committees; - May serve as member of graduate examination committees within the Faculty of Nursing and/or across campus. | <ul style="list-style-type: none"> - Actively contributes as a participant with the affairs of other Faculties and/or the University; - Participates as an internal and/or external examiner in masters and doctoral examination committees; - Contributes time and organizational skills to University events. | <ul style="list-style-type: none"> - Actively contributes as a participant and/or leader with the affairs of other Faculties and/or the University; - Engages in interdisciplinary partnerships within the University; - Assumes leadership positions in University affairs; - Participates as an internal and/or external examiner in masters and doctoral examinations committees; - Contributes leadership to University events. |
| Service – External (Overall service intent) | Service – External (Overall service intent) | Service – External (Overall service intent) |
| <ul style="list-style-type: none"> - Assumes committee positions in professional organizations at the local and/or provincial level related to the mission of the Faculty and/or one's area of specialization; - Participates in activities within voluntary and/or official organizations related to the mission of the Faculty and/or one's area of specialization; - May participate in external review processes such as peer review for research/personnel funding, journals, abstract review committees at local and/or provincial levels; - May participate in conference planning committees at local and/or provincial levels related to the mission of the Faculty and/or one's area of specialization; - Assists in the advancement of knowledge and practice in education, administration and/or health care service. | <ul style="list-style-type: none"> - Assumes leadership in committees in professional organizations at the local, provincial and/or national levels related to the mission of the Faculty and/or one's area of specialization; - Contributes to activities within voluntary and/or official organizations related to the mission of the Faculty and/or one's area of specialization; - Actively participates in external review processes such as peer review for research/personnel funding, journals, abstract review committees at provincial and/or national levels; - Actively participates in conference planning committees at provincial and national levels related to the mission of the Faculty and/or one's area of specialization; - May serve as a consultant; - May lead in the advancement of knowledge and practice in education, administration and/or health care service. | <ul style="list-style-type: none"> - Assumes leadership in professional organizations at the national and/or international levels related to the mission of the Faculty and/or one's area of specialization; - Demonstrates significant contributions within voluntary and/or official organizations related to the mission of the Faculty and/or one's area of specialization; - Actively participates and/or leads in external review processes such as peer review for research/personnel funding, journals, abstract review committees at national and/or international levels; - Actively participates and/or leads in conference planning committees at national and/or international levels related to the mission of the Faculty and/or one's area of specialization - May serve as a consultant - Leads in the advancement of knowledge and practice in education, administration and/or health care service - Is active on behalf of the Faculty and/or the University and/or the discipline on provincial, national and/or international groups (e.g., task forces, commissions). |

TABLE 2 - COMPARISON OF EXPECTATIONS WITHIN INSTRUCTOR RANKS

Instructors and Senior Instructors have the heaviest weighting in teaching, with much less weighting in scholarship and service.

| INSTRUCTOR (requires possession of a graduate degree) | SENIOR INSTRUCTOR (normally requires possession of doctoral degree) |
|---|---|
| General | General |
| <ul style="list-style-type: none"> - Collegueship (characterized by ethical, cooperative, collaborative, supportive, constructive behaviours) is expected in teaching, scholarly activity and service. | <ul style="list-style-type: none"> - collegueship (characterized by ethical, cooperative, collaborative, supportive, constructive behaviours) is expected in teaching, scholarly activity and service. |
| Teaching | Teaching |
| <ul style="list-style-type: none"> - Demonstrates advanced knowledge in a selected field of specialization; - Demonstrates advanced knowledge of pedagogical theories and curriculum design; - Participates in course redesign; - May be instructor of record for undergraduate course; - Normally may not be instructor of record for graduate courses; - Teaches content that is founded upon knowledge of nursing theory, research and practice; - Selects appropriate methods for teaching students; - Demonstrates skills in instructing learners in classroom, group, laboratory, and clinical settings; - Relates effectively with students. Seeks appropriate assistance from other faculty members in advising and interacting with students; - Participates in course development and revision; - May serve on Masters supervisory and examination committees; - Not eligible to supervise graduate students. | <ul style="list-style-type: none"> - Demonstrates expertise and leadership in teaching; - Demonstrates advanced knowledge and expertise in selected content areas; - Demonstrates leadership and mentorship in application of pedagogical theories and curriculum design; - Takes leadership in course redesign and curriculum revisioning across programs; - May be instructor of record for undergraduate and selected graduate courses; - Incorporates content that is founded upon advanced knowledge of theory, research and practice; - Demonstrates effective use of varied instructional skills; - Implements innovative teaching approaches; - Demonstrates expertise and leadership in student and teacher evaluation. Seeks critical appraisal of evaluation strategies; - Mentors faculty and GAT development in teaching scholarship; - Assumes major responsibility for course development, implementation, and evaluation; - Normally, eligible to supervise only course-based Masters students. |

| INSTRUCTOR | SENIOR INSTRUCTOR |
|---|---|
| Scholarly Activity | Scholarly Activity |
| <ul style="list-style-type: none"> - Demonstrates current scholarship relevant to clinical practice (e.g., attendance at specialty-based conferences/workshops, utilization of current evidence for practice); - Demonstrates current scholarship in teaching and learning (e.g., use of relevant resources to enhance effectiveness in teaching activities); - Normally will not include research beyond the scholarship required to maintain currency in pedagogy and content in the discipline (APT, 3.9.2); - Publishes in peer-reviewed and non-peer reviewed journals - Presents scholarly products at local and/or provincial levels. | <ul style="list-style-type: none"> - Demonstrates currency and leadership in teaching, curriculum and clinical scholarship; - May assume responsibility for curriculum design and program evaluation; - Discusses, critiques and/or presents education-focused scholarly work at local, provincial and/or national levels; - Normally will not include research beyond the scholarship required to maintain currency in pedagogy and content in the discipline (APT, 3.10.3). - Publishes predominantly in peer-reviewed journals; - Presents scholarly products at national and/or international levels. |
| Service | Service |
| <ul style="list-style-type: none"> - Participates as a member on Faculty of Nursing committees. | <ul style="list-style-type: none"> - Participates as a member on Faculty of Nursing and University committees; - Assumes leadership in education-focused Faculty of Nursing committees. |
| Service – External | Service – External |
| <ul style="list-style-type: none"> - Maintains membership in professional organizations consistent with the area of specialization; - Participates in professional and/or community activities at the local and/or provincial level related to the instructor's area(s) of scholarship. | <ul style="list-style-type: none"> - Maintains membership in professional organizations consistent with the area of specialization; - Participates in and assumes leadership in professional and/or community activities at the local, provincial, and/or national level in ways that enhance the instructor's area(s) of scholarship; - Actively participates in conference planning committees at provincial and/or national levels (related to the mission of the Faculty and/or one's area of specialization); - May serve as a consultant in areas pertinent to nursing education and clinical scholarship. |

II. FACULTY GUIDELINES RELATING TO APT SECTION 4: PROCEDURES FOR SELECTION AND APPOINTMENT

A. Normal Procedures for Selection and Appointment

The Dean will obtain authorization to initiate an academic selection process after consulting with the Dean's Administrative Team to determine whether a vacancy should be filled or if a new position will be established. The Dean will define the rank and approve the nature of any vacancy to be filled.

The academic staff selection process shall be consistent with general University policies and the required academic staff selection process shall be structured according to the APT Manual (APT 4.1, 4.2, and 4.3, *Oct. 2008*):

- (a) The Chair shall ensure that the names and curriculum vitae of all qualified candidates, including those recommended for the shortlist, are brought to the attention of the Selection Committee prior to any invitations being extended to candidates. Invitations to candidates may be made only by the Chair of the Selection Committee on the recommendation of the Committee.
- (b) All short-listed candidates for Continuing, Limited Term, or Contingent-Term Appointments at either the Instructor or Professoriate rank) will normally be invited to a recruitment site visit which will include at a minimum:
 - a. Individual meetings with selected faculty (including administrative faculty, and other faculty members according to the special interests and needs of the candidate and faculty);
 - b. A public presentation on a topic of the applicant's choice;
 - c. A formal interview with members of the Academic Selection Committee.
- (c) Written references for all qualified candidates are solicited by the Chair in advance of the recruitment site visit, and specific assessments prepared by referees shall be held confidential to the Selection Committee.
- (d) The Selection Committee members shall attend as many candidate presentations as possible and review files prior to an appointment meeting.
- (e) All members of the Faculty of Nursing will be invited to review the applicant's CV, and offer written and signed feedback related to the CV and/or site visit activities.
- (f) The Selection Committee will make a recommendation to the Dean and may also choose to recommend no candidate.

Appointment of Term Certain (Sessional) Instructors who are appointed for a period greater than six (6) consecutive months, and the extent of duties is six (6) half-course equivalents or more (C.A. Schedule B (Clause 4)), will be by the recommendation of the Associate Deans (Graduate and Undergraduate) to the Dean based on temporary teaching needs as permitted in the Collective Agreement.

- a) A current CV must be placed on file.
- b) Written documentation from 3 references must be placed on file.
- c) The applicant must be interviewed by the Dean or designate (Associate Deans).

Appointment of Term Certain (Sessional) Instructors who are appointed for a period less than six (6) consecutive months, and the extent of duties is less than six (6) half-course equivalents (C.A. Schedule B (Clause 4)), may occur by recommendation of the Sessional Instructor Coordinator to either the Associate Dean Undergraduate Programs, or Associate Dean Graduate Programs (as appropriate).

- a) A current CV must be placed on file.
- b) Written documentation from 3 references must be placed on file.

- c) The applicant must be interviewed by the Sessional Instructor Coordinator.

B. Composition of the Academic Selection Committee

Terms of Reference

To advise the Dean on the appointment and reappointment of candidates for Continuing Appointments in the Faculty, including appointments to adjunct positions.

Committee Membership (Note: all members vote with the exception of the Chair)

- (a) The Dean (Chair) or designate (voting only to break a tie).
- (b) Associate Dean (Graduate Programs), Associate Dean (Research), and Associate Dean (Undergraduate Programs). (Voting).
- (c) Three elected members of the Faculty Executive, of which the majority must hold Continuing appointments (APT 4.3.7(a)(ii), to serve two-year staggered terms. At least two elected members must be in attendance at any meeting. (Voting).
- (d) One member of Faculty appointed by the Dean as appropriate to the nature of the position being filled. (Voting).
- (e) One Continuing academic appointee from outside the Faculty to be present to advise in relation to all Continuing Appointments. (Voting)
- (f) Both genders shall be included in the committee either by student, faculty or external representation.
- (g) Two student representatives, one graduate and one undergraduate. (These are volunteer positions; the graduate representative is determined through a call to the student body for a volunteer by the graduate program secretary/administrator. The undergraduate representative is determined in consultation with the UNS executive). (Voting)

A quorum rule shall ensure that a majority at all meetings shall be Continuing academic appointees. (APT4.3.7(b))

C. Extraordinary Procedures for Expedited Spousal Hiring

The Faculty of Nursing will follow the guidelines for Extraordinary Procedures for Expedited Spousal Hiring as outlined in the APT Manual (APT 4.8, Oct. 2008).

As a part of the process of establishing the academic selection process, the organizational unit for this process will be the Faculty as determined by the Faculty of Nursing Council.

D. Guidelines for Adjunct Professor Appointments

Adjunct appointees are persons with substantial experience in their profession or discipline who are from outside the Faculty and agree to contribute to the mission of the Faculty on a recurring basis through active participation in the academic program of the Faculty. The nature and extent of the duties of an Adjunct appointment shall be decided by mutual agreement between the appointee and the Dean or Head. The agreed duties shall be incorporated in the letter of appointment. These appointments are normally made at the level of Assistant Professor for an initial period of three years, at which time a review of the appointment is undertaken. The rank of the adjunct must be commensurate with the requirements of the University of Calgary ranks of Assistant, Associate and Full Professor.

Normally an Adjunct Assistant, Associate, or Full Professor shall be an individual who holds an earned doctoral degree in Nursing or related fields. That individual shall demonstrate advanced knowledge and/or practice in a field relevant to Nursing or Health Care.

Requirements for Appointment as an Adjunct Assistant, Associate or Full Professor*

1. Normally has approval of the employing Agency.
2. Normally, holds a middle or senior level position in one or more of the following areas: clinical practice, research, education, or administration.

3. Normally, has a record of demonstrated scholarship in the individual's field of expertise i.e. clinical practice, education, research or administration.
4. Normally, is nominated by a faculty member, professor emeritus or by another adjunct appointee.*

*Individuals holding key administrative positions in health and/or education will be awarded adjunct faculty appointments for the duration of the administrative appointment. (See Minutes Executive Committee of Council, October 18, 2006)

Process

1. Nomination by a faculty member, professor emeritus, or adjunct appointee is forwarded to the Dean's office.
2. Upon invitation, the nominee will submit an up to date curriculum vitae and letter of application to the Dean which will include the following:
 - A summary of relevant teaching, research or scholarship, and service activities;
 - An explicit description of the current position held by the applicant;
 - Three professional references;
 - An indication as to the kinds of contributions the applicant will potentially make to the Faculty of Nursing;
 - A letter of support indicating the approval of the employing Agency.
3. Nominees are subsequently screened by the Academic Selection Committee, which makes a recommendation to the Dean who, in turn, makes a recommendation to the Provost and Vice-President, Academic should the appointment be supported.
 - The recommendation will include determination of appropriate rank based on the Faculty of Nursing requirements for each rank. Subsequent appointments at a higher rank will be based on contributions to the Faculty of Nursing and on the individual's promotion within their professional field.
4. Specific responsibilities to be included in the letter of appointment are negotiated with the Dean.
5. The appointee will be requested to inform the Faculty of Nursing upon retirement or change of position.

The position of Adjunct is an unpaid position but is a Board appointment.

E. Expectations for Ongoing Adjunct Appointments

1. Contributes to the scholarly and/or educational mandate of the Faculty of Nursing in area of expertise.
For example:
 - Participates as member of graduate and undergraduate curriculum committees
 - Facilitates access to clinical and practicum sites
 - Participates in and/or leads course/class sessions
2. Collaborates with Nursing faculty and/or leads joint initiatives in area of expertise.
For example:
 - Principal and/or Co-Investigator in collaborative research projects
 - Development of inter-professional education strategies and initiatives
3. Participates in graduate education as member of supervisory and examination committees.
4. The Faculty of Nursing invites prospective adjunct appointees to suggest additional ways of contributing to the Faculty.

F. Guidelines for Appointment of Clinical Associates in the Faculty of Nursing

In April 2006, the Executive Committee of the Council of the Faculty of Nursing established a new role for advanced practice nurses or other individuals who meet qualifications for appointment to The University of Calgary in the Instructor ranks. This role "The Clinical Associate" is designed for individuals, outside the university, who wish to be associated with the Faculty of Nursing but do not hold an ongoing remunerated appointment with the university.

Normally, a Clinical Associate shall be an individual, prepared at least at the Masters degree level, who holds a middle management, advanced practice or clinical leadership role.

Requirements for Appointment as a Clinical Associate

1. Has advanced knowledge, practice and experience in a field that is relevant to the Nursing Program.
2. Demonstrates clinically relevant scholarship and professional activities.

Process

The process for appointment to a Clinical Associate position shall be the same as for Adjunct positions. The position of Clinical Associate is an unpaid position but is a Board appointment.

Activities of the Clinical Associate

1. Acts as a mentor, advisor and/or preceptor to nursing students
2. Collaborates with Nursing faculty on initiatives in clinical nursing practice, education and/or research.

For example:

- Assists in curriculum development
 - Facilitates development of new practicum opportunities
 - Contributes to faculty research activities
 - Participates in faculty committees
 - Participates in fund development initiatives
 - Represents the Faculty of Nursing at community events
3. The Faculty of Nursing invites prospective clinical associates to suggest additional ways of contributing to the Faculty.

III. FACULTY GUIDELINES RELATING TO APT SECTION 5: APPOINTMENT REVIEW, RENEWAL OF INITIAL TERM & REAPPOINTMENT WITH TENURE

Unless appointed 'With Tenure', academic staff undergo a probationary period. The Initial Term appointment of the probationary period is "to provide a period of mutual appraisal for the University and the academic appointee." (APT 5.4.2.). Initial Term appointments to the rank of Instructor or Assistant Professor are normally a 4 year appointment which is reviewed for Renewal of Initial Term for an additional 2 year period before the appointee is considered for reappointment With Tenure. Professors, Associate Professors, and Senior Instructors are normally appointed for a single Initial Term of 4 years, followed by consideration for reappointment With Tenure during the penultimate year of the Initial Term appointment (i.e. the year before the appointment is due to expire). (APT 5.4.3 and 5.4.4)

During the penultimate year of the renewal or reappointment, the academic member will be notified by Human Resources and advised by the Dean's Office of the appointment review process as appropriate to their circumstance.

In all instances, it is the responsibility of the applicant to supply the information requested for the review process, and to make the case for renewal of Initial Term or reappointment With Tenure (APT 5.7.5.4). It is the responsibility of the Associate Deans of Undergraduate and Graduate programs to provide an assessment of the performance of the individual in teaching, research/scholarly activity, and service. The Associate Deans will then forward their assessment to the Academic Appointment Review Committee, which is advisory to the Dean on such recommendations.

An academic staff member may request tenure review at any point. However, as the granting of tenure normally commits the University to the individual for a full academic career, the decision must not be made in haste. The full duration of the probationary period normally should be used to assess the performance and future promise of the

individual. Tenure before the expiry of the probationary period should be limited to the very exceptional cases. These exceptional cases may result from such outstanding performance by the individual that their quality and promise is beyond doubt, or from prior contributions and achievements at this or other institutions, provided that an accurate evaluation of such performance can be obtained.

A. General Criteria for Appointment Review

Neither renewal of Initial Term nor tenure on the completion of the probationary period is the right of a staff member, but must be earned through effectiveness and competence in teaching, research/scholarly activity, and service.

- An individual in the professorial stream must have demonstrated continued effectiveness as a teacher and must have produced sustained high-quality research. The standards achieved in teaching and research should be of a caliber that would indicate that the applicant has the potential for greater achievements and recognition in the discipline.
- An individual in the instructor stream must have fulfilled the requirements of their job description, establishing a program of scholarship to maintain currency in the discipline while providing evidence of good teaching.

Expectations for teaching, scholarship, and service depend on the rank at the time of consideration of granting tenure, such that expectations increase with rank. While primary emphasis is placed on the quality of the contributions to teaching and scholarship, it is expected that service commensurate with the rank and conditions of appointment will be in evidence. In all cases, the individual should have demonstrated that their continued presence will be an asset to the Faculty of Nursing (see Sections 5.7.5.2 and 5.7.5.3 of the APT Manual)

B. Renewal of Initial Term

Requests for renewal are in the first instance reviewed by the Dean. It is strongly recommended that the Dean and the applicant meet to discuss career progress at this time. Letters of reference are not required for renewal of initial term appointment. The request for renewal is then referred to the Associate Deans of Undergraduate and Graduate Programs for review and comment, and then to AARC for input and recommendation to the Dean.

For expectations for the applicant's role, please refer to the APT Manual (APT 5.6.6 and 5.6.9).

For expectations for the Associate Deans' role, please refer to the APT Manual (APT 5.6.7 and 5.6.8).

According to the APT Manual (APT 5.6.10):

When an Assistant Professor or an Instructor at the end of the penultimate year of an Initial Term appointment has been recommended for a two-year renewal of that Initial Term appointment by the Head, the Dean, if the applicant concurs, may forward this recommendation to the Provost & Vice-President (Academic) without reference to an Academic Appointment Review Committee.

C. General Criteria for Tenure Consideration

According to Random House Webster's College Dictionary (1991), tenure is a "status granted to an employee indicating that the position or employment is permanent" (p. 1376). Ostmoe (1985) stated that in spite of the differences in purposes, the terms tenure and promotion have been used synonymously, creating misunderstanding and confusion. Tenure and promotion are different entities; however, they are known to influence the vitality and output of the faculty (Ostmoe, 1985). The Keast Commission in 1973 defined tenure as:

A faculty member's right to retain his [sic] academic appointment under an agreement in which faculty appointments in institutions of higher education are continued, once *competence* has been demonstrated, until retirement for age or physical disability, subject to dismissal of adequate cause or unavoidable termination on account of financial urgency or change of institutional program (cited in Ostmoe, p. 627).

Clearly, granting tenure to a faculty member conveys that peers have confidence in her/his potential as a valuable faculty member. In other words, the person has demonstrated that "given the applicant's quality and pattern of career performance, there is a substantial likelihood that the applicant will be able to sustain a

career as a productive researcher, effective teacher, and active contributor to the University of Calgary Community". (APT 5.7.5.2).

The Faculty of Nursing recognizes and supports diverse interests and attributes of its faculty members. In the Faculty of Nursing, faculty members applying for tenure will be expected to demonstrate commitment and a high level of performance in teaching, research, and service according to the expectations of their respective academic ranks (discussed under Section I of this document) and conditions as specified in their initial and subsequent letters regarding appointment.

PROCESS FOR APPLYING FOR RENEWAL OF INITIAL TERM APPOINTMENT OR APPOINTMENT WITH TENURE

The applicant must submit a formal application to the Dean by completing page one of the form provided by Human Resources, and the following materials;

1. A covering letter (maximum 3 pages) outlining accomplishments, citing evidence of fulfillment of criteria for renewal of initial term appointment or criteria for tenure as appropriate;
2. An up-to-date Curriculum vitae;
3. Up to 5 publication reprints, preprints or other material which the applicant wishes to be made available to the Academic Appointment Review Committee;
4. Documentation of teaching activities and evaluations;
5. Applicants for appointment With Tenure from the professorial ranks must provide a list of the names of a minimum of 4 referees (including name, address, telephone, FAX and email addresses, a brief indication of area of expertise, and a statement disclosing any connection or collaboration with the candidate). Such referees should include eminent academics from outside the University who shall be invited to assess the quality and progress of the applicant's research or professional performance in accordance with the criteria for tenure set out in Section 5.7.5.2.
6. Applicants for appointment With Tenure from the instructor ranks must provide a list of the names of a minimum of 4 members of the academic staff of the University from outside the Faculty who are recognized for superior teaching abilities. Referee information provided should include name, address, telephone, FAX and email addresses, a brief indication of area of expertise, and a statement disclosing any connection or collaboration with the candidate. These referees will be invited to assess the quality and progress of the applicant's teaching and professional performance. (APT 5.6.16)

For applicants for appointment With Tenure, letters of reference from academics in the applicant's discipline are a crucial part of the appraisal:

- The academic staff member and the Associate Deans must each supply the names and contact information of at least four referees from outside the University.
- The Chair of AARC will obtain a minimum of 3 confidential letters of reference, including at least one from each of the lists of the applicant and the Associate Deans.
- The applicant and referees will be asked to disclose any collaborations or connections that could influence the appraisal provided by the referees.
- Referees will be provided with a copy of the materials listed above to assist in preparation of their written appraisal.
- The Associate Deans will use these references when writing the assessment and recommendation to AARC.
- Letters from referees are reviewed by AARC, but names of referees and their written responses must remain confidential.

D. Guidelines for Review of Applicants in the Professorial Ranks

Applicants for initial review or tenure in the professorial ranks must demonstrate significant activity in each of the three areas of research, teaching, and service as determined by the usual expectations within the professorial rank, or by documented agreement for other assignment of duties. The key consideration for initial review or tenure for applicants in the professorial ranks will be the quality of research and the future promise of the applicant for research scholarship.

E. Guidelines for Review of Applicants in the Instructor Ranks

Applicants for initial review or tenure in the instructor ranks must demonstrate significant activity in each of the three areas of teaching, scholarly activity, and service as determined by the usual expectations within the instructor rank, or by documented agreement for other assignment of duties. The key consideration for initial review or tenure for applicants in the instructor ranks will be the quality of teaching and the future promise of the applicant for teaching scholarship.

F. Guidelines for Associate Deans in Soliciting Advice for the Tenure Review Process

Before completing a recommendation concerning tenure under Section 5.6.19, the Dean shall solicit advice on each candidate for tenure, provide opportunity for review of the application, and invite signed written comments regarding the application.

1. At least three weeks prior to the date set for submission of the Associate Dean's recommendation to the applicant, the Dean shall inform each tenured member of the Faculty of the names of those individuals who are being considered for tenure.
2. By the deadline for supplying research materials, curriculum vitae etc., the applicant may supply a list of tenured academic staff from outside the applicant's Faculty who have direct knowledge of the applicant's work. The Associate Dean may select from this list and consult with others as well, but these individuals shall not be the recommended referees supplied with respect to APT 5.6.13 or 5.6.16. The Associate Deans must provide the applicant with a list of all those whose advice was sought.
3. The Associate Deans shall consider only signed submissions from those consulted through Items 1 and 2 above. The Associate Deans shall maintain the comments received in confidence. A fair summary of the advice received shall be included in the Associate Deans' assessment and recommendation
4. Under no circumstances shall the Associate Deans disclose the contents of letters solicited from referees, which are confidential to the Academic Appointment Review Committee (APT 5.6.15)

G. Guidelines for Academic Appointment Review Committee

Faculty Promotions/Academic Appointment Review Committee

The two committees previously known as Faculty Promotions Committee and the Faculty Academic Appointment Review Committee may have the same membership. That is, those faculty members who are elected to serve on Faculty Promotions Committee may also serve on Faculty Academic Appointment Review Committee. The designated student representative also serves on both FPC and AARC.

Faculty Academic Appointment Review Committee is a committee of Faculty Council.

Faculty Promotions Committee is a committee of Executive Committee of Council.

Terms of Reference for Faculty Academic Appointment Review Committee

1. To advise the Dean on the criteria to be used by the faculty for renewal of Initial Term appointment, and reappointment With Tenure.
2. To advise the Dean regarding applications for renewal of Initial Term appointment, and reappointment With Tenure.

Membership of the Faculty Academic Appointment Review Committee (APT 5.7.4.1)

1. The Dean or delegate who must not be the person who performed the functions of the Associate Deans in preparing the recommendation to AARC.
2. Three members of the Faculty of Nursing who are members of the Faculty Promotions Committee. All three faculty members must have appointments with tenure. Voting. (APT 5.7.4.1(b))
3. The Associate Dean (Graduate Programs) and the Associate Dean (Undergraduate Programs). Non-voting.
4. One person, with tenure, selected by the Faculty Council, who is a member of Council but who is not a member of the Faculty of Nursing. Voting. (APT 5.7.4.1(b))
5. Up to two academic members appointed by the Dean. Voting.

6. A representative of The University of Calgary Faculty Association, who shall be present as a participating but non-voting member of the committee.
7. One student representative who is a member of the Faculty Promotions Committee (may be either an undergraduate or graduate student, but if the latter is the case, must not be under the graduate supervision of any other committee member). Voting.

CONDITIONS FOR MEETINGS OF THE ACADEMIC APPOINTMENT REVIEW COMMITTEE

An Academic Appointment Review Committee may not meet unless the following are in attendance: (APT 5.7.4.2):

1. The Chair.
2. At least two of the academic appointees, one of whom must be from outside the Faculty of Nursing. [Voting]
3. At least one member appointed by the Dean. [Voting]
4. An Associate Dean or equivalent, unless excluded by APT Manual Section 5.7.5.6 (Non-voting)
5. The member of the Faculty Association. [Non-voting]
6. Both genders shall be included among the voting academic staff members on the Committee (APT 6.4.3(d)).

Terms of Reference for Faculty Promotions Committee

1. To advise the Dean on merit increments to be awarded to all full-time, continuing members of faculty.
2. To advise the Dean, as necessary, on the promotion of faculty.
3. To review the Faculty guidelines for promotion and merit and to recommend changes to Faculty.
4. To hear appeals arising from the initial recommendation of the Associate Deans.

Membership of the Faculty Promotions Committee

1. The Dean (Chair) [voting only to break a tie].
2. Three members elected by the Faculty of Nursing Executive to serve three-year staggered terms. Two of the faculty members must have appointments with tenure. Voting.
3. The Associate Dean (Graduate Programs) and the Associate Dean (Undergraduate Programs). Voting.
4. One or more student members (may be either an undergraduate or graduate student, but if the latter is the case, must not be under the graduate supervision of any other committee member), selected by student representatives appointed by the academic student societies (eg. UNS Undergraduate Nursing Society) in the Faculty of Nursing. (APT 6.4.5) Voting.
5. A representative of The University of Calgary Faculty Association who shall be present as a participating but non-voting member of the committee.

Both genders shall be included among the voting academic staff members on the Committee (APT 6.4.3(d), Oct. 2008).

IV. FACULTY GUIDELINES RELATING TO APT SECTION 6: MERIT ASSESSMENT AND PROMOTIONS

A. General Statements on Merit Increments

The award of merit increments is based on an individual's performance during the specified reporting period. The merit increment has to be earned through meritorious achievements and is by no means an automatic right of the individual, nor is it a simple reflection of seniority based on the years of service.

In accordance with 6.5.1 of the GPC Manual approved by The University of Calgary Board of Governors, faculty members performing unsatisfactorily shall be awarded a merit increment of 0 (zero) for the reporting period. An increment of 0 (zero) shall normally be awarded to any faculty member who fails to achieve satisfactory career progress in any one of the three performance areas: teaching, research/scholarship, and service. Faculty members who achieve satisfactory career progress in all three areas shall be awarded a minimum merit increment of 0.4

Academic Review for interim year of Two Year Reporting Cycle

During the "off" year between biannual reporting periods, the Faculty Promotion Committee will not meet to assign merit increments. The FPC will meet to address only the following:

- Instances where zero increment was assigned in the previous reporting period;
- Applications for promotion;
- Recommendations for Emeritus
- Appeals of wording of written comments from the Associate Deans for Initial Term, Limited Term, and Contingent Term academic staff.

Once the biannual merit review process is established in 2009, the increment point value awarded through this process would be applied retroactively. (For example, the report for accomplishments achieved in 2007/2008 and 2008/2009 will be filed on August 1, 2009. However, the merit increment awarded would appear retroactively from July 1, 2009 on the December 2009 pay statement. The same increment point value would also be added again in July 2010.)

a. Tenured academic staff

Starting with the 2007/2008 academic year, tenured staff will be required to submit an Academic Performance Report every two years. Thereafter, only those tenured staff who received a zero increment for unsatisfactory performance during the previous review period will report annually.

b. Initial Term, Limited Term and Contingent Term academic staff (i.e. non-tenured)

Academic Performance Reports will be required for all non-tenured academic staff and submitted in the intervening year (due August 1) reporting on the accomplishments of the previous academic year. The academic staff performance report will be reviewed by the Associate Deans, who will provide written comments regarding performance and career progress. The summary page must provide a clear assessment of the faculty member's performance in teaching, research/scholarship, and service. It must provide usual and constructive feedback to the faculty member while recording the strengths and potential areas of concern which are needed for future assessment of the faculty member's file for promotion and tenure. This will NOT include a merit increment (numeric) recommendation during intervening assessments (i.e. even numbered years). The staff member must sign that document to signify that they have read the comments from the Associate Deans. The Associate Dean's comments may be appealed to the Faculty Promotion Committee (FPC) and, if the decision is negative, to the General Promotions Committee (GPC). These dates must be clearly stated and communicated to the faculty member. (APT 6.1.5)

B. Unsatisfactory Performance

Because successive awards of 0.0 for Unsatisfactory Performance by GPC may lead to dismissal, the criteria for each applicable category of activity must be applied with care. When making such a recommendation, the

Associate Deans shall inform the faculty member in writing, as well as the Provost and Vice-President (Academic) before the meeting of the Faculty Promotions Committee (APT 6.2.16).

In the event it appears that FPC is considering recommending an increment of zero to an academic staff member whose Associate Dean did not recommend zero, the staff member must be provided a letter detailing clear reasons as to why FPC is considering a recommendation of zero. The individual is given one week to respond and is invited to appear before FPC.

C. Relative Weighting of Activities for Merit Recommendations

a. Professorial Ranks

Research:

Members are expected to be active in research in each reporting period. Some projects may take time to reach publication, either because of the nature of the research, or the peer review process. For that reason failure to publish in any one period does not by itself constitute unsatisfactory performance. It is the responsibility of the faculty member to provide evidence of scholarly activity and to report on research in progress, in the Academic Performance Report, to justify a satisfactory rating in this category. Expectations increase as faculty members progress through the ranks.

Teaching:

Except where precluded because of a leave, secondment, or administrative appointment, faculty members are expected to make a contribution to the teaching mission of the university in each reporting period. It is the responsibility of the faculty member to provide evidence of contributions through the Academic Performance Report, to supplement the information available to the Associate Deans through peer and student evaluation. Examples of meritorious teaching contributions include innovations and practices that foster challenging intellectual and creative student work; introduce active and collaborative learning strategies; maximize student-faculty interaction; and provide opportunities for enriched and supportive educational experiences.

Service:

The Faculty requires minimal formal service in the first year of newly appointed assistant professors. Following that, service expectations increase with rank, except for those precluded from service because of a fellowship, leave, secondment, or other arrangement approved by the Dean. It is the responsibility of the Faculty member to document sufficient contributions to service to justify a satisfactory ranking in this category (i.e. brief description of committee role, contribution, impact and time commitment).

b. Instructor Ranks

Scholarship:

Instructors are required to show evidence of scholarship to maintain currency in the field in order to meet the standard of satisfactory performance. Production of teaching related materials, as well as contributions to evaluation, research, and other forms of scholarship may provide evidence of meritorious performance.

Teaching:

Because teaching is a core feature of the appointment at this rank, satisfactory performance requires more than a minimal contribution in this area. It is the responsibility of the faculty member to provide evidence of contributions through the Academic Performance Report, to supplement the information available to the Associate Deans through peer and student evaluation. Examples of meritorious teaching contributions include innovations and practices that foster challenging intellectual and creative student work; introduce active and collaborative learning strategies; maximize student-faculty interaction; and provide opportunities for enriched and supportive educational experiences.

Service:

The amount of service required of an instructor will vary with the teaching load. Senior Instructors are expected to contribute significantly to the Faculty and University, or outreach and other professional service contributions. Service expectations increase with rank, except for those precluded from service because of a leave, secondment, or other arrangement approved by the Dean. It is the responsibility of the Faculty member to document sufficient

contributions to service to justify a satisfactory ranking in this category (i.e. brief description of committee role, contribution, impact and time commitment).

D. Assessment for the Professorial Stream

i. Assistant Professor:

The establishment of a research and scholarship program is very important at this stage. Competence in undergraduate teaching is essential, and increasing experience in graduate teaching and in graduate supervision is also important. There are higher expectations for teaching performance expected with progression through the rank. Requirements for service will normally be low in the first year, and at least some form of service at the Faculty and/or professional levels expected by the second year. Performance that is satisfactory in all components, but exceeds basic expectations in some components (for expectations at this rank) in scholarship or teaching may be considered meritorious for increments in the range 0.6 to 1.2. If there is evidence of scholarly activity and meritorious teaching, outstanding contributions in one or more areas may be rewarded with increments in excess of 1.2. In general, teaching and research are to be considered more important than service. When making recommendations, scholarship and teaching contributions should normally be given equal weighting unless otherwise guided by agreement for differential assignment of duties.

ii. Associate Professor:

An established research and scholarship program, a sound record of teaching, and an increased level of service are expected. Competence in undergraduate and graduate teaching and supervision is important. Expectations in all categories increase with progression through the rank. An Associate Professor presenting evidence of satisfactory performance in all areas along with ongoing scholarly activity and good teaching may be considered for increment ratings in the range 0.6 to 1.0 for the overall performance. If the overall contribution is also outstanding in some components, it may bring a recommendation in excess of 1.0. No particular numerical weight or formula can be attached to any of the three areas, but in general, teaching and research are to be considered more important than service. Contributions to scholarship and teaching will normally carry equal weighting.

iii. Professor:

At this rank, a high level of research and scholarly productivity, participation in graduate teaching, and high quality teaching is expected. Competence in undergraduate and graduate teaching and supervision is important. As senior academics, a substantial involvement in university-related service is normally expected. Professors should be good role models for junior academic appointees in all three areas, and outstanding in some respect. Expectations in all categories increase with progression through the rank. A Professor presenting evidence of satisfactory performance in all areas along with ongoing scholarly activity and good teaching may be considered for increment ratings in the range 0.6 to 0.8 for the overall performance. If the contribution is also outstanding in some components, it may bring a recommendation in excess of 0.8. In general, teaching and research are to be considered more important than service. Contributions to scholarship and teaching will normally carry equal weighting.

E. Assessment for the Instructor Stream

i. Instructor:

Primary duties relate to teaching. Competence in undergraduate teaching is essential. There are higher expectations for teaching performance expected with progression through the rank. Service requirements may increase through the instructor ranks. Requirements for service will normally be low in the first year, and at least some form of service at the Faculty and/or professional levels expected by the second year. Increment recommendations (in the range 0.6 to 1.2) may be considered for instructors who exceed the basic standard for satisfactory teaching, and whose performance in one or more areas is strong. If the contribution to teaching and teaching scholarship is strong, and performance in some areas is outstanding, consideration of an award in excess of 1.2 may be made. In general, teaching and teaching scholarship are to be considered more important than service. Contributions to scholarly activity and service normally receive equal weighting.

ii. Senior Instructor

Primary duties relate to teaching. Excellence in undergraduate teaching is essential. Expectations in all categories increase with progression through the rank. Increment recommendations (in the range 0.6 to 1.0) may be

considered for senior instructors who exceed the basic standard for satisfactory teaching, and whose performance in one or more areas is strong. If the contribution to teaching and teaching scholarship is strong, and performance in some areas is outstanding, consideration of an award in excess of 1.0 may be made. Research, serving on graduate student committees and the supervision of graduate students is not a requirement for meritorious or outstanding performance, but may be considered because of its support of currency in the discipline and the integration of research into our curricula. In general, teaching and teaching scholarship are to be considered more important than service. Contributions to scholarly activity and service normally receive equal weighting.

F. Promotions in the Professorial Stream

Promotion from one rank to another in the professorial stream shall be based on the individual's performance in teaching, research/scholarship, and service. Promotion is neither automatic nor based on the number of years of service. In considering a possible promotion, the individual's entire record of achievement in each of the three areas will be scrutinized. In the case of Faculty members supported through external research funding programs, the criteria for promotion should be followed, but achievements in research should be given an increased weighting.

No particular numerical weight or formula can be attached to any of the three areas, but in general, teaching and research are to be considered more important than service.

a. Promotion from Assistant to Associate Professor

1. Criteria

The individual must demonstrate competence and promise in teaching and research. At this stage of their career, the faculty member is expected to devote most of his/her time to these two functions. A record of competent and willing service is expected, although major service contributions are not necessarily required at this level.

2. Evaluation

Teaching will be evaluated by the criteria identified in Section I of this document. Evaluative materials may include signed reports by peers (of the same or higher rank, and with agreed upon evaluative criteria) who have seen the candidate teach (See APT 6.3.6). "Student submissions are admissible if they are written expressions, prepared by individual students and signed, that give justification for their view" (APT 6.3.9). An individual whose teaching effectiveness does not meet the evaluative criteria cannot expect promotion.

The individual is expected to take an active part in research and scholarly activities. There is an expectation of achievement of external peer-reviewed research funding, and research publications in refereed journals of international repute, or equivalent scholarly publications and participation in national/international conferences. Research productivity is expected to be sustained.

It is expected that the service portion of an Assistant Professor's duties will normally be low in the early years within this rank to enable the individual to establish a research program. Participation in the service functions of the Faculty is, however, an asset and will be given positive consideration.

b. Promotion from Associate Professor to Professor

1. Criteria

The individual must demonstrate high quality in teaching at all levels including proficiency in graduate student education (supervision, examination, *and* training). The individual must demonstrate high quality and mature scholarship as evidenced by national and international recognition of their research. An individual whose teaching effectiveness does not meet the evaluative criteria cannot expect promotion.

The individual is normally expected to have contributed significant service to the Faculty and the University. Contributions to professional organizations on the national/international level will also be expected.

2. Evaluation

Promotion to Professor requires evidence of scholarly achievements and effectiveness in teaching superior to that required for promotion to the Associate Professor rank. The individual is expected to perform as a high quality

teacher at both the undergraduate and graduate student levels.

The evaluation of the quality of research and scholarship will be significantly influenced by a minimum of three confidential letters of reference obtained from national or international experts in the field, external to the University, testifying to the quality of the individual's research and their national/international stature.

By this stage in one's career, an individual will be expected to be well known and a respected member of the professional community at the national/international level. The individual is normally expected to participate in the committee structure within the Faculty and the University, since a Professor is expected to play an active leadership role on various committees.

G. Promotions in the Instructor Stream

1. Criteria

For promotion from Instructor to Senior Instructor ranks, the applicant must demonstrate superior ability as a teacher, a creative approach to the teaching function, and proof that they are capable of initiating and participating in a wide variety of teaching activities.

2. Evaluation

Evidence of such ability will take the form of new developments and creative approaches to the teaching of assigned courses. There must also be evidence that the individual is thoroughly familiar with the current status of the discipline. Applicants are strongly encouraged to submit a teaching dossier which incorporates peer review of teaching activity.

H. Composition of the Faculty Promotions Committee

The two committees previously known as Faculty Promotions Committee and the Faculty Academic Appointment Review Committee may have the same membership. That is, those faculty members who are elected to serve on Faculty Promotions Committee may also serve on Faculty Academic Appointment Review Committee. The designated student representative also serves on both FPC and AARC.

Please refer to the Section III.G p. (24) regarding "Guidelines for Academic Appointment Review Committee" for details regarding the Terms of Reference and Committee Composition for Faculty Promotions Committee.