

CRITERIA DOCUMENT

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University
of Regina

NURSING

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Effectively applied, performance review is formative. Its purpose is not only to inform career decisions, but to enable those reviewed to develop their skills and move forward professionally.

Performance review thus guides career progress through the ranks and motivates all academic Members to pursue excellence in their assigned duties.

PREAMBLE

This Criteria Document addresses the requirement in the University of Regina Academic **Collective Agreement**¹ that the Dean of each Faculty must maintain criteria and procedures to guide performance review and career decisions within the Faculty of Nursing.

“The major purposes of the University of Regina are to provide a facility for higher education, to provide students with an environment in which they may develop intellectually, emotionally and socially, to promote the advancement and dissemination of knowledge, to serve the community and to encourage a climate of freedom, responsibility, and mutual respect in the pursuit of these goals” (Article 1.1).

With a commitment to the principles of academic freedom, the Faculty further affirms that disciplinary boundaries shall not be used to discriminate against those who pursue scholarly work outside the traditional fields of research in their discipline. While we recognize that individual scholars have collegial responsibilities, the Faculty affirms that it is not appropriate for those involved in peer review to choose areas of research, scholarly activity, or professional practice for Members either explicitly or by implication in the assessment of a Member’s performance. Reviews are conducted in a manner that reduces and eliminates bias.

Standards of performance should be applied in a manner that recognizes differing expectations for the ranks, differences from discipline to discipline, different patterns of activity at various career stages, and differing annual workloads and assignments.

The Faculty Criteria Document has been developed to provide clarity and transparency regarding duties, performance expectations, and career progress decisions related to tenure, promotion and merit within the Faculty of Nursing. This document is to be used in conjunction with the University of Regina Academic **Collective Agreement** between the University of Regina and the University of Regina Faculty Association.

Documents required in the performance review process are specified in the University of Regina Academic Collective Agreement, Article 17.4.

¹Please refer to the University of Regina Faculty Association website, urfa.ca



ACADEMIC ECOSYSTEM AND THE FACULTY OF NURSING

Within the Faculty of Nursing, our academic ecosystem is made up of a complex network of relationships and interactions within the University environment, including teaching, research, community engagement, and administrative functions. The academic ecosystem is constructed to support the purposes and mandate of the University of Regina. Teaching, scholarship, and service are the primary means by which the University, and therefore the Faculty of Nursing, achieve our goals, as illustrated in Figure 1. The Faculty of Nursing affirms its commitment to the pursuit of excellence in the execution of these responsibilities. Academic work does not lend

itself readily to strict time-based accounting. This is partly because job performance is assessed regarding outcomes (e.g. effective teaching or productive scholarship) rather than the number of hours devoted to the work. Furthermore, not all hours devoted to one's duties are equally productive. Nevertheless, some general guidelines can be provided for balancing Members' various duties.

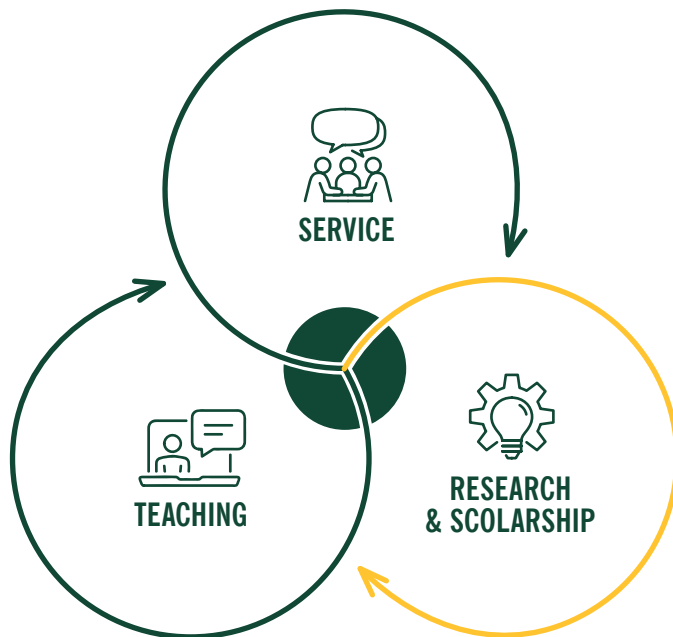


Figure 1: Academic Ecosystem

Teaching, scholarship, and service are the primary means by which the University, and therefore the Faculty of Nursing, use to achieve our goals.

DUTIES AND WORKLOAD

Duties and workloads shall be assigned by the Dean (or designate) considering that expectations may vary over time and according to the Member's position and rank. For more details regarding the duties normally included for a faculty Member, instructor, laboratory or clinical instructor refer to Performance of Duties within the **Collective Agreement** between the University of Regina and the University of Regina Faculty Association. Please see Articles 16.2.1 and 16.2.5.

Within the Faculty of Nursing, Table 1 outlines typical workload expectations.

Table 1: Activities as Related to Duties			
Appointment Type	Teaching	Service	Research/Scholarship
Clinical Instructor	85%	15%	0%
Instructor	80%	20%	0%
Lecturer	80%	15%	5%
Professorial Ranks (Research Intensive)	40%	20%	40%

Members will be expected to make contributions in all the areas that apply to their category and rank. Although Members may choose to place more emphasis on one or another of these areas for a period of time, it will normally be expected that balance between duties as assigned will be achieved over time (e.g. Academic Staff Members may place relatively little emphasis on their scholarship during heavy teaching terms but might devote more time to their scholarship during lighter teaching terms). Members who want to substantially alter the overall allocation of their responsibilities should apply to the Dean for prior approval.

GENERAL GUIDELINES

A positive learning environment is established through the integration of research, scholarship, creative activity or equivalent professional activities into teaching and service practices. The Faculty of Nursing recognizes the diversity of scholarly styles among professorial ranks, allowing flexibility in how and when scholarly activities are conducted. These activities should complement, and not conflict, with teaching and service duties.

Academic Staff Members can determine the time they allocate to scholarly work, ensuring their output reflects reasonable progress. For clarity on progress expectations, Members are encouraged to consult with their dean. When Academic Staff Members teach courses, they are encouraged to prioritize providing high-quality instruction, timely assistance, and feedback to their students. Engaging in service roles can enhance Members' understanding of the University's workings.

Academic Staff Members are joining a vibrant and passionate University community. New Academic Staff Members are encouraged to fully participate in University life which includes teaching and service. Depending on your position/role you may have the opportunity to engage in scholarship, research, creative or equivalent professional activities. If you are in a tenure-track or term position you may be interested in service activities; however, teaching and research are your priority. If uncertain about the appropriate balance of duties, seek guidance from your dean.



TEACHING

The evaluation of teaching is an important part of the performance review process. The Faculty of Nursing is strongly committed to effective teaching and places a high value on Academic Staff Members continually striving to strengthen the quality and impact of teaching and learning for all students. As such, effective teaching is expected of all Academic Staff Members and demonstration of teaching effectiveness is a prerequisite for appointment renewal, career growth increments, tenure and promotion. Effectiveness in teaching related duties and associated workload implies a concentrated and successful effort to create the best possible learning environment for students. It involves continuing attention to course work, design, and/or contributions to teaching activities within the Faculty or University. This may occur in various settings from the facilitation of theory, to laboratory, and practice education experiences as well as effective classroom instruction, whether in-person or virtual.

Academic Staff Members must be familiar with delivering courses through various modalities. For example, asynchronous courses are a means of learning where the instructor and the students in the course all engage with the course content at different times (and from different locations). Academic Staff Members are coaches rather than tutors. The Academic Staff Member provides students with a sequence of units which the students move through as their schedules permit. Each unit might make use of assigned readings or uploaded media, online quizzes, discussion boards, and more. The educator guides the students, provides them with feedback, and uses evaluation strategies in accordance with the Master Course Outline³. Asynchronous online



Nursing faculty working with VR headsets.²

Academic Staff Members have the right and responsibility to participate in decision making with respect to the development of curriculum and pedagogy, new programs, new course offerings, modifications of existing courses, and, degree, diploma, or certificate requirements. Participation in such decision making will be afforded through Faculty, Program, and University committees.

learning allows students to view instructional materials each week at any time they choose and schedule group work when it is convenient for everyone. Asynchronous classes are not less rigorous than synchronous classes. Asynchronous and synchronous on-line courses are integrated within all programs of the Faculty of Nursing, including University of Regina-only programs, and collaborative programs delivered with Saskatchewan Polytechnic. Work such as this is included in workload assignments and teaching credit is applied.

Members' teaching responsibilities include selecting course materials and content as well as determining and using pedagogical approaches that can be operationalized with-

in the resources available to the Faculty of Nursing to support student engagement, and learning and faculty well-being. As a Member determining the sequence of topics within their assigned courses, consideration of available resources (e.g., lab space and clinical) is required. Academic Staff Members will exercise their academic freedom responsibly within the requirements of approved Master Course Outlines.

²Image generated with prompt "Nursing faculty learning how to use VR headsets in sepi" by OpenAI, ChatGPT, 2024 (<https://chat.openai.com/chat>)

³Master Course Outlines guide the administration and imposition of the same or equivalent marking regimes, marking requirements, evaluative tools, and examinations between course sections. The Master Course Outline is available upon request.



Figure 2: Phases of Teaching

ners include Saskatchewan Polytechnic, and nursing education regulatory and accrediting bodies (i.e., College of Registered Nurses of Saskatchewan, Canadian Association of Schools of Nursing, and various health, and community agencies). Consequently, Academic Staff Members assume a variety of leadership roles and additional responsibilities related to the collaborative delivery of the undergraduate and graduate nursing programs. An example of a leadership role in the Faculty of Nursing is the course coordinator. This role encompasses diverse responsibilities within the program.

The four elements, Prepare, Create, Support/Lead/Evaluate and Deliver/Engage/Implement are described in Figure 2: Phases of Teaching.

Course Coordinator responsibilities vary across courses and may influence the performance of duties associated with each rank. Faculty are responsible for participating in all phases of teaching and learning through preparation, creation, delivery, evaluation and student support.

TEACHING ASSUMPTIONS

Academic Staff Members using this Criteria Document to make career progression recommendations to the Dean, recognize that the Collaborative Program Agreements⁴ impose academic requirements. As a result, there are inequitable opportunities for Academic Staff Members to develop or revise course content or modify clinical evaluative components depending on their academic rank and role.

Teaching in the Faculty of Nursing is uniquely complex and is interwoven with undergraduate and graduate education delivered independently and in collaboration/consultation with the internal and external academic institutions and agencies. Examples of collaborative part-

⁴The Collaborative Program Agreements refer to the Saskatchewan Collaborative Bachelor of Science in Nursing Program (SCBScN) Agreement and the Collaborative Nurse Practitioner Program (CNPP) Agreement. These agreements specify the principles under which the undergraduate program SCBScN and the graduate program CNPP function. These programs are collaboratively delivered by the University of Regina and Saskatchewan Polytechnic.

PHASES OF TEACHING



PREPARE

Academic Staff Members are to intentionally use their way of knowing to develop new pedagogically-appropriate material. In the preparation phase, the faculty Member uses and applies their unique body of knowledge, from clinical practice, research, and scholarship, to generate and guide the development of new ideas, resources, and teaching modalities. Academic Staff Members demonstrate a commitment to life-long learning in professional and community organizations and scholarly activities.

Activities may include, but are not limited to:

- Incorporate a working knowledge of the different domains of nursing into content and teaching practice [i.e. knowledge, research methodologies, critical inquiry and evidence, nursing practice, communication and collaboration, professionalism, leadership (CASN, 2022)].
- Actively seeking opportunities to facilitate continued growth of nursing and teaching knowledge.
- Incorporating a knowledge of best practice/ evidence-based guidelines into resources and practice.
- Incorporating feedback from student evaluations and/or peer review into content delivery and resource development.



CREATE

Drawing from their unique knowledge base, faculty develop resources to enhance the learner's ability to critically analyze, reflect and apply theoretical principles and concepts in contemporary developments in nursing. Faculty develops and/or revises appropriate pedagogical practices across the learning continuum.

Activities may include, but are not limited to:

- Develop and/or revise resources, activities and/or evaluative components.



DELIVER / IMPLEMENT / ENGAGE

Academic Staff Members implement various teaching and learning strategies to facilitate learning. They act with intention to curate and foster student engagement and positive learning environments.

Academic Staff Members engage with students in varied learning environments, each with unique complexities that influence the strategies used to facilitate a welcoming learning context while implementing the values of due process and fair treatment of learners.

Activities may include, but are not limited to:

- Model and stimulate critical inquiry through content delivery across the learning continuum.
- Implement activities or technology to foster engagement.



SUPPORT / LEAD / EVALUATE

Members support the learners and the program across the numerous learning modalities. They strive to create an environment that is fair and promotes critical analysis of content. Faculty engage in robust self-reflection and value feedback from learners and faculty peers.

Activities may include, but are not limited to:

- Provide support and mentorship to learners.
 - Engage in peer feedback.
 - Promote a respectful environment for learning.
- Evaluate teaching effectiveness.
 - Reflect on student, peer, course, and program evaluation.
- Engage in curriculum review and renewal.
- Create quality improvement projects.

The Annual Information Form (AIF) is used by Academic Staff Members to identify development activities, accomplishments, and growth in the teaching phases listed above.

EVIDENCE OF TEACHING AND RELATED DUTIES

Academic Staff Members may choose to reflect on one phase of teaching in a particular year, however, Members need to ensure that they reflect on each of the four phases of teaching as

they prepare for a performance review. Faculty may note if they have not received opportunities to contribute to a specific phase of teaching because of their workload assignment and the Collaborative Program Agreements (as noted above).

Ways to demonstrate evidence include (there is no minimum number required), but are not limited to:

- Prepare
 - professional development activities,
 - review and incorporate clinical practice standards, and/or
 - review and incorporate new teaching methodologies.
- Create
 - resources or activities that were developed,
 - updated content and/or exam questions, and/or
 - conversion of material to meet the Next Generation NCLEX (NGN) standards.
- Deliver/Implement/Engage and Support/Evaluate
 - student evaluations,
 - peer evaluations,
 - reflection on student, peer and self-evaluations,
 - reflection on teaching modalities and pedagogical approaches used, such as flipped classroom, h5P, case studies, escape rooms, and/or
 - participation at Curriculum Committees, SCBScN Program Council, CNPP Program Council etc.



SERVICE

Community engagement and administrative functions within the Faculty of Nursing are conceptualized as service activities. All Academic Staff Members are required to contribute to the University through activities and work on University, Faculty, Program, or Association committees; administrative activities related to the research and teaching functions of the University, or through other administrative assignments; the contribution of the Member to the intellectual life of the University through public presentations; and contributions to the academic community and society from activities related to the Member's appointment. Volunteerism that is relevant and appropriate to the discipline of nursing, and that reflects positively on Member status as an academician and the institution shall also be considered as service.

Effectiveness in service-related duties implies that Academic Staff Members have the right and responsibility to participate in University governance by providing counsel and advice on matters of planning and policy. Members share a right and responsibility for shaping the direction of the Faculty of Nursing, and for serving on University-wide councils and committees. Since participation of Academic Staff Members in these areas is vital to academic governance, the University and all its Academic Staff Members have a shared responsibility to participate in University governance.

SERVICE ACTIVITIES

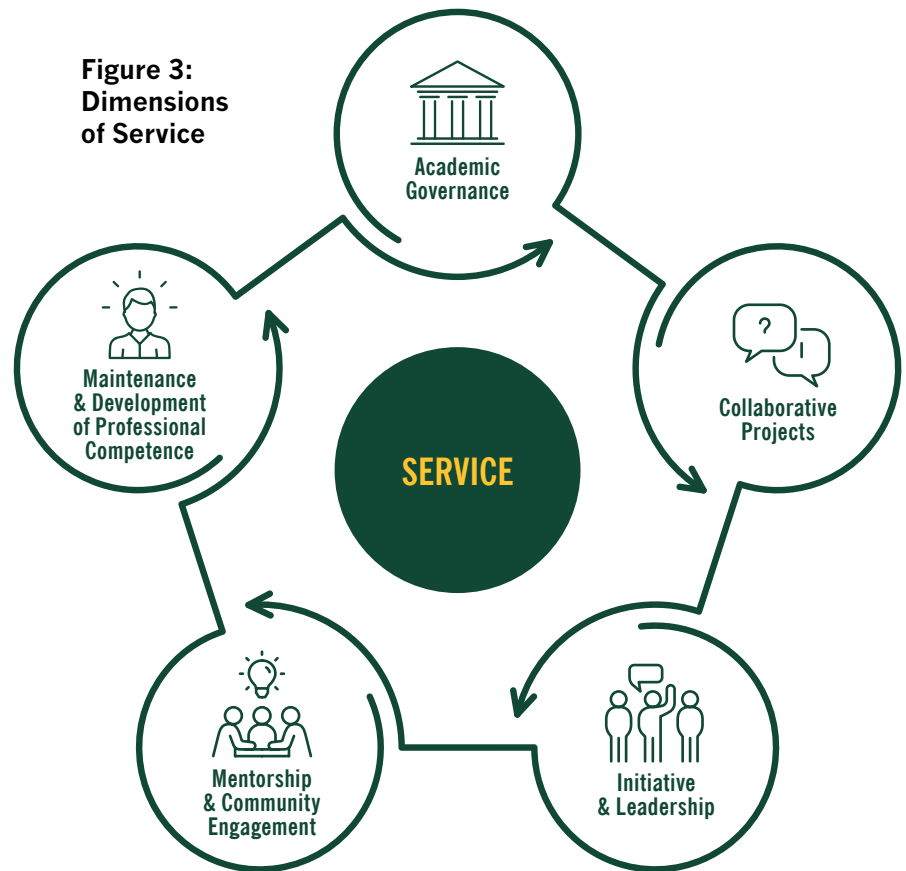
- University service refers to the various ways in which faculty, staff, and administrators contribute to the functioning and advancement of the University community beyond their primary roles in teaching and research.
- Service encompasses activities that support the University of Regina's and Faculty's vision, mission, values, and goals, as well as its overall operations and effectiveness. By actively engaging in service, Universities can fulfill their mission to serve the public good and make a meaningful impact on local, national, and global communities.
 - Any activity that demonstrates proactive problem identification and problem-solving on behalf of the Faculty of Nursing and/or University and directly contributes to the mission and vision of the Faculty of Nursing and/or University of Regina may be considered as evidence of academic service.
- University service can take many forms such as service to the Faculty of Nursing, service to the University, or service to the profession/discipline. Service roles include serving on committees, participating in governance and decision-making processes, contributing to the development of academic programs and policies, and representing the University in professional organizations and networks, as well as providing mentorship and advising to students and peers, engaging in outreach and community service initiatives, working with community groups, professional development, and speaking at events as a subject matter expert. Service to the University of Regina Faculty Association, profession, discipline, or community that relies on the professional, or academic expertise of faculty is a contribution considered alongside institutional service. This includes activities undertaken to maintain professional nursing practice competence⁵.
- Teaching functions that reflect service are activities not associated with a specific course. Examples may include, but are not limited to curriculum development and evaluation, program accreditation, organizing/facilitating nursing bootcamps, organizing conferences, development of resources for use across the program or within the Faculty.

⁵Nursing practice competence has many dimensions. These include clinician, professional, communicator, collaborator, coordinator, leader, advocate, educator, and scholar.

SERVICE EXPECTATIONS

- Service work needs to contribute to the workings of the Faculty/University.
- Academic Staff Members are required to be engaged in the academic operations of their Academic Unit and to be active in the academic governance of the University, including participation, where possible, in the Faculty Council and Program Councils or equivalent.
- Academic Staff Members are responsible for participating in all dimensions of service: academic governance, collaborative projects, initiative & leadership, mentorship & community engagement, maintenance & development of professional competence. Members may choose to focus on one dimension of service in a particular year; however, Members need to ensure that over time contributions are made in the five dimensions of service.

Figure 3 illustrates the various dimensions of Service.



DIMENSIONS OF SERVICE



ACADEMIC GOVERNANCE

Academic Governance refers to the influence that individuals or groups have on shaping policies, procedures, and decisions within academic institutions or broader educational contexts. This influence may be exerted through committee involvement, advisory roles, advocacy efforts, or research contributions that inform policy development and strategic decision-making processes.



COLLABORATIVE PROJECTS

Collaborative Projects refers to a joint endeavor undertaken by two or more individuals or entities who work together to achieve a common goal or outcome. Collaborative projects typically involve shared resources, responsibilities, and decision-making processes, with participants pooling their expertise, knowledge, and skills to address complex problems or pursue opportunities that exceed the capacity of any single contributor. The Academic Staff Member's role will be considered when looking at the scope one participates in collaborative projects.



INITIATIVE & LEADERSHIP

Initiative & Leadership is characterized by the ability of individuals to take proactive steps to identify opportunities, set goals, and mobilize resources to initiate and drive forward projects or programs within an organization. Initiative leaders demonstrate a strong sense of vision, creativity, and strategic thinking, as well as the capacity to inspire and motivate others to contribute to the realization of shared objectives.

- Demonstrates initiative through engagement in committee work with the Faculty, Collaborative Programs, and the University. As Academic Staff Members progress through their career, they expand their engagement and involvement within our communities.
- Leadership is about “critical thinking, action and advocacy – and it happens in all roles and domains of nursing practice” (Canadian Nurses Association, 2009, p. 1) and refers to a process that motivates followers by appealing to higher ideas and moral values where the leader has a deep set of internal values and ideas and is persuasive at motivating followers to act in a way that sustains the greater good rather than their own interests (Burns, 1978). Nursing leaders create supportive environments where responsibility is shared and faculty, staff and students, feel safe to take risks to become creative and innovate (Doody & Doody, 2012). There are five exemplary leadership practices that contribute to a positive work environment (Kouzes & Posner, 2014):
- Model the Way – Leaders develop self-awareness and explore personal and professional values as they express their own unique vision incorporating behaviors and values.
 - Inspire a Shared Vision – Leaders passionately express the meaning and purpose of the work while demonstrating team collaboration aligning actions with shared values and aspirations of the shared vision for the future.
 - Challenge the Process – Leaders investigate opportunities and exhibit a willingness to change the status quo. When challenging the process, the primary contributions are often the recognition of good ideas, the support of those ideas, and the willingness to challenge the system to get new products, processes, services, and systems adopted.
 - Enable Others to Act – Take into consideration each person's perspectives and ensure that the decisions were made by the team and not the individual. You build a climate of trust and foster collaboration, respectful communication, and accountability. Leaders strengthen others by increasing self-determination and developing competence and confidence.
 - Encourage the Heart – Creating a spirit of community through celebrating values and victories by recognizing other leaders' contributions. Providing shine out/shout outs in faculty meetings.



MAINTENANCE & DEVELOPMENT OF PROFESSIONAL COMPETENCE

Academic Staff Members shall maintain scholarly and professional competence appropriate to their duties (Article 16.4.4, University of Regina Academic **Collective Agreement**).

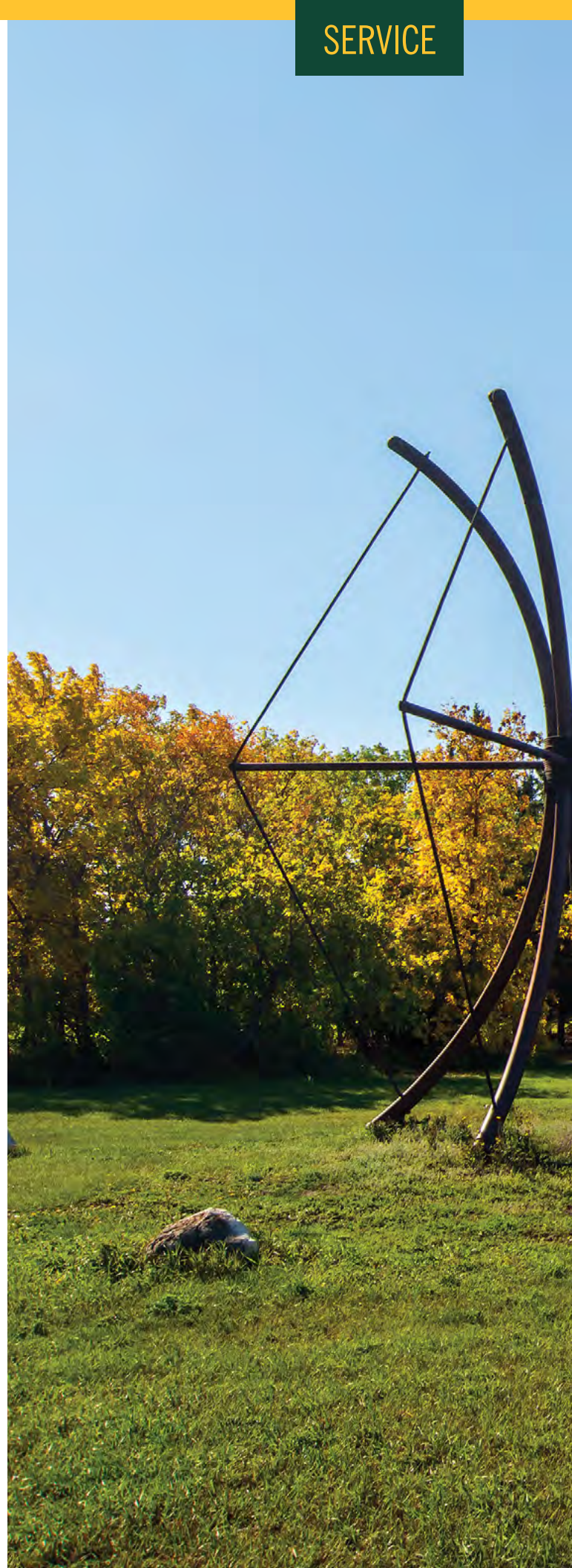
- Continuous learning and development are undertaken to stay current in the Member's area of nursing practice. This may include but is not limited to clinical practice, attending conferences and workshops, and pursuing further education.
- Clinical practice may be considered for maintenance of professional competence. Employees are encouraged to review the Conflict of Interest and Conflict of Commitment Policy (GOV 022 010).



MENTORSHIP & COMMUNITY ENGAGEMENT

Mentorship involves a supportive relationship between an experienced individual (mentor) and a less experienced individual (mentee), aimed at providing guidance, advice, and support to facilitate the personal and professional development of the mentee. This relationship typically entails sharing of knowledge, skills, and experiences, as well as offering constructive feedback and encouragement to help the mentee navigate challenges, set goals, and achieve success. Service can also help faculty and staff build relationships with colleagues across disciplines and institutions, leading to collaborative research and scholarship.

Community Engagement refers to the collaborative process of building relationships and partnerships between universities and their surrounding communities to address shared concerns, promote mutual learning, and create positive social change. It involves the active involvement of University stakeholders, including faculty, students, and staff, in initiatives and activities that contribute to the well-being and development of the local, regional, or global community.



The Annual Information Form (AIF) is to be used to document Member service accomplishments.

EVIDENCE OF SERVICE

Members may choose to reflect on a particular dimension of service in a particular year. When Academic Staff Members seek career advancement such as receiving increments, merit, promotions, renewal of tenure-track appointments, or granting of appointments with tenure, Academic Staff Members need to provide evidence demonstrating contributions in each of the five dimensions of service.

- In assessing Academic Staff Members' service work, the Dean and Review Committee will consider the number of different forms of contribution, the amount of work each contribution requires, the extent to which such activities contribute to the workings of the University or brings distinction to the Faculty of Nursing or University of Regina.
- In demonstrating the nature of service contributions, the Member should highlight:
 - the level and significance of participation,
 - the level of responsibility, demands on time and energy,
 - a description of the setting/context (disciplinary or non-disciplinary) and whether it is within the Academic Unit, Faculty or School, University, or external to the University, and
 - the extent to which such activities contribute to the workings of the University or bring distinction to the Faculty of Nursing and/or the University.

University



SCHOLARSHIP, RESEARCH AND CREATIVE OR EQUIVALENT PROFESSIONAL ACTIVITIES

Research activity is integral to fulfilling the mandate and mission of the University. Teaching and learning are informed and enriched by the research and scholarly activity of Members. Research and scholarly related activities within the Faculty of Nursing advance knowledge in a Member's field(s) or discipline(s) and includes the dissemination of such work through publications, presentations, exhibitions and performances, and other appropriate means. Effectiveness in research and scholarly related duties implies engaging in activities that contribute to the mission and reputation of the University and provides students with transformational learning experiences.

Members are free to select topics for research, scholarship and/or creative work; and in the publication, performance, or presentation in any form of the products of that research and/or creative work. Honest and thoughtful inquiry, reasoned discourse, rigorous analysis of evidence, and peer review are core elements of those standards.

SCHOLARSHIP, RESEARCH AND CREATIVE OR EQUIVALENT PROFESSIONAL ACTIVITIES ASSUMPTIONS

Faculty using this Criteria Document to make career progression recommendations to the Dean, recognize:

- Academic freedom is a guiding and organizing value, right, and principle shaping scholarship and scholarly activities in the Faculty of Nursing. (e.g., freedom of inquiry/intellectual endeavors, including exploration of “wicked questions.”)
- Academic Staff Members (i.e., professorial stream) evaluated in this area of duty assume responsibility to engage in and advance scholarship and scholarly work relevant and appropriate to nursing as a discipline and profession (and meta-paradigm), or health-related disciplines. Emphasis on scholarship is maintained and promoted at all developmental stages of a faculty Member and throughout their career.
- Knowledge is acquired/generated through research, synthesis, practice, and teaching based on an expanded view of scholarship. The dimensions of scholarship in nursing are fluid, dynamic, and frequently overlapping (scholarship, research and creative or equivalent professional activities) and inclusive of a variety of ontological, epistemological and methodological perspectives and ways of inquiry (including ethical inquiry).
- Research productivity is viewed as the outcome of the interaction among the multi-dimensional but interrelated elements of scholarship in nursing, as depicted in Figure 4.



- Evaluation and advancement based on research and scholarly productivity are, therefore, an outcome of an ‘objective’ external assessment (i.e., number of publications, grant funding, etc.) and internal evaluation of performance, which is subjected to political interest (i.e., sources of power, power relations).
- Evidence of scholarship outcomes/research products/creative and art-based products should be qualitatively, comprehensively, and equitably evaluated and assessed for impact and significance. The evidence should not be based quantitatively (number of outcomes/products). The Declaration on Research Assessment (DORA)⁶ may be used to help identify surrogate measures on the quality of the individual’s research, scholarship or creative activities along with the shared standards of this Criteria Document.
- The Faculty of Nursing also recognizes and respects Indigenous communities’ and community-based organizations’ choice to not publicly disseminate knowledge generated in the research process. During the annual review process Faculty should identify their active engagement in knowledge mobilization activities and explain when private or alternate avenues of dissemination were utilized. Faculty Members’ work shall not be undervalued when using alternate methods of knowledge dissemination to respect their community partners decisions.
- Evaluating and assessing scholarship for tenure, promotion and merit at all faculty ranks will consider/address the quality and significance or impact of the scholarly work and activities.

The Faculty of Nursing does not require, either in its annual performance reviews or in applications for tenure and promotion, any pre-determined quantity of scholarly output. It asks only that Members consistently do good-quality work, whatever their scholarly style. Peers should be able to recognize the outputs of their labour and know that reasonable progress is being made. The Faculty of Nursing recognizes that assessments of quality and reasonable progress depend on the judicious but necessarily subjective opinion of peers. If Members are uncertain whether their current rate of progress will be considered reasonable, they should seek advice from their Dean.

Research and scholarly activity within the Faculty of Nursing includes a variety of forms of scholarship.

- **Scholarship of discovery:** Investigative inquiry that builds a distinctive body of knowledge or creativity within a field of study.
- **Scholarship of integration:** Analytical inquiry that develops new insights and understanding from bringing together and synthesizing knowledge and information from various sources.
- **Scholarship of application:** Inquiry that advances knowledge through engagement with the application of knowledge and expert practice.
- **Scholarship of teaching:** Inquiry that supports the pedagogy of discipline, innovation in the discipline, and the transfer of knowledge to learners (Boyer, 1997).

⁶The Declaration of Research Assessment is a worldwide, cross-disciplinary initiative that recognizes the need to improve the ways in which scholarly research outputs are evaluated. Home/DORA (sfedora.org)

The sustainability of community partnerships and relationships with Indigenous and non-Indigenous communities are key considerations for researchers when making decisions about knowledge mobilization activities.

The Faculty of Nursing community values the full spectrum of research methodologies and methods (e.g., scientific, historical, textual analysis, humanistic, art informed, critical discourse analysis, etc.).

The Faculty of Nursing community values individual and collaborative practice-led research. It is recognized that research activities and knowledge translation can take many valuable forms, including, but not limited to writing in a variety of

styles and venues, engaging in creative ways of collecting data, developing theory and methodology, the scholarship of teaching, and collaborative projects. Research involving artistic knowledge sharing and dissemination creates a new way of thinking, seeing, understanding and disrupting one’s view and representation of knowledge, promoting deeper understandings of self, others, and assumptions connected to ontological and epistemological processes (Bogumil et al., 2017; Hurdley et al., 2017; Lexy 2018, as cited in Lahman, 2025, pp. 58-59). Research based on art should “promote reflexivity and empathy by connecting and engaging the researcher, participants, and viewers emotionally and intellectually” (Lahman, 2025, p. 58).

In some research approaches, impartial, expert review by colleagues may not be the correct mechanism to evaluate and determine the rigor and quality of the scholarly work of researchers in the Faculty of Nursing. In addition, public dissemination may not be a suitable avenue for knowledge mobilization. In particular contexts, review by community members or Elders may be the appropriate and ethical assessment, and private dissemination the applicable strategy and avenue.

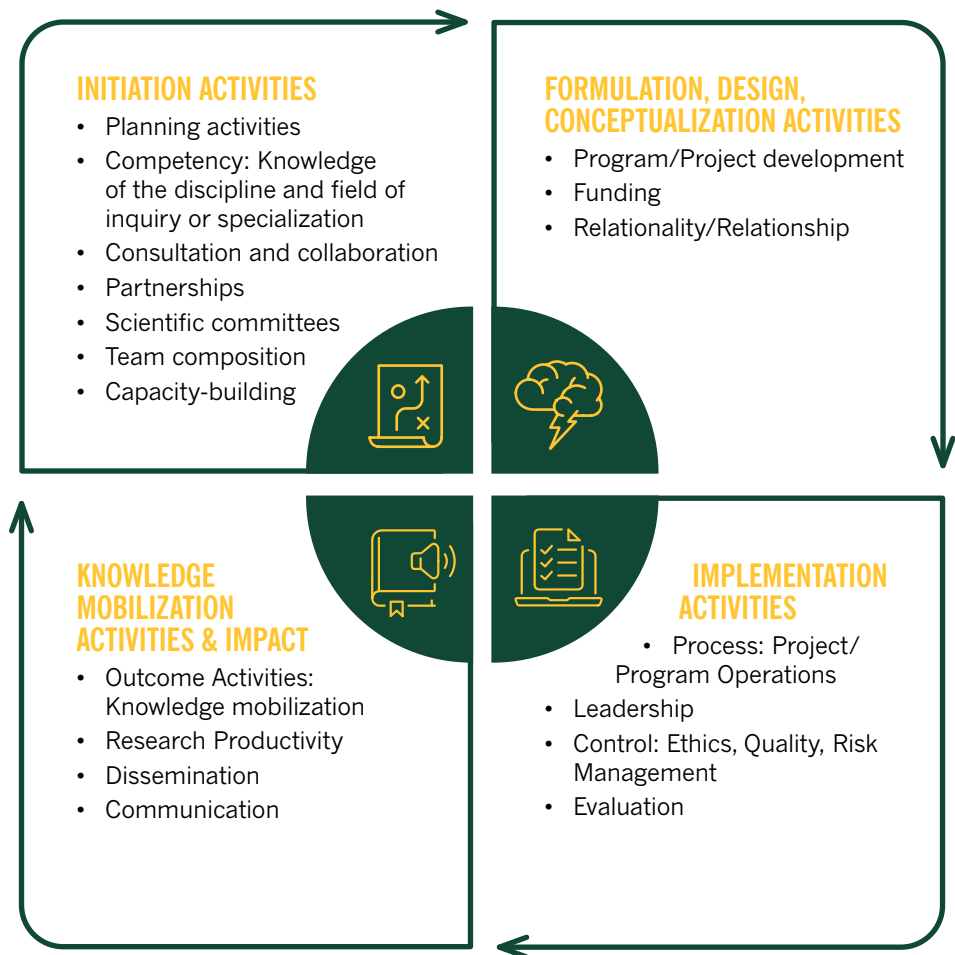


Figure 4: Dimensions of Scholarship, Research and Creative or Professional Activities

- In the case of Indigenous research approaches, the determination of the quality of scholarship and the choice to disseminate or not, belongs in the hands of the community (First Nations Information Governance Centre, 2022). OCAP (Ownership, Control, Access, and Possession) principles affirm the right of Indigenous people to control the management of their health information and decide how it is accessed (FNIGC, 2022). Indigenous Knowledge Translation (KT) has been defined by Kaplan-Myrth & Smylie (2006) as “Indigenously led sharing of culturally relevant and useful health information, and practices to improve Indigenous health status, policy, services, and programs” (p. 25) or “sharing what we know about living a good life” (p. 33). Indigenous KT can “encompass anything that moves research from the laboratory, conference, or academic journal into the hands of people and organizations who can put it to practical use. Infographics, videos, articles, and social media posts are all examples of KT in action” (FNIGC, 2024). Smylie et al. (2014) assert that Indigenous KT “protocols are commonly dynamic, participatory, integrated into family and community activities, repeated or cyclical, and intergenerational” (p. 18) and “dominant KT models in health science do not typically recognize Indigenous knowledge conceptualizations, sharing systems, or protocols and will likely fall short in Indigenous contexts” (p. 16).
- These principles apply similarly to non-Indigenous community-based organizations. Collaborative, community-based participatory research (CBPR) and integrated knowledge translation (KT) approaches “result in convergence upon a common aim: the co-creation of knowledge that is the result of knowledge user and researcher expertise” (Jull et al., 2017, p. 4). A core value in CBPR and integrated KT holds that “the inclusion of knowledge users as partners in research must be carefully considered in the design and conduct of research studies to ensure respect for forms of knowledge and knowledge systems that differ from that held by the researchers... CBPR and integrated KT studies provide evidence of sharing information and expertise and examples of how to enact research relationships that foster ethical research partnerships and, ultimately, the co-creation of knowledge that is more likely to be valued by members of the research community and by those the research is meant to benefit” (p. 6). The pace, forums, and scope of knowledge that is disseminated must show respect for the communities who are full partners in the research process.

Just as in a natural ecosystem, each component plays a vital role in sustaining the overall health and vitality of the academic institution. Figure 4 is used to highlight the interconnectedness of various components within the university environment and emphasize the dynamic nature of interactions among students, faculty, staff, administrators, researchers, alumni, funding sources, and external stakeholders.

DIMENSIONS OF SCHOLARSHIP, RESEARCH AND CREATIVE OR EQUIVALENT PROFESSIONAL ACTIVITIES



INITIATION ACTIVITIES

Initiation activities encompass the foundational processes and strategic actions undertaken at the beginning of research, scholarship, creative, or art-based endeavours.



FORMULATION, DESIGN, CONCEPTUALIZATION ACTIVITIES

Formulation, Conceptualization, & Design Activities encompass the strategic processes and systematic approaches involved in shaping the trajectory of a research, scholarship, creative, or art-based initiative.



IMPLEMENTATION ACTIVITIES

Implementation Activities encompass the operational phases and strategic actions undertaken to execute a project or program effectively. Implementation activities are crucial for translating research plans into tangible outcomes, maintaining ethical standards, ensuring research quality, managing risks, and evaluating the success of the endeavor.



KNOWLEDGE MOBILIZATION & IMPACT

Knowledge Mobilization & Impact refer to the strategic processes and outcomes involved in effectively disseminating, communicating, and translating research and scholarship findings or creative and art-based endeavors into meaningful results that contribute to societal, economic, or academic advancement. Additionally effective implementation contributes to advancing knowledge and generating meaningful impact within the scientific community and society at large.

Research, scholarship, and creative or equivalent professional activities refer to original works. These activities may include (there is no minimum number required) but are not limited to:

- Making intellectual, critical and creative contributions to research and scholarship.
- Disseminating work through publications, presentation of scholarly papers, exhibitions, performances, art-based research, gallery displays, artistic reflexivity or other means.
- Engaging with community partners in scholarship and disseminating activities as deemed culturally responsive based on community collaborations and partnerships.
- Reviewing the scholarly work of others.
- Engaging with peers in scholarly work.

- Supervising the research component of undergraduate or graduate students' work.
- Examining a master's thesis or doctoral dissertation.
- Reviewing manuscripts.
- Directing research assistants.
- Serving as a member of a master or doctoral thesis committee.
- Chairing defenses.
- Supervising post-doctoral researchers.
- Applying for internal and/or external grants and engaging in related research activities.
- Developing program proposals.
- Developing and disseminating theory (construction, synthesis, application).
- Conducting any additional activities that can be described as scholarly activities by the Academic Staff Member.

Peer or Community reviewed activities are considered substantial evidence of scholarship, including, but not limited to:

- Reviewing articles in refereed journals, books, films, videos and/or computer software.
- Developing policies, program evaluation reports and/or white papers among others.
- Authoring books and/or chapters published by universities or other publishing houses.
- Reviewing papers in published conference proceedings.
- Presenting papers at scholarly or equivalent professional meetings/conferences.

Non-peer review activities are considered substantial evidence of scholarship, including, but not limited to:

- Authoring newspaper articles.
- Public speaking.
- Media and/or web-based presentations.

EQUIVALENT PROFESSIONAL ACTIVITIES

Academic Staff Members may work directly with health care organizations, professional bodies, regulatory nursing bodies, and community partners to facilitate program improvement around scholarship and related research activities. The undertaking of this work entails relationship building, knowledge translation and knowledge mobilization.

The Faculty of Nursing views engaging in equivalent professional activities as equivalent to research and scholarship including, but not limited to:

- Developing, implementing and evaluating programs and activities which contribute to:
 - the profession,
 - the well-being of society,
 - the development of nursing and adjacent disciplines,
 - chairing committees (i.e. CIHR, SSHRC, NSERC, SHRF),
 - editing a professional journal or textbook, and
 - partnering with groups engaging in community health-based research.

EVIDENCE OF SCHOLARSHIP, RESEARCH, AND CREATIVE OR EQUIVALENT PROFESSIONAL ACTIVITIES

The Annual Information Form (AIF) is used by Academic Staff Members to document their professional development activities, accomplishments, and growth in the scholarship dimensions listed above. However, those Members assigned a workload with scholarship, research, and creative or equivalent professional activities will need to reflect on all dimensions of scholarship, research, and creative or professional activities when seeking career advancement such as receiving increments, merit, promotions, renewal of tenure-track appointments, or granting of appointments with tenure.

Members may choose to reflect on a specific phase of scholarship in a particular year.





CAREER PROGRESS

Career-progress decisions concern increments, merit, promotions, renewal of tenure-track appointments, and granting of appointments with tenure. The Academic Staff Member is responsible for providing the relevant information and documentation for the review.

RENEWAL OF TENURE-TRACK APPOINTMENTS

Renewal of a tenure-track appointment shall be recommended where there is evidence of satisfactory performance in all components of assigned duties and workload in accordance with the Academic Staff Member's rank.

TENURE

Tenure shall be recommended to the Dean when the Member provides evidence of consistent satisfactory performance of all components (teaching, service, and if appropriate research, scholarship, and creative or equivalent professional activities) of assigned duties and workload, in accordance with the Academic Staff Member's rank throughout their probationary period. Additionally, there must be evidence provided of future contributions that will enhance the University's academic reputation as per Article 17.2.1 of the University of Regina Academic **Collective Agreement**.

For recommendations on tenure of each faculty Member category, please see Table 2: Tenure Criteria.

Table 2: Tenure Criteria	
Clinical Instructors	
A recommendation for tenure of a Member, with the rank of <i>Clinical Instructor</i> , is made after the following evidence has been provided.	<ul style="list-style-type: none"> • Effective and satisfactory clinical practice education teaching performance. • Meaningful and expanding engagement and involvement in service activities within our communities (teaching team, Faculty, University, provincial, national, or international). • Evidence that future contributions will enhance the academic reputation of the University, contribute to the academic community and society from activities related to the Member’s appointment.
Instructors	
A recommendation for tenure of a Member, with the rank of <i>Instructor</i> , is made after the following evidence has been provided.	<ul style="list-style-type: none"> • Effective and satisfactory teaching performance. • Meaningful and expanding (teaching team, Faculty, University, provincial, national) engagement and involvement in service activities. • Evidence that future contributions will enhance the academic reputation of the University, contribute to the academic community and society from activities related to the Member’s appointment.
Lecturers	
A recommendation for tenure of a Member, with the rank of <i>Lecturer</i> , is made after the following evidence has been provided.	<ul style="list-style-type: none"> • Effective and satisfactory teaching performance. • Meaningful and expanding (teaching team, Faculty, University, provincial, national) engagement in service activities. • Demonstration of participation in scholarship, research, and creative or equivalent professional activities. In assessing the evidence of research and scholarship, the principles and values outlined in the Declaration of Research Assessment (DORA) should guide deliberations. • Evidence that future contributions will enhance the academic reputation of the University, contribute to the academic community and society from activities related to the Member’s appointment.
Assistant Professors, Associate Professors, or Professors	
A recommendation for tenure of a Member, with the rank of <i>Assistant, Associate, or Full Professor</i> , is made after the following evidence has been provided.	<ul style="list-style-type: none"> • Effective and satisfactory teaching performance. • Meaningful and expanding (teaching team, Faculty, University, provincial, national) engagement in service activities. • An active program of research and scholarship that has utilized knowledge translation or dissemination activities to make an impact on nursing, health, health care, or the University (e.g., research, innovations or developments in clinical practice, policy, education, research and/or administration). In assessing the evidence of scholarship, research/creative activities the principles and values outlined in the Declaration of Research Assessment (DORA sfedora.org) should guide deliberations. • Evidence that future contributions will enhance the academic reputation of the University, and contribute to the academic community and society from activities related to the Academic Staff Member’s appointment.

INCREMENTS

Increments shall be recommended for those whose performance has satisfactorily met the standards in all areas of assigned duties, workload, and in accordance with the Academic Staff Member's rank (see Article 18.1 of the University of Regina Academic **Collective Agreement**).

MERIT

Merit decisions shall be made by the Campus Merit Committee in accordance to Article 18. The merit application, the applicant's rank, and level of performance of assigned duties are used to formulate merit recommendations. Satisfactory performance in all assigned duties, as well as, exceptional/above-average performance in at least one area will be used as justification to recommend merit. The Faculty of Nursing Review Committee determines their recommendation of merit for the applicant. This recommendation is independent from the Initial Reviewer's recommendation.

Academic Staff Members may apply or be recommended for merit for exceptional performance (based on Academic Staff Members' performance in the preceding calendar year only) or on the basis of demonstrating sustained (previous 3 years) well-above-average performance. Exceptional/above-average performance is unusual performance not normally, and not typically, achieved by Academic Staff Members of the same rank. Exceptional and above average performance substantially exceeds normal expectations. Applications for merit based on sustained well-above average performance may only be made when it coincides with a submission to the Faculty of Nursing Review Committee or in the final year of the latest three-year career plan.

Refer to the University of Regina Academic **Collective Agreement** for further guidance and information regarding merit.



PROMOTION

Academic promotion seeks to recognize and reward excellence in our Faculty. Faculty holding the rank of Clinical Instructor I/II/III, Instructor I/II/III, Lecturer, Assistant Professor or Associate Professor are eligible for promotion. There are no quotas. Conferring a university rank is a means of acknowledging notable contributions of faculty to the University, and to their disciplines. Promotion is not granted as a reward for long-term service, but rather to recognize those who have shown sustained excellence in specific aspects of the academic mission. While academic promotion considers the applicant's total body of work, there is a particular focus on achievements since initial appointment/last promotion.

Refer to the University of Regina Academic **Collective Agreement** for further guidance and information regarding promotion.

PROMOTION CRITERIA

Attributes and requirements for each of the academic ranks – research, scholarship, creative or equivalent professional activity, service, and teaching are described in Table 3. To be considered for promotion from Instructor to Assistant Professor or from Lecturer to Assistant Professor, a completed PhD (or equivalent) is required. Members must present a record of effective teaching at all assigned levels and provide clear evidence of the initiation of a beginning program of scholarship, research, and creative or equivalent professional activities. Letters of reference are only required when requesting promotion to the rank of Professor.

Table 3. Minimum Educational Requirements by Rank			
Rank/Level of Education	Undergraduate	Graduate	PhD or Equivalent
Clinical Instructor/Instructor I	X		
Clinical Instructor/Instructor II	X		
Clinical Instructor/Instructor III		X	
Lecturer		X	
Assistant Professor			X
Associate Professor			X
Professor			X

RECOMMENDATIONS FOR PROMOTION

A recommendation for promotion of a Member is made after the Member has provided evidence of holding the minimum educational requirements and fulfilling the duties corresponding to the Member's current appointment category, and the rank to which they have applied.

Table 4: Recommendations for Promotion	
Clinical Instructor I to Clinical Instructor II	
Promotion from Clinical Instructor I to Clinical Instructor II requires:	
<ul style="list-style-type: none"> the completion of a master's degree, a record of relevant teaching proficiency in the practice education, lab and/or seminar settings, and a record of engagement in service activities. 	Or <ul style="list-style-type: none"> a bachelor's degree, an established record of teaching proficiency in the practice education, lab and/or seminar settings, leadership, four years of relevant teaching experience, and a record of engagement in service activities.
Clinical Instructor II to Clinical Instructor III	
Promotion from Clinical Instructor II to Clinical Instructor III requires:	
<ul style="list-style-type: none"> the completion of a Ph.D. or equivalent, a record of relevant teaching proficiency in the practice education, lab and/or seminar settings, and a record of engagement in service activities. 	Or <ul style="list-style-type: none"> a master's degree, an established record of teaching proficiency in the practice education, lab and/or seminar settings, leadership, five years of relevant teaching experience, and record of engagement of service activities.
Instructor I to Instructor II	
Promotion from Instructor I to Instructor II requires:	
<ul style="list-style-type: none"> the completion of a master's degree, a record of relevant teaching proficiency, including modifying existing courses as required, and record of engagement in service activities. 	Or <ul style="list-style-type: none"> a bachelor's degree, and an established record of teaching proficiency, including modifying existing courses as required, leadership, four years of relevant teaching experience, and record of engagement in service activities.
Instructor II to Instructor III	
Promotion from Instructor II to Instructor III requires:	
<ul style="list-style-type: none"> the completion of a Ph.D. or equivalent, a record of relevant teaching proficiency with contributions to course development, and record of engagement in service activities. 	Or <ul style="list-style-type: none"> a master's degree, and an established record of teaching proficiency with contributions to course development, leadership, five years of relevant teaching experience, and record of engagement in service activities.

Table 4: Recommendations for Promotion
Instructor III or Lecturer to Assistant Professor
Promotion from Instructor III to Lecturer or Assistant Professor requires the completion of a PhD or equivalent, and:
<ul style="list-style-type: none"> • sustained fulfillment of all the requirements and duties at the Instructor III or Lecturer level, • evidence supporting a beginning program of scholarship, research, and creative or equivalent professional activities, • evidence of relevant teaching effectiveness at all levels assigned, and • record of engagement in service activities.
Assistant Professor to Associate Professor
Promotion from Assistant Professor to Associate Professor requires evidence of:
<ul style="list-style-type: none"> • sustained fulfillment of all the requirements and duties at the Assistant Professor level, • record of relevant teaching effectiveness at all levels assigned, • established program of scholarship, research, and creative or equivalent professional activities, • peer-reviewed publications and knowledge dissemination that is locally and nationally recognized, in which the Member has identifiable contributions, and • record of engagement in service activities.
Associate Professor to Professor
Promotion from Associate Professor to Professor requires evidence of:
<ul style="list-style-type: none"> • sustained fulfillment of all the requirements and duties at the Associate Professor level, • record of relevant teaching effectiveness at all levels assigned, • established, sustained and productive program of scholarship, research, and creative or equivalent professional activities that is nationally and internationally recognized, • peer or community reviewed publications and knowledge dissemination that is recognized nationally and/or internationally, in which the Member has identifiable contributions, and • record of engagement in service activities including at the Faculty and University levels.

SABBATICAL

The Faculty of Nursing endorses sabbaticals as a means of encouraging professional development and productive scholarship of mutual benefit to the Academic Staff Member, the Faculty of Nursing, and the University of Regina. Refer to the University of Regina Academic **Collective Agreement** for further guidance and information regarding sabbaticals.

Sabbaticals are not automatic. The justification for a sabbatical is determined based on a detailed written proposal outlining:

- detailed plan for the entire sabbatical period,
- the nature of the activities to be undertaken,
- the benefits to the Academic Staff Member, and
- the benefits to the Faculty of Nursing and the University of Regina.

The outcomes of the previous performance review(s) and previous sabbatical reports will also be considered. In the case of those in career planning, the most recent career plan document will also be considered.

Service is not an expectation of any Member on sabbatical leave, but Members may continue service internal or external to the University, to maintain ongoing commitments. Sabbatical leaves must be directly related to the duties of the Member based on their current rank and assigned duties. After a sabbatical leave, a Member's contribution to the university is expected to be enhanced.

The Faculty of Nursing Review Committee will consider each application individually. Previous submissions will not be considered. Sabbatical applications are judged on both their absolute and relative terms. Operational needs of the Faculty of Nursing are salient factors in determining the number of sabbaticals that can be supported.

SABBATICAL CRITERIA

Following consideration of each application, the Faculty of Nursing Review Committee will provide the Dean (or designate) with a rank-ordered list of recommended applications, and recommendations for the applicants, based on the following criteria, listed in order of importance:

- The merits of the application in terms of short and long-term benefits to the University and the Member.
- The direct relevance of the proposed activities to the Academic Staff Member's assigned duties.
- Student engagement throughout the period of sabbatical and potential impact on students' experiences.
- The feasibility of completing the proposed work plan, in consideration of the Member's recent performance.
- Potential impact on the operations of the Faculty of Nursing.
- Any urgency in undertaking the project, in terms of emerging opportunities or external deadlines.
- Achievements accomplished during previous sabbaticals.

Within three (3) months of completion of a sabbatical, the Member is required to provide a full written report to the Dean (or designate) that details the original sabbatical plans, any modifications to the plan, benefits experienced by the Member, University, and students. This report will also be included in the Member's Annual Information Form.

The Member will also present to the Faculty of Nursing the learnings made and accomplishments achieved within one (1) year of their return.

DEFINITIONS

PROFESSIONAL PRACTICE AND DISCIPLINE

Professional Practice and Discipline means mastery of the professional competencies associated with the discipline, and their effective use in a discipline-appropriate setting (ex. policy, education practice, clinical practice). A professional discipline according to Smith and Parker (2015) must be clearly defined by a statement of its domain – the boundaries or focus of that discipline. In nursing, this includes phenomena of interest, problems to be addressed, main content and methods used, and roles required of the discipline’s members. The four meta-paradigm concepts that demarcate the domain of nursing as a professional discipline are Persons, Nursing, Environment, and Health.

WICKED QUESTIONS

Wicked Questions refer to a question that engages audiences with strategic thinking by demonstrating the complexity and opposing tensions between context, real-life challenges and strategies for resolution that exist at the same time (Liberating Structures). Wicked questions foster a ‘both/and’ approach as opposed to an ‘either/or’ approach to problem solving (Alchemy Research).

KNOWLEDGE MOBILIZATION

Knowledge Mobilization “The reciprocal and complementary flow and uptake of research knowledge between researchers, knowledge brokers and knowledge users – both with and beyond academia – in such a way that may benefit users and create positive impacts within Canada and/or internationally, and, ultimately, has the potential to enhance the profile, reach and impact of social sciences and humanities research. Knowledge mobilization initiatives must address at least one of the following, as appropriate, depending on the research area and project objectives, context, and target audience. Within academia informs, advances and/or improves research agendas; theory; and/or methods.” (Social Sciences and Humanities Research Council, 2021, Knowledge mobilization definition)

COMMITTEE INVOLVEMENT

Committee Involvement refers to the active participation of individuals in formal groups established within an organization to address specific tasks, issues, or functions. These committees may vary in scope and purpose, ranging from departmental committees focused on curriculum development to University-wide committees addressing strategic planning or governance matters.

RECOGNITION & AWARDS

Recognition & Awards refer to formal acknowledgments or honors conferred upon individuals or groups in recognition of their outstanding achievements, contributions, or service within a particular field, organization, or community. These accolades may include certificates, plaques, medals, or monetary prizes, and are often bestowed by peers, professional organizations, institutions, or governing bodies to celebrate excellence and inspire continued excellence.

NURSE EDUCATOR

“Nursing education at each degree level prepares graduates for professional roles, be it entry-to-practice or advanced roles including advanced practice, nurse researcher and scholar. Programs must also prepare graduates who possess the key general learnings that apply across a broad spectrum of disciplines at the particular degree level.” (CASN (2015). National Nursing Education Framework). Nurse educators pursue knowledge and then share the knowledge through various modalities.

MASTER COURSE OUTLINES

Master Course Outlines guide the administration and imposition of the same or equivalent marking regimes, marking requirements, evaluative tools, and examinations between course sections.

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DOCUMENT HISTORY

• <i>Approved November 22, 2011</i>	<i>Consultation in Committee</i>	<i>CARRIED</i>
• <i>Approved September 18, 2012</i>	<i>Interim Faculty Council</i>	<i>CARRIED</i>
• <i>Approved February 27, 2013</i>	<i>Interim Faculty Council, Motion 13-3-1</i>	<i>CARRIED</i>
• <i>Approved December 18, 2013</i>	<i>Interim Faculty Council, Motion 13-3-7</i>	<i>CARRIED</i>
• <i>Approved November 25, 2014</i>	<i>Consultation in Committee Meeting</i>	<i>CARRIED</i>
• <i>Approved November 13, 2015</i>	<i>Consultation in Committee Meeting</i>	<i>CARRIED</i>
• <i>Approved by working group March 4, 2021</i>		
• <i>Approved June 7, 2021</i>	<i>Nursing Faculty Council</i>	
• <i>Approved December 21, 2023</i>	<i>Lecturers Criteria Appendix Only</i>	
• <i>Approved November 21, 2024</i>	<i>Nursing Faculty Council</i>	<i>CARRIED</i>

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