

FA 6. FACULTY PROMOTION POLICY

1. INTRODUCTION

This document describes the promotion guidelines and procedures at Rafik Hariri University (RHU). Promotion decisions are based on merit and are made in accordance with verifiable evidence of candidate's performance in assigned duties and responsibilities, experience and contributions in five key areas: **teaching and impact on students' learning, research and creative activities, advising and mentoring, impact on the community and collegiality**. While demonstrating effectiveness in all key areas is sufficient for the promotion to the rank of associate professor, the candidate is expected to demonstrate distinction and leadership for promotion to the rank of professor. Candidate's contributions in the various areas of responsibilities is measured relative to the candidate's assigned duties. This document should serve as a guide to planning, preparing, and applying for promotion to a higher rank.

2. POLICY

1. A faculty member is eligible to apply for promotion to a higher rank after serving five years in the current rank two of which at least has been at RHU. Early promotion is possible for candidates with exceptional record.
2. Faculty members who are eligible for promotion shall be formally informed to apply for promotion by April 30 of the candidate's year of eligibility.
3. The stakeholders shall conform to the policies, procedures and timeline set forth in this document.
4. If promotion to the Associate Professor rank does not succeed, the candidate shall be granted one more chance to apply again after two years.
5. If promotion to the Associate Professor rank is not granted the second time the candidate shall be given a terminal year at RHU to look for employment elsewhere or if the candidate's teaching record is deemed exceptional his/her contract may be renewed under the normal contract renewal regulations.
6. If a candidate's promotion to the full Professor rank is not successful, his/her contract may be renewed under the normal contract renewal regulations and may apply for promotion again any year thereafter.

3. PROMOTION CRITERIA

3.1. Research and Creative Activities

Research is an important pillar of a faculty member's active pursuit of new ideas and knowledge that contribute to the advancement of the community. As such it plays a major criterion in promotion considerations. Research is measured by its focus, relevance, achievements of a clearly defined purpose and impact. Impact may be measured by the quantity and quality of research papers published in refereed international journals and presented at reputable conferences, potential in solving a community problem, proposals that receive funding from local, regional and international agencies. While collaborative, interdisciplinary research is strongly encouraged, faculty members need to present evidence that they can conduct research on their own as evidenced by the publication of single-authored papers.

Qualitative Assessment

Qualitative assessment a candidate's research impact is based on:

1. Evidence of research relevancy and focus aimed at advancing or improving application of existing knowledge and methods in one's field, attempting to find answers to unresolved issue or solving a meaningful community problem.
2. Authoring articles published in refereed journals and reputable conferences, peer review affirmations and frequency with which those publications are cited.
3. Applications for patents.
4. Authoring scholarly and creative works such as books, monographs, articles,
5. Serving on MS, PhD of MBA advisory committees and participating in competitions or exhibitions.
6. Actively seeking research grants, with heavier weight on funded research proposals.
7. Honor mentions conferred in the form of awards, fellowships, and recognition as expert within related academic field.

8. Invitations to serve on editorial board of academic journals; review journal articles, books, proposals for grants, and other related works.

Minimum Requirement

To be considered for promotion to a higher rank, a faculty member must show evidence of the following minimum research productivity in the current rank. Note that **only** papers published in **indexed** journals shall be considered in the promotion decision. Note: The following requirements do not apply to the promotion of a Graphic Design faculty members.

Assistant to Associate Professor

Promotion to the Associate Professor rank requires that the candidate has published, after receiving a Ph.D. degree, at least:

- Three journal papers (at least one is authored while at RHU): the first author of one, the first co-author among faculty members of one, and a co-author of one; and
- Four refereed conference papers (at least two are authored while at RHU) - the first author of one, the first among faculty members' co-authors of one, and a co-author of two.

Credits assigned to a single-author publication carries twice the weight as that of a co-author.

The candidate receives credits for authoring or co-authoring a book or a chapter in a book published by an international publishing house according to his/her role as follows:

- Two single authored journal papers for being the book's sole author
- One single authored journal paper plus two co-authored journal papers for being the book's main author;
- One single authored journal paper plus one co-authored journal paper for being the book's co-author; and
- One single-authored journal paper for writing a chapter.

Registering a patent is treated as a single-authored journal paper plus a co-authored journal paper. A poster or an abstract presented at an international conference counts as half that of a full-length conference article. Equivalent credits for other scholarly achievements may also be considered.

Associate to Full Professor

Promotion to the Professor rank requires that the candidate has published during the years in the rank of Associate Professor, at least:

- Four journal papers (at least two are authored while at RHU) - the first author of one, the first among faculty members' co-authors of two, and a co-author of one; and
- Five refereed conference papers (at least three are authored while at RHU) - the first author of two, the first among faculty members' co-authors of one, and a co-author of two.

Credits assigned to a single-author publication carries twice the weight as that of a co-author.

The candidate receives credits for authoring or co-authoring a book or chapters in a book published by an international publishing house according to his/her role as follows:

- Two single authored journal papers for being the book's sole author
- One single authored journal paper plus two co-authored journal paper for being the book's main author;
- One single authored journal paper plus one co-authored journal paper for being the book's co-author
- One single-authored journal paper for writing a chapter.

Registering a patent is treated as a single-authored journal paper plus a co-authored journal paper. A poster or an abstract presented at an international conference counts as half that of a full-length conference article. Equivalent credits for other scholarly achievements may also be considered.

3.2. TEACHING AND IMPACT ON STUDENTS' LEARNING

Teaching is considered the main responsibility of faculty members at RHU as such it will weigh heavily in the promotion decisions. Candidate must submit a teaching portfolio to demonstrate teaching effectiveness. Teaching performance shall be evaluated on the basis of the following clearly presented evidence of effectiveness as documented in the candidate's teaching portfolio and course files. Evidence includes:

1. Teaching approach that impacts students learning and growth as demonstrated by students' tributes, active teaching methods employed, and indubitable evidence that students have achieved intended competences;
2. Commitment to continuous improvement of teaching performance as evidenced by participating in related workshops, conferences and seminars;
3. Organizing course materials and delivery that improves students' innovative capacities;
4. Supervising, guiding and evaluating senior and graduate research projects and theses;
5. Well organized and rich course file that meet accreditation standards in the discipline area;
6. Authoring research articles on creative teaching and learning approaches;
7. Active involvement in the development of new programs, courses and experiences to maintain pace with emergent changes in the field;
8. Integrating contemporary instructional technologies and approaches;
9. Utilization of innovative teaching methods where possible and appropriate as articulated in the course file - adaptive and blending learning, project-based learning, case histories, etc.;
10. Imbedding sustainable concerns, ethical issues and community needs in the subjects being taught;
11. Authoring articles on pedagogical issues;
12. Rating, comments, testimonials and feedback received from students through the course and instructor evaluations, exit interviews and other surveys;
13. Reports of peer reviewers and in-class evaluations by department chairpersons;
14. Collegiality and coordination with peers and involvement in the running of the department, college and university; and
15. Awards and honor mentions conferred in the form of awards and recognitions related to teaching and learning.

3.3. CONTRIBUTIONS TO STUDENTS' SUCCESS

Faculty members are expected to proactively engage students inside and outside the classroom to help them attain meaningful learning experience and make informed choices about career plans. Evidence may be derived by submitting supporting materials that indicate:

- Commitment to advising, mentoring and supporting of students inside the classroom and outside
- Constant follow up on students' performance and interfering when first signs of academic troubles are observed;
- Responsiveness to students' inquiries in a professional, effective and caring manner;
- Student achievements and success stories that point to direct involvement of the candidate;
- Active participation in the learning support centers;
- Supervision of summative learning projects, graduate student theses or other special projects; and
- Acting as a role model in influencing students to excel.

3.4. IMPACT ON THE UNIVERSITY AND THE COMMUNITY

RHU encourages and requires faculty members to contribute to the advancement of the university, profession and the community beyond teaching and research.

A university is run by the cumulative contributions of faculty, staff and administrators. Faculty members are expected to contribute effectively to the welfare and improved functioning of their departments, faculties, the University by:

- Actively serving (in various capacities and levels) on committees and taskforces;
- Contributing to accreditation efforts at the program, college and university levels;
- Collaborating with and supporting peers by sharing with them good practices and innovative ideas to improve their teaching and research; and
- Advance the University brand by propagating university values, participating in organizing committees of local conferences and deliver speeches and presentations.

Faculty members are also expected to dedicate time and effort to the advancement of the profession and the wider community by:

- Embracing community problems and incorporating them in courses and research projects in pursuit of viable solutions Giving presentations at local conferences, seminars and symposia;
- Delivering lectures at other universities or professional meetings;
- Conducting informal education activities in response to specific needs of client groups;
- Participating in the organization of national or international conferences, workshops, or other academic meetings;

- Participating in local, regional, national, and civic activities that promote a positive relationship between the university and the community; and
- Serving on the boards of national, regional, or international professional associations.

3.5. COLLEFGIALITY AND PROFESSIONALISM

Faculty members are expected to be role models to students in every sense of the word, inside the classroom and outside. This should be manifested in the passion they propagate, the mannerism in dealing with students' inquiries, the values they act out, and the commitment they show in performing all university functions.

They also must treat peers with respect and promote harmony in the department, college and the university. This should be supported by evidence that the faculty member:

- Is committed to the success of peers;
- Closely coordinates with peers to guarantee that courses outcomes are met;
- Work in harmony with peers on departmental committees to ensure that department services are rendered;
- Discuss issues in a constructive manner; and
- Respect diversity of opinions and support collective decisions.

PROMOTION PROCEDURE

1. PROMOTION WITHIN PROFESSORIAL RANKS

Assistant professors and associate professors become eligible for promotion to a higher rank after five years of service in the current rank, at least two years of which must have been at RHU. A Chair or a Dean may recommend that faculty members with exceptional academic records be considered for early promotion. The application process entails the following sequential steps:

Step 1. Application deadline and Packet

The Department Chairperson notifies faculty members who has the requisite years in rank to apply for promotion by April 30 of the year of eligibility. By **September 30** of the current academic year, the applicant submits to the Chairperson of the department the following documents:

- a. Letter of application for promotion
- b. Teaching portfolio
- c. Updated CV
- d. Copies of recent publications
- e. Other supporting material
- f. Names, affiliations, emails and telephone numbers of potential three referees from outside RHU

Step 2. Selection of Referees

Four referees from outside RHU shall be chosen to review the application file by **October 15**. The four referees are selected as follows:

1. The candidate nominates three referees of which the Dean chooses one.
2. The Chairperson recommends three referees of which the Dean selects one.
3. The Dean chooses a third referee.
4. The Presidents chooses a fourth referee.

In case the Chairperson is a candidate for promotion, the VP for Academic Affairs chooses a referee instead of the Dean choosing from the Chairperson's recommended list.

Step 3. Soliciting referee's review

The Dean shall send the candidate's file to the four selected referees to complete their review and submit their evaluation by **November 30**. After receiving their responses, the Dean sends the file back to the department concerned.

Step 4. Department recommendation

The Department forms a Departmental Promotion Committee (DPC) consisting of eligible voting faculty members in the department. The DPC holds special meetings to review the application files and vote on the promotion cases. Discussion and voting must be done in strict confidentiality and in the absence of the faculty members' concerned. Voting on a promotion case shall only be by faculty members of an equal or higher rank than that the candidate is applying to. Visiting faculty members are not eligible to vote. A Chairperson, if not a candidate, shall express in writing his/her views independently. The recommendations of the DPC along with an independent recommendation from the Chairperson are transmitted to the Dean no later than **December 30**.

Step 5. College Recommendation

The Dean of the college convenes the College Promotion Committee (CPC) to discuss the promotion files and recommendation of the Departments concerned. The CPC votes on the applications by **January 31**. The Dean shall express in writing his/her views independently.

Step 6. Recommendations of the UAcB

The Dean presents the recommendation of the College Promotion Committee along with his personal recommendation to the VPAA who in turn submits his/her recommendations to the Promotion Criteria

University Academic Board (UAcB) Promotion Committee which consists of the UAcB members at the level of dean and above for further action. It is worth noting that no one involved in the evaluation process can vote more than once on the application for promotion. The UAcB Promotion Committee shall review the file with the recommendations of the Chairperson of the department, the College Promotion Committee of the college, and the Dean and makes subsequent recommendation to the President by **February 28**.

Step 7. Decision of the President

The President of the university reviews each file and the recommendations of the various committees, consults with the VPAA and makes his recommendation to the Academic Committee of the BOT for a final decision by **March 31**.

2. PROMOTION FROM LECTURER TO ASSISTANT PROFESSOR

A full-time RHU faculty member who while holding the rank of Lecturer earned a Ph.D. in the field for which he/she was appointed or in a closely related field is eligible for promotion to the Assistant Professor rank.

The promotion procedure as follows:

1. The candidate submits to the Chairperson of the Department a formal written request for promotion consideration along with:
 - a. Updated CV including list of recent publications
 - b. Teaching portfolio detailing teaching philosophy
 - c. A sample of course file including all components
2. The Chairperson invites faculty members in the Department to review the dossier within one week, calls for a departmental meeting to discuss the case, takes a confidential vote of those at the Assistant Professor rank and higher, and submits his/her recommendation to the Dean.
3. The Dean discusses the case with the College Promotion Committee, takes a vote, and submits his/her recommendation to the Vice President of Academic Affairs.
4. The Vice President of Academic Affairs presents the case to the President who makes and communicates the final decision to the applicant in a formal letter.

The Assistant Professor rank shall be effective September first of the academic year that follows the promotion decision.