UNIVERSITY OF CALGARY

UNIVERSITY OF CALGARY | FACULTY OF NURSING

FACULTY OF NURSING GUIDELINES

FOR THE APPOINTMENT, PROMOTION, TENURE, AND ASSESSMENT OF ACADEMIC STAFF

Approved by Faculty Council: March 23, 2023
Approved by the Provost and Vice-President (Academic): May 30, 2023

Table of Contents

I. INTRODUCTION 3
II. FACULTY GUIDELINES RELATION TO GFC HANDBOOK PART A AND B: 3
CRITERIA FOR APPOINTMENT, TENURE, MERIT ASSESSMENT AND PROMOTION 3
A. General Criteria for Evaluations 3
B. Guidelines for the Interpretation of the General Criteria 4
i. Teaching 4
ii. Research and Scholarly Activity 6
iii. Service 7
C. Effects of Leaves on Evaluation 8
i. Evaluation including Leave Period (Research & Scholarship (Sabbatical) and Secondment Leave) 8
ii. Evaluation excluding Leave Period 8
D. General Expectations within Teaching and Research Ranks 9
TABLE 1 - COMPARISON OF EXPECTATIONS WITHIN TEACHING AND RESEARCH RANKS 10
a) Research and Scholarship 10
b) Teaching 12
c) Service 16
E. General Expectations within the Teaching-Focused Ranks 17
TABLE 2: COMPARISON OF EXPECTATIONS WITHIN TEACHING-FOCUSED RANKS 18
a) Teaching 18
b) Scholarly Activity 21
c) Service 22
III. FACULTY GUIDELINES IN RELATION TO GFC HANDBOOK PART C: ACADEMIC STAFF CRITERIA & PROCESSES 24

I. INTRODUCTION

The Faculty of Nursing guidelines for Appointment, Promotion, Tenure, and Assessment of Staff are established in accordance with:

- The Collective Agreement between The Governors of The University of Calgary and The Faculty Association of The University of Calgary (Collective Agreement); and
- The General Faculties Council Academic Staff Criteria & Processes Handbook (GFC Handbook).

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 GFC Handbook as they affect the Faculty of Nursing.

In the event that a provision in these guidelines contradicts the Collective Agreement or the GFC Handbook, the provisions in those documents shall apply.

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 and streams 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.

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.

II. FACULTY GUIDELINES RELATION TO GFC HANDBOOK PART A AND B: 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, 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.

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 Merit assessment” (GFC Handbook, Part B, Section 4.1.10). Please see also Collective Agreement, Article 13, 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 two years to maintain licensure on the NP roster with CRNA. 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. The Faculty Tenure and Promotion Committee and the Faculty Merit Committee 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 based on 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 the Faculty Tenure and Promotion Committee and the Faculty Merit Committee. 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 Teaching and Research Stream and the Teaching-Focused Stream.

There is no expectation of research in the Teaching-Focused Stream, and it is anticipated that scholarly activity within the Teaching-Focused Stream, will normally 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 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. Decisions 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 offer optimal service to the Faculty.

For clarity, and in accordance with Article 29.2.2 of the Collective Agreement, the criteria for the merit assessment of academic staff members shall be applied in a manner consistent with the range and proportion of duties assigned to the academic staff member under Article 12 of the Collective Agreement. Further, merit shall be assessed on the full duties performed by the academic staff member.

B. Guidelines for the Interpretation of the General Criteria

The Faculty of Nursing expects its Faculty members to conduct themselves in a manner which is ethical, cooperative, collaborative, supportive, and constructive to the mission of the Faculty and to each other. Colleagueship 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 evidence-based and creative approaches to teaching by academic staff (GFC Handbook, Part B, Article 1.3). A commitment to a high-level of teaching effectiveness is 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 the 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 supported in their applications to win awards and scholarships, to obtain research funds, and to develop track records in refereed publications, conference presentations, and international study.

Evaluation Guide: Teaching

Teaching is a major function of the University. According to the GFC Handbook, Part B, Section 4.3.2 (which pertains to merit assessment):

> *Teaching expertise and effectiveness shall be assessed as part of the performance review for merit assessment purposes. Such evaluation should consider all ways academic staff members address their teaching responsibilities and interact with undergraduate or graduate students, post-doctoral scholars, and/or other trainees. Evaluations of teaching activities should also consider the extent of innovation, preparation, reflection and integration of current knowledge, level of interest, direction, and encouragement demonstrated by the academic staff member. Participation in teaching development programs and/or seeking expert opinion to assist in improving teaching and learning shall be viewed as an indication of commitment to teaching. In some disciplines, seeking the advice of Indigenous knowledge keepers should also be considered.*

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 GFC Handbook, Part B, Article 4.3.3:

> *Assessment of teaching activities shall be multi-faceted and, in particular, shall not be based primarily on any one method of evaluation. No single tool or activity is sufficient to assess teaching expertise and effectiveness. Multiple sources of evidence shall be used to obtain a holistic picture of the teaching expertise and effectiveness of the academic staff member. This may include self-reflection, examples of student work and achievements, multiple sources of student feedback, teaching awards and nominations, peer review and observation, sample course design and assessment materials, teaching innovations, presentations/publications in teaching, professional learning related to teaching, examples of success in mentorship and supervision, and educational leadership activities, as well as any other assessments provided by the academic staff member to the Head or equivalent*

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 course.

Although not required to be submitted to faculty committees considering initial appointment or merit assessment, all faculty members **ARE** required to submit a teaching dossier for tenure and promotion. This process entails solicitation of peer review by knowledgeable colleagues and collection of evidence of feedback related to instructional materials, assignments, examinations, as well as classroom interaction and course delivery.

As noted in the TUFCA Collective Agreement (Appendix 28A), a teaching dossier must be submitted where the appointment includes registrar-scheduled teaching as the Instructor of Record.

The teaching dossier ***must*** include:

- a statement on teaching philosophy,
- teaching strategies, and
- evidence of teaching effectiveness, including: a list of courses for which USRI surveys are available, in accordance with GFC policy, o faculty specific teaching evaluation instruments if available (maximum of 5 courses) as selected by the applicant, and of summative evaluations by peers, supervisors and the community if required by Faculties or Units.

The teaching dossier ***may*** include:

- awards, honours and recognitions,
- teaching and learning research,
- educational development and leadership,
- curriculum development,
- teaching in clinical or non-traditional settings (for example: land-based, online and experiential), and
- evidence of mentorship.

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. The character of the research or scholarly activity differs between the Research and Teaching Stream and the Teaching-Focused Stream , but the activities are not mutually exclusive. Faculty members in the Teaching and Research Stream 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 GFC Handbook, Part B, Article 1.2.9:

> *In Faculties that prepare students for professional practice, contributions to the discipline of that profession shall be deemed relevant to satisfying research and scholarship requirements provided that they are of high quality and are acknowledged contributions to the field, that they flow primarily from research and scholarship, and that they have been subject to an informed review process and enhance the professional reputation of the academic staff member and the University.*

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

According to the GFC Handbook, Part B, Article: 4.2.4:

> *In assessing research and scholarship activities, the Head or equivalent and the members of the FMC,*

should be attentive to the evolving and changing nature of research and scholarship, and the ways in which knowledge is produced and disseminated, as specified in the relevant Faculty Guidelines.

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 Teaching & Research 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 Teaching and Research Ranks may include but are not limited to:

- 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 Teaching-Focused Ranks

In the Teaching--Focused Ranks, research or scholarly activity is outlined in GFC Handbook Part B, Sections 2.5 and 2.6 as well as within Table 2 in this document. 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. Teaching-Focused Stream faculty 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 Teaching-Focused Stream faculty and should be documented appropriately by the academic faculty member.

iii. **Service**

Service is an essential function of academic faculty. According to the GFC Handbook, Part B, Article 1.4.1:

Academic staff members have a responsibility to contribute through service to move the institution forward through collegial governance, to advance academic disciplines, and to impact communities and society. Service means active participation and shared responsibility in academic governance, and development in matters relevant to the progress and welfare of the academic staff member's Department, Unit, Faculty, Institution, discipline, and profession.

The academic staff of the Faculty of Nursing are 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 Teaching-Focused Stream Teaching and Research Stream 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. Please refer to tables 1 and 2 for guidance related to service activities.

According to the GFC Handbook, Part B, Article 1.4.2:

> *The degree and number of service activities to which an academic staff member contributes may vary depending on career stage, rank and stream. Appropriate levels of service shall be expected of each rank. Nevertheless, for individuals whose duties include research and scholarship as well as teaching, the normal expectations for these duties cannot be fulfilled by service activity in the absence of written agreements with the Dean. Meeting the expectation for service should normally require a smaller portion of effort than is required for the functions of research and scholarship as well as teaching.*

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 a parenting or sick leave.

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.

ii. Evaluation excluding Leave Period

Articles: 29.3.4 to 29.3.7 in the Collective Agreement describe how an academic staff member who is on leave at the time of assessment or who has been on leave for a portion of the assessment period, is to be evaluated. This includes individuals on unpaid leaves, sick leaves, and parenting leaves.

D. General Expectations within Teaching and Research Ranks

Appointees to the Faculty of Nursing in the Teaching and Research ranks contribute to both graduate and undergraduate nursing education and develop and lead a program of research and scholarship. In the Teaching and Research ranks, faculty members facilitate learning and socialization of new entrants to the discipline and profession of nursing, ensuring that the curriculum prepares baccalaureate graduates to provide safe, competent, and ethical care. Teaching & Research faculty members also engage in graduate education, preparing advanced practice nurses for leadership roles in practice, education, and administration, and creating research training environments for graduate students and post-doctoral fellows. Teaching and Research faculty are expected to make contributions in teaching, research and scholarship, and service in the six domains[1] of the CASN (2015) Nursing Education Framework that guides the undergraduate and graduate programs. Licensure as a Registered Nurse in the province of Alberta is normally required, although academics exceptions may be considered for recruitment on a case-by-case basis. Licensure as a Nurse Practitioner (NP) is required for clinical teaching in the graduate NP program. Teaching and Research appointees have role expectations related to each part of the tripartite mandate of teaching, research/scholarship, and service.

This document outlines anticipated role performance and competencies expected as faculty members progress through the Teaching & Research ranks from Assistant Professor to promotion to Associate Professor, and subsequently to promotion at the rank of Full Professor. The descriptors for each item are intended to reflect this progression, with distinctions relative to growing academic expertise over time and rank. Thus, many descriptors for Assistant Professor reflect "beginning" capabilities as appointees may have limited background and academic experience in teaching and research. Associate Professors would normally be expected to have "developing" or "competent" in most items (i.e. having suitable or sufficient skill, knowledge, and experience for the role), but may be expected to have advanced or proficient competencies in some items. Professors would normally be expected to have "advanced" competencies, or to be "proficient" in most items (i.e. having specialized or expert skill or knowledge for the role)

Nurses in academia are responsible for engaging in scholarship and advancing nursing knowledge. A broad conceptualization of scholarship is required to meet the needs of knowledge development in a practice profession. This includes building a body of scientific knowledge to underpin the discipline, enhancing nursing education by advancing knowledge of teaching and learning in nursing, generating new knowledge through integration and synthesis of existing knowledge, and creating knowledge to be applied in nursing service and practice. The diverse needs of a practice profession mean that research and scholarly products will vary. Research with indigenous communities and vulnerable populations, for example, may require time for establishing collaborative relationships, and knowledge translation may include methods other than conventional academic means such as dissemination through community partnerships.

Faculty of Nursing administrative roles (associate deans) will be evaluated using their role descriptions. As each role has different aspects, the job description will provide a guide in assessing achievements and contributions.

General expectations across ranks and activities include colleagueship, characterized by ethical, cooperative, collaborative, supportive and constructive behaviors. At all ranks, Teaching and Research faculty are expected to maintain currency and competence in selected domain(s) of nursing: research, practice, education, or administration. The University of Calgary is committed to strengthening equity, diversity, and inclusivity in teaching, learning, and research. Therefore, it is an expectation that all faculty will integrate the Faculty of Nursing's values of inclusivity, respect, compassion, courage, and wellbeing in promoting an organizational climate that fosters the development of students, staff, and colleagues, while engaging in teaching and learning practices that are inclusive and honour diverse ways of being and knowing.

CASN. (2015). *National nursing education framework.* Author. https://www.casn.ca/wp-content/uploads/2014/12/Framwork-FINAL-SB-Nov-30-20151.pdf

---

1. The six domains are: 1) knowledge 2) research, methodologies, critical inquiry, and evidence 3) nursing practice 4) communication and collaboration 5) professionalism 6) leadership (CASN, 2015, p, 7)

TABLE 1 - COMPARISON OF EXPECTATIONS WITHIN TEACHING AND RESEARCH RANKS

Assistant Professor **Educational prerequisite:** **Doctorate required; RN license (CRNA) normally required;** **NP license (CRNA) required to teach in NP program**	**Associate Professor** **Educational prerequisite:** **Doctorate required; RN license (CRNA) normally required;** **NP license (CRNA) required to teach in NP program**	**Professor** **Educational prerequisite:** **Doctorate required; RN license (CRNA) normally required;** **NP license (CRNA) required to teach in NP program**
a) Research and Scholarship		
Facilitate equity, diversity, and inclusivity within the research ecosystem[2].		
Develops research proposals and applies for peer- reviewed internal and external funding as co- investigator, co-primary investigator, or primary investigator.	As primary/lead investigator, applies for and successfully receives refereed/peer-reviewed research funding from internal and external sources including provincial and national funding agencies; collaborates with research colleagues as co-PI and co-investigator as appropriate.	As primary/ lead investigator consistently applies for and successfully receives refereed/peer-reviewed research funding from internal and external sources, including provincial and national funding agencies; collaborates with research colleagues as co-PI and co- investigator as appropriate.
Develops and articulates a coherent program of research that shapes an evolving line of inquiry, focusing knowledge development in a specific area of expertise, and providing a basis for knowledge dissemination and impact.	Independently develops and leads a focused program of research and scholarship in a specific area of expertise, providing a basis for knowledge dissemination and impact.	
Participates in collaborative interdisciplinary research teams.	Develops and leads collaborative research teams including interdisciplinary research as appropriate.	Develops and leads collaborative research teams including interdisciplinary research as appropriate. May participate in and lead international collaborations where appropriate to program of research.
Develops knowledge and skills required for effective management, tracking, and reporting of research grant allocations.	Demonstrates competency in knowledge and skills required for effective management, tracking, and reporting of research grant allocations.	Demonstrates advanced competency in knowledge and skills required for effective management, tracking, and reporting of research grant allocations.
SCHOLARLY ACTIVITY		
Participates in professional learning opportunities to share experiences to strengthen teaching and research practices.	Participates in professional learning opportunities to network and share experiences to help colleagues strengthen their teaching and research practices.	Creates and leads professional learning opportunities to network and share experiences to help colleagues strengthen their teaching and research practices.

Assistant Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program	Associate Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program	Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program
Presents, discusses, and critiques scholarly work at local and/or provincial level conferences.	Presents, discusses, and critiques scholarly work at local, provincial, or national level conferences.	Presents, discusses, and critiques scholarly work at local, provincial, national, and international level conferences.
Demonstrates developing capacity to publish scholarly works in peer-reviewed and non–peer reviewed publications as senior, sole, or co-author. (May include articles, briefs, abstracts, monographs, book chapters, and books. Work submitted, accepted, and published is taken into account).	Demonstrates advanced capacity to regularly publish scholarly works predominantly in peer-reviewed publications as senior, sole, or co-author. (May include articles, briefs, abstracts, monographs, book chapters, and books. Work submitted, accepted, and published is considered).	
Participates in dissemination of scholarly work to public audiences (media interviews, social media, public presentations, workshops).		
Participates in external review processes such as peer review for research/personnel funding, journals, and abstract review committees at local and/or provincial levels.	Participates in external review processes such as peer review for research/personnel funding, journals, and abstract review committees at local, provincial, and national levels.	Participates in external review processes such as peer review for research/personnel funding, journals, and abstract review committees at local, provincial, national, and international levels.
Collaborates in knowledge development and transfer, where research benefits public and/or private sectors, demonstrating entrepreneurship and innovation.	Leads knowledge development and transfer, where research benefits public and/or private sectors, demonstrating entrepreneurship and innovation.	
Develops a scholarly and professional profile and reputation at a regional and provincial level.	Develops a scholarly and professional profile and reputation at a regional, provincial, and national level.	Develops a scholarly and professional profile and reputation at a regional, provincial, national, and international level.

Assistant Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program	Associate Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program	Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program
b) Teaching		
GRADUATE SUPERVISION		
Achieves Faculty of Graduate Studies requirements for assignment as a graduate supervisor, normally for master's level students.	Maintains good standing with Faculty of Graduate Studies as a graduate supervisor for master's students and achieves supervisory status for doctoral students.	Maintains good standing with Faculty of Graduate Studies for continuing assignment as a graduate supervisor for masters and doctoral students.
May be approved to supervise both masters and doctoral level students; may provide research training for post-doctoral fellows.	Supervises masters and doctoral level students; May provide research training for post-doctoral fellows.	Supervises masters and doctoral level students; Aims to provide research training for post-doctoral fellows.
New supervisors should take on supervision of up to 2 new students per year.	Normally supervises up to 7 graduate students; normally the load would consist of a combination of doctoral and master's students (see Faculty of Nursing Graduate Programs Supervisory Policy).	Normally supervises no more than 7 graduate students, normally the load would consist of a combination of doctoral and master's students (see Faculty of Nursing Graduate Programs Supervisory Policy).
Gains experience as supervisory committee and examining committee member within the Faculty of Nursing.	Regularly serves as supervisory committee and examining committee member within the Faculty of Nursing. Gains experience as external supervisory and examining committee member.	Regularly serves as committee and examining committee member within the Faculty of Nursing and external.
Includes graduate students in research and scholarly activities.		
Meets regularly with graduate students, providing academic and career advisement in relation to their graduate program goals and projects and ensures timely program completion in accordance with Faculty of Nursing and Faculty of Graduate Studies timelines.		
Mentors GATs (graduate teaching assistants) to develop their teaching skills, align with course learner outcomes, and successfully complete the terms of their GAT contract.		
Mentors graduate students to apply for funding (e.g., scholarships, awards, fellowships, grants), and to publish and present scholarly works (e.g., abstracts, articles).		
Participates in graduate supervisory and examining committees within the Faculty of Nursing and/or across the University. Serves as neutral chair.	Regularly participates in graduate supervisory and examining committees within the Faculty of Nursing, across the University, and for other universities; Serves as supervisory committee member, internal and/or external examiner, or neutral chair.	

Assistant Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program	Associate Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program	Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program
FACILITATE LEARNING		
Demonstrates developing capability in application of conceptual and theoretical foundations and principles related to nursing education, simulation pedagogy, learning technologies (classroom, online, and blended formats), and adult learning.	Demonstrates competence in application of conceptual and theoretical foundations and principles related to nursing education, simulation pedagogy, learning technologies (classroom, online, and blended formats), and adult learning.	Demonstrates advanced competence in application of conceptual and theoretical foundations and principles related to nursing education, simulation pedagogy, learning technologies (classroom, online, and blended formats), and adult learning.
Grounds teaching strategies in a developing understanding of educational theory and evidence- based teaching practices.	Grounds teaching strategies in a competent understanding of educational theory and evidence-based teaching practices.	Grounds teaching strategies in an advanced understanding of educational theory and evidence- based teaching practices.
Recognizes, explores, and demonstrates beginning competence in student-centered learning.	Recognizes, explores, and demonstrates competence in student-centered learning.	Recognizes, explores, and demonstrates advanced competence in student-centered learning.
Demonstrates best practices in the learning environment in the areas of equity, diversity, and inclusivity. Creates and maintains a respectful and inclusive environment that facilitates student learning in diverse settings, such as clinical practice, laboratory, clinical simulation, and classroom.		
Recognizes multicultural, gender, and social influences on teaching and learning, research, and practice at a developing level.	Recognizes multicultural, gender, and social influences on teaching and learning, research, and practice at a competent level.	
Develops and implements teaching and learning strategies that facilitate active learning, and are appropriate to meet learner needs, desired learner outcomes, content, and context.	Develops and implements a variety of teaching and learning strategies that facilitate active learning, and are appropriate to meet learner needs, desired learner outcomes, content, and context.	
At a developing level, facilitates theoretical and clinical reasoning among diverse learners with different learning styles and unique learning needs.	At a competent to advanced level, facilitates theoretical and clinical reasoning among diverse learners with different learning styles and unique learning needs.	At an advanced level, facilitates theoretical and clinical reasoning among diverse learners with different learning styles and unique learning needs.
Incorporates and engages learners with the use of appropriate information technologies in teaching and learning processes, and applications in nursing practice.		

Assistant Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program	Associate Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program	Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program
Demonstrates beginning capability to assess and evaluate student learning in diverse settings, which may include clinical practice, lab, simulation, and classroom.	Demonstrates competence in using a variety of strategies to assess and evaluate student learning in diverse settings, which may include clinical practice, lab, simulation, and classroom.	Demonstrates advanced competence in using a variety of strategies to assess and evaluate student learning in diverse settings, which may include clinical practice, lab, simulation, and classroom.
Provides timely constructive verbal and written feedback to learners.		
Integrates evidence-based teaching and learning processes, and helps learners interpret and apply evidence in diverse settings, such as clinical, lab, simulation, and/or classroom experiences.		
Teaches undergraduate and graduate courses regardless of role (i.e., academic administrator, research chair, professorship)	May be course professor for undergraduate and graduate courses regardless of role (i.e., academic administrator, research chair, professorship)	May be course professor for undergraduate and graduate courses regardless of role (i.e., academic administrator, research chair, professorship)
Fosters learners' self-assessment skills and reflection on teaching and learning activities, and on their emerging nursing competencies.		
Demonstrates integration of their research program into teaching practice and curriculum development when appropriate.	Demonstrates proficient integration of their research program into teaching practice and curriculum development.	
	Mentors assistant and associate professors in development of graduate supervisory relationships and skills, and strategies to support research training for graduate students and post-doctoral fellows.	Mentors colleagues across the ranks in development of graduate supervisory relationships and skills, and strategies to support research training for graduate students and post-doctoral fellows.
Creates Teaching Dossier including teaching philosophy, teaching/learning strategies adopted, feedback received, and development undertaken to be included in application for tenure and promotion or awards.	Maintains Teaching Dossier including teaching philosophy, teaching/learning strategies adopted, feedback received, and development undertaken to be included in application for promotion or awards.	Maintains Teaching Dossier including teaching philosophy, teaching/learning strategies adopted, feedback received, and development undertaken to be included in application for awards.

Assistant Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program	Associate Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program	Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program
CURRICULUM DESIGN, IMPLEMENTATION, AND EVALUATION		
Understands and applies program outcomes (graduate and undergraduate) that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.	Designs courses in alignment with program outcomes and curriculum. During active phases of program/curriculum development, contributes to curricular design and development that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.	Contributes to formulation of program outcomes and curricular design (graduate and undergraduate) that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.
Demonstrates developing knowledge of curriculum development which incorporates educational theories, principles, and models.	Demonstrates competent to advanced knowledge of curriculum development which incorporates educational theories, principles, and models.	Demonstrates advanced knowledge of curriculum development which incorporates educational theories, principles, and models.
Maintains curricular integrity by aligning teaching and learning activities with course learner outcomes, and by ensuring that course revisions are effectively documented and integrated within overall curriculum (both undergraduate and graduate).		
May participate in quality reviews to assess strengths and weaknesses of the program based on set criteria and uses results for improvement and benchmarking.	Facilitates and begins to lead quality reviews to assess strengths and weaknesses of the program based on set criteria and uses results for improvement and benchmarking.	Leads and facilitates quality reviews to assess strengths and weaknesses of the program based on set criteria and uses results for improvement and benchmarking.
ETHICAL PRINCIPLES AND PROFESSIONALISM		
Advocates and promotes social justice and the protection of human rights in research, teaching and learning processes, and in the health care environment.	Leads advocacy and action to promote social justice and the protection of human rights in research, teaching and learning processes, research, and in the health care environment.	
Develops and maintains collegial working relationships to enhance student learning and advocate for UC Nursing, including clinical agency personnel		
Evaluates own research and teaching competencies by engaging in self-reflection and seeking input from peers and students. Uses feedback to improve role effectiveness and articulates evolving personal teaching philosophy.		
LEADERSHIP		
Identifies ways for mentorship to take place in one's growth and development; shares expertise with faculty and students and seeks out mentorship to enhance teaching and research.	Identifies ways for mentorship to take place in one's growth and development; serves as a mentor for faculty colleagues and students and seeks out mentorship to enhance teaching and research.	
Develops teaching resources and materials for week-to-week learning activities. Consults and shares teaching practices with peers to support teaching development, ensure curricular integrity, and optimize student learning.		

Assistant Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program	Associate Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program	Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program
c) Service		
Fulfills accountabilities as a collegial team member, attends meetings, debates with respect, communicates effectively, and contributes to inclusive and collaborative decisions.	Fulfills accountabilities and role models attributes as a collegial team member, attends meetings, debates with respect, communicates effectively, and contributes to inclusive and collaborative decisions.	
Contributes to faculty governance through participation in Faculty of Nursing committees and events (e.g., Nursing Council, Faculty committees and working groups, curriculum review days).	Contributes to faculty governance and seeks membership and formal leadership roles on Faculty of Nursing and University committees and initiatives (e.g., Nursing Council, General Faculties Council committees, elected membership on Faculty and University committees, and chairing Faculty committees).	Contributes to faculty governance and assumes formal leadership roles on Faculty of Nursing and University committees (e.g., Nursing Council, General Faculties Council committees, elected membership on Faculty and University committees, and chairing Faculty committees).
Contributes time and organizational skills to Faculty of Nursing events and initiatives.		
SERVICE- EXTERNAL		
Maintains membership and contributes to relevant professional organization(s).	Maintains membership in and takes leadership role in relevant professional organization(s).	
Participates in professional and/or community organizations at the regional and/or provincial level related to the faculty area(s) of scholarship, professional nursing organizations, and clinical partner committees.	Participates and leads professional and/or community organizations at the regional, provincial, and/or national level related to the faculty area(s) of scholarship, professional nursing organizations, and clinical partner committees.	Participates and leads professional and/or community organizations at the regional, provincial, national, and/or international level related to the faculty area(s) of scholarship, professional nursing organizations, and clinical partner committees.
May serve as a consultant in areas pertinent to nursing education, clinical scholarship, research, policy, and health systems implementation.		

[2] *The University of Calgary is committed to the Dimensions Charter, promoting equity, diversity, and inclusion within the research ecosystem. For further information visit https://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/Dimensions-Charter_Dimensions-Charte_eng.asp*

E. General Expectations within the Teaching-Focused Ranks

Appointees to the Faculty of Nursing in the Teaching-Focused Stream, are key contributors to undergraduate nursing education. In the Teaching-Focused Stream, faculty members facilitate learning and socialization of new entrants to the discipline and profession of nursing, ensuring that the curriculum prepares baccalaureate graduates to provide safe, competent, and ethical care. Faculty in the Teaching-Focused Stream are expected to make contributions in teaching, scholarship, and service in the six domains [1] of the CASN (2015) Nursing Education Framework that guides the undergraduate program. Licensure as a Registered Nurse in the province of Alberta is required.

This document outlines anticipated role performance and competencies expected as faculty members progress through the ranks from Assistant Professor (Teaching) to Associate Professor (Teaching), and subsequently to promotion at the rank of Professor (Teaching). It is anticipated that faculty would clearly establish and demonstrate a pattern of behavioural performance over time. The descriptors for each item are intended to reflect this progression, with distinctions relative to growing academic expertise over time and rank. Each rank has been characterized by consistent adjectives to add clarity to role performance expectations with “beginning” meaning new, inexperienced, “developing” meaning growing, “proficient” meaning competent or skilled, and ‘advanced’ meaning developed, progressive, or revolutionary. General expectations across ranks and activities include colleagueship, characterized by ethical, cooperative, collaborative, supportive and constructive behaviors. The University of Calgary is committed to strengthening equity, diversity, and inclusivity in teaching, learning, and research. Therefore, it is an expectation that all faculty will integrate the Faculty of Nursing’s values of inclusivity, respect, compassion, courage, and wellbeing in promoting an organizational climate that fosters the development of students, staff, and colleagues, while engaging in teaching and learning practices that are inclusive and honour diverse ways of being and knowing.

The document criteria are informed by the Canadian Association of Schools of Nursing (CASN) National Nursing Education Framework (2015) and the World Health Organization (WHO) Nurse Educator Core Competencies (2016). It is also informed by the University of Calgary General Faculties Council (GFC) Academic Staff Criteria and Processes Handbook-Part A (2021), the Faculty of Nursing Guidelines for Procedures Pertaining to Appointment, Promotion, and Tenure of Academic Staff (GFC Handbook) (2021), in addition to the University of Calgary’s Taylor Institute for Teaching and Learning Developmental Framework for Teaching Expertise in Postsecondary Education (2017).

Faculty of Nursing administrative roles (Associate Deans) will be evaluated using their role descriptions. As each role has different aspects, the job description will provide a guide in assessing achievements and contributions.

CASN. (2015). *National nursing education framework.* Author. https://www.casn.ca/wp-content/uploads/2014/12/Framwork-FINAL-SB-Nov-30-20151.pdf
Kenny, N., Berenson, C., Chick, N., Johnson, C., Keegan, D., Read, E., Reid, L. (2017, October). A Developmental Framework for Teaching Expertise in Postsecondary Education. Poster presented at the International Society for the Scholarship of Teaching and Learning Conference, Calgary, Alberta, Canada. https://taylorinstitute.ucalgary.ca/sites/default/files/Content/Resources/Teaching-Dossiers/A-DevelopmentaL-Framework-for-Teaching-Expertise-in-Postsecondary- Education.pdf
World Health Organization. (2016). *Nurse educator core competencies.* https://www.who.int/hrh/nursing_midwifery/nurse_educator050416.pdf

---

The six domains are: 1) knowledge 2) research, methodologies, critical inquiry, and evidence 3) nursing practice 4) communication and collaboration 5) professionalism 6) leadership (CASN, 2015, p, 7)

TABLE 2: COMPARISON OF EXPECTATIONS WITHIN TEACHING-FOCUSED RANKS

Assistant Professor (Teaching) Educational prerequisite: Master's degree required*; RN license (CRNA) required; NP license (CRNA) required to teach in NP Program	Associate Professor (Teaching) Educational prerequisite: Master's degree required Doctorate degree preferred*; RN license (CRNA) required; NP license (CRNA) required to teach in NP Program	Professor (Teaching) Educational prerequisite: Doctorate degree required*; RN license (CRNA) required; NP license (CRNA) required to teach in NP Program
a) Teaching		
FACILITATE LEARNING		
Maintains currency and competence within scope of nursing practice. This will manifest as knowledge of assigned population, context of care, and guidelines that inform teaching and clinical practice.		
Implements teaching and learning strategies informed by a developing understanding of educational theory, evidence-based teaching practices, and evidence informed nursing practice.	Implements teaching and learning strategies informed by a proficient understanding of educational theory, evidence-based teaching practices, and evidence informed nursing practice.	Implements teaching and learning strategies informed by an advanced understanding of educational theory, evidence-based teaching practices, and evidence informed nursing practice.
Demonstrates beginning leadership in innovative approaches to pedagogy within the Faculty.		Demonstrates educational leadership in developing innovative approaches to pedagogy within the faculty and broader institution, and at national and/or international arenas.
Demonstrates best practices in the areas of equity, diversity, and inclusivity in the learning environment. Creates and maintains a respectful and inclusive environment that facilitates student learning in diverse teaching contexts such as clinical practice, laboratory, simulation, and classroom settings.		
Facilitates active student-centered learning in clinical practice, laboratory, simulation, and classroom settings.		Promotes the development of active student-centered approaches to learning in clinical practice, laboratory, simulation, and classroom settings.
Demonstrates developing intercultural and interdisciplinary competence in teaching and nursing practice.	Demonstrates proficient intercultural and interdisciplinary competence in teaching and nursing practice. Facilitates interprofessional education opportunities.	Demonstrates advanced intercultural and interdisciplinary competence in teaching and nursing practice. Leads the development of interprofessional education opportunities within and beyond the faculty.

Assistant Professor (Teaching) Educational prerequisite: Master's degree required*; RN license (CRNA) required; NP license (CRNA) required to teach in NP Program	Associate Professor (Teaching) Educational prerequisite: Master's degree required Doctorate degree preferred*; RN license (CRNA) required; NP license (CRNA) required to teach in NP Program	Professor (Teaching) Educational prerequisite: Doctorate degree required*; RN license (CRNA) required; NP license (CRNA) required to teach in NP Program
At a developing level, fosters learners' self-assessment skills and reflection on learning experiences related to emerging practice and identity as a nurse.	At a proficient level, fosters learners' self-assessment skills and reflection on learning experiences related to emerging practice and identity as a nurse.	At an advanced level, fosters learners' and faculty's self-assessment skills and reflection on learning experiences related to emerging practice and identity as a nurse, advanced practice nurse, nurse educator. Designs, implements, and collects feedback on novel and high impact teaching and learning practices that enable students to become self-directed learners and engages students as collaborators or partners in pedagogy and course design.
At a developing level, facilitates theoretical, critical, and clinical reasoning, and helps learners create, interpret, and apply evidence in a context of teaching that may include clinical, lab, simulation, and classroom experiences.	At a proficient level, facilitates theoretical, critical, and clinical reasoning, and helps learners create, interpret, and apply evidence in a context of teaching that may include clinical, lab, simulation, and classroom experiences.	At an advanced level, facilitates theoretical, critical, and clinical reasoning, and partners with learners to create, interpret and apply evidence in a context of teaching that may include clinical, lab, simulation, and classroom experiences.
Demonstrates developing competence in providing timely constructive verbal and written feedback, and in using a variety of strategies to assess and evaluate student learning in clinical practice, lab, classroom, and simulation.	Demonstrates proficiency in providing timely constructive verbal and written feedback, and in using and creating a variety of strategies to assess and evaluate student learning in clinical practice, lab, classroom, and simulation.	Demonstrates expertise and supports others to provide effective feedback and create innovative strategies to assess and evaluate student learning in clinical practice, lab, classroom, and simulation.
CURRICULUM DESIGN, IMPLEMENTATION, AND EVALUATION		
Collaborates with colleagues to implement and manage curriculum, maintaining curricular integrity by aligning teaching and learning activities with course learner outcomes, and by being aware of how course changes influence the larger curriculum.	Collaborates with colleagues to develop, implement, and manage curriculum, contributing to curricular integrity by aligning teaching and learning activities with course learner outcomes, and by being aware of how course changes influence the larger curriculum.	Collaborates with colleagues to lead the design, development, implementation, documentation, and evaluation of curriculum that reflects contemporary health care and education trends and prepare graduates to function effectively in the health care environment.

Assistant Professor (Teaching) Educational prerequisite: Master's degree required*; RN license (CRNA) required; NP license (CRNA) required to teach in NP Program	Associate Professor (Teaching) Educational prerequisite: Master's degree required Doctorate degree preferred*; RN license (CRNA) required; NP license (CRNA) required to teach in NP Program	Professor (Teaching) Educational prerequisite: Doctorate degree required*; RN license (CRNA) required; NP license (CRNA) required to teach in NP Program
LEADERSHIP AND PROFESSIONALISM		
Demonstrates professionalism including the use of legal, ethical, and professional values as a basis for nursing practice and education.		
Aligns teaching and practice to Faculty mission, strategic plan, policies, procedures, and guidelines that inform nurse educator roles.	Aligns teaching and practice, and participates in revision of Faculty mission, strategic plan, policies, procedures, and guidelines that inform nurse educator roles.	Aligns teaching and practice and leads revision and development of Faculty and institutional mission, strategic plan, policies, procedures, and guidelines that inform education.
Shares teaching resources and materials for week-to-week learning activities to support teaching development, ensure curricular integrity, and optimize student learning.	Develops and shares teaching resources and materials for week-to-week learning activities to support teaching development, ensure curricular integrity, and optimize student learning.	Formally and informally shares innovative course materials and pedagogical approaches with colleagues to support teaching practice development. Leads strategic development and implementation of significant teaching and learning initiatives at a variety of levels (e.g., faculty, university, national, international).
Evaluates own teaching competence by engaging in self-reflection and seeking input from peers and students.		
Uses feedback to improve role effectiveness and articulates evolving personal teaching philosophy.	Uses feedback to improve role effectiveness and articulates comprehensive personal teaching philosophy.	Uses feedback to improve role effectiveness and has a comprehensive teaching dossier and an established educational leadership philosophy. Creates and leads opportunities for colleagues to network and share experiences, and for communities of practice to develop to help colleagues strengthen their teaching practice communities of practice to develop to help colleagues strengthen their teaching practice.
Recognizes that professional learning and development is ongoing throughout one's career. Continues to engage in professional learning. Critically reflects and documents professional learning and development.		

Assistant Professor (Teaching) Educational prerequisite: Master's degree required*; RN license (CRNA) required; NP license (CRNA) required to teach in NP Program	Associate Professor (Teaching) Educational prerequisite: Master's degree required Doctorate degree preferred*; RN license (CRNA) required; NP license (CRNA) required to teach in NP Program	Professor (Teaching) Educational prerequisite: Doctorate degree required*; RN license (CRNA) required; NP license (CRNA) required to teach in NP Program
Seeks out and engages in professional learning opportunities and discusses learning with others. Maintains a professional record (curriculum vitae) and begins development of a teaching dossier.	Leads professional learning opportunities for colleagues. Maintains a professional record (curriculum vitae) and an established teaching dossier. Beginning development of an educational leadership philosophy.	Designs, develops, and implements professional learning opportunities for colleagues. Contributes to and advances knowledge and practice of professional learning, development, growth of the broader educational community. Holds formal leadership roles that advance teaching and learning. Inspires others by championing change in teaching and learning through advocacy, mentorship, and writing. Maintains a professional record (curriculum vitae) and an established teaching dossier.
Recognizes value of mentorship as a high-quality relationship and a reciprocal process. Seeks mentorship to support growth of teaching practice development. Builds a mentorship network to help support growth in a variety of areas.		
b) Scholarly Activity		
Developing engagement in scholarly activities is based on an ethic of inquiry related to exploring the complexity of teaching and learning in nursing.	Proficient engagement in scholarly activities is based on an ethic of inquiry related to revealing the complexity of teaching and learning in nursing.	Advanced engagement in scholarly activities is based on an ethic of inquiry related to revealing the complexity of teaching and learning in nursing.
Asks questions about students' learning and its relationship to one's teaching. Becomes aware of the scholarship of teaching and learning (SoTL) and discipline-based educational research (DBER) literature.	Collects evidence of students' learning to respond to questions surrounding teaching practice. Applies the scholarship of teaching and learning (SoTL) and discipline-based educational research (DBER) to improve one's teaching practice and students' learning.	Demonstrates established educational leadership contributions to the theory and practice of teaching and learning through leading quality improvement (QI), quality assurance (QA), program evaluation (PE) projects and/or (being the principal investigator (PI)) on collaborative scholarship of teaching and learning (SoTL) projects and discipline-based educational research (DBER) to inform educational practices within the faculty and contribute to the knowledge and teaching practices of the broader academic community (institutionally, nationally, internationally).

Assistant Professor (Teaching) Educational prerequisite: Master's degree required*; RN license (CRNA) required; NP license (CRNA) required to teach in NP Program	Associate Professor (Teaching) Educational prerequisite: Master's degree required Doctorate degree preferred*; RN license (CRNA) required; NP license (CRNA) required to teach in NP Program	Professor (Teaching) Educational prerequisite: Doctorate degree required*; RN license (CRNA) required; NP license (CRNA) required to teach in NP Program
May collaborate with colleagues to present, publish, or participate in projects related to the scholarship of teaching and learning (SoTL), quality improvement (QI), quality assurance (QA), and program evaluation (PE) at local or provincial level conferences. **Refer to the GFC Handbook for exemplars of Scholarly Activity.*	May collaborate with colleagues to present, publish, or participate in projects related to the scholarship of teaching and learning (SoTL), quality improvement (QI), quality assurance (QA), and program evaluation (PE) at local, provincial, or national level conferences. Is normally a collaborator or co-principal investigator (Co-PI) on grants; can be the principal investigator (PI) on grants if directly supported by a colleague who holds a Doctorate degree. **Refer to the GFC Handbook for exemplars of Scholarly Activity.*	Leads collaborative QI, QA, PE, SoTL and/or DBER presentations, publications, and projects with undergraduate and graduate students, post-doctorate scholars, disciplinary colleagues, and with interdisciplinary colleagues within the institution and beyond at the national and international level. Leads initiatives to support others within the faculty and beyond to develop their capacity to engage in SoTL and educational research.
c) Service		
INTERNAL		
Fulfills accountabilities as a team member through attendance at team meetings and communicates effectively, contributing to inclusive and collaborative decisions.	Fulfills accountabilities as a team member through leading team meetings and communicating effectively, to contribute to inclusive and collaborative decisions.	Takes a leadership role in modeling accountabilities as a team member; communicates effectively; contributes to inclusive and collaborative decisions; and actively leads in faculty governance.
Contributes as a faculty member and is involved in faculty governance through participation in Faculty of Nursing committees and events, e.g., Nursing Council, ad hoc committees/working groups, undergraduate curriculum review day.		Contributes as a faculty member and institutional leader: assumes formal leadership roles in faculty governance through participation in Faculty of Nursing and University committees and events, e.g., Nursing Council, elected membership on faculty and university committees, and chairing undergraduate committees, facilitating undergraduate curriculum review day.

EXTERNAL		
Maintains membership in professional organization(s).		Maintains membership in and takes leadership role in relevant professional organization(s).
Participates in professional and/or community organizations at the local and/or provincial level related to the Assistant Professor's (Teaching) area of scholarship, professional nursing organizations, and clinical partner committees.	Participates in professional and/or community organizations at the local, provincial, and/or national level related to the Associate Professor's (Teaching) area(s) of scholarship, professional nursing organizations, and clinical partner committees.	Participates in and assumes leadership in professional and/or community organizations at the local, provincial, national, or international level in ways that enhances the Professor's(Teaching) area(s) of scholarship. May serve as a consultant in areas pertinent to nursing education and clinical scholarship.

*Assistant Professor (Teaching) that are solely responsible for clinical teaching are not required to have a master's degree.

Last reviewed and updated (March 24, 2023)

III. FACULTY GUIDELINES IN RELATION TO GFC HANDBOOK PART C: ACADEMIC STAFF CRITERIA & PROCESSES

Academic Appointments Selection Committee (AASC) are advisory to the Dean, with the objective to appoint highly qualified, excellent, and diverse candidates to become exceptional, recognized scholars. Standards for this committee are set out in the General Faculties Council Academic Staff Criteria & Processes Handbook, Part C.

The Chair of the AASC is responsible for drafting position postings. Final approval of the postings by the Dean is required before publication.

Membership of AASC:
As outlined in Part C of the General Faculties Council Academic Staff Criteria & Processes Handbook, the chart below indicates the Faculty of Nursing's AASC membership and how the membership is constituted (appointed or elected) and their voting/non-voting status:

Membership (position)	**Length of Term**
Voting	
Dean or delegate (Chair) – voting only to break a tie	Ex-Officio
5 members from the Continuing, Limited Term, and Contingent Term academic staff in the Faculty, with a majority of these members holding a Continuing appointment: 3 of which are **elected** by the Faculty of Nursing Council, 2 of which are **appointed** by the Dean	2 years
One academic staff member external to the Faculty with a Continuing appointment will be **appointed** by the Dean	1 year
One graduate student representative **appointed** by the Dean	1 year
Committee composition shall reflect the university's commitment to diverse representation that is inclusive, and with due consideration to ameliorating under-representation, and to the equity needs of the Faculty of Nursing. In the case of a lack of representational diversity on the Committee, the Dean may fulfil the mandate of **appointing** additional members as outlined in Part C, the GFC Academic Staff Criteria & Processes Handbook.	1 year
Non-Voting	
Secretary – Faculty Coordinator	Ex-Officio

If applicable to the hire, one or two additional members who do not hold an academic appointment may be appointed as a non-voting member by the Dean. Such committee members (e.g., clinical appointees, emeriti, members of Deans' advisory council, industry experts, non-academic specialists within the unit, other community members, or Indigenous knowledge keepers) provide additional professional, cultural or community expertise that is not otherwise present in the committee makeup.