

MOVING FROM PROBATIONARY TO CONTINUING STATUS POLICY

Responsibility of	Faculty Senate Evaluation Committee, Deans Council
Approved by	Faculty Senate (January 19, 2018)
Revision History	Revised October 15, 2021; November 24, 2023
Next Review	2030

POLICY OVERVIEW

This policy outlines the process involved in moving from probationary to continuing status on the faculty of Briercrest College and Seminary.

PRINCIPLES

This policy is guided by the principles of integrity and transparency.

SCOPE

The policy applies to all members of the faculty at Briercrest College and Seminary, upon their initial appointment to their post.

POLICY STATEMENT

Faculty members typically enter into a three-year probationary period upon their initial appointment at Briercrest. This policy outlines what faculty members should expect as they move through this probationary period. We envision a supportive context in which colleagues and supervisors work closely with professors joining our faculty. Where difficulties arise, faculty members should expect that clearly documented and ample opportunities for redemption exist. For newly hired faculty with previous teaching experience, the Deans Council can propose a shortened and/or amended probation period. In that case, faculty members will follow the process outlined below in *Year Three: Completing the Probationary Period* during their final year of probation.

PROCEDURES

Years One and Two

1. Faculty members in the early stages of their careers will often have a reduced teaching load during their first two years at Briercrest.
2. Faculty members should expect to have their Dean visit their class at least once annually in the first two years and offer written feedback about their teaching.
3. Faculty members should expect to regularly participate in a reading group, or other activities, addressing pedagogical practice and/or philosophy. They may also be assigned a faculty mentor by the Faculty Dean.
4. Faculty members will submit a professional development plan each May that: a) reviews their performance in the scholarships of teaching, discovery and integration, and service during the academic year just completed; b) sets out a plan for growth in each of these expressions of their scholarship in the year ahead. Faculty members should indicate their intention to apply for continuing status in their professional development plan at the end of their second year of teaching.
5. Faculty members should expect, in response to this plan, a written assessment by the Dean of their performance in the scholarships of teaching, discovery and integration, and service over the past year.

Year Three: Completing the Probationary Period

1. Faculty members should expect at least one (typically two) visit(s) from the Dean of the College or the Dean of the Seminary during the final year of their probation.
2. Faculty members will submit an expanded plan for professional development in May of their third year. Besides including the required components of the professional development plan (updated CV, professional growth plan, professional growth progress), this plan will include:
 - a. A 3-5 page statement of educational/pedagogical philosophy (Chicago format);
 - b. An 8-10 page essay that addresses what it means for them to teach their discipline in a way that emerges from and is faithful to the Briercrest College & Seminary mission (see further, "A Vision for Undergraduate Education at Briercrest" for college faculty and "Vision for Seminary Education at Briercrest" for seminary faculty);
 - c. All student/course evaluations, syllabi, and exams;
 - d. Each of the Dean's written responses to their previous plans for professional development;

- e. A formal letter requesting a move from probationary to continuing status;
- f. Any other documents or artifacts the faculty member deems necessary (i.e., documenting their performance in the scholarships of teaching, of discovery and integration, and of service).

The faculty member's Dean will submit a comprehensive letter of assessment, in consultation with the department chair, which includes a formal, written evaluation of the faculty member's scholarships of teaching, of discovery and integration, and of service. The letter will not make recommendation to accept or reject the application for continuing status and will be one of several important pieces of evidence considered by the Faculty Senate Evaluation Committee (FSEC).

Review of the Application for Continuing Status

The application for Continuing Status will be forwarded to the FSEC, which will normally convene in the second half of May to assess submissions. During the review process, the FSEC may also ask for further documentation should some element(s) of the application be viewed as insufficient.

1. The FSEC may:
 - a. Approve the application, in which case the applicant's probationary status is complete on July 31 of that year.
 - b. Deny the application, in which case the letter of intent signed the previous February (for the year following) would typically be the final letter offered.
 - c. Defer a decision with due cause, inviting the faculty member to submit a new application the next May. Such deferrals will be accompanied by specific statements about how the 'due cause' might be rectified. Applicants may not be deferred more than twice, after which the application must either be approved or denied (i.e., a faculty member may not continue on probation for more than five years).

Appeals: Appeals of the decision of the Faculty Senate Evaluation Committee should follow the Dispute Resolution and Dismissal Policy (Procedure 1).

APPENDIX A

Related Forms/Policies	Dispute Resolution and Dismissal Policy; Rank and Promotion Policy
Where is this policy published	Faculty Handbook
Contact Information	Dean of the College, Dean of the Seminary

