

# RANK AND PROMOTION POLICY

Responsibility of	Faculty Senate Evaluation Committee
Approved by	Faculty Senate (May 14, 2012)
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Next Review	2030

## POLICY OVERVIEW

The Rank and Promotion (RAP) policy outlines the expectations and procedures associated with attaining the various faculty ranks at Briercrest College and Seminary.

The categories of criteria for promotion are: development and praxis of teaching, service (to the church, institution, broader community, and to one's discipline), and scholarly development and productivity. The RAP policy aims to provide a clear expression of what is expected of a faculty member at each rank and what is expected of a faculty member who wishes to move from one rank to the next, so enabling individual faculty members to create professional development plans that are consistent with the policy and, therefore, plans that are consistent with the educational missions of Briercrest College and Seminary.

## PRINCIPLES

The principles of equality, transparency, and desire for excellence guide this policy.

## SCOPE

This policy applies to all faculty members.

## POLICY STATEMENT

The Rank and Promotion (RAP) policy outlines the expectations and procedures associated with attaining the various faculty ranks at Briercrest College and Seminary.

The categories of criteria for promotion are: scholarship of teaching, of service (to the church, institution, broader community, and to one's discipline), and discovery and integration. For an explication of the scholarships of teaching, of discovery and integration, and of service, and for a

statement of our faculty's commitment to these expressions of scholarship, see the BCS faculty policy titled "[Research, Scholarly, and Artistic Work](#)." Advancement through the ranks of Briercrest College or Briercrest Seminary will necessarily require that a faculty member develop in ways that will enhance his or her contribution to the educational missions of our schools.

The RAP policy aims to provide a clear expression of what is expected of a faculty member at each rank and what is expected of a faculty member who wishes to move from one rank to the next, so enabling individual faculty members to create professional development plans that are consistent with the policy and, therefore, plans that are consistent with the educational missions of Briercrest College and Seminary. Faculty members should consult this document when making their professional development plans. Where this policy lacks specificity it is recommended that faculty members consult with their Dean to ensure that their plans for professional development will facilitate the kind of professional development recognized by this RAP policy.

In order to be eligible for promotion, a faculty member must have achieved Continuing Status.

## The Relationship of Rank to Salary

Rank is an important factor in setting a faculty member's salary. However, salary increases are not limited to promotion in rank such that there will be overlap in the salary scales for the various ranks.

## Faculty Ranking Structure

### *Full Status Faculty*

The following ranks are considered full status faculty of Briercrest College and Seminary.

#### 1. Instructor

The Instructor is the most junior rank with full faculty status and is a member of the Faculty Senate. The rank of Instructor is distinguished from other full-faculty ranks by the fact that an Instructor will typically have to complete further discipline-appropriate education before being eligible for a more senior rank. For some Instructors this will involve the removal of their ABD status. The required level of discipline-appropriate education is referred to in this document as a terminal degree, a designation that finds specific definition within the context of each discipline.<sup>1</sup>

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<sup>1</sup> In some instances, this degree may not be the most advanced degree offered in a discipline. In disciplines with a professional component, an appropriate master's degree or a professionally-oriented qualification and commensurate experience may function as the terminal degree. Where this is the case, the rank and promotion policy will include a note to this effect.

## 2. Assistant Professor

The rank of Assistant Professor is the entry level rank for those who have *completed* the terminal degree required in their discipline and have fewer than five years of professional experience.

## 3. Associate Professor

This is an intermediate rank for full faculty. Faculty of this rank will usually have served satisfactorily as an Assistant Professor for at least five years and will have shown substantial progress in the scholarships of teaching, of discovery and integration, and of service as appropriate to their academic discipline.

## 4. Professor

The rank of Professor is the highest rank awarded to a faculty member. As such, it is reserved for those with the terminal degree required by their discipline, and who demonstrate a high level of accomplishment and maturity in *all three* spheres of scholarship – of teaching, of discovery and integration, and of service – as defined by their academic discipline.

# PROCEDURES

## *Rank and Promotion Criteria*

The criteria used in assessing a faculty member's application for promotion are here grouped under three heads: Scholarship of Teaching; of Discovery and Integration, and of Service. In all disciplines, running throughout these three categories there should also be clear evidence of our common commitment to deep integration of historic, Christian faith and learning. The application should include: 1) current revisions of the faculty member's statement of educational/pedagogical philosophy; and 2) an essay reflecting on Briercrest College and Seminary's institutional mission, as well as the relevant school's specific mission. The essay should also address the relevant school's vision (see further, "A Vision for Undergraduate Education at Briercrest" for college faculty and "Vision for Seminary Education at Briercrest" for seminary faculty). A faculty member should revisit the essay submitted for Continuing Status and revise it in light of how he or she has developed since then.

### 1. Scholarship of Teaching

Part of the evaluation process for promotion will be an assessment of the faculty member's commitment to teaching well, expressed both by means of performance in the classroom, and by the instructor's efforts to improve his or her teaching skills and methods.

The qualities and characteristics of teaching that are relevant to the promotion process are largely addressed in the student evaluation and peer review documents, and will be assumed here.<sup>2</sup> In addition, however, there are qualities such as the ability to work with a range of students (majors, non-majors, the gifted, average and struggling) and the ability to function well in a variety teaching contexts (such as large lectures and small seminars) that should also be noted as part of the promotion process.<sup>3</sup>

In addition, the faculty member's syllabi for courses taught for the last five years (or since the last promotion if this is the shorter period) should be evaluated as evidence of his or her teaching competence, and of a commitment to refine and remain current in his or her courses.

A faculty member's portfolio should also demonstrate his or her initiative in developing teaching skills and competencies. This evidence may include a list of any books read on teaching, attendance of the teaching group, attendance of seminars on teaching, and of self-evaluation of the faculty member's teaching. This last evidence may come from the faculty member's annual professional development plan (or similar) in which adjustments to courses and teaching methods are articulated. Faculty members must demonstrate having a substantial command of one's discipline beyond the areas of one's primary specialisation and including areas that support courses taught. This can be measured by the faculty member's scholarly activity, reading program, and the implementation of new courses involving diverse facets of the faculty member's discipline.

## 2. Scholarship of Service

Service here is defined broadly to include the faculty member's contributions to the institution, the church, and the community at large. This service need not be tied exclusively to the faculty member's area of specialisation, though discipline-related activities should form an obvious component of the faculty member's service.

- i. **Service for the community.** This might include speaking and writing for the benefit of the local, provincial, or national community.<sup>4</sup> It might also be manifest as service on community boards and other forms of community leadership.

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<sup>2</sup> Copies of these instruments are included as appendices.

<sup>3</sup> The peculiarities of the modular system used in the seminary also prevent students from evaluating the faculty member's performance in returning marked assignments and exams promptly. The promotion committee should attempt to evaluate the faculty member in this regard by the means available to them. The Dean of Seminary, for example, will typically be aware of faculty members who repeatedly fail to return graded work within the allotted time period.

<sup>4</sup> Typically, published and *remunerated* popular works would be included under section 3 as part of non-peer reviewed scholarly development and productivity.

- ii. **Service for the church.** This will include faithful service in a local church and may also involve other activities performed in the service of the church, such as writing or speaking, in Canada or world-wide.
- iii. **Service for our students.** Our commitment to love our students so much that we share not only our disciplines but also our lives with them means that one *essential* area of contribution will be investment in our students' lives outside of the classroom.
- iv. **Service for the institution.** Essential to this service is the faculty member's endorsement of the Briercrest Institutional Covenant and the embrace of the mission of Briercrest College and Seminary. Included here are both more formalized and compensated service, and informal and unremunerated service.
  - Contributions made in the area of administration, including participation on committees.
  - Contributions that enhance the mission of Briercrest, as well as its component programs and ministries.
- v. **Service to the discipline or profession.** Incarnates the mission of the College and Seminary in contributions to extra-curricular and extra-administrative activities. Service to a faculty member's profession might include editorial work or administrative contributions to a professional body.
- vi. **Service to the Briercrest community.** The faculty member acts with integrity, respect, and love towards members of the Briercrest community.

### 3. Scholarship of Discovery and Integration

A faculty member should demonstrate a commitment to enhancing his or her own scholarship and a capacity to manifest that scholarship in various kinds of productivity. These include:

- i. Peer reviewed publications or peer-reviewed creative contributions to one's field.
- ii. Non-peer reviewed writing and publications, or non-peer reviewed creative projects.<sup>5</sup>
- iii. Attendance at discipline-appropriate, scholarly conferences.
- iv. Participation in faculty colloquia and symposia.
- v. Demonstrate having a substantial command of one's discipline beyond the areas of one's primary specialisation and including areas that support courses taught.

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<sup>5</sup> There may be some overlap between these non-peer reviewed activities and acts of service to the church or community noted under point 2.

REQUIREMENTS FOR PROMOTION BY RANK	
General Requirements	Discipline Specific Requirements
<p><b>Instructor</b></p> <p>An Instructor will typically have completed a master’s degree in the relevant discipline, should give clear indications of a desire to teach, and demonstrate commitment to the church.</p> <p>Evidence of an instructor’s commitment to the church will include a history of faithful participation in a local church and may also involve service through writing, speaking and other ministry to the church in Canada and/or internationally.</p>	
<p><b>Assistant Professor</b></p> <p>The Assistant Professor will have completed a terminal degree<sup>6</sup> in the relevant discipline, and should show evidence of basic competence in teaching, and the potential to succeed in the classroom. An Assistant Professor will also demonstrate commitment to the church.</p> <p>Evidence of an Assistant Professor’s commitment to the church will include a history of faithful participation in a local church and may also involve service through writing, speaking and other ministry carried out for the church in Canada and/or internationally.</p> <p>A candidate for the rank of Assistant Professor will express a desire to research and publish, and should be able to demonstrate an intention to do so. This intention should be demonstrable by the faculty member’s clearly articulated plans to</p>	<p>A terminal degree in most instances will be an academic doctorate. For some professionally-oriented faculty posts a terminal degree may be a professional doctorate. In some performance-oriented and/or production-oriented faculty posts an appropriate master’s degree may be the required level of formal education.</p> <p>For professional and performance-oriented faculty posts an Assistant Professor will have the following minimum number of years fulltime professional/ministry experience or equivalent:</p> <ul style="list-style-type: none"> <li>○ Pastoral or youth ministry – 5 years</li> <li>○ Worship arts – 3 years worship ministry experience.</li> <li>○ Business Studies – 3 years business and/or management experience.</li> <li>○ Applied Linguistics: TESOL – 2 years of ESL experience.<sup>8</sup></li> </ul>



<p>contribute to his or her area of specialisation through research and publication. The faculty member should be careful to include in his or her professional development plans an element of research and publication that qualifies as peer-reviewed or equivalent.<sup>7</sup></p> <p>Evidence of teaching competence and potential to succeed in the classroom may be from prior experience, and/or from a sample lecture or lectures.</p>	<p>In areas that are production-oriented and/or performance-oriented this intention to contribute to one’s field can also take the form of a clearly articulated plan for creative productions and/or performances. These should include plans for productions and performances that are peer-reviewed or equivalent.</p>
<p><b>Associate Professor</b></p> <p>An Associate Professor will have completed a terminal degree in the relevant discipline, made a contribution in his or her field, and will have demonstrated proficiency in teaching, and success in the classroom. An Associate Professor will have a record of service not only to the church, but also to the institution.</p> <p>The Associate Professor will have completed at least five years of fulltime teaching (or equivalent) in an academic context, and should be able to provide evidence of the development and refinement of his or her craft as a teacher.<sup>9</sup></p> <p>Evidence of an Associate Professor’s service should include:</p>	<p>A terminal degree in most instances will be an academic doctorate. For some professionally-oriented faculty posts a terminal degree may be a professional doctorate. In some performance-oriented and/or production-oriented faculty posts an appropriate doctor’s degree is preferred, but an appropriate master’s degree may be the required level of formal education.</p>

<sup>6</sup> In exceptional cases, a faculty member may meet this qualification by demonstrating that his or her work in a field is equivalent to or surpasses the standards required for a terminal degree in that field.

<sup>8</sup> This experiential requirement seeks to meet the professional body requirements for accrediting TESOL programs.

<sup>7</sup> See further the guidelines given under the rank of Associate Professor.

<sup>9</sup> The faculty member’s Dean will contact FSEC to make a determination of total years of fulltime teaching when an applicant has less than five years of fulltime teaching at Briercrest. This determination should occur before a faculty member begins compiling their initial application portfolio. For part-time faculty, a full year of teaching will count as a half-year of fulltime teaching for this requirement. All other requirements remain unchanged.



<ul style="list-style-type: none"> <li>Faithful participation in a local church. Service to the church may also include writing, speaking and other ministry carried out for the church in Canada and/or internationally.</li> <li>Constructive participation in committee work, department meetings, Faculty Senate, and other administrative duties.</li> </ul> <p>Contributions to the broader community or to the faculty member’s profession should also be credited as service when these are present.</p> <p>Evidence of scholarly development and productivity should include:</p> <ol style="list-style-type: none"> <li>At least two publications or creative contributions in one’s field that are peer-reviewed, or of an equivalent quality.</li> <li>Attendance and/or presentation at discipline-appropriate peer conferences.</li> <li>Participation in faculty colloquia and/or symposia.</li> <li>Demonstrate having a substantial command of one’s discipline beyond the areas of one’s primary specialisation and including areas that support courses taught.</li> </ol>	<p>A strictly peer-reviewed publication requirement may be a less suitable standard for some professionally-oriented or performance-oriented faculty posts. Where this is deemed the case, it is important that the faculty member attains an equivalent level of research, publication and/or performance. The intent here is to encourage faculty members to complement their service to the church and community (of a more popular vein intended for practitioners and non-specialists) with contributions of importance to their respective field(s) of specialisation and their peers in those field(s). In some instances, where suitable venues for publication are limited or non-existent, it may be necessary for the Dean of the College or the Dean of the Seminary to facilitate blind peer-reviews of a faculty member’s work.<sup>10</sup></p>
<p><b>Professor</b></p> <p>The Professor will have completed a terminal degree in the relevant discipline, made a significant contribution in his or her field, and</p>	<p>A terminal degree in most instances will be an academic doctorate. For some professionally-oriented faculty posts a terminal degree may be a professional doctorate. In some performance-</p>

<sup>10</sup> It is important that faculty members be aware of the implications of this requirement when preparing professional development plans. It is recommended that in those disciplines where the expectations are less clear, the faculty member should seek guidance from their Dean when establishing professional development goals.





demonstrated excellence in teaching, and success in the classroom. A Professor will have demonstrated substantial service to the church, to the institution, and to his or her profession.

The Professor will have completed at least ten years of fulltime teaching (or equivalent)<sup>11</sup> in an academic context. There will be clear evidence of his or her excellence as a teacher.

Evidence of a Professor's service should include:

- Faithful participation in a local church. It may also include writing, speaking and other ministry performed in the service of the church in Canada and/or internationally.
- Effective leadership in committee work, and constructive participation in departmental meetings, Faculty Senate, and other administrative duties.
- Service to his or her profession might include editorial work or administrative contributions to a professional body.

Contributions to the broader community should also be credited as service when these are present.

Evidence of a Professor's scholarly development and productivity should include:

- i. A consistent record of publication or creative contribution that is recognized by his or her peers as making a significant contribution in his or her discipline.

oriented and/or production-oriented faculty posts an appropriate doctor's degree is preferred, but an appropriate master's degree may be the required level of formal education.

For faculty members with primary teaching duties in areas such as pastoral ministry, youth ministry, worship ministry and missions, contributions to the church in Canada and/or abroad are of heightened importance.

Where no peer conferences exist (such as, meetings of professors of pastoral ministry, etc.), presentations of an equivalent standard at professional conferences (such as pastors' conferences, youth pastors' conferences, and global mission conferences, etc.) may be eligible for inclusion here.

<sup>11</sup> Any years that faculty members invest in service to the institution and their colleagues in academic leadership would qualify as years of "fulltime teaching." Naturally, those carrying these administrative loads would still need to satisfy all other requirements for promotion.

- ii. Presentations at discipline-appropriate peer conferences where these exist.
- iii. Contributions to faculty colloquia and/or symposia.
- iv. Demonstrate having a substantial command of one's discipline beyond the areas of one's primary specialisation and including areas that support courses taught.

### *The Process for Promotion*

**Initiating the promotion process.** The promotion process can be initiated by the faculty member seeking promotion, or by the faculty member's Dean.<sup>12</sup>

**Step 1.** Once a faculty member has completed five years of fulltime teaching (or equivalent), she or he may initiate the promotion process in May or June as part of the professional development review and interview with the appropriate Dean.

**Step 2.** The Dean will meet with the faculty member early in the following academic year to establish what needs to be in place by March 1<sup>st</sup> in order for the application process to proceed. This includes submitting an initial portfolio by December 31<sup>st</sup>. The initial portfolio need not be in its final form. However, it should be of sufficient quality and completeness to suggest that it will be finalized by the March 1<sup>st</sup> deadline.

**Step 3.** Between December 31<sup>st</sup> and March 1<sup>st</sup>, the Dean will evaluate the faculty member's application and assess its quality and completeness before notifying the faculty member and the Dean of the College or the Dean of the Seminary that the process will or will not proceed in that academic year. In consultation with the faculty member, the Dean will determine who will be approached for letters of reference.<sup>13</sup> The Dean will forward the list of referees, with rationale and full contact information, to the Dean of the College or the Dean of the Seminary.

**Step 4.** The Dean of the College or the Dean of the Seminary will contact references as necessary.

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<sup>12</sup> The person eligible to begin the promotion process for any given faculty member will be the person responsible for that faculty member's professional development.

<sup>13</sup> When the faculty member's expertise is in a field distinct from that of his or her Dean, it may be necessary for the Dean to solicit advice from others with regard to appropriate referees.

**Step 5.** The faculty member will finalize his or her portfolio in consultation with his or her Dean and will submit the application for promotion to the Dean of the College or the Dean of the Seminary by May 15th.

**Step 6.** The Dean of the College or the Dean of the Seminary will distribute the application for promotion to the members of the Faculty Senate Evaluation Committee (FSEC) and convene a meeting to review the application.

**Step 7.** When the FSEC renders its decision, the Dean of the College or the Dean of the Seminary will inform the faculty member and the Dean of the outcome.

## APPENDIX A

Related Forms/Policies	Moving from Probationary to Continuing Status
Where is this policy published	Faculty Handbook; the Hub
Contact Information	Faculty Senate Evaluation Committee

