

GUIDE TO APPOINTMENT IN RANK



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POLICY FOR ADVANCEMENT IN RANK

INTRODUCTION

Appointments, advancement in rank and tenure reviews, are among the most important decisions that are made at Northern Caribbean University (NCU). As the University strives to improve and build excellence in teaching, research and service, these decisions are critical to its collective success. There is particular emphasis on the decision for Advancement in Rank, which is not automatic, and is only recommended after a faculty member's record has been vigorously reviewed by the Ranking Committee. A comprehensive assessment is warranted given the significant role faculty members are expected to play in shaping the University to serve prospective students. Promotion in Rank reflects an outstanding contribution to teaching, research, learning and educational leadership.

Candidates are expected to demonstrate excellence, a hallmark of the University, and the basis on which faculty members are hired. Excellence, which is the goal of these procedures, needs to be continually assessed. The procedures outline a multi-levelled and well defined set of rules that are designed to ensure that academically sound decisions are made within the context of a process that is fair for both the candidate and for the University. NCU's objective is to maintain high standards for advancement and to apply these standards in a deliberate and transparent way. This Guide is intended to contribute towards that goal and to make it as useful as possible for everyone involved in the process.

NB. The Guide will be updated periodically to reflect changes in University practices and policies. Faculty members should be aware that when undertaking the Policy for Advancement in Rank, they are bound by any updates to the practices and policies.

ABOUT THE PROCESS

Expectations

Given that the University strives to foster excellence in teaching, scholarly activities and service, the mandate of all involved in the Advancement in Rank review, is to make recommendations which will ultimately advise the President on individual cases in accordance with:-

1. The concepts of procedural fairness in the University context
2. NCU policy on Advancement in Rank
3. Considerations on appropriate standards of excellence across and within faculties and disciplines by:
 - Objectively considering the merits of each specific case; and
 - Examining the preceding deliberations to ensure that the procedures were consistent with NCU policy, and the concepts of procedural fairness.

It is expected that confidentiality will be respected by all those participating in the process.

THE PROCESS

Candidate's Portfolio

The candidate should supply to his/her Department Chair, a portfolio that demonstrates and profiles his/her record of, *inter alia*, teaching and curriculum development, research and publication, community involvement, as well as the service contributions, membership and participation in appropriate learned societies/meetings. The portfolio must include the following:

- a. An up-to-date curriculum vitae
- b. Documents that provides *inter alia*
 - i. evidence of outstanding and innovative teaching methods,
 - ii. scholarly **statements** (e.g., describing the theoretical frameworks that inform the candidate's practice) regarding teaching contributions, and evidence of impact.

Consideration should be given to including materials which demonstrate sustained and innovative contributions to curriculum development, course design and other initiatives that advance the University's ability to excel in its teaching and learning mandates.

(Kindly refer to Appendix 1 for a complete list of Portfolio requirements - Criteria)

The Curriculum Vitae (CV) and Publications Record

The CV and Publications Record must be up-to-date and dated. Addendums to the CV and Publications Record, such as updated information on new publications, grants and awards, or recent teaching evaluation results, may be added to the portfolio. Addendums must be dated to clarify when the information was added. The updates should provide only new or revised information with the effective date clearly indicated, rather than a full revised CV. CV and Publications Record addendums should be sent to the Chair if the review is still at the Department level or to the Dean if the review has progressed beyond the Department. The Dean will forward any addendums to the Chair of the Ranking Committee.

Common Problems with CVs and Publication Records

- Information (e.g., a paper presentation) is duplicated or repeated in different sections of the CV and publication record.
- CV is not up to date or is not dated.
- There is a lack of clarity regarding the candidate's contributions to publications, grants or collaborative research.
- The teaching record is incomplete.
- The candidate's role in supervising graduate students, residents or post docs is not clear (primary supervisor; co-supervisor; committee member).
- CV fails to properly distinguish between peer-reviewed publications and those not peer-reviewed.
- CV fails to include the dollar value of grants or fails to indicate the proportion allocated to the individual in joint grants.
- Educational leadership is not addressed
- Full information is not provided on publications, i.e. page numbers, etc.

(Kindly refer to Appendix 1 for a complete list of portfolio requirements – Criteria)

The Chair and the Personnel Committee of the candidate's department will review the portfolio and will make the recommendation (via a letter of recommendation) to the Dean, as Chair of the Personnel Committee established by the College/School. The Chair's letter should document the attributes of the candidate and the contribution made to the Department. The Dean and his/her committee should review the candidate's portfolio, including the recommendation from the Chair, and make his/her own recommendation. The Dean should have his/her recommendation added to the candidate's portfolio and forwarded to the Vice President (VP) of Academic Administration for verification. The VP will then forward the portfolio to the Ranking Committee.

In all cases, other than an initial appointment, the Chair must, at the time the recommendation is forwarded to the Dean, inform the candidate in writing of the recommendation being forwarded. If either the Chair/Personnel Committee and/or the Dean/Personnel Committee cannot provide a positive recommendation, the Dean must provide the candidate with detailed and specific reasons in writing for any negative recommendation, including respects in which the candidate is deemed to have failed to satisfy the applicable criteria.

The candidate must be provided with information at each step of the process; therefore the Chair must acknowledge in writing, receipt of the portfolio. Likewise the Dean and the Chair of the Ranking Committee must acknowledge in writing receipt of the candidate's portfolio. Upon review of the entire file, the Committee will forward its recommendation to the President who will confirm or deny the recommendation and inform the candidate, in writing, of the decision, with copies to the VP, Dean and Chair. If the recommendation is confirmed, the decision will be taken to the next level – the University Board

Criteria for Evaluation of the Candidate's File

The Ranking Committee in consideration of the University's policy on confidentiality, judge each candidate's file on its merits. Such evaluation will take place within the context of its mandate to examine the achievements of the candidate with regard to teaching, research, publication, educational leadership and service to the University, to the discipline, and to the broader community.

Such deliberations will incorporate a consideration of relevant general criteria of scholarship and scholarly teaching and education leadership excellence, as appropriate to the level, particularly as these are identified and defined by the reviewers, in prior reviews by the Dean of the College/School and committee as set out in his/her letter of recommendation and if required, in his/her presentation(s) to Ranking Committee during its meetings.

In evaluating a candidate's scholarship, teaching and other criteria, the Ranking Committee will accept and consider comparative information on the relative merits of the candidate's achievements within the disciplinary background of the candidate. In its consideration, the Ranking Committee will assess the information contained in each candidate's file in terms of the impartiality of prior judgments, particularly in terms of its obligation to ensure that criteria of fairness have been employed and that the rights of the candidate to fair and equitable treatment have been maintained.

MEETINGS

The Ranking Committee meets once per semester, in April and November. Candidates are required to ensure that completed Portfolios are submitted to the Chair of their department in a timely manner so that the evaluation process at that level of the College/School can be completed to meet either deadline. As such, these Portfolios should be submitted to the Chair of the Committee at least one month before the scheduled meeting.

New Employees

The Committee will meet outside these scheduled times for ranking consideration of new employees. Within this context, Chairs and Deans are requested to identify possible human resource needs well in advance to facilitate the interview process and reduce the number of times the Committee will have to meet. In addition, Chairs are requested to identify the level at which they would like to employ the individual. This will allow for greater ease in determining the rank of the new appointee.

The Decision

Given the process involved, it is anticipated that the Candidate will be informed of the status of his/her application within one month of it being reviewed by the Ranking Committee.

The Process

The President will, at the time a decision is made on whether a recommendation is to be forwarded to the University Board, inform the candidate in writing of that decision with a copy to the Vice President, Academic Administration; Chair, Ranking Committee; Dean of College/School; and Department Chair. If the recommendation from the President is negative, he will provide reasons in writing to the candidate within thirty (30) days of the delivery of the recommendation to the University Board. The reasons should include the respects in which he or she is deemed to have failed to satisfy the applicable criteria. It is anticipated that the entire process will be completed and the candidate informed as follows:

April applications	-	December of the same year
November applications	-	July of the following year

APPENDIX 1

GUIDELINES FOR ADVANCEMENT IN RANK

- **In order to advance in rank, an application must be submitted**
- **An Academic Portfolio must be submitted with the application for advancement**

WHAT IS AN ACADEMIC PORTFOLIO?

An Academic Portfolio is a documentation/compilation of the achievements of a faculty member. It is an organized, goal-driven documentation of professional growth and achieved competencies. It is a collection that provides tangible evidence of the wide range of knowledge, dispositions and skills that the candidate possesses as a growing professional.

The provision of a complete professional's Academic Portfolio is an integral part of the review process, as a result of which faculty may obtain promotions, continuing appointments, incremental progressions; gain access to special studies and programmes and agree on personal and professional development to be undertaken.

WHAT SHOULD THE PORTFOLIO CONSIST OF?

The portfolio should consist of the following, in the order listed:

1. The form for Advancement in Rank
2. Application letter
3. Rationale/autobiographical sketch or self-introduction (*this should provide readers with some information about you that is not readily apparent from a resume or even from your portfolio*)
4. Student evaluation
5. Letters of recommendation (Chair of Department, Dean of College, two (2) other individuals who are familiar with your work)
6. Curriculum Vitae
7. *Evidence of all the requirements as established in the Faculty Ranking Criteria
 - Degree(s) earned
 - Years of teaching experience
 - Involvement in scholarly research
 - Publication (journals, magazines, newspapers)
 - Involvement in community service
 - Membership in professional organization of relevant discipline

**(Kindly refer to Faculty Ranking Criteria for requirements for ranking levels)*

A table of contents should be provided for ease of reference. In addition, where samples of work are provided, dividers should be utilized for the various sections. It should be noted that publications refer to scholarly publication, unless the individual is an artist, musician or IT specialist, in which case paintings, demos, software, poems (anthologies), musical compositions and other literary works will be accepted.

STEPS IN THE APPLICATION PROCESS

1. The applicant fills out the application form and prepares the portfolio.
2. Submit the completed portfolio to the Department Chair for approval and signature.

Department Chair

3. Prepares a letter of recommendation, which is to be included in the portfolio.
4. Submits the portfolio to the College Dean/Personnel Committee for endorsement.

The College Dean

5. Prepares a letter of recommendation, which is to be included in the portfolio
6. Submits the portfolio to Academic Administration for evaluation

The Academic Vice President

7. Ensures that the proper procedures have been followed and that the portfolio is ready for consideration.
8. Submits the portfolio to the Ranking Committee for a preliminary decision and recommendation.

The Ranking Committee

9. The recommendation of the Ranking Committee is then submitted through the Academic Vice President, to the University President.

The University President

10. Takes the recommendation to the Administrative Council for ratification.
11. Submits the portfolio to the University Board for the final decision.

APPENDIX 2

DEFINITION OF THE PERFORMANCE CATEGORIES OUTLINED IN THE LIST OF CRITERIA

1.0 TEACHING

- 1.1 **Delivery of Teaching:** Lectures, tutorials, seminars, laboratory work, practicals, fieldwork (classroom practice, nursing simulation), clinical teaching, supervision of undergraduate work, supervision of postgraduate work.
- 1.2 **Course Development:** Course evaluation, writing new courses, preparing lecture notes and case studies.
- 1.3 **Preparation for Teaching:** Materials preparation, development of lab manuals, preparation of course outlines, audiovisual materials, simulations, preparation of lab notes, training, writing materials, and development of study guides, etc.
- 1.4 **Preparation of Evaluation Instruments:** Designing appropriate instruments for getting feedback regarding student learning, and efficacy of material, approaches etc., e.g. tests, problem papers.
- 1.5 **Consultation with Students:** Pedagogy, feedback on assignments.

Indicators of Quality in Teaching

- Selection for outstanding teacher recognition by the faculty and/or students
- Innovation in substance and relevance (new, relevant developments in the field) including current advances in course content
- Development of effective and innovative educational methodologies and materials
- Excellent evaluation of teaching performance by student surveys, chairperson evaluation, other faculty members within and outside the candidate's department, and other mechanisms
- Publication of acclaimed instructional material
- Innovative approaches to evaluate student performance
- Contribution to new curriculum development
- Ability to teach effectively at more than one level
- High demand as a speaker at professional meetings
- High acclaim for continuing education activities
- Responsibility for extracurricular student scholarly activities
- Exceptional work in student advising
- Special initiative in or development of new courses or significant revisions of existing courses, including preparation and use of materials
- Sponsorship/directorship of independent research of pre-doctoral students, post-doctoral students, post-doctoral fellows and residents
- Effectiveness in the professional development of students and trainees
- Organization of and responsibility for programmes and courses

2.0 RESEARCH AND SCHOLARSHIP

Identification of problem, literature review, project formulation, fund seeking, data gathering, identification of technical support, team building, institutional co-operation and capacity building, experimental and theoretical work, analysis, writing up and transfer of results to

appropriate domains e.g. as social policy, or as industrial, medical, agricultural, scientific, environmental, and commercial development, presentations at workshops, seminars and conferences, and administration/management of the research process.

3.0 PUBLICATION

Dissemination to the public domain, of scholarly work individually or jointly authored (media include journal articles, monographs, curriculum materials, software, visual arts, audio, paintings musical compositions, etc.)

Indicators of Quality in Research and Publications

- Quality and number of publications: **papers in quality refereed journals are given the greatest weight.** This includes publication of professional activities or collaborative efforts with other individuals in the laboratory, publication of case reports, and publication of new developments in the field. Publications must show evidence of independent research
- Peer-reviewed extramural funding for research, including regional, industrial, and other sources
- Grant reviewer for national and international research organizations
- Invitation to present papers at major symposia and meetings, and active participation in workshops and research seminars
- Exceptional contribution to the research of others
- Election to prestigious, limited-membership research societies in the discipline
- Evaluation of the nominee's research as outstanding by recognized academics at this institution and other institutions by assessing the significance, quality and originality of the nominee's research

4.0 SCHOLARLY ACTIVITY

General reading and updating, attendance at conferences, acting as discussant at conferences, organizing seminars and conferences, scholarly networking, providing comments on the work of colleagues, reviewing scholarly papers/research, membership or editorial boards, committee work scholarly organizations, guest editorship.

Indicators of Quality in Other Scholarly Activities

- Authorship of books
- Publication of monographs
- Publication of invited review articles or book chapters
- Editorship and/or service on the editorial board of major journals
- Reviewer of academic publications
- Recognition from peers in the appropriate field such as fellowships, research awards, career development, publication awards, professional service awards or clinical investigator awards
- Organizing and/or chairing of major symposia and/or editorship of published conference proceedings
- Publication in non-refereed but widely recognized professional journals

- Development or improvement of scientific or other professional procedures which contribute to national and/or regional well-being
- Development of innovative programmes or procedures within a discipline

5.0 CONTRIBUTION TO UNIVERSITY LIFE

- Departmental duties: Mentoring and advising students and staff, managing programmes and projects, assisting Chair/Dean with recruitment, admissions, orientation, and registration and examination administration.
- Contribution to Department, Faculty and University Administration:
 - Participating in University committees and activities (e.g., Academic Board, Undergraduate Curriculum Committee, ad hoc committees)
 - Liaising with schools, giving career advice

6.0 PROFESSIONAL ACTIVITY

- Contribution to the development of professional organizations through membership and participation in professional bodies (e.g. Association of Science Teachers)
- Contribution to the development of Professional journals
- Facilitation of professional linkages
- Provision of advice and technical support in an appropriate field (e.g. CSEC, CAPE or other external examinations)

Consultancies

Membership of technical committees at the local, regional and international levels; External examining at local, regional and international levels.

Indicators of Quality in Professional and Public Service

- Leadership roles in national, regional or international professional organizations
- Service on major government commissions, task forces or boards
- Leadership role in national and/or international academic societies, boards or foundations
- Service on specialist/technical/task forces and committees as chairperson
- Attraction of significant external development support and contributions to external development efforts
- Evidence of peer group recognition for exceptional service-related accomplishments
- Advisor to students or community organizations
- Significant contributions toward the development, operation, and improvement of the department in particular, and the faculty/campus in general
- Consultant with commercial firms, subject to established consulting guidelines

7.0 COMMUNITY SERVICE

Any religious, political, social or cultural activity which demonstrates a substantial and meaningful contribution to growth and development of the country or region could be considered. A variety of service roles may contribute to attaining the goal of excellence. While no attempt will be made to prescribe which specific service roles individual faculty members should play, all faculty members are expected to contribute in the service area. In fact it is an

important criterion in the consideration for advancement. The amount and nature of the service contribution is likely to differ as a function of individual skills and stage of career development. It must be noted, however, that excellence in service alone is not a sufficient basis in and of itself for attainment of promotion. There must be a balance with regard to the criteria outlined. Simple membership on institutional committees with no documentation of quality of service is insufficient evidence of services rendered. Other areas of service that are recommended include membership in various international, regional and national review panels and committees within academic societies.

APPENDIX 3

TERMS OF REFERENCE FOR THE MEMBERS OF THE RANKING COMMITTEE

Functions:

The Committee members shall:

1. Determine the academic ranking of all members of faculty in accordance with the University's guidelines (this includes new members and those seeking to advance in rank)
2. Process all applications from faculty members for advancement in rank, in accordance with the University's ranking guidelines
3. Present copies of the Minutes of the Ranking Committee for filing in the Office of Academic Administration
4. Present the list of newly ranked faculty to the Administrative Council, through the Vice President for Academic Administration, for approval and for presentation to the University Board before informing the members of faculty concerned
5. Make recommendations for necessary revisions in the ranking procedure to the Administrative Council, through the Vice President for Academic Administration, as needed
6. Provide information/clarification on the process as requested by faculty members

The Ranking Committee shall be comprised of:

- Vice President for Academic Administration (or appointee), Chairperson
- Vice President/Associate Vice President for Finance
- Director/Associate Director of Human Resources
- Five (5) Professors/Associate Professors
- University Registrar/Associate Registrar
- One external referee from a duly accredited institution
- Deans or their designees
- President of the Faculty Senate or Designee
- Representative from Faculty Research
- Recording Secretary

APPENDIX 4

CHAIR'S LETTER (Suggested Format)

Dear Dean XXXX:

Re: Consideration of Dr/Mrs/Ms/Mr XXXX for Advancement in Rank to [state rank]

1. Clearly indicate the recommendation and the basis for the recommendation.
2. Clearly identify the effective date of application review.
3. Provide information on special conditions of the candidate's appointment, including, but not limited to, reduced teaching or administrative responsibilities, unusually extensive teaching or administrative responsibilities, protected time for research or scholarly activity, or responsibilities in more than one department.
4. Ensure that the evidence supports the recommendation(s).
5. Address all relevant concerns raised by referees. Ensure that the candidate is allowed to respond to concerns.
6. Teaching at the Undergraduate or Graduate level, Graduate Student Supervision, Scholarly Activity.
7. Referees Comments.
8. Provide brief notes on the qualifications of the external referees. This can be a separate page in the portfolio. Especially in professional cases, the qualifications of referees to render judgment on the quality of a candidate's work should be made as clear as possible. Although the qualifications of academic referees are often apparent from their rank and the name of their Department/College/School, it might not be so evident for non-academic referees even with titles and letterheads. Referees at academic institutions who have had experience evaluating professional contributions in respect to promotion or whose own professional contributions were so evaluated could be included in the selection of external referees. A reasonably detailed statement of the reasons for selection of a referee and of his or her accomplishments could often be of great value to members of the Committee.
9. Closing Paragraph

Sincerely,

XXXXXX
Chair

APPENDIX 6

SAMPLE LETTER OF REQUEST FOR REFERENCE FOR REVIEW OF CANDIDATE

[Date]

[Address]

Dear [referee name]:

RE: [candidate's name]

NCU is considering [candidate name] for [advancement in rank to -----] in the Department of _____. We would appreciate provision of an assessment of him/her. Your recommendation should provide succinct, candid and specific comments on all aspects of the candidate's achievements, but particularly on each of the questions below. You may also include any other information you believe will assist in our evaluation of the candidate.

Please comment on [Candidate's name]:

- a) Teaching abilities and activities and whether he or she has provided evidence demonstrating that he/she has met a standard of [phrase options depending on rank in question].
- b) Role as lecturer, as well as involvement in research, publication, professional associations, continuing education and/or community outreach.
- c) Influence on the intellectual and scholarly development of students. If applicable, please comment on his/her performance as a graduate student supervisor in terms of the students' degree completion, publications, research awards, and subsequent professional success.
- d) Add any further comments you think might be useful in assessing the candidate.

It is the policy of the University to treat as confidential, letters of reference which it receives. However, if in the course of consideration of a candidate, a negative recommendation is made within the University, the candidate is entitled to see a summary or an edited version of letters. We rely on these letters in making decisions of this nature and realize that the effort required to write such letters is significant and that the rewards are very limited. Therefore, we wish to express our thankfulness for your taking the time to facilitate our evaluation process and anticipate receiving your letter of assessment by [date].

You may contact the Department at [number] or by e-mail [address], if you have any questions or concerns.

Sincerely

XXXXXX

Chair

APPENDIX 7

NORTHERN CARIBBEAN UNIVERSITY Academic Administration Faculty Ranking Criteria (Revised May 15, 2008)

Instructor Level I (55-60%)

- Earned master's degree or equivalent, without teaching, research or community service experience
- Earned bachelor's degree with desired specialized technical competencies; for example, medical technology, communication studies, computer science
OR Earned bachelor's degree with at least five years of successful teaching experience
- Evidence of a Christian Worldview

Instructor Level II (61-65%)

- Earned master's degree with two years of successful teaching experience
- **OR** Earned bachelor's degree with desired specialized technical competencies; for example, medical technology, communication studies, computer science; and two years of successful teaching experience
OR Earned bachelor's degree with at least seven years of successful teaching experience
- Evidence of involvement in research
- Evidence of publication in recognized/peer reviewed journals, magazines, newspapers
- Evidence of acceptable involvement in community service
- Membership in a professional organisation of relevant discipline
- Evidence of a Christian Worldview

Instructor Level III (66-70%)

- Earned master's degree with four years of successful teaching experience
- **OR** Earned bachelor's degree with desired specialized technical competencies; for example, medical technology, communication studies, computer science; and four years of successful teaching experience
OR Earned bachelor's degree with at least nine years of successful teaching experience
- Evidence of involvement in research
- Evidence of publication in recognized/peer reviewed journals, magazines, newspapers
- Evidence of acceptable involvement in community service
- Membership in a professional organisation of relevant discipline
- Evidence of a Christian Worldview

***Assistant Professor* Level I (71-74%)**

- Earned doctorate degree without university teaching experience
- **OR** Earned master's degree or equivalent plus three years of successful teaching experience as instructor
- Evidence of involvement in research
- Publication of at least two journal or magazine articles; for example, refereed journals, periodicals
- Evidence of publication in newspapers or presentation in other public media
- Evidence of acceptable involvement in community service
- Membership in a professional organisation of relevant discipline
- Attendance at professional meetings
- Evidence of a Christian Worldview

***Assistant Professor* Level II (75-77%)**

- Earned doctorate degree with two years of successful teaching experience
- **OR** Earned master's degree or equivalent with five years of successful teaching experience
- Evidence of involvement in research
- Publication of at least two journal or magazine articles; for example, refereed journals, periodicals
- Evidence of publication in newspapers or presentation in other public media
- Evidence of acceptable involvement in community service
- Membership in a professional organisation of relevant discipline
- Attendance at professional meetings
- Evidence of a Christian Worldview

***Assistant Professor* Level III (78-80%)**

- Earned doctorate degree with four years of successful teaching experience
- **OR** Earned master's degree or equivalent with seven years of successful teaching experience
- Evidence of involvement in research
- Publication of at least two journal or magazine articles; for example, refereed journals, periodicals
- Evidence of publication in newspapers or presentation in other public media
- Evidence of acceptable involvement in community service
- Membership in a professional organisation of relevant discipline
- Attendance at professional meetings
- Evidence of a Christian Worldview

Associate Professor Level I (81-84%)

- Earned doctorate degree with five years of successful teaching experience
- **OR** Earned master's degree or equivalent with nine years of successful teaching experience
- Evidence of involvement in research
- Scholarly publication of at least three journal or magazine articles; for example, refereed journals, periodicals
- Evidence of publication in newspapers or presentation in other public media
- Evidence of acceptable involvement in community service
- Membership in appropriate learned societies
- Attendance at professional meetings
- Evidence of a Christian Worldview

Associate Professor Level II (85-87%)

- Earned doctorate degree with seven years of successful teaching experience
- **OR** Earned master's degree or equivalent with eleven years of successful teaching experience
- Evidence of involvement in research
- Evidence of involvement in conferences, seminars, workshops
- Scholarly publication of at least three journal or magazine articles; for example, refereed journals, periodicals
- Publication of handbook(s), manual(s), manuscript(s) or textbook(s)
- Evidence of publication in newspapers or presentation in other public media
- Evidence of acceptable involvement in community service
- Membership in appropriate learned societies
- Attendance at professional meetings
- Evidence of a Christian Worldview

Associate Professor Level III (88-90%)

- Earned doctorate degree with nine years of successful teaching experience
- **OR** Earned master's degree or equivalent with thirteen years of successful teaching experience
- Evidence of involvement in research
- Evidence of involvement in conferences, seminars, workshops
- Scholarly publication of at least three journal or magazine articles; for example, refereed journals, periodicals
- Publication of handbook(s), manual(s), manuscript(s) or textbook(s)
- Evidence of publication in newspapers or presentation in other public media
- Evidence of acceptable involvement in community service
- Membership in appropriate learned societies
- Attendance at professional meetings
- Evidence of a Christian Worldview

Professor **Level I (91-94%)**

- Earned doctorate degree with eleven years of successful teaching experience
- Evidence of continuous engagement in research, with published or unpublished results, within the last five years
- Evidence of continuous involvement in conferences, seminars, workshops within the last five years
- Scholarly publication in widely-read refereed periodicals; for example, journals, with at least four articles; and/or original works in the arts
- Publication of handbook(s), manual(s), manuscript(s), textbook(s), or other scholarly publication
- Evidence of acceptable involvement in community service, within the last five years; for example, spearheading or collaborating in development projects
- Membership in appropriate learned societies
- Attendance at professional meetings
- Evidence of leadership and direct involvement in institutional development
- Evidence that incumbent has conducted at least one (1) successful major public lecture
- Evidence of a Christian Worldview

Professor **Level II (95-97%)**

- Earned doctorate degree with thirteen years of successful teaching experience
- Evidence of continuous engagement in research, with published or unpublished results, within the last five years.
- Evidence of continuous involvement in conferences, seminars, workshops within the last five years
- Scholarly publication in widely-read refereed periodicals; for example, journals, with at least six articles; and/or original works in the arts
- Publication of handbook(s), manual(s), manuscript(s), textbook(s), or other scholarly publication
- Evidence of acceptable involvement in community service, within the last five years; for example, spearheading or collaborating in development projects
- Membership in appropriate learned societies
- Attendance at professional meetings
- Evidence of leadership and direct involvement in institutional development
- Evidence that incumbent has conducted at least two (2) successful major public lectures
- Evidence of a Christian Worldview

Professor **Level III (98-100%)**

- Earned doctorate degree with fifteen years of successful teaching experience
- Evidence of continuous engagement in research, with published or unpublished results, within the last five years
- Evidence of continuous involvement in conferences, seminars, workshops, within the last five years

- Scholarly publication in widely-read refereed periodicals; for example, journals, with at least eight articles; and/or original works in the arts
- Publication of handbook(s), manual(s), manuscript(s), textbook(s), or other scholarly publication
- Evidence of acceptable involvement in community service, within the last five years; for example, spearheading or collaborating in development projects
- Membership in appropriate learned societies
- Attendance at professional meetings
- Evidence of leadership and direct involvement in institutional development
- Evidence that incumbent has conducted at least three (3) successful major public lectures
- Evidence of a Christian Worldview

N.B. Other achievements deemed appropriate by the Ranking Committee may be evaluated.

Interpretation of Criteria
(Adapted in-part from the NCU *Faculty and Staff Handbook, 2000*)

The following interpretations apply in determining academic rank:

1. Teaching – meaning full-time teaching, secondary school, college or university, including business colleges and vocational schools.
2. Pro-rata – full-time teaching in secondary school is considered on a pro-rata basis as follows:
 - a) Two academic years of full-time secondary school teaching is equal to one year of university teaching.
 - b) Part-time teaching in university is considered on a pro-rata basis.

Note: for above, not more than the equivalent of three years of university teaching may be thus transferred.

3. Field experience related to the academic area is counted toward full-time teaching as follows:
 - a) Four calendar years are equal to one year full-time teaching, if recommendations indicate an aptitude for teaching.
 - b) Professional registry (RN, CPA, et cetera), in field related to the academic area is equal to one year of full-time teaching.
4. Earned doctoral degrees include earned professional degrees in all disciplines.
5. Persons with earned terminal degrees will not be ranked below Assistant Professor I.

RANKING SUMMARY SHEET

Appointments and Promotions Criteria

Name of Candidate: _____ **Date** _____
Previous Rank: _____
Date of Previous Rank: _____
Recommended Rank: _____

#	CATEGORY & CRITERIA	SCORE	TOTAL	REQ/D
	Professional Qualification			
1.	Doctoral Degree	20.0		
2.	Master's Degree	10.0		
3.	Bachelor's Degree	5.0		
4.	Teacher Training Certificate/Diploma	5.0		
5.	Other professional qualification (e.g. Chartered Accountant)	5.0 (10)		
6.	Recognition by professional bodies (e.g. Nurses Association of Jamaica)	2.0 (4)		
				≥ 20
	Teaching and Capacity Building			
7.	Years of tertiary teaching experience	2/annum		
8.	Sponsorship of independent research for graduate/post graduate supervision	2/annum		
9.	Academic administration (Dean, Chair, etc.)	2/annum		
10.	Programme or course coordination	2/annum		
11.	Professional development of students and trainees	2/annum		
12.	Module development	2/module		
13.	Course development (e.g. Conceptualizing and writing a new course)	2/course		
14.	Development and use of acclaimed (approved) instructional material (e.g. Lab manual)	2/item		
15.	Continuous student advisement (e.g. Number of credit hr/annum)	2 (6)		
16.	Years of professional experience independent of teaching	1/annum		
17.	Innovative approaches to evaluate student performance	1.0		
18.	Preparation of Evaluation Instruments (e.g. Development of exam paper)	1.0		
				≥ 20/30/40

Appointments and Promotions Criteria, Cont'd

#	CATEGORY & CRITERIA	SCORE	TOTAL	REQ/D
	Research and Development			
19.	Publications (e.g. Peer review and other journal articles, etc.)	3.0		
20.	Publication of new and innovative development in field (e.g. Thesis, etc.)	3.0		
21.	Book for academic instruction	3.0		
22.	Monographs with ISBN	3.0		
23.	Invited professional speaker	2.0		
24.	Innovations with social or economic impact	2.0		
25.	Peer recognition in the field (e.g. fellowships, professional service awards, etc.)	2.0		
26.	Residential/local publications (e.g. experimental/theoretical works, policy, other)	2.0		
27.	Development and dissemination to public domain through national medium	1.0		
28.	Administration/management of research process	1.0		
29.	Reviewer of academic publications	1.0		
30.	Research contribution of others or joint publication not as lead	1.0		
31.	Conference presentation	1.0 (5)		
32.	Conference as panelist	1.0 (5)		
33.	Technical report	2.0 (10)		
34.	Service on review boards	2.0 (6)		
35.	Chair organizing committee	2.0 (6)		
36.	Chair conference/workshop/seminar	2.0 (4)		
37.	Member organizing committee	1.0 (3)		
38.	Member conference/workshop/seminar	1.0 (3)		
39.	Citation in last 5 years	1.0 (10)		
40.	Acquisition of research funds (US\$1000) x 10/300/1000	1/2/4		
				≥ 10/20/40

Appointments and Promotions Criteria, Cont'd

#	CATEGORY & CRITERIA	SCORE	TOTAL	REQ/D
	Community Service			
41.	Chair University Committee	3.0		
42.	Religious activity demonstrating substantial and meaningful contribution to society	2.0		
43.	Membership on corporate/NGO boards	2.0		
44.	Membership on public boards	2.0		
45.	Service on Accreditation panels	2.0		
46.	Editorship and/or service on the editorial board of major journals	2.0		
47.	Service on Ad hoc committees (Public Advisory bodies, institutional committees, etc.)	1.5		
48.	Leadership in Church Administration (Committee membership, etc.)	1.0		
49.	Media Interviews	0.5		
50.	Other Community Outreach (e.g. membership of civic/development group, etc.)	0.5		
				≥ 10/20/30
GRAND TOTAL				
NOTES				
1.	An Applicant must score 80 points to be considered for promotion to the rank of Assistant Professor.			
2.	An Applicant must score 130 points to be considered for promotion to the rank of Associate Professor.			
3.	An Applicant must score 180 points to be considered for promotion to the rank of Full Professor.			
4.	Levels within rank are determined in accordance with existing HR procedures.			
5.	Except for qualifications and work experience, activities later than 5 years are ordinarily not for consideration at the time of application for promotion unless otherwise stated.			
6.	Points are scored as per item, or per module, or per annum, unless otherwise stated.			
7.	Scores exceeding those contained in bracket shall not be considered for the determination of promotion in rank.			