

February 11, 2020



**Promotion Policy for Professorial Ranks
St. John of Damascus Institute of Theology
Process, Guidelines & Criteria**

February 2020

Office of the Provost

1. Streamlined Promotion

A Faculty member of the rank of Assistant or Associate Professor may apply for promotion to a higher rank as stipulated by Academic Rules and Regulations. Candidates will be evaluated against criteria under three major categories of Research, Teaching, and Service. The contribution of each category towards promotion, however, are not equal.

1.1. Eligibility Requirement:

Assistant and Associate Professors shall be considered for promotion no later than the seventh year of their service at UOB in rank. In the event they are not promoted, due to lack of research output, they may be given an extension of 3 years in the same rank. Candidates can submit their portfolios during their 6th year. Promotion decisions become effective as of the next academic year (seventh year).

Previous appointments at other academic institutions (prior to joining the University of Balamand) may be counted towards fulfilling the six years' criterion if all the below conditions are fulfilled:

- A. The years were spent at another credible academic institution.
- B. The years were spent after a doctorate degree was awarded. Post-doc positions are evaluated on a case-by-case basis.
- C. The candidate should have spent at least two full academic years at UOB.

Correspondingly, "visiting" professorial ranks also count towards the number of years for promotion purposes.

A candidate will prepare his/her portfolio presenting contributions in the three areas of Research, Teaching, and Service. A candidate's portfolio is not considered complete (balanced) if the research area is weak.

1.2. The procedure

- A. By February 01, candidates for promotion are required to submit to the Dean their promotion Portfolio to the Dean (details Figure 1).
- B. **FPC:** The Dean will appoint a **Faculty Promotion Committee** consisting, if applicable, of three to five members of appropriate rank (higher or at least equal to the rank to which the candidate is applying) for the review of promotion files. The FPC will be chaired by the Dean. One FPC is normally formed to process the portfolios of all the Faculty applicants for that specific year.
- C. The **FPC** will review the candidate's complete portfolio, including the most recent annual evaluation, will look into the originality of all gathered documents, confirm all the details mentioned in the portfolio; otherwise, put a clear comment, and prepare a descriptive summary. The portfolio and the related report are then submitted to the Office of the Provost.
- D. The Provost will inform the President about all promotion files and will refer them to the University Council.
- E. The President will subsequently take all endorsed cases for promotion to the Board of Trustees for final, official endorsement.

Procedure for Promotion at UOB For the Faculty of Theology Academic Members

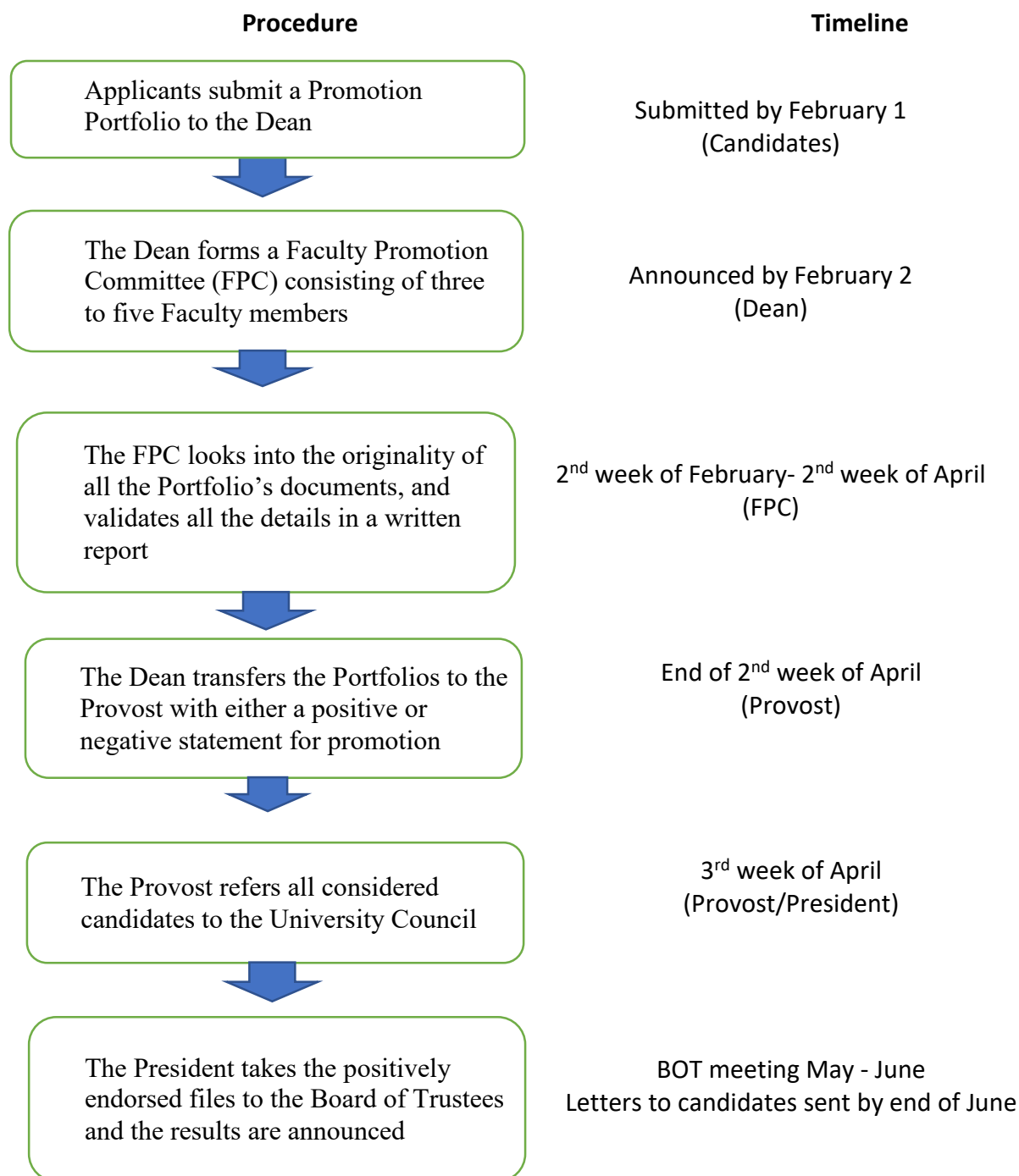


Figure 1

2. Guidelines for Portfolio Preparation

2.1. Application Procedure

The complete promotion file with all relevant information and documents should be submitted on time (as indicated in the Figure 1) to the Dean of the Faculty. The information below is included to assist in the process of preparing the promotion file:

- **The Complete promotion file:** includes all material to support application for promotion (3 copies; see below for examples of what to include.) The examples listed below are suggestive and applicants may wish to include other material that they deem relevant,
- **Material to include in the complete file in the following order (three copies):**
 - A. Application Form**
 - B. Curriculum Vitae**
 - C. Material to demonstrate research output:**
 - a. Papers in internationally refereed journals (please include: journal title, volume, no., month & year)
 - b. Books and chapters in books: scholarly and textbooks (you may just include cover and back pages, table of contents, and sample chapter/s)
 - c. Papers in regional and local journals
 - d. Research notes and/or book reviews
 - e. Conference proceedings (international & refereed)
 - f. Conference proceedings (Regional and local)
 - g. Other relevant material.
 - D. Material to demonstrate teaching effectiveness:**
 - a. Student evaluations
 - b. Evidence of innovation in teaching (e.g. new courses designed)
 - c. Course syllabi
 - d. Other relevant information related to teaching effectiveness
 - e. Other relevant material.

Teaching is meaningful when coupled to learning. Teaching, for it to be effective, needs appropriate infrastructure, effective instructors, and eager students. Although lecturing is mistakenly interchanged with teaching, teaching encompasses conveying new knowledge, facilitating knowledge acquisition, stimulating students' interest, developing their cognitive skills, and leading them to inquiry, to name a few. The challenge is to develop in the student the drive and the methodology to use knowledge critically. Teaching also involves diverse modes of instruction and delivery, including: lectures, seminars, Field Education, tutoring and mentoring sessions, and assessment.

The instructor is a manager of learning and a facilitator in the operation of teaching and learning. Various attributes qualify the instructor as being effective:

- knowledgeable, resourceful, and comfortable in the area of instruction and in delivery,
- able to display love for the subject matter, motivating, and self-improving,
- capable of finding ways to match students' learning styles and preferences to course objectives and expectations,
- able to design and deliver lectures well,

- able to address areas of the cognitive and affective domains. The cognitive domain includes knowledge and appreciation of subject matter, organization of individual lessons, clarity of explanations, and quality of presentation and delivery. The affective domain includes stimulation of interest, communicating research skills and techniques, building critical thinking skills, participation and engagement, establishing a good rapport, and practicing transparency and fairness.

Therefore, effective teaching and learning are attained by:

- keeping up-to-date and staying current,
- incorporating current developments into lectures,
- providing insights or knowledge beyond those found in textbooks,
- presenting challenging questions in a communicative environment,
- identifying themes and objectives,
- developing lesson plans and outlines, teaching portfolios and handouts,
- using relevant audiovisual aids,
- integrating research and knowledge discovery in the learning experience of students,
- presenting practical applications and experiences,
- introducing topics in innovative and interesting ways,
- demonstrating interest in the subject matter and in teaching,
- creating a learning environment that is student-centered and shifting the focus of activities towards students' learning,
- preparing and communicating clear course objectives and outcomes with grading criteria,
- using clear and reasonable evaluations by constructing examinations and assessment methods that indeed measure degree of attainment of course objectives (learning),
- providing timely, fair, and constructive feedback on students' work, and
- serving as a role model with regards to continuous improvement and life-long learning.

Research often coincides with scholarship which is an intellectual activity that is validated and communicated. Validation and endorsement is often provided by internal and external colleagues, current and former students, users and clients, and the society at large. Communication occurs through many outlets including publications, presentations, exhibits, patents, copyrighted materials, books, technical reports, and electronic media.

Research productivity (or research output) demonstrates engagement in a research area and contribution to the knowledge base. One intent of this engagement is to establish oneself as an expert in that specific area of research. Thus, a primary mean of demonstrating scholarly activities is through a publication record. The quality of publications is often endorsed by being peer-reviewed and refereed. Thus, publication outlets for research ought to be certified as legitimately peer-reviewed, irrespective of the discipline or category of research.

Research activities are about the creation and dissemination of new knowledge for the benefit of society, Church, and the advancement of theological knowledge. The research can be either discipline-specific (technical) or education-based (instructional development and pedagogies). There are a number of research categories and each has its own merit:

- Basic research, also called original or fundamental, addresses the generation of new knowledge and the creation and testing of new theories.
- Synthesis-driven research is concerned with the integration of knowledge into a larger framework as is done, for example, in review articles and books. Although enriching, a researcher's publications record is expected to go beyond Synthesis-driven research.
- Applied research which concerns itself with the application of knowledge. This is evident in professional domains where theories, models, and tools are adopted and applied to promote knowledge relevance and usefulness. Research activities need to also acknowledge the specificity of the University and the community it serves. Thus, the applied research of relevance to local, national, and regional interests may have a significant impact on the role the University plays locally and internationally.
- Teaching and learning scholarship which deals with education pedagogies, methods and tools for teaching and learning, innovative curricula development, and integration of technology in classrooms.
- Research is not normally carried out in isolation and it involves working with other researchers as well as mentoring (advising) graduate students on their theses and research projects and the publication of findings with students as co-authors.
- Also note that the research output of a faculty member may be demonstrated through a number of complementary ways including published books, chapters in books, technical reports, patents and inventions, electronic media, and a host of other creative works.

E. Material to demonstrate service contribution

- a. Awards
- b. Prizes
- c. Letters of acknowledgement for services performed
- d. University and Faculty-wide committees
- e. Other relevant material.

Service, in an academic setting, denotes a faculty member's internal and external contribution to the development of the individual's home department, the Faculty, the University, the profession, the Church, and the community at large. Participating in service activities is a sign of loyalty, commitment, and a confirmation of the faculty member's sense of belonging. Faculty members are expected to be willing and able to perform service activities.

Internal service activities are not only limited to participating in meetings and advising students. It also involves:

- contributing to programs' review and reform,
- holding and respecting office hours
- conducting and tutoring sessions,
- owning new initiatives,
- serving on Faculty-level and University-level committees,
- serving as a role model for students on discipline, tolerance, and sound work ethics,
- linking the academic scene to the external real-world,
- organizing workshops and seminars on campus,

- assisting in student recruitment such as high school visits, and
- representing the University as needed at various functions.

External service activities include:

- participating in the Patriarchate of Antioch Committees
- performing community outreach programs,
- setting up workshops and seminars in the community,
- serving as a member or an officer in professional societies (nationally and internationally),
- promoting the profession and associated programs in the community,
- offering solutions and services to the local community,
- integrating with and serving communities as consistent with the mission of the University,
- serving as liaison between the University and local and national industries, and
- sponsoring competitions and exhibitions so that the University's presence is strengthened.

Criteria for the Promotion Policy

at the St. John of Damascus Institute of Theology

1. Itemized Promotion Criteria Towards Associate Professor

Assistant Professors who wish to apply for promotion to the rank of Associate Professors should have a minimum of 4 new articles, published in scholarly journals during the 6-7 years as Assistant Professor.

Two Articles can be collaborative but at least one should name the applicant as the lead author (First and/or corresponding author), and all should be published during the period of Assistant Professorship and directly related to the candidate's discipline.

Articles published in the *Annals of the St John of Damascus Institute of Theology* are highly evaluated, as evidence to the Professor's commitment to producing genuine research publications at the Institute of Theology and advancing theological research in the Arabic language.

The following three criteria are to be met by Assistant Professors in order to be promoted to the rank of Associate Professor.

1.1. Effective Teaching

Effective Teaching is realized through dedication to teaching and the ability to stimulate students, thus contributing to their intellectual growth. It should be evidence-based.

A. Suggestions for Supporting Data

- Testimony of colleagues, in both the candidate's own and other departments who have professionally associated with the candidate and have knowledge of the candidate's teaching ability.
- Written course materials including syllabi, final examinations and authored handouts used in degree-oriented or continuing education programs.
- International peer evaluation of teaching performance.
- Development of course notebooks demonstrating continuous process improvement towards enhancement of teaching methods and students' learning.
- Student evaluation of classroom performance supported by results from the "Student Feedback Form," when available.
- Evidence of engaging students in continuing education programs and activities.
- Evidence of creating and disseminating knowledge in scholarly publications and conferences.
- Documented involvement in advising and monitoring students on projects and theses.
- Evidence of recognition (internally or externally) for outstanding and effective teaching.
- Development of educational material (textbook, manual, website, study guides, etc...) for the purpose of improving degree of students' learning.
- Other material

B. Quantification of Teaching: Teaching effectiveness shall be an essential criterion of excellence. Teaching involves not only scholarly competence but also the ability to communicate learning at the level of the student's understanding. It involves imagination as well as awareness and concern for the

individual student's growth and development. Recommendations of the chair, FPC, and of the Dean will be used to assess the teaching performance. These must be substantiated and based on the following:

- 05/30 Student feedback, when available
- 05/30 Innovation in teaching
- 10/30 Course files and records
- 10/30 Other relevant information related to teaching effectiveness

This criterion is given a maximum weight of **30 points**.

A minimum of **22.5 points** is required for promotion (75%)

1.2. Research/Scholarship

Mastering knowledge in a major field is demonstrated by creation or dissemination of that knowledge.

A. Suggestions for Supporting Data:

- Publications in peer-reviewed journals.
- Reference books and other materials (Chapters, Reports, etc...) published by reputable publishers.
- Peer-reviewed papers presented and published at conferences and professional societies' meetings.
- Invitations to give lectures based on being an expert in the field.
- Being a board member or a reviewer of journals, publishers, and grants' funding agencies.
- Development and submission of proposals to carry out research projects.
- Evidence of citations made by others of the candidates' research output.
- Other

B. Quantification of Research: There are 2 major categories of research which shall be considered in determining an individual's eligibility for promotion:

- a) productive research as evidenced by publications.
- b) scholarly activity contributing to the service of the Church.

Both are given a maximum weight of **40 points (20 points each)** with a minimum requirement of **30 points** for promotion (75%).

Evaluation of publications includes articles, books, chapters, conference proceedings. Special interest shall be given to publications in renowned Orthodox Academic Institutions and Platforms worldwide, including theological journals from Lebanon such as the peer-reviewed *Annals of the St John of Damascus Institute of Theology*.

Research output must be substantiated and based on the following:

- a) Scholarly Books are affixed a value corresponding to that of 2 to 5 articles.
- b) Textbooks are affixed a value corresponding to that of 2 to 3 articles.
- c) Edited Books are affixed a value corresponding to that of 1 to 2 articles.

- d) Chapters in scholarly books are affixed a value corresponding to that of 1 to 2 articles.
- e) Serving as chief editor of international peer-reviewed journals is affixed a value corresponding to that of 2 articles.
- f) Serving as associate editor of international peer-reviewed journals is affixed a value corresponding to that of 1 article.
- g) An article published in a peer-reviewed journal is affixed a value of 4 points.
- h) A review article, research note, or short communication published in an international peer-reviewed journal is affixed a value of 1 point.
- i) Publications that appear in proceedings of international peer-reviewed theological conferences are affixed a value corresponding to that of 1 article.
- j) Keynote lectures that appear in proceedings of international theological conferences are given a value of 5 points for every publication.
- k) Contribution in research projects and consultations officially commissioned by the Patriarchate of Antioch are quantified by the FPC according to the number of working hours and documentation (when available).

1.3. Service and Commitment

Service and Commitment consist in providing an outstanding level of service to the Faculty, to the University and to the community at large.

A. *Suggestions for Supporting Data*

- Written records on faculty committee service.
- Documented evidence of consulting or community service.
- Written evidence of involvement in or formation of recognized professional societies.
- Written evidence of organizing and participating in workshops, seminars, and conferences at Institute of Theology or for the community at large.
- Written evidence of participating in national/international taskforces, committees, boards, consultations, etc.
- Documented evidence about serving as an officer in national/international professional societies.

B. *Quantification of Service:* This criterion is worth a maximum weight of **30 points** and it is quantified by the FPC.

2. Itemized Promotion Criteria Towards Full Professor

Associate Professors who wish to apply for promotion to the rank of Full Professor should have a minimum of 5 new articles published in peer reviewed journals during the 7 years as Associate Professor. Articles published in the *Annals of the St John of Damascus Institute of Theology* are highly evaluated, as a proof of the Professor's commitment to the research and publications of the Institute of Theology, and his contribution, in general, to Theology in Arabic language.

Books can be considered for promotion in this context. Each book is equivalent to 5 articles. These articles/books must be published during the time of the Associate rank, not counting the previous articles.

Of the 5 articles, at least 3 should be solo authored. In the case of co-authorship, at least 1 should name the candidate as lead or corresponding author.

The following three criteria are to be met by Associate Professors in order to be promoted to Full Professors.

2.1. Effective Teaching

Sustained dedication to teaching and the ability to stimulate students to think critically.

A. Suggested Supporting Data

- Testimony of colleagues, in both the candidate's own and other departments who have professionally associated with the candidate and have knowledge of the candidate's teaching ability.
- Written course materials including syllabi, final examinations and authored handouts used in degree-oriented or continuing education programs.
- International peer evaluation of teaching performance.
- Development of course notebooks demonstrating continuous process improvement towards enhancement of teaching methods and students' learning.
- Student evaluation of classroom performance supported by results from the "Student Feedback Form," when available.
- Evidence of engaging students in continuing education programs and activities.
- Evidence of creating and disseminating knowledge in scholarly publications and conferences.
- Documented involvement in advising and monitoring students on projects and theses.
- Evidence of recognition (internally or externally) for outstanding and effective teaching.
- Development of educational material (textbook, manual, website, study guides, etc...) for the purpose of improving degree of students' learning.
- Other material

B. Quantification of Teaching: Teaching effectiveness shall be an essential criterion of excellence. Teaching involves not only scholarly competence but also the ability to communicate learning at the level of the student's understanding. It involves imagination as well as awareness and concern for the individual student's growth and development. Recommendations of the chair, FPC, and of the Dean will be used to assess the teaching performance. These must be substantiated and based on the following:

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- p) Serving as chief editor of international peer-reviewed journals is affixed a value corresponding to that of 2 articles.
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- t) Publications that appear in proceedings of international peer-reviewed theological conferences are affixed a value corresponding to that of 1 article.
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- Written evidence of participating in national/international taskforces, committees, boards, consultations, etc.
- Documented evidence about serving as an officer in national/international professional societies.

B. *Quantification of Service:* This criterion is worth a maximum weight of **30 points** and it is quantified by the FPC.

3. Fast Promotion Track

Individuals whose record of achievements is outstanding may be considered for promotion at an earlier time than is specified in University Rules. These individuals ought to first submit a letter showing their wish to be considered for fast promotion to the Dean of the Institute. When found fitting, the Dean will initiate the process as described above. The same process is applied to the portfolios of the Fast-Track candidates. Naturally, candidates' portfolios need to be exceptional and need to demonstrate that promotion criteria have been met to an exceptional level. A minimum number of years is set to 5 years instead of 7.

4. Faculty Members who are Denied Promotion

Promotion files or portfolios are normally voted on with either yes, no, or abstain. In case a negative or abstention vote is made, then noted reason(s) for such a vote are documented. Such reasons must be communicated to the candidate without disclosing the name of the person who assessed the file as it is communicated for continuous improvement purposes. Therefore, based on the feedback obtained from deliberations made when portfolios were evaluated, the Dean and the faculty member who was denied promotion will work on setting up a corrective and constructive action plan with the goal of helping the professional development and output of that faculty member.