

University of Windsor
Faculty of Nursing
Renewal, Tenure, and Promotion (RTP) Criteria

At the Faculty of Nursing, the role of the Assistant/Associate/Full Professor comprises of the typical 40-40-20 workload (40% teaching, 40% research and scholarship, and 20% service). Faculty members in these ranks normally teach 4 (undergraduate and/or graduate) courses over two academic terms (to allow more time for scholarship activity in the third term). Consistent with the Senate bylaw 23, this document outlines specific requirements for contract renewal, tenure, and promotion (RTP) through the ranks of Assistant, Associate, and Full Professor positions at the Faculty of Nursing. The criteria act as a baseline requirement. It is the candidate's responsibility to address the Faculty of Nursing's RTP criteria and make a persuasive case for RTP. For example, a candidate applying for renewal must speak to how they are progressing towards the RTP criteria for the next rank. Similarly, a candidate applying for tenure and promotion to Associate Professor must make a compelling case as to how they have met the Associate Professor criteria, and when applying to Full Professor must address the Full Professor criteria.

At a minimum, a candidate applying for RTP must have a doctoral (terminal) degree and if a Registered Nurse, must maintain CNO registration in good standing. The RTP Committee will examine each candidate's application from an equity-informed lens and is committed to respecting diversity – i.e., being equitable to historically disadvantaged groups; being considerate of personal, health, family, and career interruptions that have impacted a candidate's performance; and being cognizant of conventional and/or traditional methodologies of doing research including but not limited to Indigenous, Black, and other ethnic knowledges and ways of knowing, being, and doing. When negotiating workload, it is important to “recognize and be sensitive to the unique demands placed on Indigenous and Black faculty members regarding expectations around their community relationships and protocols. Indigenous and Black scholars are quite often involved in community-led/engaged research and scholarship requiring that [their] cultural and ethical protocols are adhered to and long-term relationship practices and commitments to community are respected and upheld” (University of Victoria Faculty Association, 2020).

Committees assessing the work of candidates engaged in traditional Indigenous scholarship must be qualified to recognize Indigenous knowledge production, dissemination, learning and languages. The CAUT advisory on Bargaining for Indigenization of the Academy advises that:

Language should be negotiated to ensure Aboriginal community involvement, as identified by the candidate, in the assessment of Aboriginal academic staff traditional or dual scholarly activity for the purposes of recruitment, regularization, tenure and appointment committees. The persons chosen need not be academics and should be seen as peers. In the case of some Elders and traditional people, it may not be possible to obtain written assessments, in which case a personal visit and interpreters may be required. (Canadian Association of University Teachers, 2022)

The process of RTP involves an increasing demonstration of scholarly teaching, research and scholarship, and service. The candidate is encouraged to align their research and scholarly activities with Boyer's (1990) four domains of scholarship: teaching, discovery, integration, and application. The Faculty of Nursing accepts a broad definition of scholarship as involving “a full range of intellectual and creative activities” (CASN, 2013, p.2) of knowledge generation through forms of systematic inquiry, synthesis, translation, application, and knowledge mobilization that aim to advance nursing practice, improve health and health outcomes, and optimize health care systems (Boyer, 1990; CASN, 2022). To show evidence of

scholarship, a candidate must provide a scholarship statement that addresses Boyer's (1990) scholarship domains.

Teaching

Nursing professors are role models in nursing education who are responsible for fostering rich learning environments and committing to the highest quality of teaching across various online, in-person, and hybrid learning environments. The Faculty of Nursing's teaching criteria, therefore, reflect the candidate's quality of teaching – i.e., their teaching practices aimed at fostering student-responsive learning environments, their attention to course design and delivery (e.g., syllabi, teaching methods, and course activities assessments), their contributions to nursing curricula, and their ongoing professional development.

All teaching faculty and instructors are expected to engage in good and scholarly teaching. Good teaching involves reflection on one's teaching and how one's teaching impacts student learning. To improve one's teaching, a good teacher seeks feedback from peers, responds to student learning needs by refining teaching processes, and engages in professional development activities to become aware of new and improved ways of delivering education. Scholarly teaching not only encompasses good teaching, but it also involves the sharing of ideas about new teaching-learning strategies with others and the incorporation of effective, evidence-based teaching strategies into one's practice. Thus, teaching becomes a scholarly activity in which faculty members critically and systematically examine their own teaching practices and contribute to disciplinary knowledge (Fenton & Szala-Meneok, 2019).

Scholarship of Teaching and Learning. While scholarly teaching may assist faculty members to be more "effective" in their teaching (Potter & Kustra, 2011, p. 3), some may go beyond this level to engage in the Scholarship of Teaching and Learning (SoTL). The SoTL centers on investigating teaching and learning processes through research to enhance student learning outcomes (CASN, 2013). SoTL activities may include but are not limited to creating curricular innovations, researching teaching and learning processes and strategies, disseminating teaching-learning research and innovations through publications or presentations, acquiring teaching recognition, assisting in program implementation, influencing educational policy development, mentoring junior faculty in teaching, and/or supervising graduate theses. The SOTL overlaps both the teaching and scholarship realms.

Teaching Dossier. At a minimum, all faculty members are expected to demonstrate evidence of scholarly teaching. This should be clear in a teaching dossier. A teaching dossier illustrates a teaching philosophy and how the candidate's teaching has evolved over time. It includes the candidate's CV and provides relevant evidence to demonstrate high quality teaching, such as examples of syllabi (e.g., course outlines, strategies, evaluation methods), feedback on teaching (e.g., Student Perceptions of Teaching [SPT] scores, peer-feedback), supporting documents (e.g., feedback to students, handling of difficult situations), and activities undertaken to improve teaching practices (e.g., workshops and/or seminars attended). The dossier should also outline the candidate's plans for developing their teaching practice.

Research and Scholarship

Candidate evidence that supports RTP criteria within this category may reflect the scholarship of discovery, integration and/or application.

Scholarship of Discovery. The scholarship of discovery focuses on using applied research processes to generate new disciplinary knowledge (CASN, 2013). Examples of activities within this domain include but are not limited to conducting research and quality improvement projects submitting research proposals, receiving research grants, publishing research in a peer-reviewed journal, presenting research at a peer-reviewed conference, acquiring research recognition regionally or nationally, and/or mentoring junior researchers in the scholarship of discovery.

Scholarship of Integration. The scholarship of integration emphasizes the development of new knowledge through the synthesis of information from various fields in academia (CASN, 2013).

Activities may include publishing syntheses (e.g., integrative/systematic/scoping reviews, chapters, books), producing policy analyses or case reports, collaborating with practice partners to interpret research findings, developing educational toolkits, and/or creating models or tools to enhance practice.

Scholarship of Application. The scholarship of application stresses the practical application and translation of knowledge to the nursing practice community (CASN, 2013), including the health care system.

Activities may include but are not limited to contributing to the development of practice guidelines or standards, organizing research conferences or knowledge translation events or workshops, securing grants to fund knowledge translation projects, using news and social media to disseminate knowledge, and/or creating knowledge exchange opportunities for others (e.g., students, researchers, community members).

Service

Service refers to the activities that faculty members undertake and the contributions they make to support the goals of the Faculty of Nursing, the University of Windsor, and the broader academic and non-academic communities. Service also involves the Scholarship of Application. A candidate applying for RTP is expected to actively participate in various academic and community-based activities beyond their teaching and research responsibilities. Service work might include serving on community boards, faculty or university committees, taking on administrative roles, developing community partnerships, participating in professional organizations, participating on national disciplinary committees, serving as editor or reviewer for academic journals, contributing to curriculum development, and/or mentoring students and colleagues (Penn State, 2024). A candidate going up for RTP must provide a service statement and evidence of noteworthy involvement in and contribution to service activities within the Faculty, the University, and the broader community.

References

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University of Windsor
Faculty of Nursing
Criteria for Renewal, Tenure and Promotion

1. Teaching

Criterion 1: Design and planning of learning activities				
Indicators		Assistant Professor	Associate Professor	Professor
a)	Course materials (e.g., course outlines, instructions and resources for assignments, texts, teaching materials assigned to the class) are clear, appropriate, aligned with curricular framework, and based on current and best practice evidence.	<p>Consistently aligns learning materials with curricular framework and course learning outcomes.</p> <p>Updates materials to reflect best practice and practice changes.</p>	<p>Continues to meet the standard set for Assistant Professor.</p> <p>Updates materials to reflect best practice and practice changes and proposes innovations.</p>	Continues to meet the standard set for Associate Professor.
b)	Courses and course activities are effectively organized in ways that develop student learning.	<p>Courses outlines provide evidence of clear weekly learning outcomes that are leveled appropriately.</p> <p>Course activities (e.g., lectures, group work, guest speakers, tutorials, online modules) are organized in ways that allow students to meet intended learning outcomes.</p>	<p>Continues to meet the standard set for Assistant Professor.</p> <p>Makes improvements to course design; updates and re-organizes course activities to reflect responsiveness to student learning needs and trends.</p>	Continues to meet the standard set for Associate Professor.

c)	Assessment methods are clear, aligned with intended learning outcomes, at an appropriate level of difficulty, and reflect current disciplinary practice.	Applies assessment methods (e.g., multiple choice exams, quizzes, written assignments) that are theoretically sound, based on best practice, and align with learning outcomes. Develops and uses clear rubrics where relevant.	Continues to meet the standard set for Assistant Professor. Creates and continually evaluates assessment methods and materials to ensure appropriate level of difficulty and their reliability in discriminating student performance.	Continues to meet the standard set for Associate Professor.
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Criterion 2: Learning environments, feedback, and student support

Indicators	Assistant Professor	Associate Professor	Professor	
a)	Creates safe and respectful learning environments that support justice, equity, diversity, Inclusion and decolonization (classroom, online, lab, and/or clinical). Shows evidence of reflection of self in creating safe, inclusive, and respectful learning environments. Seeks out professional development strategies to enhance student inclusion	Creates or co-creates safe, inclusive, and respectful learning environments.	Continues to meet the standard set for Assistant Professor.	Continues to meet the standard set for Assistant Professor.

		and belongingness in learning spaces.		
b)	Communicates clearly and effectively with students, colleagues, and others and using diverse modalities.	<p>Demonstrates evidence of consistently clear and effective communication (oral, written) and using diverse modalities (in person/online).</p> <p>Reflects on own communication style/effectiveness opportunities for self-development.</p>	Continues to meet the standards set for Assistant Professor.	Continues to meet the standard set for Assistant Professor.
c)	Supports and mentors students to reach their learning needs/goals and other academic needs.	<p>Demonstrates efforts and outreach to support students in identifying their learning goals and academic needs.</p> <p>Has awareness of supportive resources and refers appropriately.</p> <p>Demonstrates openness to a variety of student learning needs; recognizes opportunities to act as a mentor to students.</p>	<p>Continues to meet the standards set for Assistant Professor.</p> <p>Consistently demonstrates efforts and outreach to support students in identifying their learning goals and academic needs.</p> <p>Adopts evidence-based and appropriate strategies to consistently support students with diverse learning needs.</p> <p>Works with students to identify strengths and areas that need development.</p>	<p>Continues to meet the standard set for Associate Professor.</p> <p>Shows leadership and mentorship of students or colleagues in achieving academic and/or career goals.</p>

			Demonstrate evidence of supporting and mentoring students to succeed in achieving learning and career goals.	
d)	Demonstrates accessibility and availability for student consultation (e.g., email, online, face-to-face and/or telephone).	Demonstrates ongoing commitment to meeting departmental expectations regarding accessibility and availability for student consultation. Demonstrates approachability and flexibility in scheduling consultations with students.	Continues to meet the standards set for Assistant Professor. Attempts and shares novel ways to support accessibility and availability for student consultation.	Continues to meet the standard set for Associate Professor.
e)	Provides timely and constructive student feedback in adherence to Senate Bylaws.	Provides timely and constructive feedback to students. Feedback is useful for guiding students in improving their work. Timing and type of feedback is appropriate to the assessment type and nature of the course.	Continues to meet the standards set for Assistant Professor.	Continues to meet the standard set for Associate Professor.

Criterion 3: Integration of scholarship, research, and professional activities in teaching

Indicators	Assistant Professor	Associate Professor	Professor
<p>a) Is a subject matter expert and/or resource person to build teaching and learning capacity.</p>	<p>Demonstrates the integration of best practices in teaching and learning in selected areas of nursing education (e.g., assessment, feedback, learning technologies, clinical/lab).</p> <p>Implements strategies to stay up to date on own area of expertise and to learn new subject matter.</p> <p>Share teaching/learning knowledge, lessons learned and resources with others (colleagues, student mentees).</p>	<p>Continues to meet the standards set for Assistant Professor.</p> <p>Demonstrates a commitment to advancing own knowledge base and expertise in teaching and learning.</p> <p>Demonstrates commitment to mentoring others in the scholarship of teaching and learning, including building subject matter expertise in the Faculty of Nursing.</p>	<p>Continues to meet the standard set for Associate Professor.</p> <p>Shows evidence of leadership in advancing the scholarship of teaching and learning within and beyond the Faculty of Nursing.</p>

b)	Incorporates teaching and learning scholarship (research, theory) into teaching practices and curriculum.	<p>Integrates known evidence-based nursing and other disciplinary research and theory into own teaching practices.</p> <p>Contributes knowledge to inform curriculum redesign and/or reports within the Faculty of Nursing.</p>	<p>Continues to meet the standards set for Assistant Professor.</p> <p>Continually seeks out evidence-based nursing and other disciplinary research and theory to improve teaching practices and shares knowledge with colleagues.</p> <p>Participates in the integration of evidence-based nursing and other disciplinary research and theory into the Faculty of Nursing undergraduate and graduate curricula.</p>	<p>Continues to meet the standard set for Associate Professor.</p> <p>Leads strategies that advance teaching and learning scholarship (research, theory) into teaching practices, the undergraduate and/or graduate curricula.</p>
c)	Engages with partners to generate new knowledge, integrating disciplinary-specific and related research (e.g., nursing, health sciences, leadership, quality improvement) into teaching practices.	<p>Integrates new nursing and related knowledge within own teaching practices and those of the Faculty of Nursing.</p> <p>Engages with local partners to integrate new knowledge to inform teaching practices within Faculty of Nursing.</p>	<p>Continues to meet the standards set for Assistant Professor.</p> <p>Creates partnerships that generate new research/knowledge (e.g., nursing, health sciences, leadership, quality improvement) and that enhance teaching practices locally and/or regionally.</p>	<p>Continues to meet the standard set for Associate Professor.</p> <p>Creates partnerships that generate new research/knowledge (e.g., nursing, health sciences, leadership, quality improvement) and that enhance teaching practices regionally, nationally and/or internationally.</p>

d)	Engages in professional development activities (e.g., critical reflection of teaching, attendance teaching and learning conferences/workshops, peer review of teaching).	Shows evidence of participation in professional development activities that support own teaching practices (e.g., critical reflection of teaching, attendance teaching and learning conferences/workshops, peer review of teaching).	Continues to meet the standards set for Assistant Professor. Demonstrates evidence of how engagement in specific professional development activities have informed teaching practices, including student outcomes and other impacts.	Continues to meet the standard set for Associate Professor.
e)	Participates in improving teaching, student learning, and curriculum.	Demonstrates evidence of contributing to improvements of teaching and student learning within the Faculty of Nursing. Shares improvement learnings locally and with colleagues.	Continues to meet the standards set for Assistant Professor. Demonstrates evidence of contributing to improvements of teaching and student learning within the Faculty of Nursing, locally and/or regionally. Translates learnings from improvements in teaching and learning and/or curriculum development locally and/or regionally.	Continues to meet the standard set for Associate Professor. Demonstrates evidence of contributing to nursing curricular improvements across the Faculty of Nursing, University and/or the professional/regulatory level. Translates learnings from improvements in teaching and learning and/or curriculum development provincially, nationally and/or internationally.

2. Research and Scholarship

Criterion 1: Expertise in research and scholarship					
Indicators		Assistant Professor	Associate Professor	Professor	
a)	Has an active and well-constructed program of research/scholarship that addresses local, regional, national, and/or international priorities.	Has a focused area of research/scholarship that addresses research priorities.	Establishes a program of research/scholarship that addresses research priorities.	Maintains a program of research/scholarship that addresses research priorities.	
b)	Demonstrates a history of successful scholarship plans that show progression of the program of research/scholarship.	Demonstrates an emerging plan of research funding and scholarly outputs that are aligned with the program of research/scholarship.	Demonstrates progression in the plans for research funding and scholarly outputs that are aligned with the program of research/scholarship.	Demonstrates consistency in planning for research funding and scholarly outputs that are aligned with the program of research/scholarship.	
c)	Program of research/scholarship is aligned with institutional, disciplinary, and funders' ethical and research guidelines.	Upholds institutional, disciplinary, and funder's ethical and research standards when planning and conducting research and scholarship	Collaborates with institutional/practice partners to ensure research, scholarship is aligned with institutional, disciplinary, and funder's ethical and research standards.	Has an ongoing program of research/scholarship that indicates thorough attention to institutional, disciplinary, and funder's ethical and research standards.	

Criterion 2: Record of high-quality refereed publications and/or other demonstrated scholarly outputs

Indicators	Assistant Professor	Associate Professor	Professor
<p>a) Publications are aligned with disciplinary standards and demonstrate ongoing progression in quantity and quality (peer reviewed journals and publishing houses that have a strong academic reputation within the discipline). Note: For Indigenous scholars, “evaluation of a candidates’ scholarship must be flexible, ensuring the work relates to the discipline/profession and has been made known to an appropriate group that has provided feedback on the advancement of knowledge and/or impact. While academic peer review is traditional, when this is unsuitable it is the responsibility of candidates to clarify what constitutes appropriate peer review. In strongly oral traditions, a published manuscript may be far less relevant than oral dissemination and community witnessing. Candidates must convey evidence that their work has been disseminated,</p>	<p>Normally has 3 peer-reviewed publications within the last 5 years that are related to the program of research/scholarship.</p>	<p>Normally has 1 peer-reviewed publication per year that is related to the program of research/scholarship (minimum of 6 since appointment to tenure track).</p>	<p>Normally has 2 peer-reviewed publications per year that are related to the program of research/scholarship (minimum of 20).</p>

	<p>critically reviewed, and valuable to the knowledge users” (Dalhousie University Faculty of Health, 2020).</p> <p>“Beyond evaluating quality research in the form of peer-reviewed publications and scholarly papers relevant to an Indigenous faculty member’s discipline, [AAU] are to evaluate other forms of creative achievement as well as documented activities and outputs related to community-led/engaged scholarship, including the development of long-term relationships with communities as well as oral expressions of scholarly activity” (University of Victoria Faculty Association, 2020).</p>			
b)	<p>Engages in integrative knowledge translation and dissemination of research and scholarly outputs. Note: “Review and assessment of scholarship should recognize non-traditional forms of scholarship and traditional ways of knowing. For Indigenous scholars and scholars working with Indigenous communities, relationships are often critical, scholarly work is expected to benefit community, and credibility may be established by community. Candidates may want to show how their work operationalizes respect</p>	<p>Shows potential to engage knowledge users in research/scholarship.</p> <p>Presents research/scholarly outputs in local/regional seminars, workshops, and/or conferences.</p>	<p>Creates opportunities to engage knowledge users in research/scholarship.</p> <p>Presents research/scholarly outputs in provincial/national seminars, workshops, and/or conferences.</p>	<p>Actively and consistently engages knowledge users in research/scholarship.</p> <p>Presents scholarly outputs in national/international seminars, workshops, and/or conferences.</p>

<p>(e.g., for cultural knowledge, traditions, values, activities), relevance (e.g., to values and realities, community-driven priorities), reciprocity (e.g., participating communities, groups, individuals are partners in research), and responsibility (e.g., ethical relationships, appropriate methodologies, engagement, accountability for action). These important aspects of quality may also warrant discussion for other community-based and participatory research, which demands unusual time-commitment” (Dalhousie University Faculty of Health, 2020).</p>			
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Criterion 3: Evidence of independent and original contributions to research and scholarship which have an impact on the discipline

Indicators		Assistant Professor	Associate Professor	Professor
a)	Contributes research and scholarship that influences practice change.	Initiates research/scholarship, that aims to inform and/or influence practice change.	Carries out research/scholarship that influences practice change.	Consistently influences practice change through research/scholarship.
b)	Research/scholarship demonstrates disciplinary impact (e.g., citation in documents, impact factors, citation counts, and/or publication rates).	Demonstrates beginner-level disciplinary impact through research/scholarship.	Demonstrates increasing disciplinary impact through research/scholarship.	Demonstrates widespread disciplinary impact through research/scholarship.
c)	Advances the discipline by publishing findings from funded or contract research.	Plans for/contributes to the publication of funded or contract research endeavours independently and/or with a team.	Publishes findings from funded or contract research endeavours as one of the lead authors.	Publishes findings from funded or contract research endeavours independently as the sole and/or lead author.
d)	Achieves recognition and/or leadership (local, regional, national, international) within an area of research specialty.	Is recognized locally as an emerging scholar in a research specialty area.	Is invited to contribute to events, scholarly activities, and/or committees as a local, regional, and/or provincial scholar in a research specialty area,	As a regional, provincial and/or national scholar in a research specialty area, is invited to contribute to events, scholarly activities, and/or committees.

Criterion 4: Capacity building through funding and collaboration

Indicators		Assistant Professor	Associate Professor	Professor
a)	Attracts internal and/or external funding for research and scholarship.	Secures internal funding for research and scholarship, applies for external funding.	Secures external funding to support research and scholarship.	Maintains a record of external funding to support research and scholarship.
b)	Fosters partnerships that directly contribute to research/scholarship capacity.	Identifies mentors and partners for collaborative research and scholarship activity.	Collaborates with academic and/or practice partners to build research capacity at local and/or regional level.	Maintains ongoing partnerships and establishes new teams to build research capacity at the national and/or international level.
c)	Builds capacity among research partners (individuals, groups, organizations).	Builds capacity among research partners by involving them in planning and conducting research.	Builds capacity among research partners by involving them in planning research, applying for grants, and disseminating findings.	Builds capacity among research partners by involving them in planning research, grant writing, developing knowledge translation and dissemination processes, and manuscript writing.

Criterion 5: Attracting, mentoring, and training research personnel in research and scholarship

Indicators		Assistant Professor	Associate Professor	Professor
a)	Mentors students and/or research personnel.	Seeks out opportunities to involve and co-supervise undergraduate/graduate students and/or research personnel in the research process.	Demonstrates success in supervising and mentoring undergraduate/graduate students and/or research personnel.	Demonstrates sustained success in supervising and mentoring undergraduate/graduate students and/or research personnel.
b)	Provides opportunities for students and/or research personnel to disseminate research and scholarship findings.	Involves students and/or research personnel in disseminating research findings in communities, conferences, and/or small-scale publications.	Involves students and/or research personnel in sharing research findings in communities, regional/provincial conferences, and/or peer-reviewed publications.	Involves students and/or research personnel in sharing research findings in communities, national/international conferences, and/or peer-reviewed publications.

Criterion 6: Influence on and contributions to the academic and broader national/international community

Indicators		Assistant Professor	Associate Professor	Professor
a)	Builds productive research collaborations.	Identifies appropriate persons and/or institutions for collaboration to build a program of research/scholarship.	Collaborates with key persons and/or institutions to further the program of research/scholarship.	Sustains ongoing collaborations with key persons and/or institutions to advance the program of research/scholarship.
b)	Academic work engages community members, the public, community of scholars and contributes to the discipline.	Seeks opportunities to share academic work with members of the public through relevant dissemination strategies.	Collaborates with community members, the public, and/or a community of scholars to disseminate academic work and create opportunities for action planning.	Contributes to the development of standards and policies through academic work that engages community members, the public, and/or a community of scholars.

3. Service to the AAU and the University

Criterion 1: Service and leadership contributions to and engagement with the institution, its mission, and its evolution			
Indicators	Assistant Professor	Associate Professor	Professor
a)	<p>Scope and quantity of service is consistent with the requirements of the faculty. Note: "In evaluating the service contributions of Indigenous scholars, it is important to recognize the added and exceptional service demands placed on Indigenous faculty, recognizing that Indigenous faculty are quite often asked: to take on additional service contributions, beyond the service expectations of all faculty members; dedicate significant time and energy to contributions to student life in relation to their academic and personal success; and, contribute to professional organizations and Indigenous communities outside the University" (University of Victoria Faculty Association, 2020).</p>	<p>Demonstrates meaningful contributions by serving on institutional committees, boards and/or working groups.</p>	<p>Serves on at least two Faculty of Nursing committees annually, and at least one University level committee and/or working group annually.</p> <p>Demonstrates consistent attendance and participation in the above.</p>
b)	<p>Demonstrates leadership, collegiality, and collaboration in service and commitment to service responsibilities.</p>	<p>Demonstrates leadership, collaboration, and commitment to service in various ways (e.g., consistent attendance and participation</p>	<p>Serves on at least two Faculty of Nursing committees and at least one university level committee and/or working group annually.</p> <p>Demonstrates consistent attendance and participation in the above.</p>

		<p>in meetings, contributing agenda ideas, participating in working groups, preparing reports).</p> <p>Maintains collegiality in all shared service responsibilities.</p>	<p>variety of roles and activities (e.g., Co-Chairs and/or Chairs committee meetings, leads working groups, contributes data/information to reports, collaborates with members to develop action plans).</p> <p>Maintains collegiality in all shared service responsibilities.</p>	<p>large and beyond through a variety of roles and activities (e.g., Co-Chairs and/or Chairs committee meetings, serves on Boards, leads working groups, analyzes data/information related to issues/needs, collaborates with members to develop and carry out action plans).</p> <p>Maintains collegiality in all shared service responsibilities.</p>
c)	Demonstrates integrity in upholding the mission, vision and values of the Faculty of Nursing and the broader University community.	Articulates a commitment to upholding the mission, vision and values of the Faculty of Nursing and the broader University community.	Maintains excellence and integrity in upholding the mission, vision and values of the Faculty of Nursing and the broader University community.	Continues to meet the standards set for Associate Professor.

Criterion 2: Contributions to and engagement with the community

Indicators		Assistant Professor	Associate Professor	Professor
a)	Demonstrates collaborative engagement with the community at large (local, provincial, national/international).	Demonstrates engagement with the community-at-large at the local or regional level.	Demonstrates collaborative engagement with the community-at-large at the local and regional/provincial level.	Demonstrates consistent collaborative engagement and leadership with the community-at-large at the local/ regional and provincial/national/international level.
b)	Service contributions demonstrate integrity and have a meaningful impact with the community.	Provides evidence that service contributions demonstrate integrity and have a meaningful impact with the local community.	Provides evidence that service contributions demonstrate integrity and have a meaningful impact locally and regionally.	Provides evidence that service contributions demonstrate integrity and have a meaningful impact provincially, nationally, and/or internationally.

Criterion 3: Service to and engagement with professional or disciplinary societies and/or to recognized practitioners in the field

Indicators		Assistant Professor	Associate Professor	Professor
a)	Demonstrates engagement with professional or disciplinary societies and/or the Nursing-sector.	Engages with the individual's professional or disciplinary societies and/or to the local Nursing sector.	Demonstrates engagement and leadership in the individual's professional or disciplinary societies and/or to the Nursing sector (locally, regionally).	Demonstrates advanced engagement and leadership with the individual's professional or disciplinary societies and/or to the Nursing sector (provincially, nationally, internationally).
b)	Service and engagement have a meaningful impact on the nursing profession, nursing education, nursing policy and/or nursing practice (local, provincial, national, international).	Service and engagement have a meaningful impact on the nursing profession, nursing education, nursing policy and/or nursing practice at the local level.	Service and engagement have a meaningful impact on the nursing profession, nursing education, nursing policy and/or nursing practice at the provincial level.	Service and engagement have a meaningful impact on the nursing profession, nursing education, nursing policy and/or nursing practice at the national or international level.

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