



UNIVERSITY OF CALGARY | FACULTY OF NURSING

FACULTY OF NURSING GUIDELINES

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

Approved by Faculty Council: June 15, 2024

Approved by the Provost and Vice-President (Academic): June 24, 2024

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 consideration is desired by the faculty member in the academic performance assessment process

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 4.5.3 (which pertains to academic performance assessment):

Teaching expertise and effectiveness shall be assessed as part of the performance review for Academic Performance
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Although not required to be submitted to faculty committees considering initial appointment or academic performance 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, or 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.

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: 4.4.5:

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	

<p>Assistant Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program</p>	<p>Associate Professor Education al prerequisite: Doctorate required; RN license (CRNA) normally required ; NP license (CRNA) required to teach in NP program</p>	<p>Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required ; NP license (CRNA) required to teach in NP program</p>
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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

<p>Assistant Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program</p>	<p>Associate Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required ; NP license (CRNA) required to teach in NP program</p>	<p>Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required ; NP license (CRNA) required to teach in NP program</p>
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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.

<p>Assistant Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program</p>	<p>Associate Professor Education al prerequisite: Doctorate required; RN license (CRNA) normally required ; NP license (CRNA) required to teach in NP program</p>	<p>Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required ; NP license (CRNA) required to teach in NP program</p>
<p>Demonstrates beginning capability to assess and evaluate student learning in diverse settings, which may include clinical practice, lab, simulation, and classroom.</p>	<p>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.</p>	<p>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.</p>
<p>Provides timely constructive verbal and written feedback to learners.</p>		

Integrates evidence-

<p>Assistant Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program</p>	<p>Associate Professor Education al prerequisite: Doctorate required; RN license (CRNA) normally required ; NP license (CRNA) required to teach in NP program</p>	<p>Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required ; NP license (CRNA) required to teach in NP program</p>
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CURRICULUM DESIGN, IMPLEMENTATION, AND EVALUATION

Understands and applies program outcomes (graduate and undergraduate) that reflect

<p>Assistant Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required; NP license (CRNA) required to teach in NP program</p>	<p>Associate Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required ; NP license (CRNA) required to teach in NP program</p>	<p>Professor Educational prerequisite: Doctorate required; RN license (CRNA) normally required ; NP license (CRNA) required to teach in NP program</p>
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c) Service

<p>Fulfills accountabilities as a collegial team member, attends meetings, debates with respect, communicates effectively, and contributes to inclusive and collaborative decisions.</p> <p>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).</p>	<p>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.</p> <p>Contributes to faculty governance and seeks membership and formal leadership roles</p>	<p>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.</p>
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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

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.

Assistant Professor (Teaching)
Educational prerequisite: Master's degree
required *;

<p>Assistant Professor (Teaching) Educational prerequisite: Master's degree required *; RN license (CRNA) required; NP license (CRNA) required to teach in NP Program</p>	<p>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</p>	
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Assistant Professor (Teaching)

Educational prerequisite: Master's degree
required *;

RN license (CRNA) required;

NP license (CRNA) required to teach in NP

EXTERNAL

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 S /TT2 2.6 (s)-2 (or)4.9 (y)2.6 (-2 ()0.B-2 (