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## TSS DISTRIBUTIONS, ANNUAL EVALUATIONS, AND ADVANCEMENT

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## POLICY

NAME	TSS Distributions, Annual Evaluations, and Advancement	
CATEGORY	Academic Affairs	
POLICY NUMBER	AA14	
<b>ACCOUNTABILITY</b>		
Office of Accountability	Senate	
Office of Administrative Responsibility	Vice President Academic and Research	
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## POLICY STATEMENT

### 1. SCOPE

This policy applies to tenure track faculty only.

### 1. GENERAL PRINCIPLES

1.1. “The faculty of The King’s University is a proud community of Christian scholars. We share a core commitment to the risen Christ, through whom God is reconciling the world. Our community is ecumenical: faculty present a wide variety of expressions of this commitment from varying Christian traditions. We hold that such a community is of great value as a witness to the world of Christian faith seeking wisdom; as a project to educate and invite students into the work of renewal and reconciliation which flows from God’s purposes in creation; as a service to the Church to deepen its understanding and equip it to live faithfully in the world today; and as faithfulness to Christian communities that founded us and continue to support us.” (Statement of Faculty Faith Commitment, section 1)

1.2. Evaluation of tenure track faculty shall be based on academic and professional growth, as manifested in teaching quality, scholarship, other professional activity and service. Faculty are also assessed on their efforts to mature as Christian professors who understand that faith in Christ has an impact on teaching, scholarship, and service. Our communal understanding of what it means to be a Christian faculty member can be found in the Statement of Faculty Faith commitment

1.3. Working out the implications of how the Christian faith informs or shapes our teaching, scholarship, and other professional services are not isolated activities, but enrich each other. “Though the process of growing in faith can be non-linear, faculty are expected to work in ways that further the Mission and Vision of The King’s University/ Likewise, faculty are expected to

remain engaged in the journey of developing and deepening their Christian faith. The institution is to directly and concretely support faculty on this journey. Among other supports, the institution will provide guidance by mentorship, exemplars, as well as regular assessment and feedback specific to the faith expectations described in [the Statement of Faculty Faith Commitment].” (Statement of Faculty Faith Commitment, section 3)

- 1.4. The faculty member should discover their teaching effectiveness through student, peer and self-evaluations. These evaluations should recognize both strengths and weaknesses. The faculty member’s evaluation should consider whether their teaching relates theory with real life experiences. Faculty members should ensure that courses follow outlines and that the outlines make course expectations, reading materials, and grade distributions clear to the students.
- 1.5. A planned program of scholarship and publication (in the performing arts: performance, exhibition, production, or design) should guide a faculty member’s attempts to achieve professional growth. The definition of scholarship and an elaboration of the types of scholarship valued by King’s are set out in the *Scholarship and Internal Funds* policy.
- 1.6. Activities of service to the community, especially the Christian community, such as teaching extension courses or summer courses; giving popular lectures; mentoring students; participating in seminars, courses, and workshops not necessarily in the faculty member’s own discipline or of an academic nature; can enhance the image of the University and the faculty member’s performance. However, these activities should not detract unduly from the scholarship and teaching outlined above and elaborated below.

2. TEACHING, SCHOLARSHIP AND SERVICE (TSS) DISTRIBUTIONS

- 2.1. The King’s University acknowledges that faculty members are gifted in different ways, and at certain times during their careers it may be appropriate to alter the distribution of teaching, scholarship and service.
- 2.2. The University recognizes four different distributions:

	Teaching	Scholarship	Service	BTWL
Regular Distribution	50%	30%	20%	55-65
Teaching Distribution	65%	15%	20%	75-85
Scholarship Distribution	20%	65%	15%	20-25
Service Distribution	50%	10%	40%	55-65

For further information on BTWL see the *Teaching Load, Course Relief, and Teaching Evaluations* Policy

- 2.3. Regardless of distribution, all King’s faculty are expected to be actively participating in teaching, scholarship, and service activities at a level consistent with their academic rank. While the policy and procedures apply to all distributions, the criteria by which a faculty member is evaluated in each category varies.
- 2.4. Regardless of distribution, all faculty are required to demonstrate efforts to mature as Christian professors.

- 2.5. All non-regular TSS distributions are to be assigned for a minimum of three years, and the annual evaluation at the end of the third year will include a reassessment of the TSS distribution.
- 2.6. In order to preserve the excellence of our academic community, a shift from the regular TSS should only be considered with sufficient grounds. It is the responsibility of the Dean to ensure that there is a healthy composition of regular, teaching, scholarship, and service distributions within programs, departments and faculty units. Faculty scholarship is a core pillar of the mission and vision of The King's University, and the Deans are responsible for ensuring that changes in TSS distributions preserve the culture of research excellence. Additional factors that the Dean will need to consider include, but are not limited to:
- Department size and teaching loads;
  - Institutional needs and priorities; and
  - Institutional sustainability.

### 3. ANNUAL EVALUATION OF TENURE TRACK FACULTY

- 3.1. Faculty members at The King's University are evaluated annually based on their performance in Teaching, Scholarship and Service as defined by their current TSS distribution. Faculty are also assessed on their efforts to mature as Christian professors who understand that faith in Christ has an impact on teaching, scholarship, and service. Evaluations and recommendations are customarily based on performance during the preceding academic year but may take into account prior evaluations and recommendations. There are four types of annual evaluations: normal, full, expedited, and special.
- 3.2. **Normal evaluations** are based on Professional Activities Reports, three-year rolling research plans, self-evaluations, student course evaluations, and the Faculty Dean's own assessment of the faculty member's performance. Recommendations based on these documents and evaluations are for salary increments of 0.5 or multiples thereof, but will not exceed 2.0 increments per annum.
- 3.3. **Full evaluations** are based on Professional Activities Reports, three-year rolling research plans, self-evaluations, student course evaluations, classroom visits to evaluate teaching, student interviews, and letters from committee chairs evaluating committee contributions (or other senior committee members if the faculty member is the chair). Recommendations based on these documents and evaluations are for salary increments of 0.5 or multiples thereof, but will not exceed 2.0 increments per annum.
- 3.4. **Expedited evaluations** are used for faculty with continuous tenure who are determined by the Dean to be performing at least satisfactorily in all areas. Expedited evaluations require the faculty member to complete the Professional Activities Report but do not require a self-evaluation or three-year rolling research plan. Expedited evaluations result in 1.0 salary increment and do not include a Deans letter or letter from the Faculty Senate Evaluation Committee (FSEC) for that year.

- 3.5. **Special evaluations** include those for Continuous Tenure, Promotion in Rank, and Alleged Seriously Diminished Professional Effectiveness. For more information on these evaluations see the policy on Special Evaluations.
- 3.6. Non-tenured faculty will receive alternating **normal** and **full** evaluations until they apply for and receive tenure. The cycle will be linked to the renewal of their two-year contract, requiring a full evaluation in the year prior to contract renewal. A faculty member must be deemed to be performing satisfactorily for the faculty member's rank in all areas of evaluation by the time they undergo their third full evaluation for a fourth contract to be offered.
- 3.7. Tenured faculty will normally receive **expedited** evaluations with a **full** evaluation every three years. A faculty member can request the Dean perform a normal evaluation instead of an expedited evaluation. If the faculty member and Dean disagree about the suitability of a normal evaluation, the matter is referred to the Vice President Academic and Research for a decision.
- 3.8. Faculty members on sabbatical, exchange, approved leave, or assignment shall not be evaluated by normal criteria but in a way appropriate to the type of activity undertaken during the year. A faculty member who is on a non-academic leave will not be eligible for greater than a 1.0 increment. Increments of 0.5 are not considered punitive when a faculty member has been on a non-academic leave.
- 3.9. Faculty Deans are responsible for performing evaluations (excluding expedited evaluations) and writing a letter of recommendation which is presented to the faculty member. The letter and all documentation is presented to the FSEC annually. FSEC receives the Dean's recommendation and either accepts or rejects it. FSEC decisions regarding annual evaluations are forwarded on to Senate for final approval.
- 3.10. In the case of differences between the Faculty Dean's recommendation and a faculty member's expectation, the Dean and faculty member are expected to attempt to resolve those differences. If a faculty member does not accept the Faculty Dean's recommendation, the faculty member may request, in writing, permission to appear before FSEC in person.
- 3.11. Persons and Committees involved in annual and special evaluations or appeals are bound to maintain confidentiality.

## DEFINITIONS

Academic Leaves	Academic leaves are sabbatical or other study leaves. All other leaves are normally considered non-academic leaves. It is assumed that during non-academic leaves the faculty member is not developing in the areas that are evaluated as part of their job performance.
Academic Rank	Refers to a description of faculty members based mainly on academic experience and achievement. There are four ranks: lecturer, assistant professor, associate professor, and professor.

Advancement	Of tenure track faculty, is a change in level within a particular academic rank. Advancement is associated with a merit increase in salary; for each rank, a tenure track faculty member can be advanced through a number of steps, each of which corresponds to a specified annual salary.
Service	<p>Service refers to the activities, both within the institution and without, that are required for the orderly operation of the University, enhance the reputation and public awareness of the University, and serve other communities. These can be:</p> <ol style="list-style-type: none"> <li>a. Duties of a faculty member not particularly related with their discipline but required for the smooth operation of the University and for maintaining good relations with the University's constituency.</li> <li>b. Activities, specialized or generalized, that derive from the faculty member's disciplinary expertise and that are not subsumed under teaching and scholarship. Normally these activities should result from achievement in teaching and scholarship</li> <li>c. Activities that derive from the faculty members expertise as a Christian Professor, either generally or disciplinarily.</li> </ol>
Faculty Status	<p>The faculty constituted as a deliberative body (General Faculty Council) recognizes two levels of membership status:</p> <ol style="list-style-type: none"> <li>a. <b>Full-Time Faculty Status</b> implies voting rights in General Faculty Council meetings, and an obligation to serve on one or more faculty committees and hold faculty office.</li> <li>b. <b>Limited Faculty Status</b> implies the right of the floor in General Faculty Council meetings, but no voting rights and no obligation to serve on faculty committees or hold faculty office.</li> </ol> <p>Tenure track faculty members, tenure track faculty with major administrative responsibility, and administrative officers have full faculty status. Titular faculty, visiting faculty, and full-time and part-time sessional faculty have limited faculty status except for the VPAR, who has voting rights.</p>
Promotion	Of tenure track faculty, corresponds to a change in academic rank.
Scholarship	In general, scholarship at King's is defined as knowledge or skill gained by advanced study as recognized by one's academic peers and disseminated by various means among scholars, professional colleagues, or the general public. For more information, see the Scholarship Policy.
Teaching	Refers to engaging students in the classroom, laboratory, and studio, and to all activities outside these settings that pertain directly to the education of students.
Tenure	A term of appointment or contract.

A limited tenure appointment is for a period of two to four years and is subject to renewal. Such an appointment is what is normally referred to as “tenure track” and is intended to be a long-term appointment.

The initial appointment shall be a limited tenure appointment.

#### Tenure Track

Faculty members appointed at the ranks of assistant, associate, or full professor are said to be appointed in the tenure track but do not necessarily have continuous tenures. Faculty members appointed at the lecturer level are not in the tenure track, and their appointment is for a fixed term, usually one or two years.

Occasionally, faculty members are appointed to tenure-track positions before their doctorates (or other terminal degree or credential) are completed. Such appointments are for two years only, and faculty members are expected to complete the doctorate within this period. They are given an appropriate slate of responsibilities, with consideration for additional work they must do to complete their dissertations. If the doctorate is not completed within two years, faculty members may request a single, two year extension. Leave of absence during these years extends the period by a time equal to the leave of absence. Faculty members appointed to tenure track positions prior to completion of their doctorates will serve at two steps below their level of appointment until documentation is received that their doctoral work is completed. Upon receipt of such documentation, they assume the level to which they were appointed. If such faculty members receive an annual merit incrimination prior to completion of the doctorate, they will serve at two steps below the level to which they are incremented until documentation is received that their doctoral work is complete. At that time they will assume the level to which they have been incremented.

## PROCEDURES

NAME	TSS Distributions, Annual Evaluations, and Advancement
CATEGORY	Academic Affairs
POLICY NUMBER	AA07
APPROVAL/EFFECTIVE DATE	August 2010

### PROCEDURE STATEMENT

#### 1. ANNUAL EVALUATION OF TENURE TRACK FACULTY

- 1.1. Knowing that a full evaluation of a faculty member is upcoming, Deans will organize a classroom visit and student interviews during the year being evaluated.
- 1.2. Faculty Deans will submit a list of faculty members who will be undergoing expedited evaluation to the VPAR by August 15. The VPAR will approve and forward the list to FSEC for approval. FSEC is not obligated to accept the Faculty Dean's recommendation and may request that a normal evaluation be conducted.
- 1.3. Faculty members are required to submit the appropriate documents for the year being evaluated to the Vice President Academic and Research's office by September 1. These files are made available to Faculty Deans for completion of the annual evaluation.
- 1.4. For normal and full evaluations, the Faculty Deans will prepare annual recommendations for advancement and/or contract renewal of faculty members in their faculty, based on the information collected and the Faculty Dean's own assessment of the faculty member's performance. The recommendations should clearly comment on teaching, scholarship, service, and maturity as a Christian scholar and identify any areas of concern. Recommendations must be forwarded in writing to faculty members for review and acknowledgement. Normally a meeting will occur to discuss the faculty member's performance. In the case of differences between the Faculty Dean's recommendation and a faculty member's expectation, the Faculty Dean and faculty member are expected to attempt to resolve those differences. Faculty Deans will present and defend all their recommendations to the Faculty Senate Evaluation Committee (FSEC).
- 1.5. If the faculty member and Dean cannot come to agreement, the faculty member may submit a written request to appear before FSEC in person. Such a request, including additional relevant documents the faculty member may wish to provide, must be received at least one week in advance of the meeting by the Vice President Academic and Research who will, in turn, notify the Faculty Dean of the faculty member's intention. The Committee will hear the faculty member after having heard the recommendation by the Faculty Dean and prior to making its decision.
- 1.6. The Faculty Senate Evaluation Committee (FSEC) will meet annually to independently evaluate and decide on Faculty Deans' recommendations.



- a. The Committee will be composed of the Faculty Deans, one additional tenured faculty member from each faculty, two Senate members (normally including the Senate Chair), and the Vice President Academic and Research as the Chairperson. Faculty members serving on the Faculty Senate Evaluation Committee will be elected for a period of two years by the General Faculty Council. General Faculty Council should endeavor to, as far as possible, ensure that the representatives provide diversity to FSEC in the areas of gender, race, life experience, etc..
  - b. Senate members on the Committee are elected by the Senate for a period of two years. Elected Senate members are expected to have experience with academic evaluation and promotion criteria and procedures. If no such members currently serve on Senate, Senate may delegate the responsibility by appointing qualified non-members of Senate.
- 1.7. The members of the Committee will receive, two weeks in advance of their annual meeting, copies of the Faculty Deans' recommendations and the supporting documents. At the meeting, the Committee will hear the recommendations presented by the Faculty Deans and decide to accept or reject these recommendations. When the Committee rejects a recommendation, it is expected to formulate its own recommendation. All Faculty Deans are expected to be present during the Committee's deliberations, decisions, and, where necessary, formulations of alternative recommendations. The Committee's decisions constitute recommendations to Senate. Decisions of the Committee are made by a simple majority of votes cast if quorum is achieved. The Chairperson has no vote except in the case of a tie.
- 1.8. The Vice President Academic and Research will notify, in writing, individual faculty members of FSEC's decisions. The faculty member has the option to appeal the decision of the Committee to Senate. Having waited two weeks to allow for possible appeal, the Chairperson of the Committee will forward a summary of the decisions not appealed to the President. The Vice President Academic and Research will retain a copy of the decisions for the administrative files and provide a copy to the Chairperson of Senate.
- 1.9. The Vice President Academic and Research will forward to Senate the recommendations of the Faculty Senate Evaluation Committee for final approval.
- 1.10. The Vice President Academic and Research will conduct annual evaluations and prepare recommendations pertaining to the Faculty Deans and will present and defend these recommendations before the Faculty Senate Evaluation Committee. Where the Vice President Academic and Research's recommendation is at variance with a Faculty Dean's expectation, the latter may request, in writing, to appear in person before the Faculty Senate Evaluation Committee.
- 1.11. Faculty members are encouraged to retain records of their annual reports, student teaching evaluations, and salary increment decisions. The Faculty Deans will retain faculty members' original annual reports, including student teaching evaluations, increment decisions, and all correspondence pertaining to these evaluations and decisions. Summaries of the documents and copies of all documents and correspondence will also be retained by the Vice President Academic and Research.

## 2. PROCEDURE FOR CHANGING TSS DISTRIBUTION

- 2.1. As part of the annual evaluation process, a faculty member or Dean can suggest that the faculty member changes TSS distribution. The Dean will then initiate a full evaluation for the next evaluation cycle. Based on the full evaluation, the Dean can recommend a change in TSS distribution to the Faculty Senate Evaluation Committee. Changes in TSS distribution are to be exceptional and not all discussions with the Dean will result in a recommendation for modification. Changes in TSS distribution should not be used to accommodate individual needs that arise because of changes in a faculty member's ability to perform their duties overall. These needs should be accommodated through other mechanisms.
- 2.2. The Faculty Senate Evaluation Committee can either accept or reject the Dean's recommendation. If the Committee rejects a recommendation, it is expected to formulate a rationale for why the recommendation was rejected. The Vice President Academic and Research will notify, in writing, individual faculty members of FSEC's decision, with copies to the Dean. The same appeal process (1.5 of this procedure) can be used for decisions on TSS distribution.

## 3. CRITERIA FOR EVALUATING TEACHING, SCHOLARSHIP, SERVICE, AND MATURITY AS A CHRISTIAN SCHOLAR

- 3.1. Given the differences between disciplines within the institution, it is not possible to provide an explicit accounting of the expectations of each TSS distribution. This inherent ambiguity is currently embedded into the faculty evaluation process and is adjudicated by the Faculty Senate Evaluation Committee (FSEC). The lists below are intended as a guide; **they are not a check list**. All decisions about advancement and satisfactory performance are made using a consultative process between faculty members, Deans, and FSEC.
- 3.2. While these guidelines can be useful for evaluating promotions (see the *Special Evaluations Policy*) they are not exhaustive and there can be many examples of excellence used to justify a promotion not listed here.
- 3.3. Expectations and criteria for evaluation at all levels should reflect the guiding principles outlined in section 2 of this Policy and allow for ample Grace to accommodate individual faculty members needs and struggles.
- 3.4. In general, the different percentages listed in the TSS distribution table should be reflected in the amount of work reported on in the faculty member's annual report to the Dean. The Dean will then assess the faculty member, scaling expectations by the percentage listed in the TSS table above. For example, if three conference presentations constitute satisfactory scholarship for a normal TTS faculty in a particular department, six presentations would be satisfactory for a scholarship-focused faculty member.

### 3.5. MATURITY AS A CHRISTIAN SCHOLAR

3.5.1. The faculty of the King's University are united by a commitment to Christ as described in the Statement of Faculty Faith Commitment. Faculty embody their faith commitment in all facets of their work as faculty. Specifically, through their work the tenure-track faculty are expected to:

- “Demonstrate a commitment to being a disciple of Jesus Christ who assents to the Statement of Faith;
- Further the Mission and Vision of The King's University;
- Articulate how God's plan for reconciliation and renewal can impact their scholarship and how they might demonstrate this to students;
- Teach and mentor students in a manner consistent with their spiritual dignity as image bearers of God;
- Guide learners to see and investigate their own fundamental faith commitment and the connection of this commitment to their study and their lives;
- Promote the flourishing of other faculty and non-academic staff in their various roles, treating all as valued members of the Body of Christ;
- Serve the Church and the public as Christian scholars;
- Embrace the ecumenical diversity of The King's University and contribute to its rich discussion drawn from many Christian traditions.”

(Statement of Faculty Faith Commitment, section 2)

### 3.6. Teaching

Without detracting from the other areas, teaching is at the heart of The King's University. As a Christian undergraduate university, *we exist to provide university education that inspires and equips learners to bring renewal and reconciliation to every walk of life as followers of Jesus Christ, the Servant-King.*

3.6.1. Assistant Professor Rank--Satisfactory teaching involves achieving basic proficiency at:

- a. Covering the subject matter.
- b. Communicating in class and in evaluation of students.
- c. Varying teaching format depending on subject matter, class size, methods, and level of class.
- d. Showing empathy and care for all students.
- e. Advising, counseling, and individual instruction.
- f. Modeling for students in discipline appropriate ways how faith influences their teaching.
- g. Assuming a regular teaching load appropriate to their TSS distribution.
- h. Adherence to established procedures for marking, reporting marks, and course evaluation.

Signs of excellence at the Assistant Professor rank may include but are not limited to:

- a. Demonstrating an ability to incorporate feedback and adjust teaching to meet the needs of each individual class.
- b. Creating assessments that specifically align with the course material, providing exceptional feedback to students, and demonstrating the ability to discriminate different levels of student mastery.
- c. Tailoring parts of courses to current needs.

- d. Engaging in professional development to enhance one's ability to be inclusive of diversity of perspectives, identities, experiences and more in the classroom, in pedagogy, and in curriculum development.
- e. Researching, employing, and assessing new pedagogical strategies.
- f. Creating an above average sense of community in the classroom.

3.6.2. Associate Professor Rank--In addition to achieving increased proficiency in the items listed as satisfactory for the Assistant Professor rank, satisfactory teaching involves achieving proficiency at:

- a. Demonstrating an ability to incorporate feedback and adjust teaching to meet the needs of each individual class.
- b. Creating robust, intentional assessments.
- c. Tailoring parts of courses to current needs.
- d. Researching, employing, and assessing appropriate pedagogical strategies.
- e. Creating a strong sense of community in the classroom for all learners.
- g. Communicating to students a maturing understanding about what the revelation of Christ in scripture means for disciplinary material.
- h. Demonstrating leadership in teaching within the institution.
- i. Engaging in professional development to enhance one's ability to be inclusive of diversity of perspectives, identities, experiences and more in the classroom, in pedagogy, and in curriculum development.

Signs of excellence at the Associate Professor rank may include but are not limited to:

- a. Creating new courses.
- b. Demonstrating a knowledge of the program curriculum and helping to improve it.
- c. Being constantly attentive to the course curriculum being taught; adapting and changing the curriculum to meet the needs of students and to stay relevant with the discipline.
- d. Being flexible and generous in applying disciplinary expertise to meet program needs.
- e. Demonstrating leadership in teaching or curriculum design outside the institution.
- f. Developing curriculum that purposefully works towards inclusion of diversity of perspectives, identities, experiences and more.
- g. Demonstrating a knowledge of how disciplinary concepts can impact or be understood differently people from diverse backgrounds and experiences

3.6.3. Full Professor Rank--To achieve Full Professor rank, a faculty member must have achieved excellence in teaching. Satisfactory performance at the Full Professor level is characterized by a continued dedication to all areas of teaching described previously.

Signs of excellence at the Full Professor rank may include but are not limited to:

- a. Taking on official roles within the institution that advance the quality of teaching and learning for others.

- b. Demonstrating national or international leadership in curriculum design or pedagogy.
- c. Disseminating deep, scholarly perspectives on faith in Christ and disciplinary learning that are appreciated by peers.
- h. Developing curriculum that purposefully works towards inclusion of diversity of perspectives, identities, experiences and more.
- i. Demonstrating a knowledge of how disciplinary concepts can impact or be understood differently people from diverse backgrounds and experiences
- d. Leading the institution in examining the role that diversity plays in the curriculum and detaching.

### 3.3 SCHOLARSHIP

Academic scholarship of all types is at the heart of what it means to be a University. Scholarship at a university can not be separated from teaching or faculty flourishing. Therefore, throughout its history, King's has placed a heavy emphasise on academic scholarship and participation in the various parts of the academy.

#### 3.3.1 Assistant Professor Rank--Satisfactory scholarship involves achieving basic proficiency at:

- a. Articulating a clear three-year scholarship plan.
- b. Demonstrating active work towards achieving the goals of their plan.
- c. Disseminating scholarship through presentations at internal symposia, local and national conferences, or non-peer-reviewed articles.
- d. Planning for dissemination in peer-reviewed publications.
- e. Completing publications from Ph.D. or post-doctoral research.

Signs of excellence at the Assistant Professor rank may include but are not limited to:

- a. Disseminating scholarship as a peer reviewed publication or equivalent scholarly contribution.
- b. Attempting to engage students in their program of scholarship.
- c. Securing external funding for research.

#### 3.3.2 Associate Professor Rank--In addition to achieving increased proficiency in the items listed as satisfactory for the Assistant Professor rank, satisfactory scholarship involves achieving proficiency at:

- a. Maintaining a research program that consistently leads to scholarly outcomes.
- b. Disseminating scholarly work that is respected by one's peers, usually through peer-reviewed publication.
- c. Creating opportunities for students to interact with the faculty member's scholarly work. This can be through research assistance, integration into courses, or senior research projects.
- d. Supporting the research culture of King's through active engagement in colloquia, internal research symposia, research centres, or other internal research initiatives.
- e. Being an invited speaker at a professional conference.

Signs of excellence at the Associate Professor rank may include but are not limited to:

- a. Demonstrating leadership within a specific area of scholarship through the publication of multiple papers, participation in professional societies, organization of conferences, and/or participation in government working groups.
- b. Playing a leading role in a research centre.
- c. Securing tri-council or other significant external research funding (depends on the discipline but is normally over \$5,000 in funding).
- d. Consistently averaging one peer-reviewed publication or its equivalent each year.
- e. Disseminating Christian perspectives that are acknowledged by one's peers

3.3.3 Professor Rank--To achieve Full Professor rank, a faculty member must have extensive tangible evidence of productive and published scholarly research and/or artistic work. This work must be recognized by fellow scholars or artists. Satisfactory performance at the Full Professor level is characterized by a continued dedication to all areas of scholarship described previously.

Signs of excellence at the Full Professor rank may include but are not limited to:

- a. Taking on official roles within the institution that advance the scholarship of others.
- b. Sustaining external funding over multiple years.
- c. Receiving multiple invitations to speak at national and international conferences.
- d. Publishing multiple peer-reviewed papers or their equivalent in a given year.

#### 3.4 SERVICE

3.4.1 Assistant Professor Rank--Satisfactory service involves achieving basic proficiency at:

- a. Participating in two or three lower impact committees as a member.
- b. Providing guidance to students as an academic advisor.
- c. Being aware of major institutional policies and procedures.
- d. Participating in GFC.
- e. Performing departmental and faculty administrative tasks as requested by the Dean.
- f. Participating in open houses, convocations, faculty retreats, faculty and departmental meetings, and colloquia.

Signs of excellence at the Assistant Professor rank may include but are not limited to:

- a. Participating in a major institutional committee.
- b. Participating in outreach initiatives.

3.4.2 Associate Professor Rank--In addition to achieving increased proficiency in the items listed as satisfactory for the Assistant Professor rank, satisfactory service involves achieving proficiency at:

- a. Participating in a major institutional committee.

- b. Chairing a lower impact committee.
- c. Contributing to the reputation of the institution through public outreach on behalf of the University for constituency relations, student recruitment, inter-institutional relations, etc.
- d. Providing leadership within a department.

Signs of excellence at the Associate Professor rank may include but are not limited to:

- a. Chairing a major institutional committee.
- b. Consultation in business, industry, or government.
- c. Appointment as consultant/assessor/reviewer/adjudicator for private or public agencies.
- d. Presentation of an extension course and other semi-popular lectures or speeches.
- e. Holding position as editor, editorial reviewer, or referee for journal or publisher.

3.4.3 Professor Rank--To achieve Full Professor rank, a faculty member must have demonstrated a record of service marked by excellence. This suggests that the faculty member can be consistently relied upon to take on a leadership role building the institution and/or enhancing professional organizations and initiatives, and/or enhancing the public's understanding of the institution and its mission.

Signs of excellence at the Full Professor rank may include but are not limited to:

- a. Serving on major provincial or federal committees.
- b. Being on the executive of professional organizations.
- c. Assuming senior administrative leadership roles without a change in faculty status (i.e. becoming a Dean).