

Policy Name: Academic Promotion
Approving Authority: Academic Council

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Statement

The Academic Promotion Policy of Beal University Canada (“BUC” or the “University”) supports all academic staff employed by the University on a continuing, casual, or contract basis who wish to apply for promotion to a higher grade of academic classification.

Purpose

The purpose of this policy is to:

- a. Set out the principles underlying academic classifications and promotions at the University.
- b. Provide for the fair and consistent application of indicators of academic performance, benchmarked across disciplines within the University taking into account relevant practices of similar institutions.
- c. Ensure that academic promotion occurs in relation to the standards for academic classification which should be seen as the minimum for a particular level.

Roles and Responsibilities

The Academic Council is responsible for approving recommendations from the Dean of Nursing on promotions. Additionally, the Academic Council will review the policy annually.

Policy

The University’s promotion process will recognize, and reward sustained excellence measured both internally (Dean of Nursing, Vice President Academics) and externally interdepartmental (Vice President of Operations, President).

- a. Applicants for promotion will demonstrate they have maintained and provide evidence at a satisfactory level in all areas of teaching, scholarship, research, or service to the discipline/profession, University, and the community.
- b. Applicants will verify their increasing role in the advancement of scholarship.
- c. Applicants will verify their increasing qualitative impact to their discipline/profession.
- d. Applicants will validate increasing leadership in their discipline/profession, University and the community.

Merit

- a. Promotion to all levels will be on the basis of the merit of the case presented without reference to staffing profiles, quotas or resources.
- b. Consideration will be given to performance relative to opportunity to ensure that the limits imposed on opportunity by additional responsibilities or other relevant factors is acknowledged in assessing achievements.
- c. The outcome of previous applications for promotion will have no relevance in the current promotion round.

Equal Opportunity

The promotion process will have regard for the principles of equal opportunity, fairness and social justice. These principles require that there be no discrimination against any individual on the basis of personal characteristics such as sex, gender orientation, ethnicity, age, and disability.

Other

- a. All academic staff are eligible to apply for promotion when they believe they can demonstrate a quality of performance appropriate to the level sought;
- b. Promotion applications and associated documents must be kept confidential at all times. All involved in the process should be particularly aware of the consequences for staff of breaches of confidentiality;
- c. Anyone involved in the promotion process must identify any conflict or potential conflict of interest to the Chair of the Academic Council who will then consider whether the circumstances are likely to influence substantially the promotion outcome and determine the appropriate action in consultation with senior University staff;
- d. While the emphasis of this process is on academic levels rather than salary, the University will guarantee any necessary salary increases to meet award rates appropriate to the new level of promotion. This increase (if required) will commence from the date on which the promotion takes effect. Any other salary discussions are not a part of this process.

Promotion on the basis of a specific focus:

While applicants may demonstrate engagement with all three criteria to support an application for promotion at a level appropriate for the applicant's academic career, it is understood that different roles within faculty emphasize different criteria, and this will be taken into account:

1. Research, including engaged research.
2. Learning and Teaching, including engaged teaching, and/or curriculum development and/or educational leadership and/or student learning development.
3. Leadership and Administration, including institutional leadership at the University, contributions to higher education and the relevant profession or academic discipline.
4. Community engagement that is directly relevant to the disciplinary expertise of the faculty member may also be considered.

Staff applying for promotion on the basis of a focus on learning and teaching are expected to:

- a. demonstrate excellence in, and substantial contribution to, teaching;
- b. contribute to supervision of research students;
- c. contribute to research and scholarship in either their discipline or the pedagogy of their discipline;
- d. be building (at junior and intermediary levels) and to have achieved (at senior levels) national and international reputations for their contributions to pedagogical issues within their discipline and more broadly.

Staff applying for promotion on the basis of a focus on research are expected to:

- a. demonstrate a substantial contribution to research in their discipline;
- b. participate in teaching through supervision and instruction of postgraduate students, supervision of research students, or general teaching;
- c. be building (at junior and intermediary levels) and to have achieved (at senior levels) national and international reputations for their research.

Staff applying for promotion on the basis of a focus on leadership and administration are expected to:

- a. demonstrate a substantial contribution to leadership, administration, governance, and engagement activities of the University;
- b. demonstrate sustained engagement over a substantial period of time in governance and significant leadership roles within the University or their broader discipline or the community;
- c. demonstrate meaningful quality outcomes from these activities that provide benefit to the University;
- d. provide evidence of the impact these activities have had, in limiting outcomes, within their teaching and research portfolios.

Principles of Academic Rank:

Academic rank is differentiated by level of complexity, degree of autonomy, and level of achievement of the academic. The responsibilities of academic staff may vary according to the specific requirements of the University to meet its objectives and/or may vary according to individual staff development.

It is expected that all staff:

- a. will carry out the duties assigned to them under their faculty workload provisions, as appropriate to their academic level;
- b. will disseminate their knowledge and expertise in education and their research skills as appropriate to their role and academic level;
- c. will engage in continuing professional development;
- d. will be institutionally engaged as a member of the University through participation in committees, administrative duties and governance, as appropriate to their role and academic level;
- e. will interact with staff and students in a professional and collegial manner;
- f. will seek to engage with the wider community.

The general standards for each level of academic classification are outlined below:

1. Level A staff: Instructor

- a. will normally have completed a relevant higher degree or equivalent qualifications and experience;
- b. will undertake administration primarily relating to their activities at the University;
- c. will normally contribute to teaching at the University, at a level appropriate to their skills and experience;
- d. may supervise research students at undergraduate level under the guide of a mentor;
- e. will normally work under supervision of staff at Level B or above, with an increasing degree of autonomy as they gain skills and experience;
- f. will normally conduct research or scholarly activities under limited supervision either independently or as a member of a team;
- g. may be mentored in a formal University mentoring program.

2. Level B staff: Senior Instructor

- a. will have completed a relevant higher degree or equivalent qualifications and experience
- b. will independently undertake roles related to administration primarily relating to their activities at the University;
- c. will supervise research students independently at undergraduate level;
- d. will work under supervision of staff at Level B or above, with autonomy;
- e. will conduct research or scholarly activities independently or as a member of a team;
- f. will take on the role of mentor of Level A faculty in a formal University mentoring program.
- g. will serve as a coordinator or administrative lead where operational needs are required for faculty and student support.

3. Level C staff: Assistant Professor

- a. will develop research proposals and applies for peer-reviewed internal and external funding as co-primary investigator, co-investigator, or primary investigator.
- b. will participate in collaborative interdisciplinary research teams.
- c. will participate in professional learning opportunities to share experiences to strengthen teaching and research practices.
- d. will demonstrate developing capacity to publish scholarly works in peer-reviewed and non-peer reviewed publications
- e. will ground teaching strategies in developing understanding of educational theory and evidence-based teaching practices
- f. will recognize, explore, and demonstrate beginning competence in student-centered learning.
- g. will begin to contribute to teaching at graduate and undergraduate levels in subjects or through research supervision.

4. Level D staff: Associate Professor

- a. will normally have completed a PhD or professional equivalent;
- b. will contribute to research, scholarship, teaching, or academic leadership, either independently or as part of a team, through professional practice and expertise;
- c. will coordinate or lead the activities of other staff as appropriate to their discipline;
- d. will be involved in evaluating learning and teaching, both at the course level and in relation to their own practice;
- e. will engage in scholarly development and engagement in their discipline area;
- f. may have experience in education-related scholarly activities, which have resulted in demonstrated improvements in teaching quality or education outcomes, or successful outcomes in research supervision;
- g. may be required to perform the full academic responsibilities, and related administration, of coordination of a subject;
- h. may be a mentor for staff at Level A
- i. will normally contribute to teaching at graduate and undergraduate levels in subjects or through research supervision.

5. Level E staff: Professor

- a. will have completed a PhD or equivalent;
- b. will make independent and original contributions to scholarship within their discipline and will disseminate these among colleagues to promote good practice in their faculty and the University;
- c. will be acknowledged within the institution as influential in:
 - expanding knowledge within their discipline through research; or
 - pedagogical and curriculum issues in learning and teaching; or
 - academic leadership, administration and related community engagement.
- d. will be able to demonstrate a strong record of:
 - research and scholarly activities relating to their discipline, such as contributing to leading academic and professional publications on issues relevant to their discipline, supervision of research students; or
 - teaching and learning practices; or
 - senior academic administration, leadership and related community engagement.
- e. may be required to perform the full academic responsibilities, and related administration, of coordination of a course of study;
- f. may be a mentor for staff at Level B or below;
- g. may contribute their expertise and knowledge to broader forums of public debate, consistent with the University policy;

- h. will normally play a major role or provide a significant degree of leadership in scholarly, research or administrative activities relevant to any, or all, of their profession, discipline or community.
6. Level F staff: Associate Dean of Nursing
- a. will have completed a PhD or equivalent;
- b. will have attained national or international recognition and impact through original, innovative and distinguished contributions to research, or learning and teaching, or leadership and administration;
- c. if research:
- will make original and innovative contributions to their field of study or research, which are recognized as outstanding nationally or internationally, including engagement in publications and scholarly dissemination appropriate to their discipline;
 - will have a sustained record of effective leadership of research (in fostering the research activities of others, and in research training);
 - will demonstrate evidence of capability to lead developments in research which enhance the reputation of the faculty or University;
- d. if learning and teaching:
- will have a sustained record of effective leadership of teaching teams (in curriculum design, implementation and innovations leading to improvements in student learning);
 - will make original contributions to teaching, such as contributions to national efforts to enhance curriculum and providing high quality learning experiences in their discipline;
 - will demonstrate evidence of capability to lead developments in education quality, which enhance major aspects of the faculty's operations through course management, curriculum development, faculty and institutional teaching roles.
- e. if leadership and administration:
- will make significant contributions to academic leadership e.g. senior governance positions at the University or externally; positions on external advisory boards or academic committees; involvement in industry groups and organizations;
 - will have a sustained record of effective leadership of other senior academic leaders in administrative roles;
 - may have evidence of achievement in community engagement relevant to their disciplinary expertise (e.g., based on their expertise, hold official community positions, participate in community consultancies, initiate community projects, or contribute in other areas).
 - will demonstrate evidence of capability to lead developments in academic leadership which contribute significantly to the vision of the institution.
- f. may be a mentor for staff at Level C or below;
- g. will normally make an outstanding contribution to governance and collegial life within the University;
- h. will, where appropriate, contribute to University's work of community engagement;
- i. will, where appropriate, contribute their expertise and knowledge to broader forums of public debate, consistent with the University policy;
- j. will, where appropriate, assist University in its development work;
7. Level G staff: Dean of Nursing
- a. will have achieved and maintained significant international recognition and impact through original, innovative and distinguished contributions to research, or learning and teaching, or leadership and administration;
- b. if research:
- will usually have a track record of competitive research grants;

- will make original and innovative contributions to their field of study or research, which are recognized as outstanding nationally or internationally, including engagement in publications and scholarly dissemination appropriate to their discipline;
 - will have evidence of capability to lead development which enhances major aspects of the University operations and its international reputation in research;
 - may, where appropriate, be involved in transnational research with a view to external collaboration and establishing strong partnerships with outputs such as commercialization, improved practice and policy;
 - will have a strong record of leadership in research.
- c. if learning and teaching:
- will make original contributions to teaching, such as contributions to national efforts to enhance curriculum and providing high quality learning experiences in their discipline;
 - will have evidence of capability to lead development which enhances major aspects of the University's operations and its international reputation in learning and teaching;
 - will have a strong record of leadership in learning and teaching.
- d. if leadership and administration:
- will make highly significant contributions to academic leadership over a substantial period of time in governance and significant leadership roles within the University or their broader discipline or the community e.g., senior governance positions at the University or externally; positions on external advisory boards or academic committees; involvement in industry groups and organizations;
 - may have substantial evidence of achievement in community engagement relevant to their disciplinary expertise (e.g., based on their expertise, hold official community positions, participate in community consultancies, initiate community projects, or contribute in other areas).
 - will have evidence of capability to lead development which enhances major aspects of the University's operations and its international reputation in academic leadership and administration.
- e. will have evidence of recognition within the broader academic or higher education community, such as membership or editorship of journals, membership of national or international consultative bodies, membership of specialist committees or advisory boards;
- f. will have evidence of mentoring colleagues to leadership positions;
- g. will usually have a record of supervising research students successfully to completion as principal supervisor;
- h. will make an outstanding contribution to governance and collegial life within and outside the University, for example by chairing faculty committees, undertaking significant administrative positions, or participating in or chairing University-level committees;
- i. may be a mentor for staff at Levels D or below;
- j. will, where appropriate, contribute their expertise and knowledge to broader forums of public debate, consistent with the University policy;
- k. will, where appropriate, assist the University in its development work.

Related Policies and Documents

Salary Schedule

**Addendum
Salary Schedule**

The Beal University Canada academic staff classification is as follows:

Years Teaching	Bachelor	Masters	Terminal
0-3	Instructor	Instructor	Assistant Professor
4-8	Instructor	Assistant Professor (Teaching)	Associate Professor
9+	Senior Instructor	Associate Professor (Teaching)	Professor

Beal University Canada does not have collective agreements and as such salaries for full-time academic and administrative employees are based on their educational and work experience. The salary schedule is used as a guideline.

Salary Schedules		
Faculty		
	Range	
Full Professor	143,750	162,500
Associate Professor	118,750	143,750
Assistant Professor	106,250	118,750
Senior Instructor	93,750	106,250
Instructor	81,250	93,750
Part time Academic Instructors		
	Range	
Per 3 Credit course	2,000	4,000
Per 4 credit course	3,000	6,000

The following incremental pay increases, for the three years presented, are expected based on an adjustment for average cost of living expenses:

Incremental Pay Increases	1.60%		1.60%		1.70%	
Faculty	2024		2025		2026	
	Range		Range		Range	
Full Professor	146,050	165,100	148,387	167,742	150,909	170,593
Associate Professor	120,650	146,050	122,580	148,387	124,664	150,909
Assistant Professor	107,950	120,650	109,677	122,580	111,542	124,664
Senior Instructor	95,250	107,950	96,774	109,677	98,419	111,542
Instructor	82,550	95,250	83,871	96,774	85,297	98,419