A candidate for promotion or tenure in the Faculty of Nursing will be judged upon the academic attributes of teaching, research, scholarship and other creative activities, and service. A faculty member becomes eligible for promotion or tenure based on a variety of criteria derived from the following categories.

Promotion in rank takes place from Lecturer to Assistant Professor, from Assistant Professor to Associate Professor, form Associate Professor to Professor. The rank of Professor is reserved for those whose contributions, in the opinion of their university colleagues, have been outstanding in all criteria. Neither tenure nor salary increase is inherent in promotion. Promotion is not inherent in tenure granting.

For the granting of tenure, the candidate will be assessed according to the attributes listed under the rank they presently hold.

Categories from which criteria developed:

**Teaching:** Factors that may be considered include: course work and all related activities, supervision of the work of undergraduate and graduate students, participation in seminars and colloquia; innovative methods in teaching and other contributions to the teaching activities of the University. The written opinion of students and/or fellow faculty members shall normally be sought in the following three categories: a) performance, b) curriculum, and, c) nursing practice

**Research, Creative Works and Performance:** Factors that may be considered include books, monographs and contributions to edited books; papers in both refereed and non-refereed journals; papers delivered at professional meetings, participation in panels; unpublished research including current work in progress, both supported and non-supported: editorial and refereeing duties; creative works and performance; and scholarship as evidenced by the member’s depth and breadth of knowledge and general contributions to the research life of the University. Efforts shall be made to evaluate the quality and originality of both published and unpublished work.

**Service:** Factors that may be considered include: participation in University, faculty and staff departmental committees; counselling students; service in professional organizations; general administrative duties; and community service where the individual has made an essentially non-remunerative contribution by virtue of special academic competence. Service includes internal and external activities related to the research and teaching functions of the University.
The following document has been prepared to assist academic staff members in the Faculty of Nursing to self-assess their suitability to apply for promotion and/or tenure and to assist them in the preparation of their application for promotion and/or tenure. As well, the document will be used by Promotion and Tenure Committees in assessment of the member’s qualifications for promotion or tenure. The intent of the document will be to establish a level of general expectations of performance at each of the ranks of lecturer, assistant professor, associate professor, and professor.

Steps for procedures in promotion are governed in Article 20 of the University of Manitoba Faculty Association Agreement. Terms of References for promotion are in the by-laws of the Council of Faculty of Nursing.

Steps for procedures in tenure are governed in Article 19 of the University of Manitoba Faculty Association Agreement. Terms of References for tenure are in the by-laws of the Council of Faculty of Nursing.

As stated in the University of Manitoba Association Faculty Agreement contract, assessment of the faculty member’s performance shall be based on, but not limited to, the following categories:

1. research, scholarly work and other creative activities
2. teaching
3. services

An appropriate time for application for promotion occurs when the faculty member is satisfied that her/his potential for effective functioning at the next rank has been reached and that she/he has the background documentation to substantiate a request for consideration for promotion. The criteria which follow are guidelines, not rigid requirements.

**Educational Expectations for Rank**

1. **Lecturer to Assistant Professor**
   A Master’s degree

2. **Assistant Professor to Associate Professor**
   A completed doctoral degree or evidence of post master’s study.

3. **Associate Professor to Professor**
   A completed doctoral degree.

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1 Portions of this document are adapted from the “Criteria for Faculty of Nursing Salaries and Promotions”, ratified by the Faculty of Nursing Council, University of Alberta, Edmonton, Alberta, June 20, 1985. Materials are printed with permission.
PROMOTION CRITERIA FOR INSTRUCTORS

INTRODUCTION

This document outlines the weightings and criteria for promotion within the instructor rank in the Faculty of Nursing. The weightings and criteria are guided by the basic tenets for promoting and tenure outlined in the Collective Agreement between University of Manitoba and University of Manitoba Faculty Association and the indicators of performance for teaching, research and scholarly activity, service and administrative duties. These indicators follow the principles of evidence that are given in the next section.

PROMOTION GUIDELINES

Promotion relates to changes in rank. Ranks in the Instructor stream include Instructor I, Instructor II and Senior Instructor. Promotions from one rank to another shall be based upon the contribution that the faculty member has made to the discipline, the Faculty, and the University at the current rank over a period of time, taking into account the criteria and weightings established by the Dean and the faculty member’s academic attributes and performance of assigned and other duties. The duties specifically assigned to the faculty member during the time under consideration must be taken into account in the application of criteria and weightings (Article 20).

Instructor I to Instructor II Criteria

Normally, teaching is the primary area used in promotion decision-making for the promotion from Instructor I to Instructor II. Other categories shall be considered dependent upon the roles and responsibilities outlined in the individual instructor’s contact.

1. Normally restricted to a Master’s degree or its equivalent and who have 5 or more years’ experience in a University or equivalent position. Demonstrated high quality of teaching and a commitment to educational innovation is required.

2. With a regard to one or more, but not necessarily all of the following academic areas:
   - Scholarly Activity – commitment as demonstrated through successful participation in research or other scholarly projects
   - Service – participation in areas of service to the University, community and profession
   - Administrative Duties – high quality administrative service
Instructor II to Senior Instructor Criteria

1. Normally, teaching is the primary area used in promotion decision-making for promotion from Instructor II to Senior Instructor. Other categories shall be considered dependent upon the roles and responsibilities outlined in the individual instructor’s contract. Excellence and innovation in teaching and teaching methods is required, as well as evidence in one or more outlined in 2.

2. With regard to one or more, but not necessarily all of the following academic areas:

   - Scholarly Activity – demonstration of a growing and sustained record of research and scholarly activity representing a significant contribution to the field
   - Service – leadership and initiative in service to the University, community and/or the profession
   - Administrative Duties – excellence and innovation in administrative service

STATEMENTS OF EVIDENCE

The general expectations of an academic are a combination of teaching, research and scholarly activity, service and administrative duties. According to the UMFA Collective Agreement, “members of the bargaining unit whose duties involve any one or more but not all of the normal variety of academic duties expected of the faculty members (teaching, research, service, and administrative duties) but not simply duties in support of teaching may be appointed with the rank of Instructor I, instructor II or senior instructor” (Article 34). Indicators of performance are not intended to be exhaustive. Academic and professional judgment should be used to consider supporting evidence that the faculty member may bring forward for promotion in order to demonstrate accomplishment in performance in each area of responsibility (teaching, research and scholarly activity, service, and administrative duties).

The selection of appropriate evidence (type, quantity and quality) is linked to the roles and responsibilities outlines in the individual instructor's contract.

The approach is to look at each area (teaching, research and scholarly activity, service, and administrative duties) individually in order to identify evidence that reflects performance in teaching, research/scholarly activity, service and administrative duties. The following are principles of evidence:

   - Evidence must be **relevant** and derived from job descriptions and expectations negotiated between the Dean and faculty member.
   - Evidence must be **reliable** with consideration of multiple sources of information and be obtained over time.
   - Evidence must be **realistic** and relate to expectations/responsibilities/situation.
A. **Teaching**

1. **Definition**

Teaching includes: presentations whether through lectures, seminars, tutorials, individual and group discussion, supervision of a student’s work or other means by which students, whether in degree or non-degree programs sponsored by the University, derive educational benefit. (Taken from the University of British Columbia Faculty Relations, 2001)

2. **Examples of indicators of teaching performance**

- Philosophy of Teaching
- Student evaluations of course and instructor
- Class handouts, course material and syllabi
- Recognition or awards received for teaching
- Supervision of clinical teachers
- Performance as faculty advisor
- Impact of teaching on research or practice
- Workshops and seminars
- Teaching rounds
- Peer review
- Performance as clinical teacher

B. **Research and Scholarly Activities**

1. **Definition**

Activities that systematically support the teaching, research and practice areas through rigorous inquiry that:

- are significant to the profession,
- can be documented,
- can be replicated or elaborated, and
- can be peer reviewed through various methods.

(Taken from the American Association of Colleges of Nursing, 1999, page 2)

Scholarship is the generation, application, dissemination and advancement of knowledge in a variety of roles and settings. (Tolve, 1999, page 31)

Using the definition of scholarship proposed by Boyer (1990), indicators of research and scholarly activity can be identified in four areas of function:
Scholarship of Discovery: Entails generation of new knowledge, investigative
Scholarships of Integration: Refers to giving meaning to isolated facts, putting them into perspective, making connections within and across disciplines, synthesis
Scholarships of Application: How knowledge can be applied to consequential problems; interaction of theory & practice (clinical issues, policy papers, program development)
Scholarship of Teaching: Application of knowledge in the teaching-learning process, development of innovative teaching and evaluation methods (external publication or presentation)

2. Examples of indicators of research and scholarly activity

- Peer reviewed publication of research, case studies, outcomes/evaluation studies, educational material or philosophical essays
- Peer reviewed abstract
- Journal/book reviewer
- Position papers, reports, policy papers, new curriculum, document and teaching materials
- Development of a data base or model for evidence based clinical practice
- Presentation or paper/poster at a conference/workshop
- Editor of a journal
- Submissions of grant(s) for ethical review and research funding
- Grants or funds received
- Grant reviewed
- Membership on editorial boards or granting agencies
- Development and documentation of a new model of clinical practice
- Recognition or awards received for research and scholarly activity
- Membership in a research group

C. Service

1. Definition

Service includes internal and external activities related to the individual’s role at the University. The activities should add value to the Faculty, University or professional knowledge.

Services activities are non-remunerative and generally fall into three categories university service, professional service and community service.
University service involves work as an administrator, membership on committees, task forces and special projects for the University or Faculty.

Professional service involves use of expertise (linked to the individual’s role or discipline at University) in activities internal and external to the University.

Community service involves volunteer or civic work in the community that is linked to the individual’s role at the University.

2. Examples of indicators of service performance
- Committee role within the Faculty or University
- Participation in and contribution to local, national or international professionals associations
- Participation and contribution to community agencies and organizations
- Consultations with external practitioners, organizations or government
- Outreach and community service award(s)

D. Administrative Duties

1. Definition
Administrative duties are those duties that arise from established responsibilities within the Faculty (e.g. coordinator, special projects)

2. Indicators of administrative duty performance
- Effective coordination of specific program sites
- Effective coordination of specific programs within the Faculty
- Produces reports and documents related to administrative role
- Consult on administrative matters to external agencies, organizations, or government
- Participates on committees of the Faculty, University, and community related to the individual’s administrative role
- Chairs Faculty or University committee(s)
**TEACHING:** Refers to those activities through which knowledge and expertise are shared with students. The following components are included: teaching performance, content/curriculum expertise, and nursing practice.

### TEACHING PERFORMANCE

<table>
<thead>
<tr>
<th>LECTURER</th>
<th>ASSISTANT PROFESSOR</th>
<th>ASSOCIATE PROFESSOR</th>
<th>PROFESSOR</th>
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<tr>
<td>Evaluates students on course objectives.</td>
<td>As before, and:</td>
<td>As before, and:</td>
<td>As before, and:</td>
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<tr>
<td>Utilizes student evaluation as one means to improve teaching performance.</td>
<td>Shares knowledge and skills with faculty colleagues.</td>
<td>Shares knowledge and skills with colleagues within the University and other educational institutions.</td>
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<tr>
<td>Establishes a supportive learning environment.</td>
<td>Uses a variety of approaches to teaching.</td>
<td>Sought locally, provincially, and/or regionally as resource by students and colleagues in field of expertise.</td>
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<tr>
<td>Utilizes a research base for clinical and classroom teaching</td>
<td>Diagnoses learning problems and takes action to resolve them.</td>
<td>Stimulates analysis and synthesis in student learning.</td>
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<td>Supervises student projects.</td>
<td>Supervises independent studies.</td>
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<td>Serves effectively as an academic advisor.</td>
<td>Participates in thesis committee advisement as a member and/or chairperson.</td>
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<td>Participates in the thesis advisement of graduate students.</td>
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<td>Recognized nationally and internationally in field of expertise.</td>
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<td>Acts as a thesis committee chairperson.</td>
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<td></td>
<td>Serves as a consultant to colleagues to enhance their skills in teaching, clinical practice, research guidance and in using research as a basis for clinical and classroom teaching.</td>
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## CONTENT/CURRICULUM EXPERTISE

<table>
<thead>
<tr>
<th>LECTURER</th>
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<th>PROFESSOR</th>
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<tbody>
<tr>
<td>Assists in preparation of course outline.</td>
<td>As before, and: Coordinates preparation of course outline. Demonstrates competence in course development, implementation and evaluation. Coordinates course objectives with those of the curriculum. Selects course content relevant to current and projected health care needs. Assumes leadership in work groups, prepares position papers. Knows relevant clinical resources.</td>
<td>As before, and: Develops innovative approaches to course content, method of teaching, and/or clinical placement. Implements and evaluates innovative curriculum approaches.</td>
<td>As before, and: Assumes major responsibility for curriculum development. Uses regional, national, and/or international resources in developing and implementing curriculum changes.</td>
</tr>
</tbody>
</table>
**NURSING PRACTICE**

<table>
<thead>
<tr>
<th>LECTURER</th>
<th>ASSISTANT PROFESSOR</th>
<th>ASSOCIATE PROFESSOR</th>
<th>PROFESSOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates competence as a practitioner in area of nursing expertise.</td>
<td>As before, and: Identities researchable problems in practice.</td>
<td>As before, and: Enhances approaches to nursing practice by systematic application and evaluation of research findings, theoretical formulations and other scholarly material. Recognizes locally, provincially and/or regionally for nursing expertise.</td>
<td>As before, and: Generates and evaluates innovative approaches to nursing practice. Recognized nationally and/or internationally for nursing expertise.</td>
</tr>
<tr>
<td>Demonstrates an inquiring approach to practice.</td>
<td>Compares research findings and scholarly work with own nursing practice and modifies practice accordingly.</td>
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<tr>
<td>Utilizes a nursing framework as a focus for practice.</td>
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<tr>
<td>Utilizes research as a basis for nursing practice.</td>
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As before, and:

Identifies researchable problems in practice.

Compares research findings and scholarly work with own nursing practice and modifies practice accordingly.

As before, and:

Enhances approaches to nursing practice by systematic application and evaluation of research findings, theoretical formulations and other scholarly material.

Recognizes locally, provincially and/or regionally for nursing expertise.

As before, and:

Generates and evaluates innovative approaches to nursing practice.

Recognized nationally and/or internationally for nursing expertise.
RESEARCH AND SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES: Scholarship is an expectation of a university faculty member which reflects an increasing breadth and depth of expertise in the development of the discipline of nursing.

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</thead>
<tbody>
<tr>
<td>Demonstrate interest in increasing research and scholarly competence (attends research and thesis seminars, conferences, takes courses, etc.)</td>
<td>As before, end:</td>
<td>As before, end:</td>
<td>As before, end:</td>
</tr>
<tr>
<td>Demonstrates knowledge of the research process through contributions to discussion.</td>
<td>Manifests an inquiring approach and identifies researchable problems.</td>
<td>Presents evidence of ongoing systematic development of knowledge.</td>
<td>Presents evidence of ongoing systematic development of knowledge beyond the doctoral level.</td>
</tr>
<tr>
<td>Seeks help where necessary from colleagues in relation to developing his/her own research and scholarly capabilities.</td>
<td>Presents evidence of continued education relevant to the development of scholarly and research capabilities.</td>
<td>Conducts research investigations individually or collaboratively.</td>
<td>Facilitates research and scholarly endeavors at a provincial, regional, national, and/or international level.</td>
</tr>
<tr>
<td>Assist in creating original materials relevant to the development of nursing knowledge and skills.</td>
<td>Creates scholarly learning materials individually and/or with others.</td>
<td>Facilitates research and other scholarly endeavor in the faculty and the profession.</td>
<td>Contributes to the research and scholarly development of faculty colleagues.</td>
</tr>
<tr>
<td>Demonstrates knowledge of ethical consideration in relation to research.</td>
<td>Present scholarly papers individually and/or with others at workshops, conferences, etc.</td>
<td>Assists other faculty to develop their research and scholarly capabilities.</td>
<td>Recognized nationally and/or internationally for research contributions.</td>
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<tr>
<td></td>
<td>Publishes in recognized periodicals or chapters in books.</td>
<td>Publishes on a regular basis in recognized periodicals or chapters in books.</td>
<td>Publishes on a regular basis in national or international refereed journals or in books or monographs.</td>
</tr>
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<td></td>
<td>Submits grant proposals to support research endeavors.</td>
<td>Selected to serve on editorial boards and research review committees.</td>
<td>Competes successfully for research funding, nationally and internationally.</td>
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<tr>
<td></td>
<td></td>
<td>Competes successfully for research funding.</td>
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<tr>
<td></td>
<td></td>
<td>Selected to participate in the ethical review of research proposals.</td>
<td>Takes an initiative in relation to the repository function of the University and of the profession.</td>
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</table>
**SERVICE:** Refers to those activities that support the University and Faculty functioning and enhance the profession.

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<tr>
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</thead>
<tbody>
<tr>
<td>Serves on at least one committee within the faculty.</td>
<td>As before, end: Demonstrate leadership behaviors in faculty committees. Participates in long range planning within the faculty. Takes responsibilities for the development and completion of special endeavors (open house or orientation, archives, recruitment, etc.) Allows names to stand for University committees. Participates actively in committees which influence professional practice on a local and/or provincial level. Develops and teaches in continuing education and/or programs at the local and/or provincial level. Participates as a resource person on local and/or provincial committees, boards, etc.</td>
<td>As before, end: Serves on major faculty committee. Provides consultation and support to colleagues involved in special endeavors. Participates in intra- and inter-institutional collaborative endeavors. Demonstrate responsible leadership behaviors in community and/or nursing committees at the local, provincial and/or regional levels. Facilitates development of continuing education and/or community programs at the local provincial and/or regional levels. Serves or is sought as a resource person by the community and/or profession. Assists other staff members in developing their public services and contribution to academic and professional bodies.</td>
<td>As before, end: Serves as a resource person for faculty. Serves or is sought for leadership or as a resource person in community nursing, health related and government committees at the provincial, regional, national, and/or international levels. Contributes significantly to the community, academic, and/or professional bodies at a provincial, regional, national, and/or international level.</td>
</tr>
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