

**FACULTY OF NURSING
UNIVERSITY OF CALGARY
JUNE 2009**

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

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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 a record of their outside professional activities (mandate in u)5)-3.hdegbo]TJ-mreA

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

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 numbe

- f* Receipt of grants from internal, regional and provincial funding bodies;
- f* The number of research grants administered by the Faculty of Nursing and the University of Calgary;
- f* Publication(s) in peer-reviewed journals and chapters in books;
- f* Submission(s) for publication of peer-reviewed articles, editorials, columns, book reviews and responses;
- f* 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.
- f* Authorship and/or editorship of books and reports.
- f* Editor of a journal;
- f* Delivery of keynote address(es), major address(es), and participation in scholarly discussions at national/international conferences/workshops;
- f* Facilitation and moderating of panel discussions and general sessions;
- f* Invited review of manuscripts, abstracts, and grant applications;
- f* 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.

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:

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

External Service:

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

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

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; 	

<p>revision;</p> <ul style="list-style-type: none">- Demonstrates knowledge of pedagogical theories and curriculum design.	<p>videotapes, collections of readings, computer software, or software applications.</p> <ul style="list-style-type: none">- 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.
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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 style="text-align: center;">Service (Faculty of Nursing)</p>	<p style="text-align: center;">Service (Faculty of Nursing)</p>	<p style="text-align: center;">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.

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

- Maintains membership in professional organizations consistent with the
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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.

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

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.

- f* 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.
- f* 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

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

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).

considered for senior instructors who exceed the basic standard for satisfactory teaching, and whose performance

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